



EXTENDING THE POSSIBLE

Enhancing International Collaborations

in Educational Research

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3 PM - 6.30 PM, ON LINE [CLICK HERE: [MS TEAMS](#)]

PRESENTATION

The internationalization of research has increasingly become a focal point of higher education institutions. By accessing resources, laboratories, or specialized archives, developing new ideas, or tapping into new sources of funding, **international collaborations** represent a valuable resource that drives research beyond mono-cultural visions.

In an increasingly interconnected and digital world, a critical understanding of the relationship between education/training and the process of globalization of economies and cultural diffusion cannot fail to address the new dimensions of **transnationalism**, characterized by a dialectical and dynamic interdependence between micro and macro, global and local, subjectivity and inter-subjectivity. In this sense, collaboration with researchers in other parts of the world involves traversing cultural, linguistic, disciplinary, institutional, and political boundaries.

Global issues such as the protection and promotion of human rights, education, environmental sustainability, digital citizenship, the fight against social inequalities and poverty, to name a few, cannot be resolved by any single institution or country. Academia must resist isolationism; rather, the best and brightest should be encouraged to work together towards a better future for the world.

The aim of the Ph.D. seminar is to reflect on some of the current and relevant aspects of the **internationalization of research** in education and social research in order to assess, from a critical point of view, the relevance, transferability, and integration of models, methods and modes of intervention between local, national and international contexts.

By way of example, a **comparison** of the educational leadership experience of the United States and the emerging initiatives in Italy will be presented as a case study. Indeed, while interest in issues related to educational leadership appears to be of common interest, there are significant differences in historical, cultural, and political traditions, models, and philosophical and value references that could have an impact on current and future educational practices.

Ph.D. in Educational processes, theoretical-transformative learning and research methods applied to territory

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