Working title

1

Enhancing the academic experience of international students in western research-led universities

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2

FOCUSING ON THE ACADEMIC WELL-BEING OF INTERNATIONAL STUDENTS: FORGING AN IDEA FROM ACADEMIC LITERATURE AND PRACTICE (CONFERENCE PRESENTATION TITLE)

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"I want to have a western education"

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- "Every international student we worked with (both those included in the book and those who are not) observed that intellectual growth and academic achievement form the fundamental *raison d'être* of their coming to America. Whereas most Dartmouth students anticipate development that is on academic, social, athletic, artistic levels, international student at the college are <u>strikingly focused on their lives within the classroom and libraries</u>; not incidentally, three out of eight recent valedictorians are international students" (p. xxix).

Garrod, A., & Davis, J. (Eds.). (1999).
Crossing customs: International students write on U.S. college life and culture.
New York: Routledge.

International students as a critical resource
From educational aid to trade

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Colombo Plan → Export Education → International Education

International education mega-trends

Time frame	Mega-trends	Dynamics of change
1950s – 1970s	Colombo Plan as educational aid	• Adjunct to developmental aid • Driven by humanist concerns, social justice, international cooperation and peaceful co-existence
1980s – 1990s	Educating international students as service export industry	• Market share • Revenue • Competition • Branding of NZ education • Recruitment strategy
2000s & beyond	Global mobility of students – Complexities and challenges	• PERFORMANCE METRICS AND CRITICAL SUCCESS FACTORS • Internationalisation on campuses • International education as educational diplomacy/soft power – Study abroad • Global citizenship • Human capital formation • International student wellbeing (security) • Code of practice for the pastoral care of international students (New Zealand Ministry of Education, March 2002) • Principles to promote and protect the human rights of international students (Australian Human Rights Commission, October 2012) • International Student Mobility Charter (European Association for International Education, September 2012)

Matters arising: International student security

Also, see book review: Pang, D. (2012). [Review of the book *International student security,* by S, Marginson, C. Nyland, E. Sawir & H. Forbes-Mewett]. *Journal of Higher Education Policy and Management, 34*(4), 457-460.

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Student security and regulation

Finances

Work

Housing
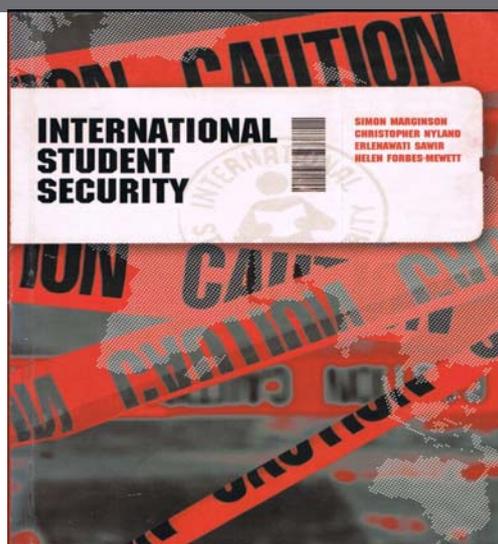
Health

Safety of the person

The immigration Department

The Universities

Language

Family and friends

Loneliness

Intercultural relations

INTERNATIONAL STUDENT SECURITY

SIMON MARGINSON
CHRISTOPHER NYLAND
ERLENAWATI SAWIR
HELEN FORBES-MEWETT

International education at a critical juncture

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- Their numerical presence has resulted in "the issue of the effects of their presence campus and in class to the forefront of discussions in educational research and policy" (Montgomery & Borg, 2010, p. xi).

<div style="text-align:right">

Montgomery, C., & Borg, M. (2010).

Understanding the international students experience.

London: Palgrave Macmillan

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- It can be said that, with the prospect of hosting many more international students from non-English speaking backgrounds in the foreseeable future, international education has reached a "critical juncture" (Ryan & Louie, 2007, p. 404) for many universities hosting these students.

<div style="text-align:right">

Ryan, J., & Louie, K. (2007).

False dichotomy? 'Western" and 'Confucian' concepts of scholarship and learning.

Education Philosophy and Theory,

39(4), 404-417

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Promoting transformative change in international education

8

- "The development of a new terminology is often indicative of a paradigmatic shift. It may be the first step towards raising awareness of the radical change that is occurring worldwide throughout the HE sector."

<div style="text-align:right">

Editorial. (2011).

Concluding editorial:

'The need of international students rethought –

Implications for the policy and practice of higher education.

Teachers and Teaching: Theory and Practice, 17(6), 703-712

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The influence of discourses

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- "The words and narratives chosen to define aspects of our lives are part of a discourse that also circulates an ideology in a particular cultural context. These ideologies carry values relating to how we understand particular concepts and are often used to privilege the position of particular groups and 'naturalize' the inferiority of other groups (Shirato and Yell, 2000, cited in Montgomery & Borg, 2010, p. 121).

- "There are discourses around internationalization in Higher Education that may be influencing the student experience and the way that we view the role of international students in our universities" (p. 122).

Montgomery, C., & Borg, M. (2010).
Understanding the international students experience.
London: Palgrave Macmillan

Example: The idea of reputational capital

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- "Understanding how international students are engaging with learning and areas where improvements could be made may help improve the quality of education that international students in New Zealand universities are getting and may help increase the attractiveness of New Zealand universities to international students" (van der Meer & Comer 2012, p.30).

van der Meer, J., & Comer, K. (2012).
International students' experiences of engagement: Opportunities for enhancement.
In A. Radloff, *Student engagement in New Zealand's universities* (pp. 29-38).
New Zealand: AKO Aotearoa & Australia: ACER.

Example: The idea of 'reciprocal adaptation'

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- "Within the context of the internationalization of Australian higher education, reciprocal adaption and standards of the higher education sector for high quality education. The mutual changes are even more critical given the current institutional responses and policies which have focused more on international education as an export industry and commodity and less on the aspirations of international students and the enhancement of academic pedagogies which cater for the needs and acquired values of international students" (Thi, 2008, p.535).

Thi, T. L. (2008).
Mutual adaptation of international students and academics for the sustainable development of international education
[EDU-COM 2008 International Conference].
Retrieved November 4, 2012 from http://ro.ecu.edu.au/ceducom/58/

Example: The idea of 'problems' vs 'assets'

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- "… [A]lthough many of the difficulties experienced by staff and students are well known, there is still much to be done to address curriculum, pedagogical and assessment practices. A necessary precursor to this work is the examination of underlying attitudes, values and systems that may give rise to difficulties for both staff and students. A new approach is needed that positions international students not as 'problems' to be solved but as 'assets' to internalisation and the generation of new knowledge and new ways of working in the academy" (Ryan, 2011, p. 631).

Ryan, J. (2011).
Teaching and learning for international students: Towards a transcultural approach.
Teachers and Teaching: Theory and Practice, 17(6), 631-648.

Not an easy discussion

☐ "The $16 billion international education industry in Australia is good at market research and image management but uncomfortable when critical research findings are discussed. Researchers not owned by the industry create a strategic dilemma for it. In the process of the research we, the authors, have been alternatively abused, invited, enticed and ignored. None of this blocked the research or changed our findings. Nor did the industry assist. None of our efforts to raise research money from industry sources worked, though we do sense there is now more interest in our research than there was before, and it might be contributing to industry assessment. We are deeply grateful to the Australian Research Council whose unstinting support for critically minded scholarly research made this book possible" (p. xi).

Marginson, S., Nyland, C., Sawir, E., & Forbes-Mewett, H.(2010).
International student security.
Melbourne: Cambridge University Press

Bridging the gap in policy/practice

Expectation and reality

☐ What can international students tell us about their sojourn experiences – social, cultural, academic – which might help practitioners to improve their support and practice?

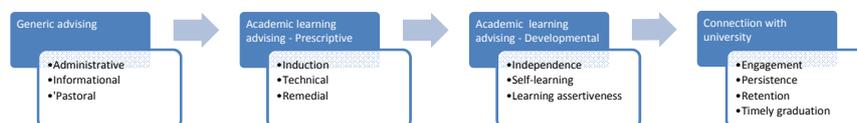**Enhancing academic learning advising practice in globally-engaged university – A personal odyssey**

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- □ The thrust of my pedagogical approach in academic learning advising involves answering the question, "What academic learning advising knowledge and skills are of most worth?", a parallel version of the curriculum question "What curriculum is of most worth?" made famous by Herbert Spencer (1820-1903).

Transitional pedagogy in learning advising practice

The full version is published in Pang, D. (2012a). Enhancing academic learning advising in globally-engaged universities – A personal odyssey. *Journal of NUS Teaching Academy, 2,* 24-41. Available online: http://www.nus.edu.sg/teachingacademy/jnusta/v2n1/v2n1p24_PangD.pdf

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Generic advising	Academic learning advising - Prescriptive	Academic learning advising - Developmental	Connectiion with university
• Administrative • Informational • 'Pastoral	• Induction • Technical • Remedial	• Independence • Self-learning • Learning assertiveness	• Engagement • Persistence • Retention • Timely graduation

International students: A vulnerable student population

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□ "A university that admits foreign students needs to monitor their English skills and how they are doing. Ethically, the university needs to intervene in the first 2 weeks if the student shows signs of difficulty. There should be a formal program for reworking the student's schedule of classes that is not voluntary for ESL. Most can manage if half their course load is dropped or postponed and they are required to take intensive English. They can make up their dropped courses in the following summer or later in other ways. Being proactive is much better than finding them in the broom closet hanging by the neck- which has happened." (A reader's response to *The Chronicle of Higher Education* article)

McMurtrie, B. (2012, November 12).

China continues to drive foreign-student growth in the United States.

The Chronicle of Higher Education.

□ "The process of adjustment for international students could be stressful and could lead to depression and academic failure. In fact, in the past ten years, nine mainland Chinese students have committed suicide during their study in Hong Kong due to academic and social challenges".

Cheung, A.C. K. (2013).

Language, academic, socio-cultural and financial adjustments of mainland Chinese students studying in Hong Kong.

International Journal of Educational Management, 27(3).

Bringing internationalisation back to academia?

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□ While students are seen to be responsible for constructing their knowledge, learning is also seen to depend on institutions and staff generating conditions that stimulate and encourage involvement. (AUSSE, 2012, p.3)

AUSSE. (2010).

International students' engagement with effective educational practices: A cross-national comparison, *Research Briefing, 5,* 1-10.

Reflective international education practitioners & reflective questions

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What
advising/teaching/researching
practice and/or policy orientation is of most worth?

To be future-ready

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- To be future-ready, Waters and Brooks (2011) have suggested that "The consolidation of a multi-billion dollar international education industry (globally) clearly necessitates a more sustained academic critique than has been attempted to date" (p.157).

Waters, J., & Brooks, R. (2011).
Introduction: International/transnational spaces of education.
Globalisation, Societies and Education, 9(2), 155-160.

- "We highlight the need for renewed focus on the educational drivers of education and a consequent revision of measures of student satisfaction to focus on educational outcomes rather than simple measures of satisfaction more designed to facilitate economic imperatives" (p. 696).

Matthews, J., & Lawley, M. (2011).
Student satisfaction, teacher internships, and the case for a critical approach to international education.
Discourse: Studies in the Cultural Politics of Higher Education, 32(5), 687-698

Paradigm shift in thinking and practice

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□ "In a fast-moving and competitive world, past success does not ensure future success. Just the opposite, past success often makes it more difficult to succeed in the future. If ever there was a truth that we should all contemplate, this is one. And it applies equally to educational institutions, corporations, and individuals" (p. 203).

Kotter, J. P. (1995).
The new rules: How to succeed in today's post-corporate world.
New York: the Free Press

□ "Where is the ethical standard in knowing that current approaches to education systematically fail groups within our community, yet we continue to insist that we know best and can continue practices and approaches?" (p. 18)

Middleton, S. (2012, November 13).
NZ will reap its education failures.
Retrieved from www.campusreview.com.au