WHERE ARE WE HEADING?
INTERNATIONAL EDUCATION IN 2025
INTERNATIONAL RESEARCH ROUNDTABLE 2015

OUTCOMES REPORT
Douglas Proctor
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INTRODUCTION

The International Research Roundtable is organised by IEAA and has been held annually since 2009 in conjunction with the Australian International Education Conference (AIEC).

The roundtable caters to the interests and needs of established and new researchers – including current research students – across a wide range of disciplines. It is designed to facilitate dialogue between researchers, education industry practitioners and government policy makers, as well as research funding and commissioning agencies.

Growth in membership of the International Education Research Network (IERN) – IEAA’s engagement platform for the international education research community – attests to ongoing interest in this field.

This year’s roundtable was held in Adelaide on Tuesday 6 October 2015. It attracted 63 delegates from Australia, Brazil, Canada, Finland, Hong Kong, Malaysia, the United Kingdom and the United States. Australian attendees were drawn from Victoria, New South Wales, Queensland, South Australia, Tasmania, Western Australia and the Australian Capital Territory (see Appendix 2, page 16).

Unlike earlier roundtables that focused on a specific theme, the 2015 roundtable brought together leading Australian and international researchers to prognosticate upon what international education might look like in 2025.

As such, while scholars are usually more comfortable analysing past events, we called on participants to speculate about the future and consider the major cultural, political and economic transformations of our time. Key themes included:

■ The next phase of globalisation of higher education
■ Growth and perpetuity?
■ How will we teach?
■ Cultural change.

The program is included at Appendix 1 (page 14).

SPEAKERS

■ Vitor Alevato do Amaral – Vice-President, Brazilian Association for International Education (FAUBAI), and Director, International Affairs, Federal University of Rio de Janeiro (Brazil)
■ Gail Bowkett – Director of Research and International Relations, Universities Canada (Canada)
■ Associate Professor Abby Cathcart – QUT Business School, Queensland University of Technology (Australia)
■ Dr Cassandra Colvin – Manager, Enhancing Student Academic Potential, University of South Australia (Australia)
■ Professor John Hudzik – Michigan State University (USA)
■ Emerita Professor Elspeth Jones – Independent Consultant (UK)
■ Professor William (Bill) Lacy – University of California, Davis (USA)
Markus Laitinen – Vice-President, European Association for International Education (EAIE), and Head of International Affairs, University of Helsinki (Finland)

Douglas Proctor – PhD candidate, The University of Melbourne, and Research Committee member, IEAA (Australia)

Dr Sarah Richardson – Principal Research Fellow, Australian Council for Educational Research (Australia)

Professor Fazal Rizvi – Professor in Global Studies in Education, The University of Melbourne (Australia)

Dr Glen Stafford – Manager, Academic and Global Relations, The University of Adelaide (Australia)

Kadi Taylor – Senior Advisor, International Education, Austrade (Australia)

Associate Professor Chris Ziguras – Deputy Dean International, School of Global, Urban and Social Studies, RMIT University, and Vice-President, IEAA (Australia)

SESSION CHAIRS

Professor Kent Anderson – Deputy Vice-Chancellor (Community and Engagement), The University of Western Australia (Australia)

Zainab Malik – Director of Research, British Council Education Intelligence (Hong Kong)

Dennis Murray – Director, Murray Goold International, and Senior Honorary Fellow, LH Martin Institute (Australia)

Dr Eugene Sebastian – Deputy Pro Vice-Chancellor, Business International, RMIT University (Australia)

Associate Professor Chris Ziguras – Deputy Dean International, School of Global, Urban and Social Studies, RMIT University, and Vice-President, IEAA (Australia)

Copies of the presentations are available online at ieaa.org.au/research-roundtable
A VISION FOR 2025

In opening the roundtable, Professor Bill Lacy reflected on the importance of strategic international partnerships to higher education and the opportunities that these partnerships offer for change in education, research and engagement.

Based on his experience in the USA – as former Vice-Provost for University Outreach and International Programs at the University of California, Davis and President of the Association of International Education Administrators (AIEA) in 2010–2011, as well as his current research – Professor Lacy outlined a range of future considerations for international partnerships in higher education. Importantly, he advocated the need for strategic, tactical and negotiated planning and implementation of such partnerships, as well as pointing to a heightened need to monitor and assess their performance. In looking to the future, he also predicted that future international partnerships in higher education would encompass all three academic functions of the university (education, research and engagement).

In the Australian context, Professor Lacy also reported the early findings of an ethnographic research study that he has been undertaking in relation to Australian higher education. Based on interviews with a wide range of senior leaders in Australian higher education, this study indicates that internationalisation is considered by vice-chancellors to be of high importance in relation to the other strategic agendas of their institutions. In this light, Professor Lacy proposes that strategic international partnerships will be of increasing importance to Australian higher education into the future.

FURTHER READING


THEME 1: THE NEXT PHASE OF GLOBALISATION OF HIGHER EDUCATION

In reflecting on the globalisation of higher education, Professor John Hudzik and Emerita Professor Elspeth Jones presented different perspectives on the future and what the next phase of globalisation might bring.

In considering ‘The Fibre and Weave of Internationalisation’s Future’, Professor Hudzik outlined the various drivers of change in the internationalisation of higher education and a number of plausible future scenarios and directions of change. This analysis took into consideration the globalisation of nearly everything in the modern world, significant growth in the rate of internationally co-authored academic papers in science, and changing patterns in the capacity of higher education systems to meet growing demand. Also of relevance are shifts in the geographic patterns of research output, as well as an expanding and diversifying global middle class.

Based on this analysis, Professor Hudzik foresees two potential scenarios: the first apocalyptic, where the dominant model of higher education proves unviable in the next 10–15 years; the second foresees a continuing evolution of the current situation. Although not necessarily mutually exclusive, Professor Hudzik envisages the ‘continued evolution’ scenario leading to:

- Greater accountability in internationalisation and proof of outcomes
- New opportunities for cross-border learning through the unbundling of learning and more flexible technology
- New demographics in international education leading to alternative flows of sending and receiving countries, and
- Priority setting in internationalisation as a result of the massification of higher education.

In essence, Professor Hudzik considers that the internationalisation of higher education is on the cusp of both massive growth and massive change. Driving this change will be a group of practitioner-scholars who bridge the academic and administrative units responsible for internationalisation within higher education institutions. A new book on the topic of practitioner-scholars in international education is due to be published by Symposium Books in 2016.

Turning to ‘The Globalisation of Internationalisation’ itself, Emerita Professor Jones focused attention on perspectives from outside Australia and highlighted a number of challenges to the traditional dominance of an Anglophone Western view of internationalisation. In challenging the hegemony of the small group of Western universities which have monopolised debate about internationalisation, Professor Jones queried the cultural dominance of these institutions and the seeming homogenisation of education that has resulted.

The release of revised definitions of higher education internationalisation (de Wit, Hunter, Howard, and Egron-Polak, 2015) and internationalisation at home (Beelen and Jones, 2015) provides a useful lens through which to consider these processes afresh in a broader context:
Internationalisation of higher education

“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.”

Internationalisation at home

“The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.”

Although re-definitions of terms do not have significance in themselves, continued reflection and refinement of understandings of internationalisation in a global context is an indication of continuous quality improvement.

In closing, Professor Jones outlined eight priorities which have been laid out for the globalisation of internationalisation itself:

1. The need to learn from other non-western national and cultural contexts
2. To ensure that no single approach or paradigm dominates the discourse
3. Not to see internationalisation as a goal in itself
4. To offer greater clarity on the ‘why’ of internationalisation
5. To pay more attention to faculty and student perspectives on internationalisation
6. To understand better the impact of international and intercultural learning outcomes on student employability
7. To continue research on the benefits of internationalisation and the impact on students, faculty and administrators
8. To better understand the link between internationalisation and multiculturalism and undertake
9. Further research on whether similar benefits can be gained through internationalisation of the curriculum at home.

FURTHER READING


THEME 2: GROWTH AND PERPETUITY?

Having considered the global context for the internationalisation of higher education, Kadi Taylor and Associate Professor Chris Ziguras reflected on possible futures for international education in Australia.

In a presentation entitled ‘Unlocking the Potential’, Kadi Taylor outlined the key aspects of the Australian Government’s Australian International Education 2025 (AIE 2025) roadmap – a long-term market development plan for the next decade currently being prepared by Austrade in consultation with the Australian international education sector.

In seeking to maximise the contribution of international education to Australia’s economy, society and international standing, AIE 2025 has explored two challenges for the sector originally outlined by the Minister for Trade and Investment, The Hon Andrew Robb AO MP:

■ Can Australia move towards doubling the number of international students and visitors learning and training in Australia?
■ Can Australia increase the number of people overseas who are learning and training via Australian-developed courses or content?

In doing so, AIE 2025 has deliberately sought to challenge the current concepts of international education and training in Australia.

Following consultation with more than 800 people from within and outside the sector at a series of workshops held in all Australian capital cities, and Townsville, during April 2015, Austrade has commissioned research from Deloitte Access Economics (partnered with EduWorld) on international students in Australia and Australian transnational programs delivered overseas. To be released in November 2015, this research will complement the insights gained from the earlier consultation, as well as subsequent roundtables with industry leaders and workshops with an industry advisory group and sector peak bodies.

In response to a government perspective on future growth in international education, Associate Professor Chris Ziguras explored the implications of hosting one million international students in Australia in a presentation entitled ‘Double or Nothing’. In the face of ambitious supply-side forecasts for international student numbers in Australia, Associate Professor Ziguras reflected on the future capacity of higher education providers to enrol a growing cohort of international students, as well as the related capacity of accommodation providers to respond. He questioned whether the sector should seek to learn something from the boom – and subsequent bust – in the Australian mining industry.

Of particular concern to the international education sector is the capacity of the Australian community to accept a growing number of international students. Indeed, anti-immigration backlashes and media reports about rogue international education providers have highlighted the potentially precarious nature of the “social license to operate” granted to the international education sector by the community.
Similarly, a further challenge for broad community support may well be in relation to labour market capacity and employment, with rising unemployment leading to political pressure to restrict the flow of temporary migrants (including international students) to Australia. A further capacity constraint may be felt within the student community itself, with international students seeking greater social integration with domestic students.

In closing, Associate Professor Ziguras considered the various avenues by which the international education sector might seek to use research to influence public policy in this area, particularly in light of the soon-to-be-finalised AIE 2025 market development plan.

**FURTHER READING**


THEME 3: HOW WILL WE TEACH?

Taking another perspective on where we are heading, Dr Cassandra Colvin, Dr Sarah Richardson and Dr Abby Cathcart outlined a range of perspectives on internationalisation and teaching in higher education.

In asking ‘How will learning analytics change higher education?’, Dr Colvin reflected on the sophisticated insights that analytics now enable in relation to student learning in higher education. Universities are using a growing set of analytic data to inform their student retention and attrition strategies, as well as to provide information directly to students in the form of learning dashboards. Although questions remain inter alia about the size of learning analytic datasets, appropriate context and ethics in the use of this data, Dr Colvin proposed that this new development in higher education will have strong implications for both institutions and students in terms of the future of internationalisation in higher education.

Moving beyond the institutional perspective, Dr Richardson sought to highlight how university education standards might be compared globally and reflected on ‘The AHELO project and its discontents’. The OECD’s Assessment of Higher Education Learning Outcomes (AHELO) project had sought to determine a robust approach to measuring learning outcomes across cultures, languages and diverse institutional settings, with the aim of providing institutions with data on student learning outcomes which they could use to improve quality in teaching and learning. Unfortunately, however, the AHELO pilot study will not continue to be a fully-fledged OECD initiative. Dr Richardson reflected on the various factors (mostly geo-political) which had contributed to this outcome. Without many of the world’s leading institutions in the USA (and the UK being part of AHELO), it had become unfeasible for the OECD to proceed.

In response to concerns about the perceived top-down approach by the OECD, a new bottom-up initiative is now being pursued within the European Union: the CALOHEE project on Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe. Furthermore, in the continued absence of an international standard by which to measure teaching quality, this also leaves the existing institutional ranking schemes as one of the key comparative indicators of quality in teaching.

Dr Cathcart then provided a detailed example of a specific program at Queensland University of Technology (QUT) which is focused on the future of teaching in Australian higher education. In ‘Preparing Doctoral Students to Teach’, Dr Cathcart outlined QUT’s Teaching Advantage Program which has developed and implemented a systematic, competency-based teaching development program for doctoral students, based on Cognitive Apprenticeship Theory.

Following a two-year trial with 15 doctoral candidates in the QUT Business School in 2011–2012, the Advantage Program has since been rolled out to 200 doctoral candidates and is now in its third year of full implementation. Measurable outcomes from the program include significant improvement in teaching self-efficacy and recognition for reflective thinking.
FURTHER READING


THEME 4: CULTURAL CHANGE

In reflecting on possible futures in relation to cultural change, Professor Fazal Rizvi and Dr Glen Stafford looked at the increasingly transnational nature of modern life and the consumer-oriented focus of many outbound mobility programs from Australia.

In exploring ‘Transnational Cultural Spaces and the Challenges of the New Normal’, Professor Rizvi provided insights into the cultural practices of international schools in Asia and how they – and their students – are responding to globalisation through transnational (rather than national) positioning. In these (elite) communities, transnationality is becoming a new class marker and students now consciously conceive of themselves outside of a direct national framework. Professor Rizvi proposed that these developments will challenge our understandings of higher education into the future.

Taking forward these comments, Dr Stafford agreed that global is the new normal for many students in Australian higher education today. However, just as with elite international schools in Asia, outbound mobility opportunities were more readily accessible to some students than to others. Reflecting on ‘Cultural Consumption and Outbound Mobility’, Dr Stafford was critical of student motivations which sought to acquire intercultural capital (either symbolic or embodied) through an international study experience. This has a tendency to lead to a perpetuation of the elite, and Dr Stafford called on institutions to implement tactics which actively shape demand for outbound mobility across the student body.

Global is the new normal for many students in Australian higher education today. However, just as with elite international schools in Asia, outbound mobility opportunities were more readily accessible to some students than to others.

FURTHER READING


RECOMMENDATIONS FOR FUTURE RESEARCH

In closing the roundtable, representatives from four continents sought to distil learnings from the day and identify key opportunities for new research.

North and South American perspectives were provided respectively by Gail Bowkett from Universities Canada and Vitor Alevato do Amaral from FAUBAI, the Brazilian Association for International Education. European and Australian views were then shared by Markus Laitinen from the European Association for International Education (EAIE) and Douglas Proctor representing the International Education Association of Australia (IEAA).

A further opportunity to comment on future research priorities was provided by way of the evaluation form.

Pulling together these various comments, IEAA’s Research Committee makes the following recommendations for future research (in a broad list of priority):

- Graduate outcomes of international education, both for domestic and international students
  For example, employment or the long-term impact of outbound mobility on individuals. One participant recommended a longitudinal study of a cohort of outwardly mobile VET students in the Sydney Institute of TAFE NSW ‘Going Global’ program
- Differentiation versus homogenisation of institutional missions by way of internationalisation
- Uses of big data and analytics to support the internationalisation of higher education
- Language use and internationalisation
  For example, changing patterns in the use of English and languages other than English for international education, and the role of Spanish across Latin America (including in Brazil)
- Changing patterns of international student expectations, for example, in relation to course demand
- Meeting the challenges of growth in the international education sector

The roundtable also called on the international education associations present to reflect on their responsibilities for building research acumen amongst their members.

FURTHER READING


APPENDIX 1: PROGRAM

9.00am  REGISTRATION

9.30am  WELCOME
■  Associate Professor Chris Ziguras, RMIT University / IEAA (Australia)

9.40am  A VISION FOR 2025: STRATEGIC INTERNATIONAL PARTNERSHIPS CHANGING RESEARCH & EDUCATION
■  Professor William Lacy, University of California, Davis (US)

THEME 1: THE NEXT PHASE OF GLOBALISATION OF HE
(Chair) Zainab Malik, British Council Education Intelligence (Hong Kong)

10.20am  THE FIBRE AND WEAVE OF INTERNATIONALISATION’S FUTURE
■  Professor John Hudzik, Michigan State University (US)

10.40am  THE GLOBALISATION OF INTERNATIONALISATION
■  Emeritus Professor Elspeth Jones, Consultant (UK)
Followed by Q&A

11.10am  MORNING TEA

THEME 2: GROWTH AND PERPETUITY?
(Chair) Dr Eugene Sebastian, RMIT University (Australia)

11.30am  UNLOCKING THE POTENTIAL: AUSTRALIAN INTERNATIONAL EDUCATION 2025
■  Kadi Taylor, Austrade (Australia)
■  Fraser Cargill, EduWorld (Australia)

11.50am  DOUBLE OR NOTHING: IMPLICATIONS OF HOSTING 1 MILLION INTERNATIONAL STUDENTS IN AUSTRALIA
■  Associate Professor Chris Ziguras, RMIT University / IEAA (Australia)
Followed by Q&A
THEME 3: HOW WILL WE TEACH?

(Chair) Associate Professor Chris Ziguras, RMIT University / IEAA (Australia)

12.10pm HOW WILL LEARNING ANALYTICS CHANGE HIGHER EDUCATION?
■ Dr Cassandra Colvin, University of South Australia (Australia)

12.25pm COMPARING UNIVERSITY EDUCATION STANDARDS GLOBALLY: THE AHELO PROJECT AND ITS DISCONTENTS
■ Dr Sarah Richardson, Australian Council for Educational Research (ACER) (Australia)

12.35pm PREPARING DOCTORAL STUDENTS TO TEACH: QUT TEACHING ADVANTAGE PROGRAM
■ Dr Dominique Greer, Queensland University of Technology (Australia)
■ Dr Abby Cathcart, Queensland University of Technology (Australia)

Followed by Q&A

1.00pm LUNCH

THEME 4: CULTURAL CHANGE

(Chair) Professor Kent Anderson, The University of Western Australia (Australia)

2.00pm TRANSNATIONAL CULTURAL SPACES AND THE CHALLENGES OF THE NEW NORMAL
■ Professor Fazal Rizvi, The University of Melbourne (Australia)

2.25pm CULTURAL CONSUMPTION AND OUTBOUND MOBILITY
■ Dr Glen Stafford, The University of Adelaide (Australia)

Followed by Q&A

CLOSING PANEL

2.50pm Closing comments on the Roundtable’s key themes from respective international education associations.
(Chair) Dennis Murray, Murray Goold International / LH Martin Institute (Australia)
■ Vítor Alevato do Amaral, FAUABAI / Federal University of Rio de Janeiro (Brazil)
■ Gail Bowkett, Universities Canada (Canada)
■ Markus Laitinen, European Association for International Education (EAIE) / University of Helsinki (Finland)

4.00pm NETWORKING DRINKS
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