

International Students in the Asia Pacific

EDUCATION IN THE ASIA-PACIFIC REGION: ISSUES, CONCERNS AND PROSPECTS

Volume 17

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Peter Kell • Gillian Vogl

International Students in the Asia Pacific

Mobility, Risks and Global Optimism

 Springer

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ISBN 978-94-007-2896-7 e-ISBN 978-94-007-2897-4

DOI 10.1007/978-94-007-2897-4

Springer Dordrecht Heidelberg London New York

Library of Congress Control Number: 2012932964

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Printed on acid-free paper

Springer is part of Springer Science+Business Media (www.springer.com)

Series Editors' Introduction

In the last 10 years, the number of students studying outside of their home country has grown at an unprecedented rate. In 2007, UNESCO estimated that over 2.8 million students were being educated at the tertiary level in countries other than their homes, up from an estimated 1.7 million in the year 2000, and the numbers continue to grow. While most of the traditional host countries providing tertiary education services are seeing the numbers of international students continuing to rise, newly emerging hosts, not traditionally associated with education provision, are entering the competitive higher education market and are re-mapping the unidirectional flow of global talent.

This book makes an important contribution to the growing body of literature on student mobility in the Asia Pacific region and globally and provides an up-to-date perspective on the regional and global changes that have transformed student mobility over the last decade. This book offers a conceptual framework for analysis of the opportunities and risks associated with mobility. It provides a cross-national understanding of these issues in a changing social and global context. The chapters compare and assess differences in approaches to education provision for countries in the Asia Pacific region and the expectations of 'potential customers'. Empirical evidence and examples are provided on how young people negotiate the many options and opportunities made available to them in this increasingly competitive area, such as the processes that are used to assess costs and returns associated with different education strategies. This book attempts to consider all sides of mobility from the macro- and microlevels, such as from the perspective of education providers at a national and strategic level, from providers at an institutional level, and the students and the community in which they choose to live. Consideration of the latter issue is commended and is considered in detail in Chap. 11 of the book. It would be easy to overlook the importance of welcoming students to an institute and a community, a potential negative aspect of mobility that can leave students feeling isolated or even threatened.

Peter Kell and Gillian Vogl are world-renowned in the field of education. This book provides an interesting and wide-ranging discussion of the issues involved in international education and student mobility, and the authors are thanked for their valuable contribution in this area.

The Hon Kong Institute of Education
National Institute of Educational Research of Japan, Tokyo

Rupert Maclean
Ryo Watanabe

Acknowledgements and Thanks

Acknowledgements for this book reflect the theme of mobility in its origins and its progress to completion. The book emerged from a series of projects at the University of Wollongong in Australia during 2005 when the authors were involved in research on English in the global university which was a project funded by the Global Development Network of the World Bank. From this project, the interest in the experience of international students grew into this book.

Both authors initially worked at the University of Wollongong principally through and involvement with the Centre for Asia Pacific Social Transformational Studies where the leadership of Dr. Lenore Lyons and then Dr. Tim Scrase were important in providing funds to develop some initial studies in international students. The funds to develop research into the questions about international students and the local community came from the Office of Community Engagement at the University of Wollongong, and Ms. Jan Sullivan is thanked for her support.

In 2008, the authors were able to gain funds from the IMB Community fund to assist a community working group, including international students conduct the first Welcome to Wollongong event which is discussed in Chap. 11. There is a team of people to be thanked in developing Welcome to Wollongong including Virginie Schmelitschek, Ann Maree Smith, Leanne Crouch, Ken Finlayson, Katya Pechenkina, Hong Jia Shao, Nick Wang, Natasha De Silva, Mardello Basset, Susheela Pandian, Monica Millar, Annette Engstrom, Les Dion, Darinka Radinovic, Mignon Lee Warden, Jennifer di Bartolomeo and Kate Knowles. The City of Wollongong played an important role in making Welcome to Wollongong and important initiative in international education and is thanked for its support.

The Asia Pacific Research Futures Network and CAPSTRANS funded a workshop on international students held in Wollongong in 2008, and Dr. Louise Edwards is thanked for her support in enabling a group of scholars in this area to meet and exchange ideas on international students in higher education.

The book first emerged in 2007 as an initial draft during a sabbatical visit to the Universiti Sains Malaysia and was assisted by support from Professor Moshidi Sirat and the Malaysian National Institute for Higher Education Research. This book then remained in a hiatus until 2009 when Peter Kell worked for 2 years at the

Centre for Lifelong Learning Research and Development at the Hong Kong Institute of Education, and Gillian Vogl moved also to be working at the Centre for Social Inclusion at Macquarie University.

The Hong Kong Institute of Education funded a project on global student mobility in Hong Kong, Malaysia and Singapore, and Prof. Kerry Kennedy and Bob Adamson are thanked for their support. The research in Hong Kong, Malaysia and Singapore was conducted in 2010, and thanks go to Emily Tsoi in Hong Kong, Dr. Dale Anderson and Mr Det Fisher in Singapore and Prof Ambigapathy Pandian in Malaysia for their assistance in this project. The book production was then accelerated in Hong Kong with help from Mr. So Hiu-Chun Benjamin, Shum Hei-Man, Cammy, Pak On-Na, Anna. In Darwin, the assistance of Ms. Rupa Khadka has also been valuable in assisting in the final stages of production.

These journeys meant that the book became a transnational project being conducted both in Australia and Hong Kong with a range of diversions to Thailand, Malaysia, Singapore and Germany.

Austrade and Study Moves are thanked for their kind permission to use the images of websites in Chap. 9.

Peter Kell returned to Australia in 2011 to take up a position and Charles Darwin University in Northern Australia to complete a global circle, and this book has been completed in Australia with final support from colleagues in the School of Education. Final thanks go to the team at Springer which includes Mr. Harmen van Paradijs, Ms. Alix Wurdak, Ms. Yoka Janssen and Ms. Annemarie Keur for their support and assistance through the various stages of production. Finally, thanks also to the Series Editor Prof. Rupert Maclean in assisting this book on its journey to a successful conclusion.

Darwin, Australia
Sydney, Australia

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