Chapter 4

Student Mobility in Higher Education Explained by Cultural and Technological Awareness in Taiwan

Dian-Fu Chang
Tamkang University, Taiwan

ABSTRACT

This chapter explores the factors that might influence the intention to study abroad and determines which requirement can be used to attract international students. Fuzzy statistics was used to determine the influencing factors related to student mobility in terms of outbound and inbound study. Exploring students’ intentions to study abroad and their readiness may provide a better conception on the issue. The result reveals that study abroad is a better choice for many college students. Since the government provided a menu driven program for universities, various universities have been found to enhance their learning programs to attract more international students. The findings suggest that maintaining cheaper tuition, enhancing culture-related programs, and providing good environment and equipment will attract more international students. However, the factors influencing the international students coming vary in different countries.

1. INTRODUCTION

An increasing number of students have realized that study abroad will enhance their career options when they enter a marketplace that requires knowledge and skills beyond those taught at home. Numerous previous studies have discussed the new developments in the field of mobility such as branch campuses and the growing popularity of virtual learning (Knight, 2005; UNESCO/OECD, 2005; Verbik & Merkley, 2006). These models of education include distance learning, joint and
dual degrees, branch campuses, and sandwich programs involving short-term study abroad. However, some of researchers argued that many students are choosing to stay home while also acquiring an international education (Blumenthal, 2002). Gray called these types as “nontraditional academic arrangements” (Gray, 2006). Nonetheless, the study abroad still is the best choice for numerous students in many countries. Under these circumstances, many universities realize how to implement internationalization policy effectively has become an emergent issue. Especially, how to develop strategies to promote study abroad or to attract international students has become important thinking in higher education.

This chapter aims to explore the factors that might influence on the learning intention of study abroad and to determine the factors will attract students abroad. Especially, the focusing will on the cultural and technological related factors. The chapter begins with the global context of student mobility and the discussion includes European context, United States, China, India, and Australia. The studies have selected a case country as an example to tackle the issues which linked to outbound and inbound study.

2. GLOBAL CONTEXT OF STUDENT MOBILITY

For many international students, seeking better education for their future career development is a main reason. The trend is clear, there are increasing students selected their studying abroad. According to UNESCO report, global student mobility mirrors to a great extent inter- and intra-regional migration patterns. The growth in the internationalization of tertiary enrolment in OECD countries, and the high proportion of intra-regional student mobility show the growing importance of regional mobility over global mobility. Furthermore, student flows in European countries and in Eastern Asia and Oceania, tend to reflect the evolution of geopolitical areas (UNESCO, 2009). Therefore, how to attract students abroad has become an important strategy selection for many countries.

Bhandari and Blumenthal claimed, with 3.3 million students currently studying outside their home country, global student mobility (or the migration of students across borders for higher education) is a burgeoning phenomenon that affects countries and their academic systems (Bhandari & Blumenthal, 2011). The number of foreign students increased during 2000 to 2009, from 2.1 to 3.7 million students, which is a growth of 77%. Consequently, the proportion of foreign students among all tertiary students grew by 7% in the same period in the world. Some 83% of all foreign students are enrolled in G20 countries, while 77% of all foreign students are enrolled in OECD countries. These proportions have remained stable during the past decade (OECD, 2011). Most countries currently view international academic mobility and educational exchange as critical components for sharing knowledge, building intellectual capital, and remaining competitive in a globalizing world.

2.1 European Context

ERASMUS is a trigger for a qualitative leap of internationalization strategies and policies since the 1990s toward cooperation and mobility on equal terms and toward systematic and strategic internationalization. The “Bologna Process” aims to make higher education more attractive to students from other parts of the world and to facilitate intra-European mobility (Teichler, 2009).

In the European context, it is likely that the rationales for the internationalization of the student population at these universities are deemed to be different according to the educational levels. For example, student exchange programs, such as the SOCRATES program or similar ones, tend to be focused on undergraduate education under the scope of an Europeanization process, which is characterized by the rationale that cooperation and
Related Content

Perceptions and Approaches to Teaching of Award-Winning Teachers at Research Intensive Universities Internationally
[www.igi-global.com/chapter/perceptions-approaches-teaching-award-winning/75486?camid=4v1a](www.igi-global.com/chapter/perceptions-approaches-teaching-award-winning/75486?camid=4v1a)

Authentic Tasks Online: Two Experiences
[www.igi-global.com/chapter/authentic-tasks-online/58385?camid=4v1a](www.igi-global.com/chapter/authentic-tasks-online/58385?camid=4v1a)

The Implementation of a University 2.0 Model
Domenico Consoli (2013). *Social Media in Higher Education: Teaching in Web 2.0* (pp. 1-23).
[www.igi-global.com/chapter/implementation-university-model/75345?camid=4v1a](www.igi-global.com/chapter/implementation-university-model/75345?camid=4v1a)

The Use of New Web-Based Technologies in Strategies of Teaching Gender Studies
Madalina Manolache and Monica Patrut (2013). *Social Media in Higher Education: Teaching in Web 2.0* (pp. 45-74).
[www.igi-global.com/chapter/use-new-web-based-technologies/75347?camid=4v1a](www.igi-global.com/chapter/use-new-web-based-technologies/75347?camid=4v1a)