Current context and envisaging the future

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Key points and outcomes:

1. The future of education will be non-national, cosmopolitan in a way that we have not yet fully come to grips with yet;

2. There exists significant space for analysis and research into the ethics of the international student industry and the identification of a clear political framework for the political rights international students;

3. Governments must support with selective investments and strengthen Asian language skills research and graduate education to position ourselves at the top end. Internationalisation is much more than just ‘the industry’ - we need an engaged and strategic approach by universities and governments which will change the picture entirely, lest we lose important opportunities to engage with key countries in South/East Asia

4. Diversifying our global platform and finding cost-effective and innovative ways of partnering with highly regarded institutes and educational providers.

5. What is the meaning of the Australian ‘brand’ of education? There exists a need for research which investigates with the aim of raising our international educational profile, particularly amongst Indian youth;

Themes and focus points:

1. Engaging government in cultural and strategic ways beyond its current regulatory role – there exists powerful political forces geared towards truncating Australia’s population growth. Can be traced to levels of public concern regarding the volume of international students;

2. Alliances beyond education are critical. Current development of Government anti-racism strategy does not include education as a part of this strategy. There exists a need for a collective research effort across this landscape around existing tensions between Governments, Industry and Education;

3. Student experience – identified gap between student experience and the reality for many students studying through a partner provider onshore.

4. There exists considerable space in available data to answer key questions regarding student mobility and exchange programs – what is the rationale for being in an international education space? What makes students want to go home? What are students gaining from the experience?

5. These issues require further exploration through research, particularly when considering them in a broader context of acting as a critique of Australian culture and broader attitudes.
Identified areas for further research

Common themes:

1. **The value add and cultural benefit of International students to Australian culture;**
2. **Cultural relations within student communities and broader Australian communities – engaging communities;**
3. **Developing models for integrating local and international students;**
4. **Fostering community and political support;**
5. **Targeted evaluation of the outcomes of the international education experience – both Australian students abroad and international students to Australia**
   - Identifying the varieties/factors at work that produce shared, ongoing research activities/networks between hosting Australian universities and the institutions from which the international students and PhD students come
   - Similarities/differences in learning outcomes for on campus and online students, domestic and international
   - Job position outcomes for international students returning home from Australia
   - Student motivations for studying abroad
   - The value add of international students to Australia
   - Issues management strategy and cultural relations within and between Australia (ns) and International student communities
   - Human Rights/quasi-citizenship issues and strategies for international students – under all relevant conventions
   - Trans-national education research on types of courses/campuses/fields of study/levels of study/online vs in-person
   - Qualitative factors that define benefits of international education
   - Are we meeting the expectations that international students have when purchasing the Australian education experience?
   - What’s the impact of international education in Australia for Australians connectedness in the Asia-Pacific region?
   - Longitudinal study of global student mobility flows including forward projects and scenarios
   - What can be done to engage the broader community and increase understanding of the benefits of international education
   - English language proficiency
   - What strategies will provide competitive advantage for Australian Higher Education providers of education to international students
• English language outcomes and graduates – what supports or hinders their English language proficiency (social and academic language)

• Developing models for integrating international and local students (particular focus on integrating formal and informal curriculum)

• PhD students – who are they?

• What would be the impact of the education system of one million international students in 2020

• Deepening our knowledge of the experience of students and staff in offshore programs, campuses and communities and employer perceptions of the quality and relevance of transnational education.

• How do we bring the community with us? How to foster community and political support for deeper internationalization?

• Long term employment outcomes of those undertaking the various international education strands

• International education as an instrument of public diplomacy – the Australian experience

• International education in Australia – specific focus on the role of privitisation in the industry

• What are the broader societal benefits of international students on Australian culture?

• What are the outcomes for International students from an Australian education?

• Digest of what we know in relation to outcomes of IE (in its broadest sense)

Outcomes of the Australian educational experience (offshore and onshore) for international students