



PANEL: The future of international student mobility

00:22:42 Chimnaz Abdullayeva: hello from Azerbaijan

00:23:23 farida shamim: hello from Pakistan

00:23:59 CGHE Annual Conference: Hello everyone. A reminder on housekeeping for conference sessions. All sessions are being recorded and will be posted online later this week, as will all slides and a transcript of the chat function conversation. Most importantly, please keep yourself muted unless you have been asked to speak or ask a question.

00:24:20 CGHE Annual Conference: To ask a question, use the chat function and write out the question you wish to ask. At the end of the presentation, if your question is selected by the Chair you will be invited to ask it yourself directly. When invited to ask a question, please unmute yourself, switch on your video, and state your name and where you are from.

00:24:30 CGHE Annual Conference: For further details on how the conference will run, please see our news story here: <https://www.researchcghe.org/news/2022-05-22-joining-the-2022-cghe-annual-conference/>

00:28:11 Vincent Carpentier: Please use the chat to share comments and questions on the presentations and the future of international student mobility!

00:30:44 Irina Lazar: Do you have any data on how many students are likely to find employment and stay in the country they visited as students?

00:36:39 Helena Gillespie UEA: Thanks for these great presentations. I was struck by what Rachel Brooks said about understanding the quality of mobility experiences as well as the quantity.... My question is how to measure (and understand) this ? Thank you.

00:37:29 BIN AEDY RAHMAN Hamzah Nor: Hi. How do you measure the quality of students, particularly in the case of student mobility? Any framework in particular? Throughout your

presentation, you have relatively generalised that students from low-income families are often low quality (which is not always the case) and have relatively impacted the 'quality' of higher education.

00:40:11 Rachel Brooks: Bin Adey Rahman - I didn't mean to equate students from low-income families with low quality ability/performance. However, Shanthi Robertson has argued that the effect of the migration policy change in Australia was to lower entry requirements for some HE courses for international students

00:40:44 Michael Woolf: In the long run, if universities in the Global South gain enhanced reputations and are perceived to better serve local students, the flow from South to North is likely to be reduced.

00:42:55 Flo: How will local lockdowns in China affect Chinese students' ability or desire to study overseas, given that many UK universities are suggesting classes will go back to being f-t-f next academic year?

00:42:56 Yushan Xie: Thank all speakers for the brilliant presentation. My question is about how covid has changed students' perceptions of the relations with the international space and people.

00:45:22 Hamzah Aedy (Adam): Dear Prof. Brooks, thank you for the clarification. Then, it would lead to a question whether we should build more universities (widening participation) or better universities (in terms of quality). Again, thank you for the great presentation!

00:46:15 Conor O'Reilly: I agree with the suggestion that quality of experience is over variety of opportunity, but how can providers know they're offering a high quality experience? I'm thinking about the chances to build lasting and effective friendships and relationships, and how sometimes this is something which is not really understood by HEIs.

00:46:29 Neil Cezar Sapungan: This comment might be a bit late, I thought I already sent it but apparently not. Hello Prof. Brooks, just want to ask if I can have a copy of the references on your slides? I am pretty much interested to know more about those.

00:47:38 Rachel Brooks: Neil - please email me and I can send you the references - r.brooks@surrey.ac.uk

00:49:12 Anan Chen: Thank you professor Mok for the presentation. I am wondering in the long-term perspective, probably in several years when the Covid pandemic is over, do you think there will still be some impacts of the covid regarding Chinese students' international mobility? Or it's just a temporary change in students' intentions?

00:49:21 MOK Ka Ho Joshua: In my presentation, I have already highlighted the key concerns for Chinese students when making decisions for overseas learning.

00:51:06 MOK Ka Ho Joshua: Thanks Anan for the question, it will affect Asian and Chinese students for the time being but I still expect more interest for overseas learning from

Chinese students when global health conditions allow, especially having international learning is perceived as enhancement for job search after graduation.

00:52:13 Jenna Mittelmeier: @Conor - I think there has been a significant amount of research on building social relationships, but perhaps not always well translated to institutional practice. Kazuhiro Kudo's work is a good example:
<https://link.springer.com/article/10.1007/s10734-018-0283-9>

00:52:22 Ajose Olufemi Aina: I think the three speakers have spoken quite commendably, but I think political diplomacy as regard admission requirements for third world countries like Nigeria is becoming quite stiffer and discouraging particularly in relation to financial requirements.

00:52:30 Anan Chen: Thank you Professor Mok for the explanation. I agree with you, for the same reason.

00:52:33 David Mills: UNESCO has recently defined academic mobility as the 'physical or virtual movement of individuals outside their country for the purpose of studying, researching and teaching'. Do the panellists think that new combinations of hybrid mobility might offer an appealing alternative to physical mobility, and limit stratification?

00:54:01 MOK Ka Ho Joshua: I expect more virtual international learning will happen in years to come, we must creatively make use of such platform to enhance internationalization at home.

00:54:25 Simon Marginson: Four very interesting presentations!

00:57:59 Jenni Case: I found Aline's presentation very interesting. It reminded me of a format of "study abroad" that seems quite common in the US (one-directional, short term, students pay for the experience which is focused on what non-US observers would think of as not that academic, it's not really an exchange). My observations are purely anecdotal so I wonder if the team is surveying research on how US practices might be influencing the globe - esp in a shift more towards marketization and less public resources.

00:58:03 Soyoung Lee: Thank you for your presentations. The questions raised about the worth of mobility and the quality of mobility can be addressed together I think. Could you direct me to any theories about international student mobility that can incorporate these questions (worth and quality)?

00:58:28 Irina Lazar: thank you very much for your answers

00:58:46 Jenna Mittelmeier: @David - we've conceptualised this as "internationalisation at a distance" and previously written about how there are significant gaps in evidence for whether and how this type of virtual mobility compares to physical mobility. So hard to say without more research!

01:01:37 Jenna Mittelmeier: A good overview of regional hubs:
<https://link.springer.com/article/10.1007/s10734-017-0154-9>

01:02:11 Conor O'Reilly: @jenna - thanks, I will take a good look at this :) I've spoken with Intl students and found in certain cases students concern themselves with a lack of meaningful opportunities to build friendships specifically with domestic students. Research was done in Ireland and was related to role of Gov policy in encouraging more internationalisation.

01:02:37 KAJAL: greetings to all. I,KAJAL, from Delhi university, would like to comment that india has came up with a new national education policy 2020, and now the UGC is planning to establish international campuses in india from top universities all over the world. my concern is whether an establishment of international campuses will be sufficient, for cultural exchange and learning as it'll give an opportunity for many learners to enroll themselves to the universities they want to study.

01:03:12 CLAIRE CALLENDER: Are we at risk of ignoring international mobility where there is no physical movement/mobility? i.e the role of online provision used by international students.

01:04:26 Margarit Marukyan: Hello everyone, thanks for this great presentations.

My question relates to the Erasmus+ mobility. We know that the cooperation is supposed to be two-directional, meaning that the academic and students travel to each other's universities, but we often see that it's becoming one-directional as 'low-profile' universities are not considered 'interesting' destinations.

Do you have observations on this trend and if it is baring any change during/after covid.

01:08:09 Yushan Xie: Thank you all very much for your very insightful answers 😊

01:09:06 Conor O'Reilly: my mic broke

01:09:59 Conor O'Reilly: I'm sorry

01:10:36 Marta: sorry to hear - it seems you've still got your keyboard (if you'd like to continue with your Q)

01:11:47 Luis Kauachi | CIHE: looking at the positive outcomes but also at the participation and inclusivity challenges related to student mobility, paired with the opportunities brought about by distance education, it may be time for us to commit to the distinction between "study abroad" and "international education"... the one will remain elitist, the other will broaden opportunities for our academic communities

01:12:03 McRhon Banderlipe I: I am interested to address how do we minimise merit-based barriers for broadening participation (e.g. language, grades, academic skills) and consider areas where they can put on value (how they deal with life's struggles, worked on something impactful, etc).

01:12:16 CGHE Annual Conference: Thank you for joining this session. We will be taking a lunch break next and returning at 1.50pm (UK) for 'KEYNOTE – Reinventing Higher Education for an Inclusive World' from Adam Habib. You can join via the conference website:

<https://www.cgheconference2022.com/>

01:12:24 Angela Tavares de Jesus: Thank you for the great presentation. I think it is vital for further research on online provision compared to campus based affecting the quality of students' learning achievement and social experiences. Some research findings suggest international students have difficulty embedding to domestic cultural to social values while studying overseas. This might lead to an increase of virtual learning, more research on this.

01:13:25 MOK Ka Ho Joshua: agree

01:15:10 Michael Woolf: Not a question but I wonder if measuring education abroad through the lens of domestic "quality" ignores the potential for learning in new modes -- encountering new ideas in new locations; body and mind encounters.

01:15:45 Jenni Case: Thanks all for such great responses! One thing we might want to think about is how we define "academic" experiences and the boundaries we put around this - from my experience here I don't think the US uses these distinctions in quite the same way.

01:18:33 Jenna Mittelmeier: Thank you everyone for the really lively discussion! :)

01:18:39 Simon Marginson: Excellent session, full of ideas and useful perspectives. Student mobility a microcosm of so much else. Great panel, and fine chairing by Vincent!

01:18:49 Armağan Erdoğan: Thank you so much for the presentations. It seems that the rate of students benefiting from any type of internationalisation is still limited. So internationalising the curricula, the other elements of the campus seems a more comprehensive pattern.

01:18:57 Victoria: Thank you!

01:18:58 Diana Laurillard: Could hybrid courses be a solution, where students come to say London for just one or two years, and study online apart from that? much more affordable.

01:19:02 Angela Tavares de Jesus: Great Panel and presentation.

01:19:20 David Mills: ..thank you all ..such a good session..

01:19:22 Anan Chen: Thank you for the excellent presentation!

01:19:23 Yushan Xie: Thank you so much everyone. So many great insights!

01:19:36 Yusuf İkbal Oldaç: Thank you all!

01:19:37 Thanh pham: Thank you all speakers!

01:19:40 Agata Lambrechts (she/her) Università della Svizzera italiana: Thank you all very much, going to Twitter to find and follow you!

01:19:41 Penny Welch: Thank you that was very good.

01:19:42 Irina Lazar: thank you all

01:19:44 slin: Thank you