

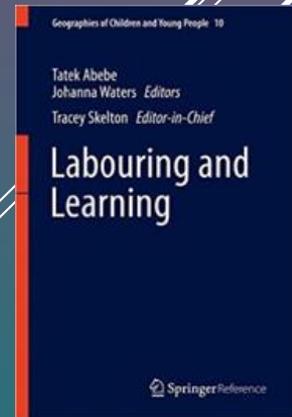
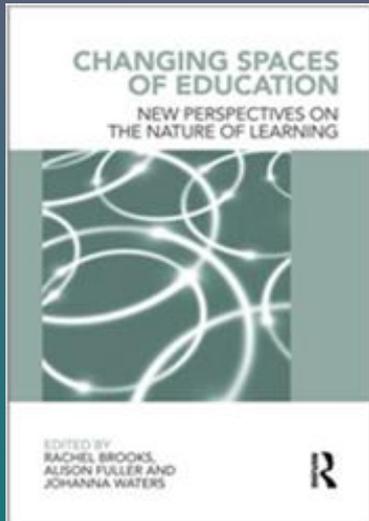
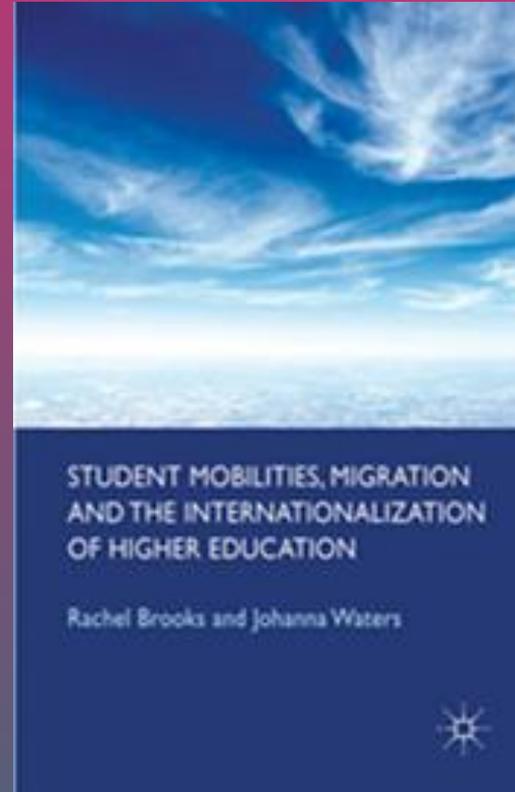
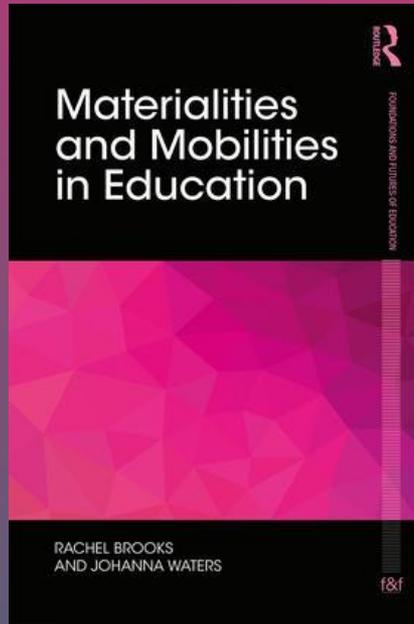
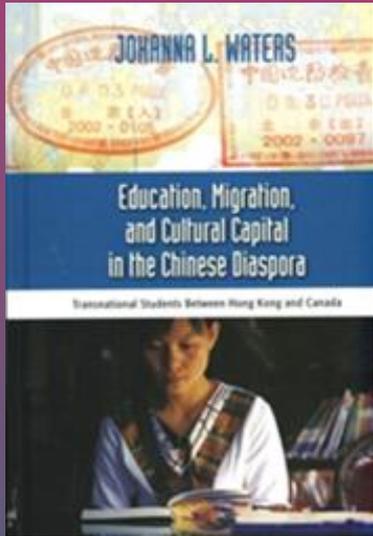
'Attracting' international students: some questions around ethics and relational space

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RESEARCH INTERESTS

- What is the significance of the relationship between education and migration/mobilities? Understanding how education and (im)mobilities interrelate, at different scales (see Waters 2006a, 2012, 2015, 2017).
- How (educational) 'value' is generated by students in *transnational* settings, across space and through mobilities, how it is embodied in young people and how it helps to (re)create social inequalities (& labour market outcomes).
- How international/transnational migration intersects with family-life and its impacts particularly upon students (e.g. Waters 2002, 2003).

WHAT ATTRACTS INTERNATIONAL
STUDENTS?



- ▶ Motivations of international students explored through a lens of strategies of capital accumulation (and social reproduction). Work of Pierre Bourdieu especially influential
- ▶ Students understood to accumulate different 'types' of capital through international education: 'cultural', 'social' and 'economic'
- ▶ Embodied and institutional cultural capital especially important
- ▶ Thought to provide 'positional advantage' in home labour markets
- ▶ Reproduction of privileged ensured

THE ROLE OF CULTURAL CAPITAL

- ▶ ‘The appeal of place is one of the main motivations that lures students to particular cities rather than specific institutions (Ho, 2014). Particular places and the particularities of these places can offer desirable opportunities and amenities that appeal to students’ everyday lifestyle aspirations. The value and prestige of reputable universities are thus weighted against students’ more mundane and extra-curricular interests’ [that particular places can provide]’ (Prazeres et al. 2017, p. 117).
- ▶ How do we understand places and the connections between places that international students draw?

THE ROLE OF PLACE



ROLE OF CITIES IN INTERNATIONAL HE

- ▶ The active part that cities play in the creation of international student mobility less widely considered.
- ▶ Collins's (2014) recent intervention concerning the 'contingent assembly of the urban and its role in globalising higher education' (p. 242). Collins (2014) argues that 'urban spaces need to be understood as much more than just the geographical backdrop to the globalisation of higher education' (ibid.). Argues that key cities are tied to imaginative geographies of them as desirable places, inducing 'aspirations to become mobile' amongst international students (Collins, 2014, p. 243).
- ▶ Also highlights role that cities play in 'situated learning' and 'place-specific knowledge' within the class-room and beyond (p. 243).

- ▶ Beech, S. E. (2015). International student mobility: The role of social networks. *Social & Cultural Geography*, 16(3), 332-350.
- ▶ Brooks, R., & Waters, J. (2010). Social networks and educational mobility: the experiences of UK students. *Globalisation, Societies and Education*, 8(1), 143-157.

FRIENDSHIP NETWORKS AND CONNECTIONS



- ▶ More recent interest in the post-colonial relationships inscribed in ISM
- ▶ Series of papers by Madge, Raghuram & Noxolo explore the post-colonial dimensions of ISM
- ▶ They call for an ‘engaged pedagogy’ (after bell hooks)
- ▶ UK HEIs must eschew discourses ‘that seek to present the internationalization of UKHE as a ‘neutral experience’ within normalizing conceptions of internationalization, and instead move towards a more ‘layered’ understanding that highlights the connections between the geographical, historical, political, economic and cultural spheres in order for an ‘engaged pedagogy’ to emerge.’

POST-COLONIAL GEOGRAPHIES

- ▶ The 'multi-sited, multi-scalar character of international study challenges simplistic dichotomies of here /there and unsettles the spatial imagination away from thinking about 'the international' and about pedagogy solely in relation to (largely unmarked) European-American-Australian centres, and instead explicitly locates itself as coming out of, and to, multiple locations' (Madge et al., 2014, p. 692) – what does this mean in practice?

POST-COLONIAL GEOGRAPHIES

- If we are to actively attract international students, to what extent must we (governments, institutions, individual teachers) engage with notions of ethics and responsibility and SPACE?
- Postcolonial ethics and responsibility (e.g. Noxolo et al., 2012). The relations that international higher education produces suggest a complicated rendering of 'global responsibility'. What does it mean to undertake international higher education responsibly and ethically?

SOME QUESTIONS

**“ We don’t talk about branch campuses;
we are an international university
with multiple locations. ”**

Ruth Moir, Assistant Principal (International Development),
Heriot-Watt University



Success factors

- Planning and buy-in
- Relevance to local and international contexts
- Learning from experience
- A whole institutional approach

Planning and buy-in

Heriot-Watt University incorporated due diligence into its planning and also invested early on in working with stakeholders - such as alumni groups and professional bodies - to inform its delivery plans and generate local support. This ensured local buy-in to programmes and the university's academic management structure and planned approach to the assurance and quality of standards safeguards the quality of its degree awards.

Relevance to local and international contexts

The Dubai and Malaysia campus developments both responded to national government initiatives in higher education. The University's portfolio has been designed in the context of local economic development needs. In both cases, the governments in these locations supported the university and this was followed up by securing individual programme accreditations.

A whole institutional approach

The experience of operating an international campus in Dubai provided valuable learning which informed the subsequent planning and development of the Malaysia Campus. Heriot-Watt University recognised that 'at home' support is as important as 'in country' support when developing new campuses. Internal champions promoted and led work in the Malaysia Campus development ensuring that support was drawn from across all the University teams.

Learning from experience

The processes for setting up and running Heriot-Watt's Malaysia's campus were informed by the University's experience in Dubai. In particular, the University devoted time to debating the rationale for the campus. Colleagues across the university were recruited to multiple work streams and an integrated academic management structure and quality assurance structure was introduced across all campuses.



- ▶ How do governments, institutions and individual teachers imagine their overseas students?
 - ▶ How do they deal with questions of ethics and responsibility vis-à-vis their overseas students?
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'If space is a product of practices, trajectories, interrelations, if we make space through interactions at all levels, from the (so-called) local to the (so called) global, then those spatial identities such as places, regions, nations, and the local and the global, must be forged in this relational way too, as internally complex, essentially unboundable in any absolute sense, and inevitably historically changing' (Massey, 2004).

RELATIONAL SPACE



'There are, then, many reasons for that territorial, locally centred, Russian doll geography of care and responsibility. None the less, it seems to me, it is crucially reinforced by the persistence of the refrain that posits local place as the seat of genuine meaning and global space as in consequence without meaning, as the abstract outside.' (Massey, 2004)

IMPLICATIONS FOR NOTIONS OF ETHICS,
CARE AND RESPONSIBILITY



- ▶ Attempts to attract international students must be accompanied by attentiveness to notions of ethics and responsibility
- ▶ Thinking of international students as embodying 'relational space' might be one way of approaching this. Student embody complex histories and geographies of power and privilege.
- ▶ The importance of scholarships.

CONCLUSIONS

