

Realigning International Collaboration of Higher Education

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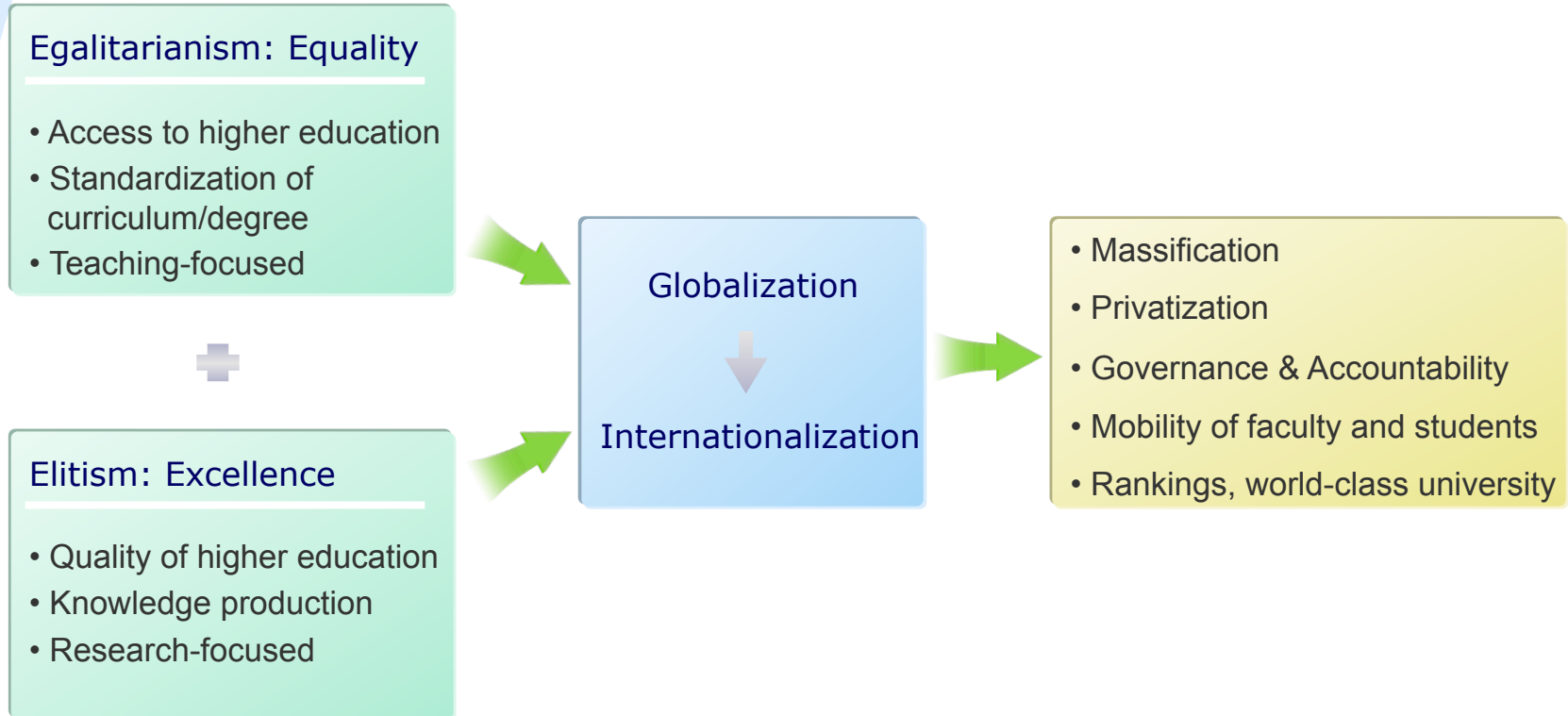
VI

Realigning International Collaboration



I. Introduction: New Challenges for Higher Education♪

1-1. Ideals, Globalization, and Challenges



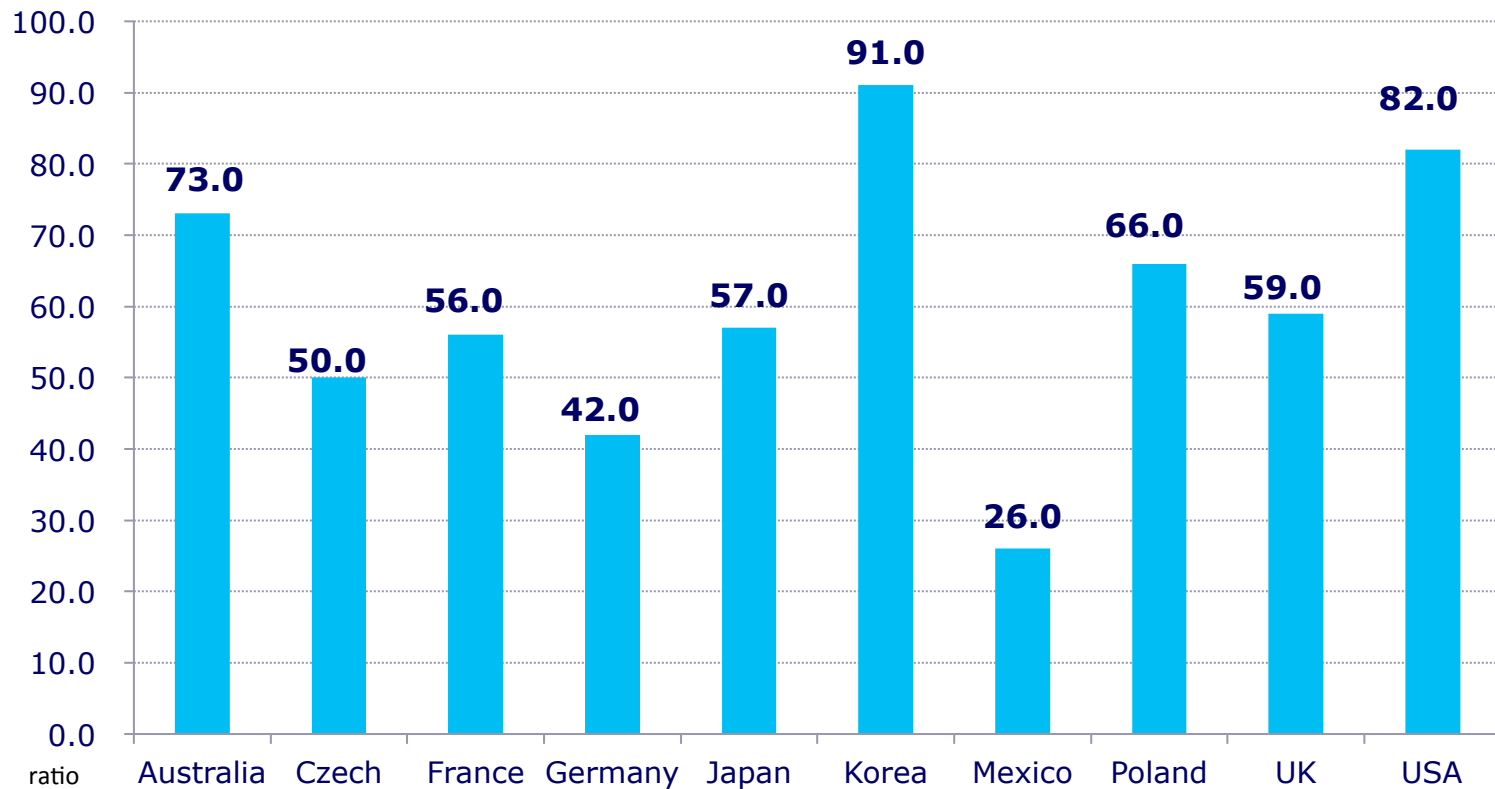
Source: Jung Cheol Shin & Grant Harman(2009). New challenges for higher education: global and Asia-Pacific perspectives. *Asia Pacific Educ. Rev.* 10:1-13.



I. Introduction: New Challenges for Higher Education

1-2. Challenges: Massification

Tertiary enrollment



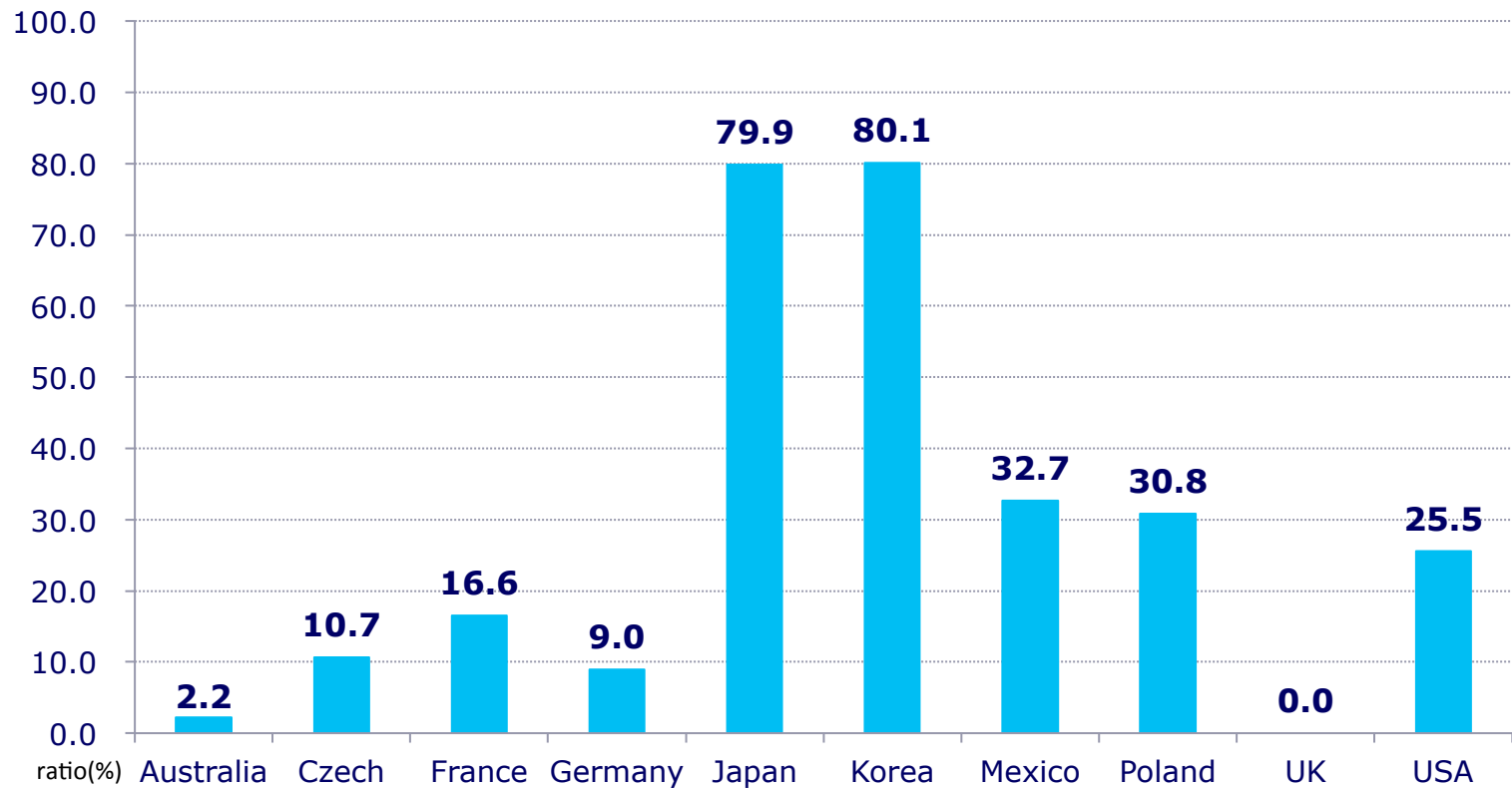
Source: World Bank edstats data query, OECD Stat Extracts.



I. Introduction: New Challenges for Higher Education

1-3. Challenges: Privatization

● Enrollment in Private Institution



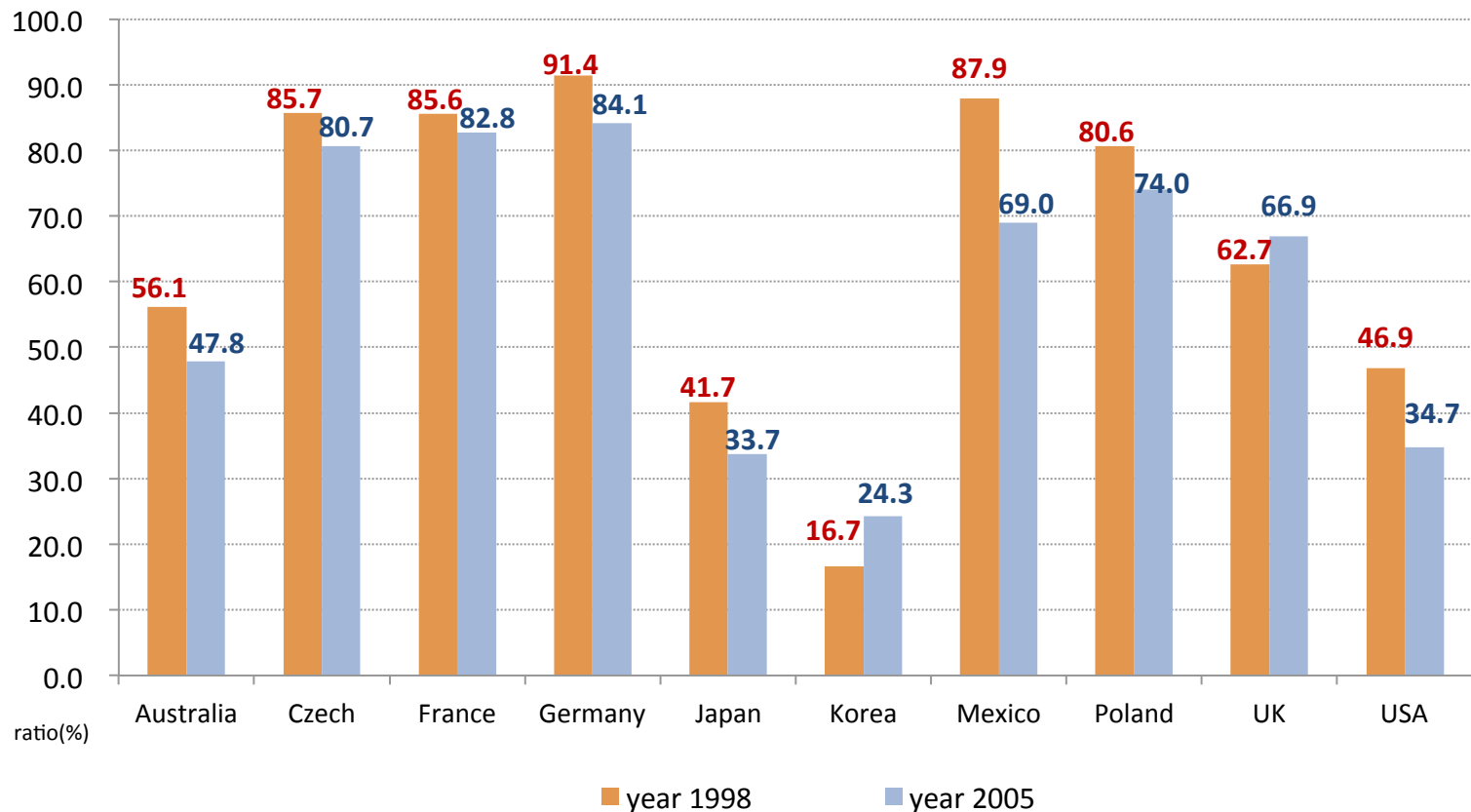
Source: OECD Stat Extracts.



I. Introduction: New Challenges for Higher Education

1-3. Challenges: Privatization

● Governmental Expenditure for Tertiary Education (%)



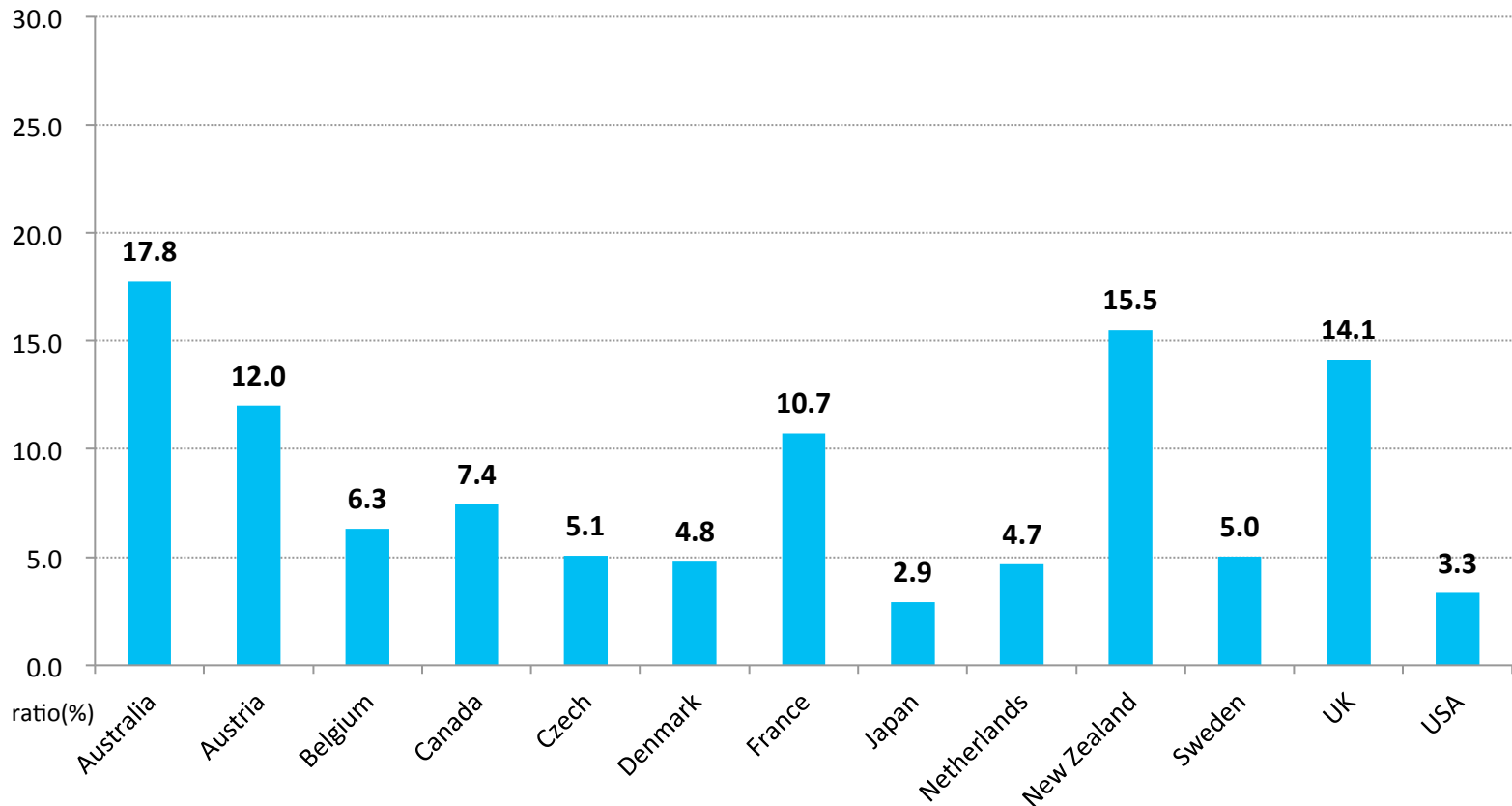
Source: OECD Stat Extracts.



I. Introduction: New Challenges for Higher Education

1-4. Challenges: Internationalization

● Proportion of International students (%)



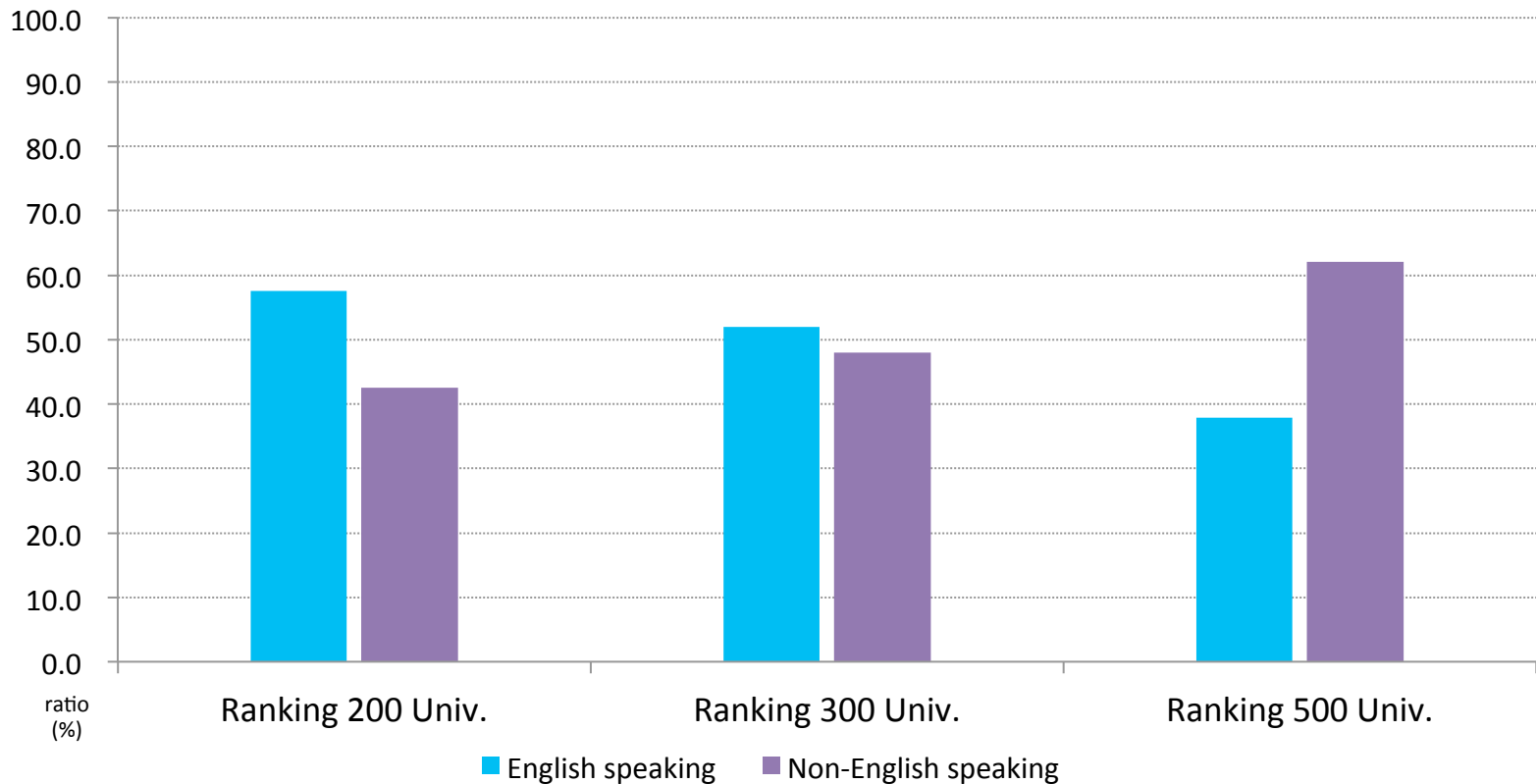
Note: International students are non-resident student in the data base.



I. Introduction: New Challenges for Higher Education

1-5. Challenges: WCU & Global Ranking

WCU by Language



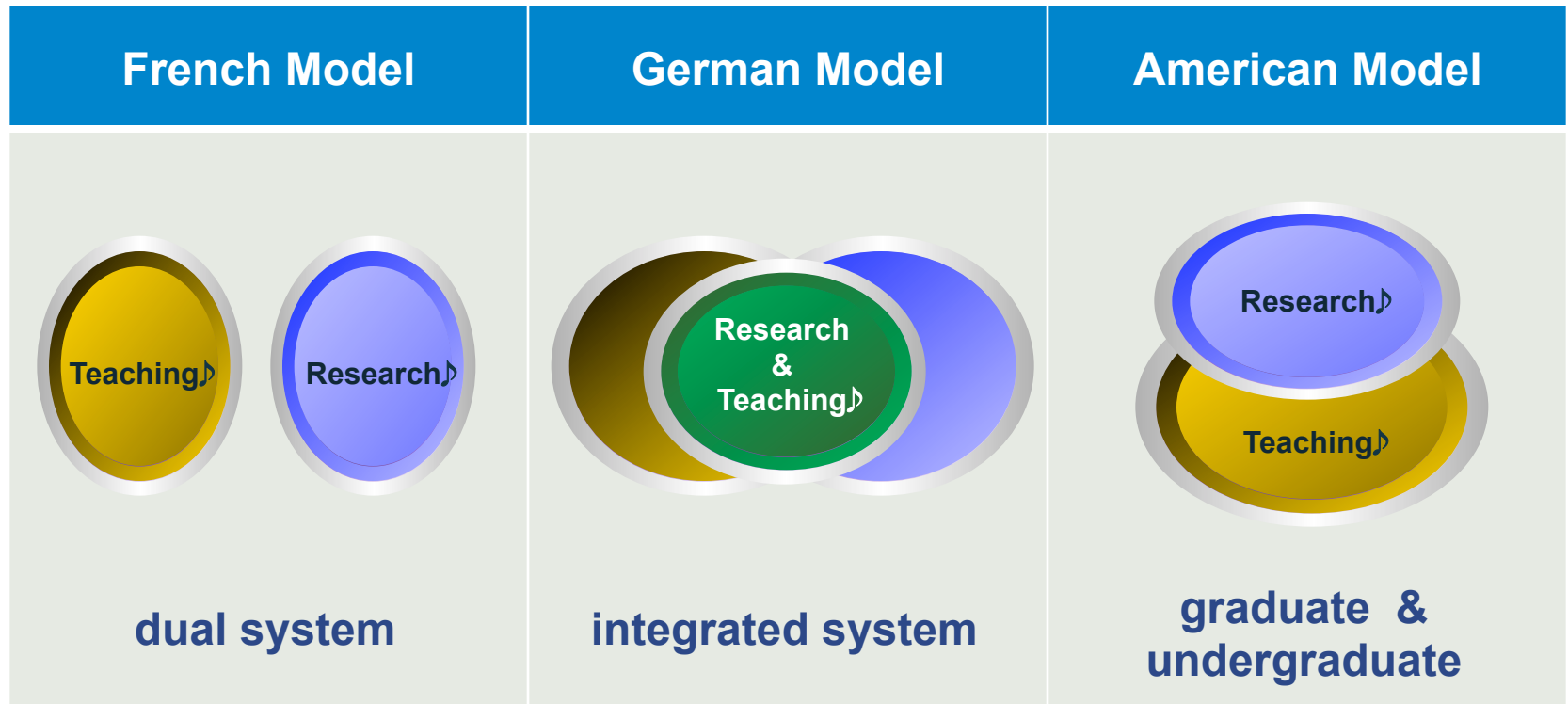
Source: *The Times ranking homepage.*



II. Systems of Teaching and Research



2-1. Teaching and Research Systems



II. Systems of Teaching and Research



2-2. Teaching and Research Nexus

- **Positive relationship:**
 - Research is the base of teaching
 - Faculty generate their research ideas from their course teaching

- **Non-relationship:**
 - Teaching focuses on transmission of knowledge and research emphasizes discovery of knowledge
 - Personality of effective teacher is different from that of an effective researcher

- **Negative relationship:**
 - Conflict in time on teaching and research
 - The reward systems put teaching and research in conflict



II. Systems of Teaching and Research



2-3. Empirical Evidence

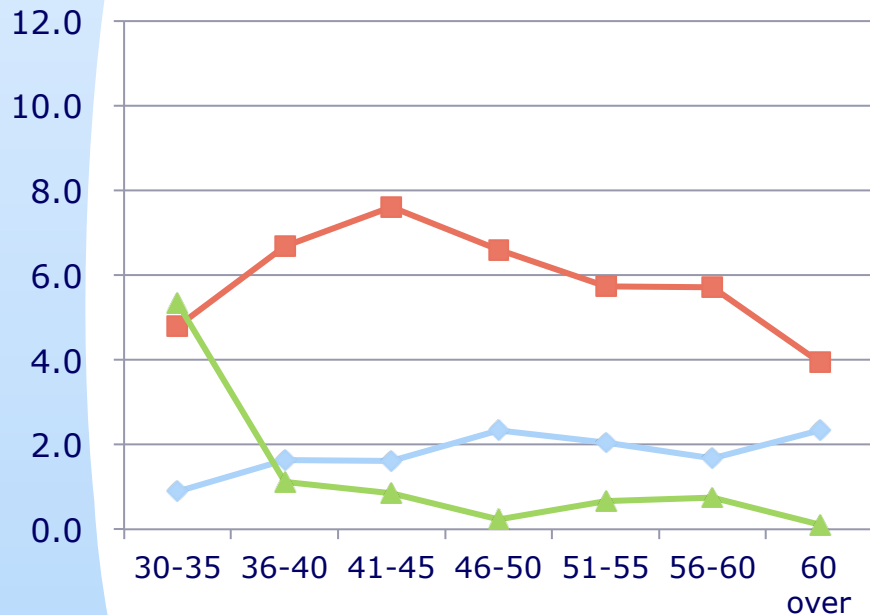
- **Qualitative studies: positive relationships (Durning & Jenkins, 2005; Robertson, 2007; Colbeck, 1998)**
- **Quantitative studies: near zero relationships (Hattie & Marsh, 1996; Marsh & Hattie, 2002; Feldman, 1987)**
- **Complexity of Relationships**
 - **Academic Disciplines: Hard vs. soft**
 - **Career Stages: early, mid, and late career**
 - **Competency in Teaching and Research: teaching effective, research effective, and effective both teaching and research**
 - **Level of Education : undergraduate vs. graduate**



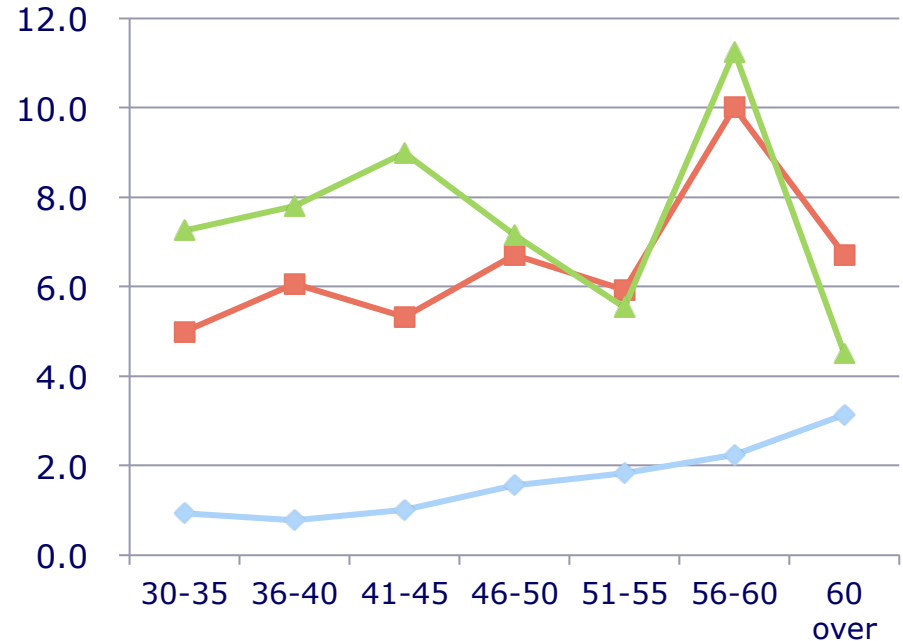
2-3. Empirical Evidence

Research Performance (CAP)

Soft discipline



Hard discipline



◆ Book

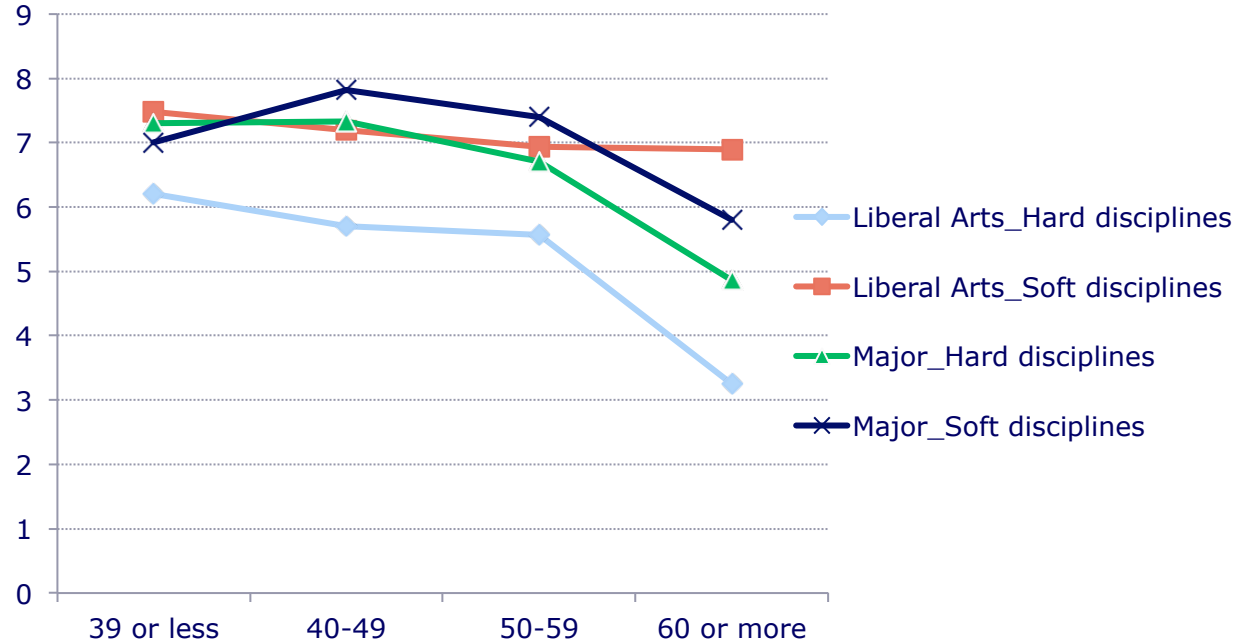
■ Domestic Journal

▲ SCI

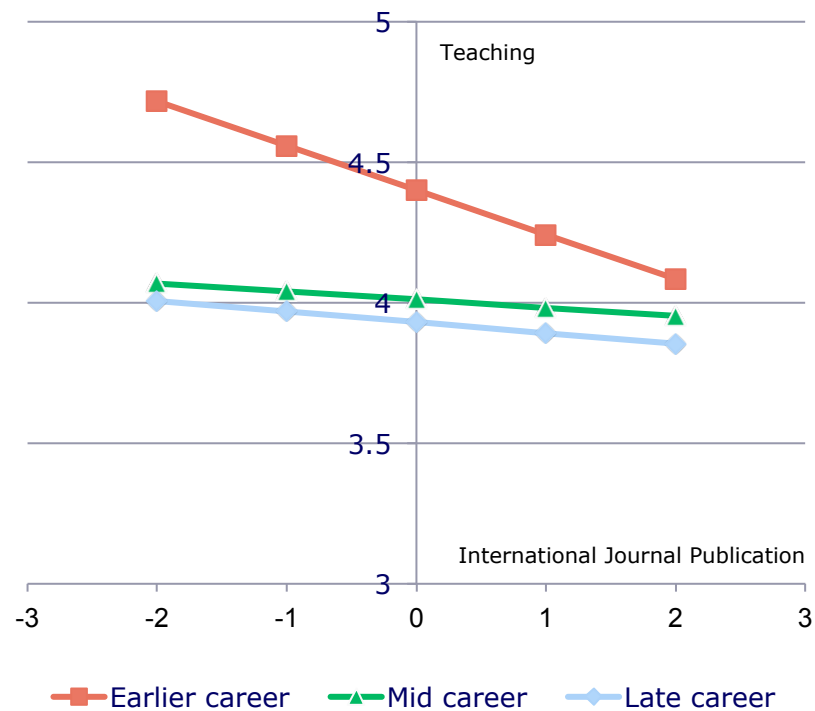


2-3. Empirical Evidence

Teaching Quality (An Example of Course Evaluation)



2-3. Empirical Evidence (Shin, 2011)



III. Method and Analytical Strategy

♪ 3-1. Data

- 19 countries from all around the world
- More than 800 cases from each country
- Administered the same questionnaires in 2007 or 2008

3-2. Analytical Strategy

- **Comparable country**
 - German model: Germany, Japan, the Netherlands
 - Anglo-American model: the US, the UK, Australia
 - Emerging model: Korea, Mexico, Brazil
- **Focusing on discipline and mission**
 - Disciplines: Education, Hard, Soft
 - Mission: Research universities vs. others

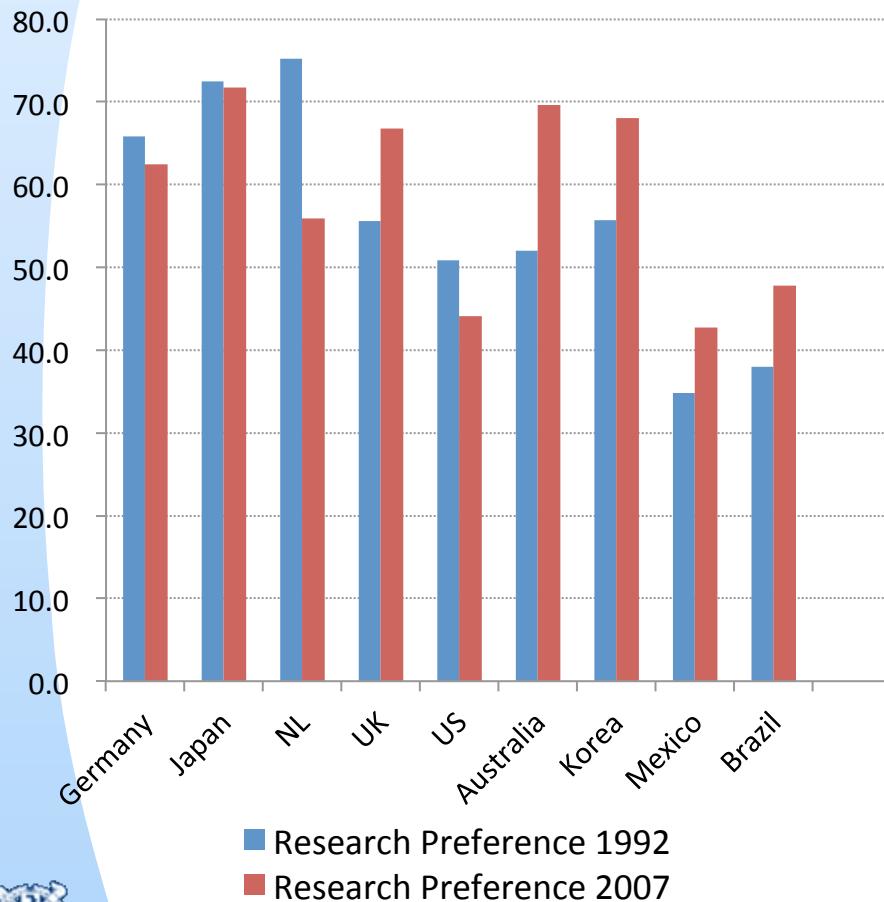


IV. Scholarship of Teaching and Research

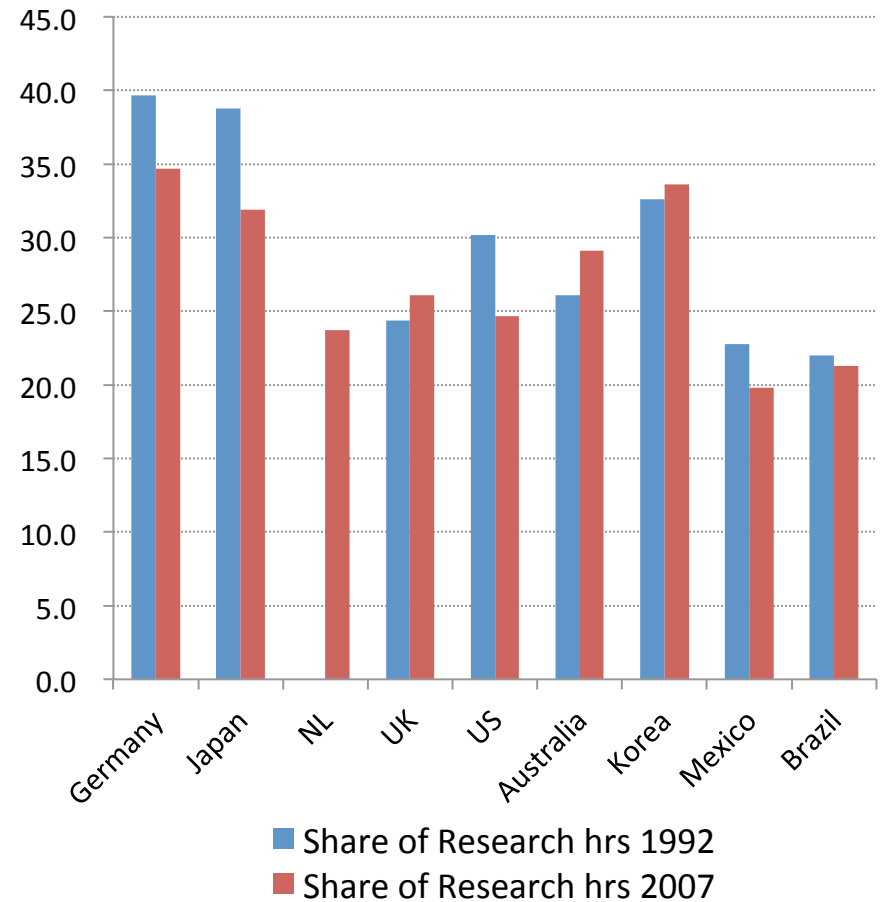
4-1. Research Preference by HE Systems (1992-2007)



Research Preference



Share of Research hours

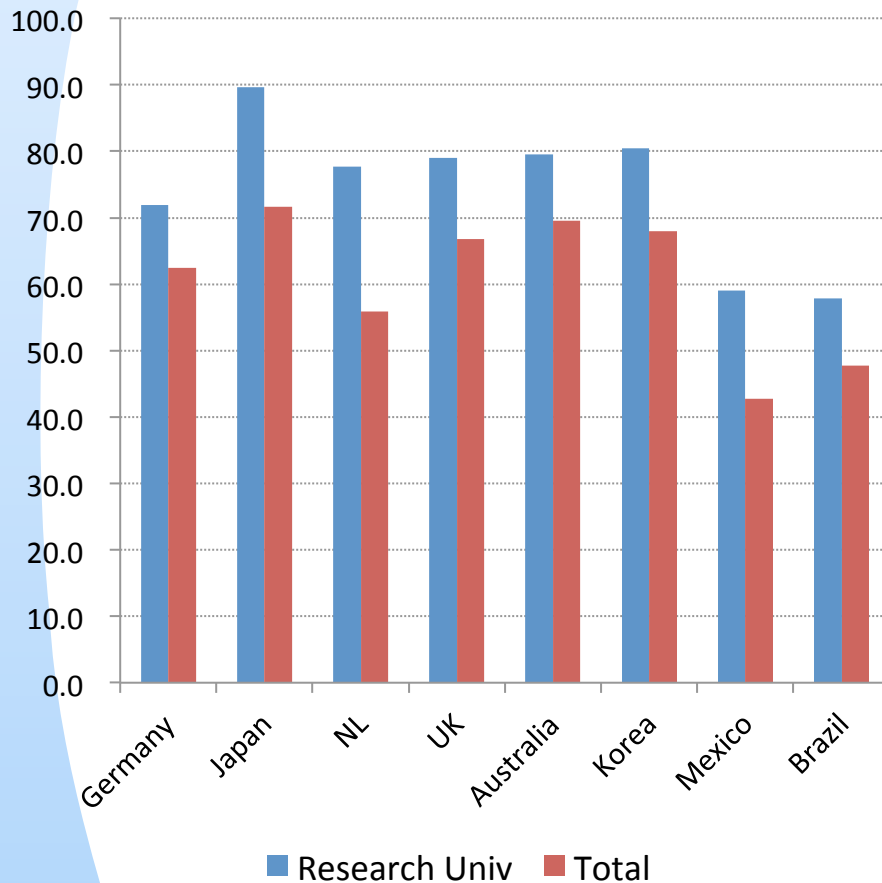


IV. Scholarship of Teaching and Research

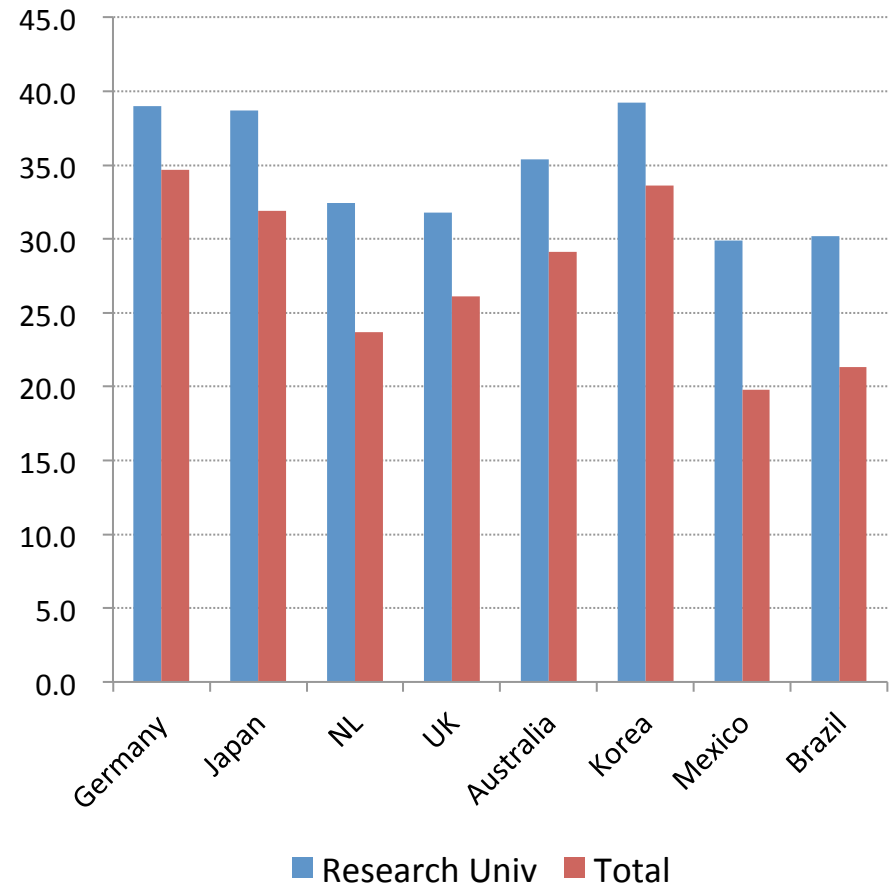
4-2. Research Preference by Institutional Mission



Research Preference



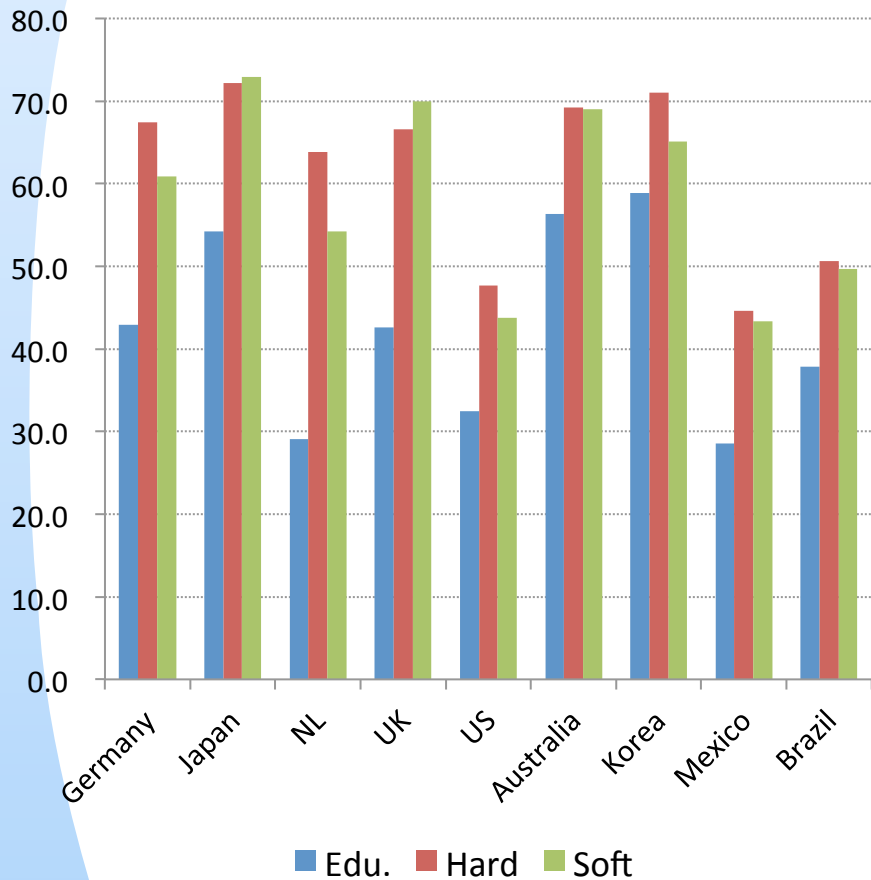
Share of Research hours



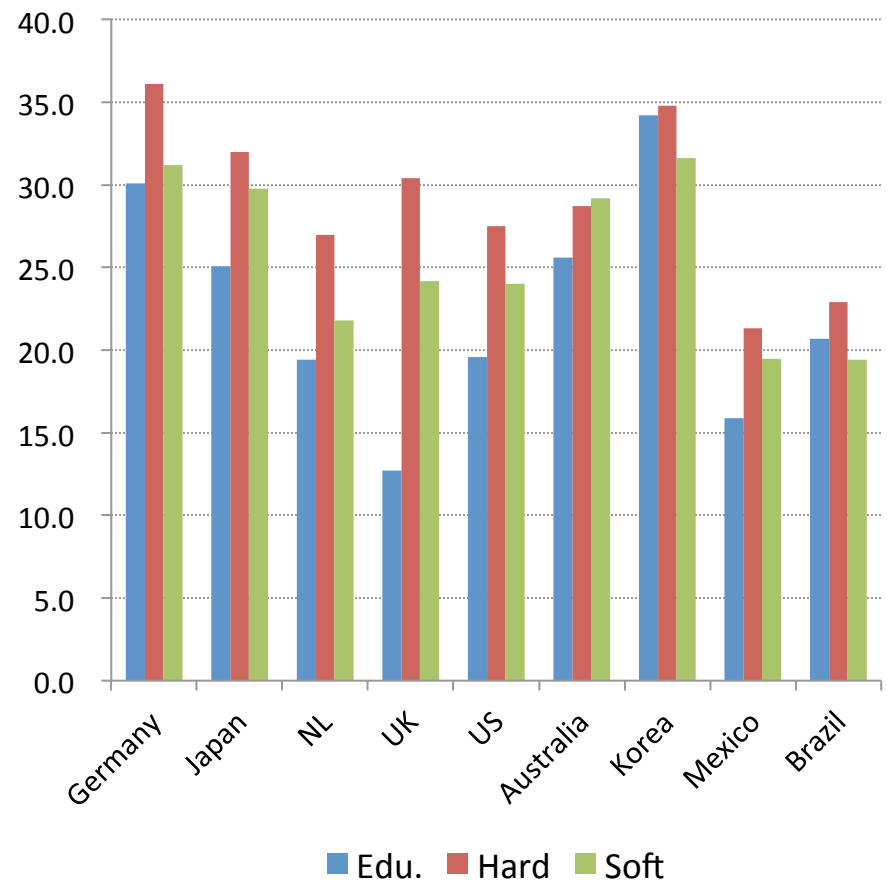
IV. Scholarship of Teaching and Research

4-3. Research Preference by Discipline

Research Preference



Share of Research hours

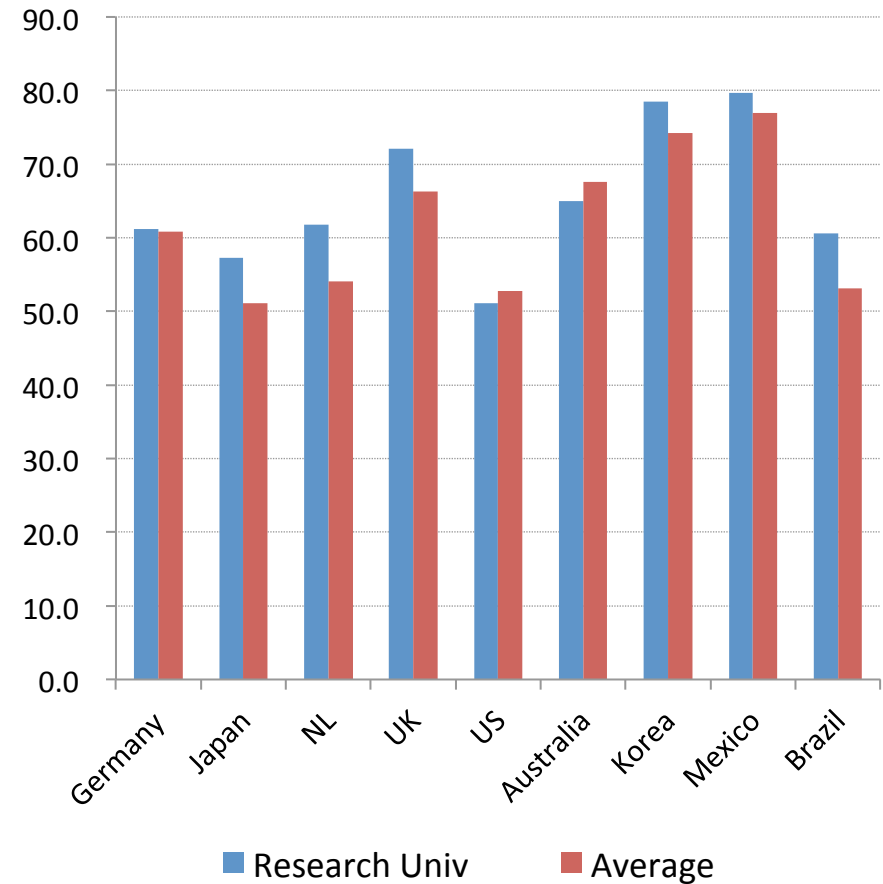
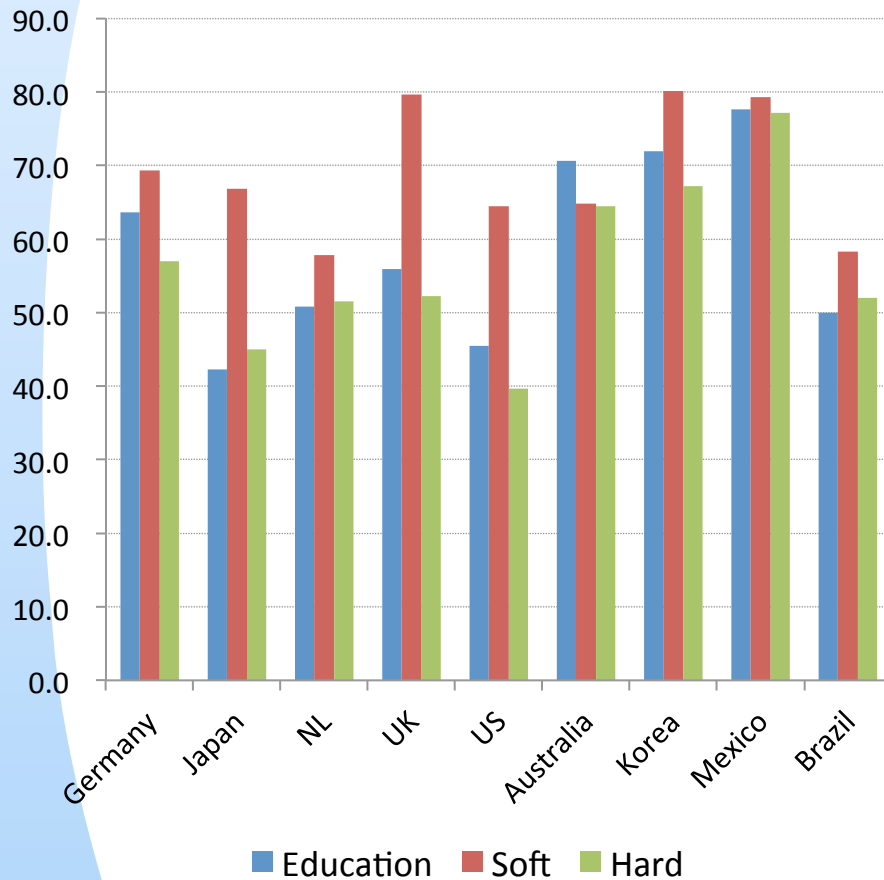


V. Teaching and Research for Internationalization

5-1. Internationalization of Teaching



International Perspective in Classroom Teaching

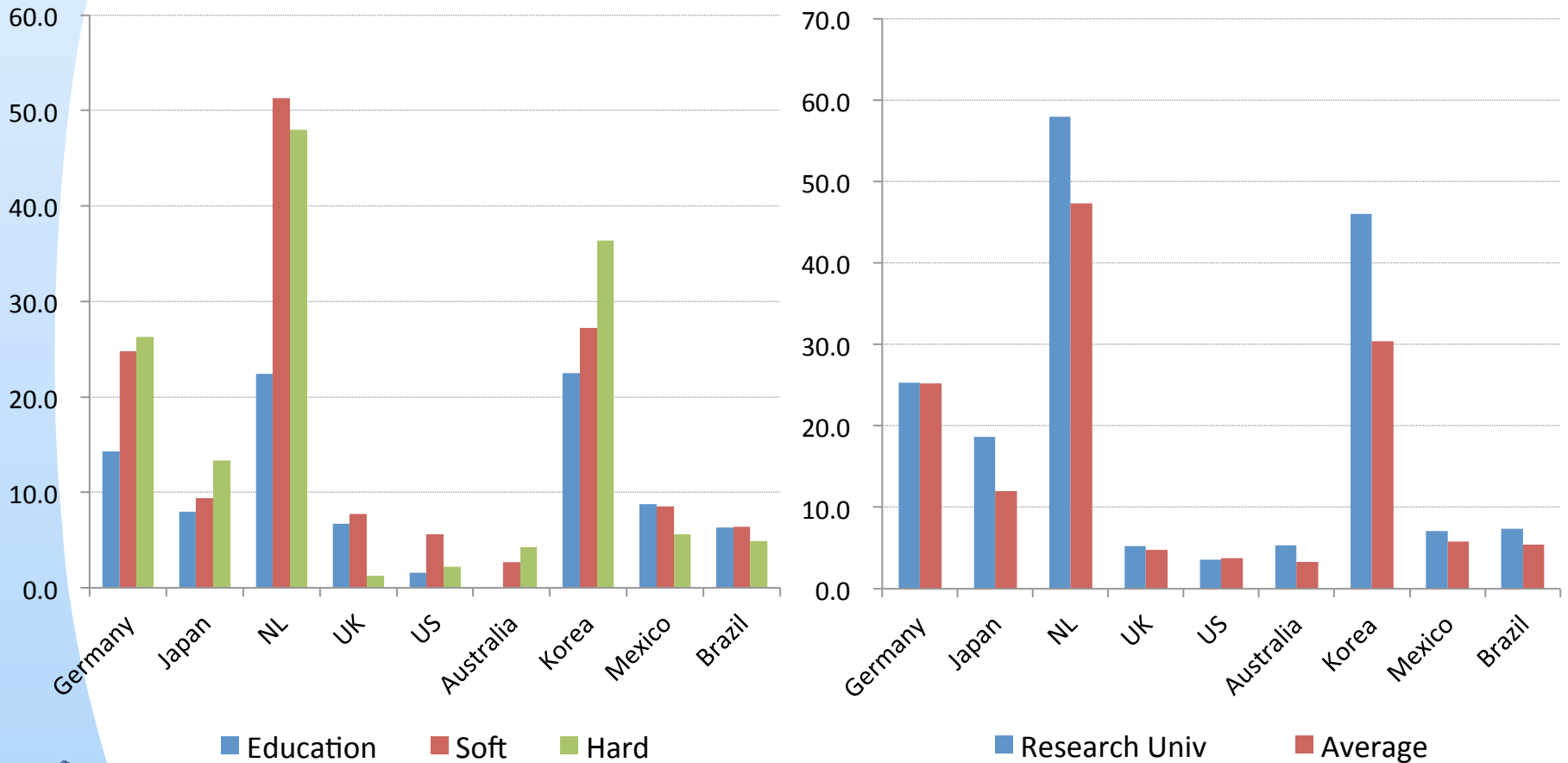


V. Teaching and Research for Internationalization

5-1. Internationalization of Teaching



Teaching in a Foreign Language

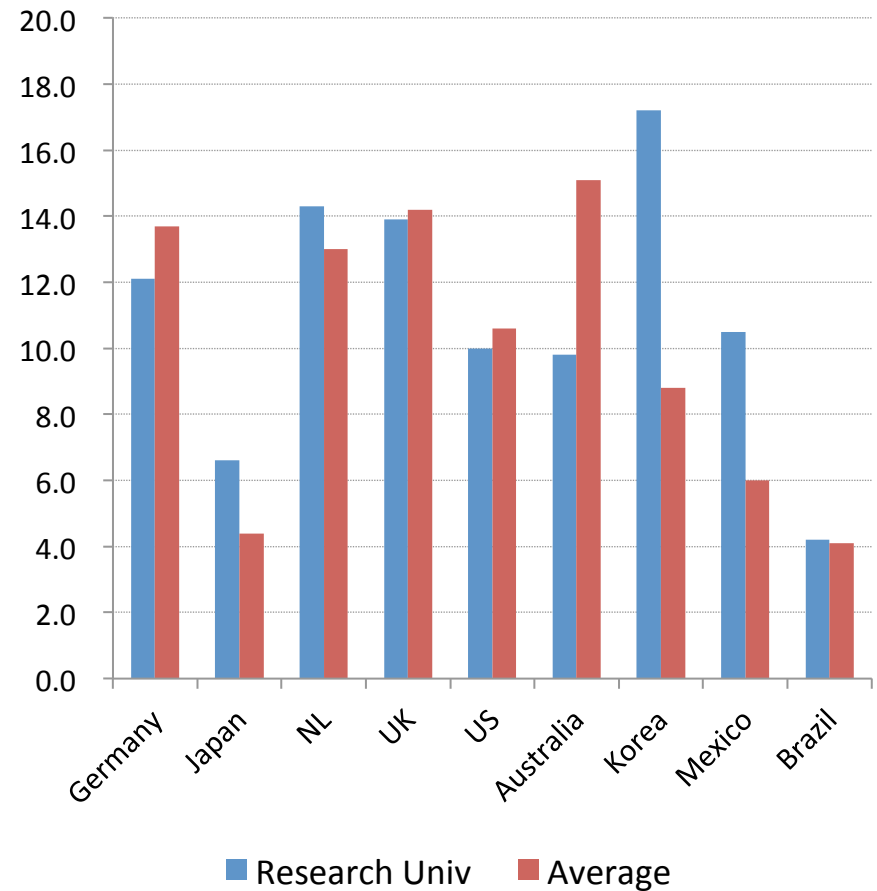
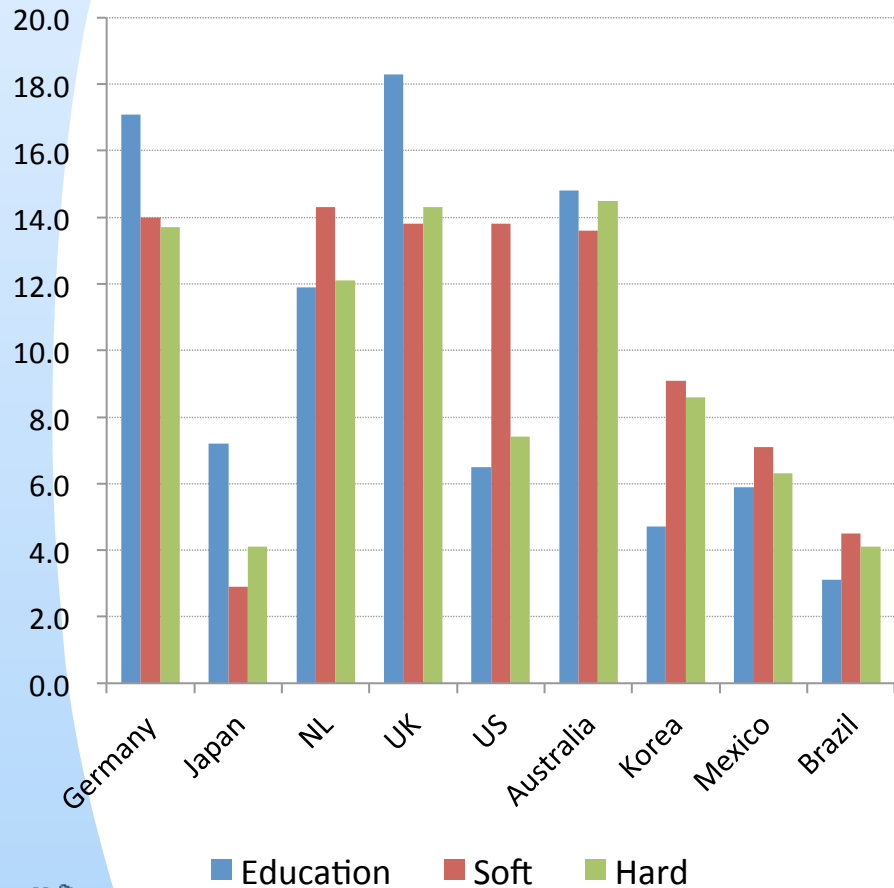


V. Teaching and Research for Internationalization

5-1. Internationalization of Teaching



Teaching Abroad Experience

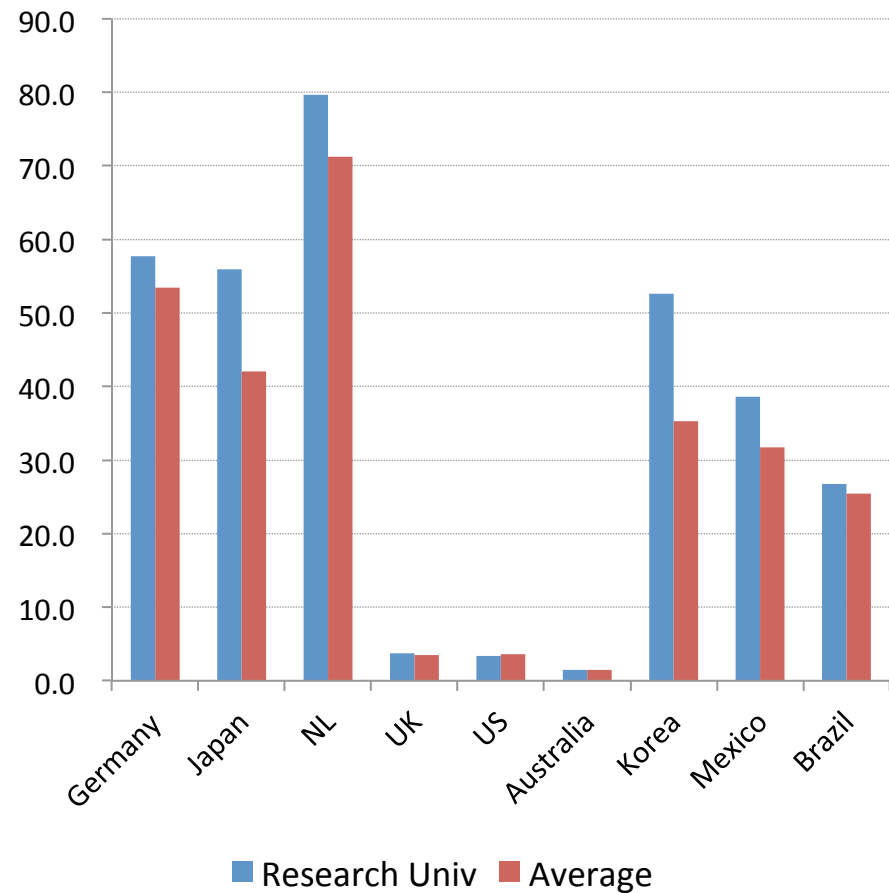
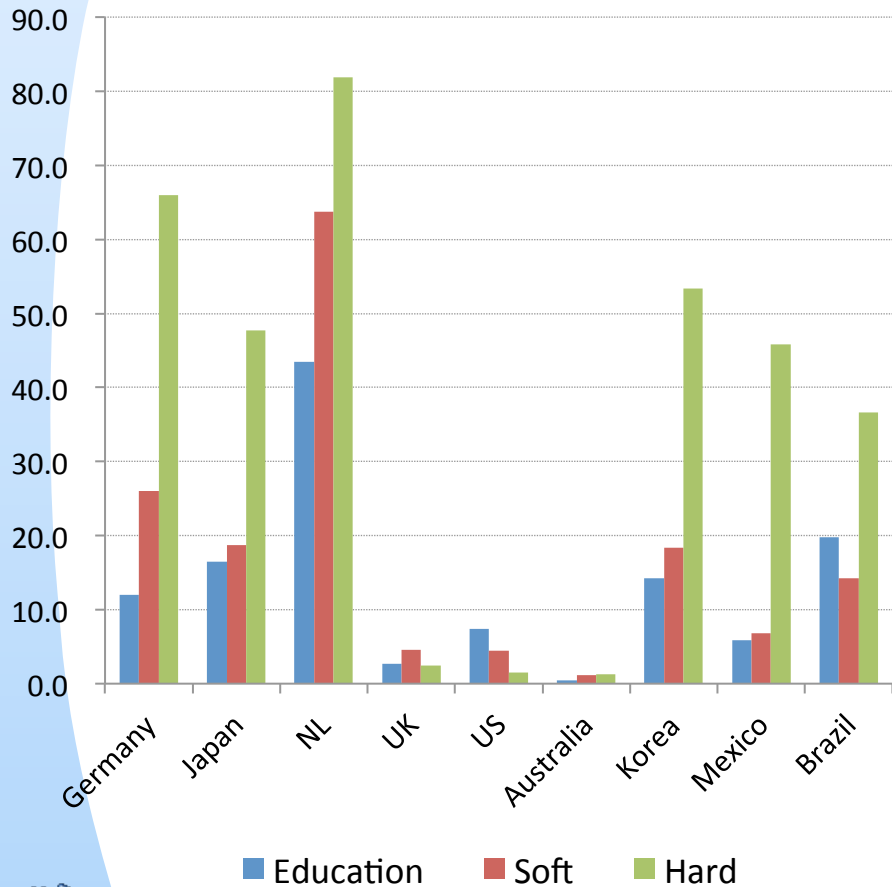


V. Teaching and Research for Internationalization

5-2. Internationalization of Research



Publish in Other Language

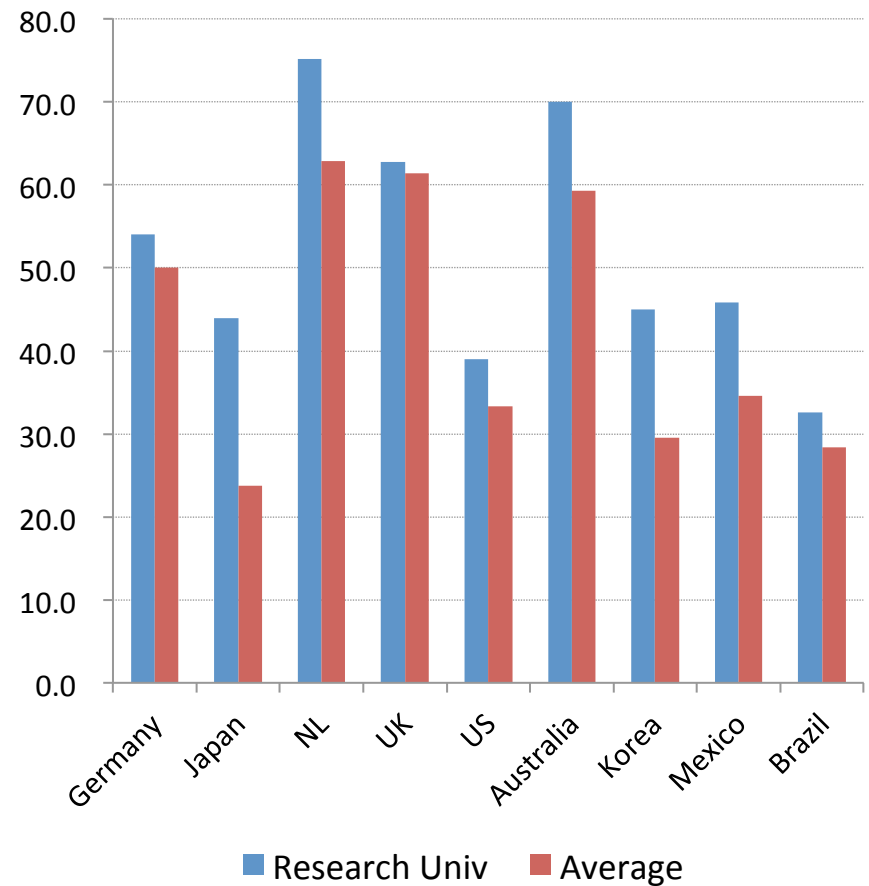
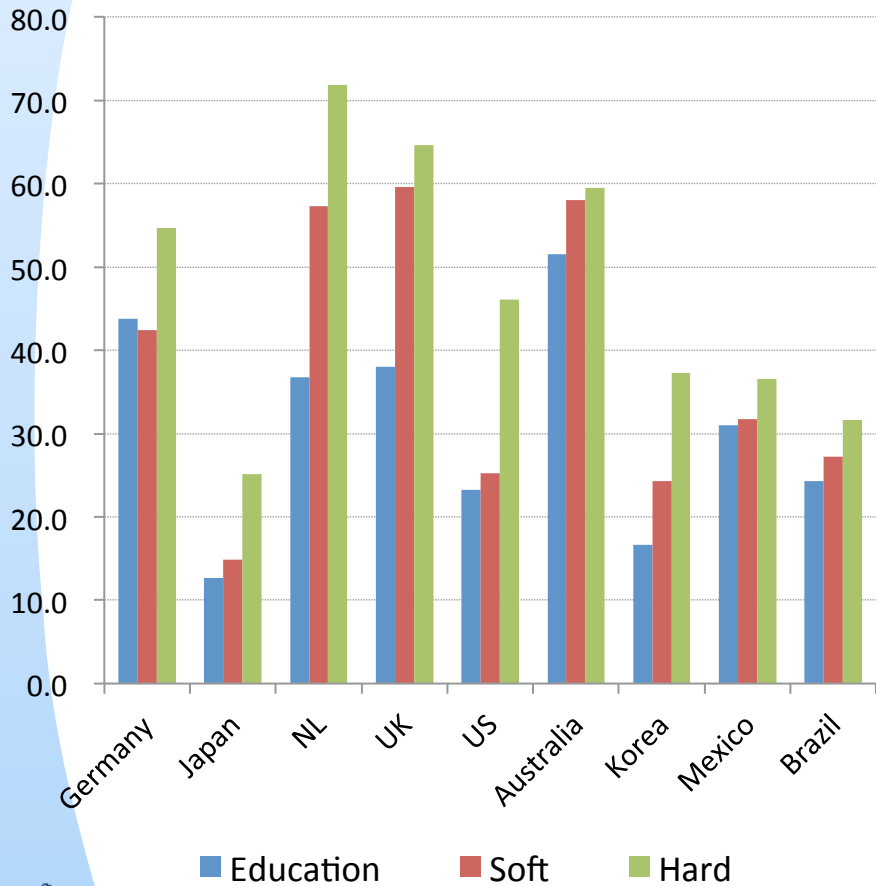


V. Teaching and Research for Internationalization

5-2. Internationalization of Research



International collaboration

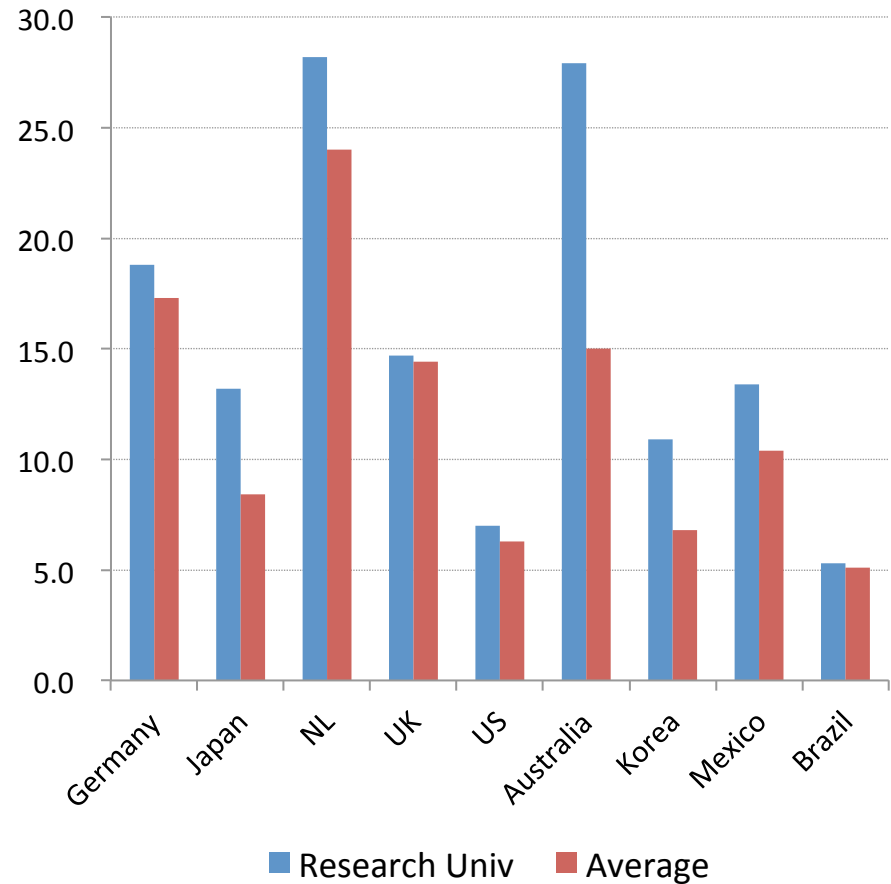
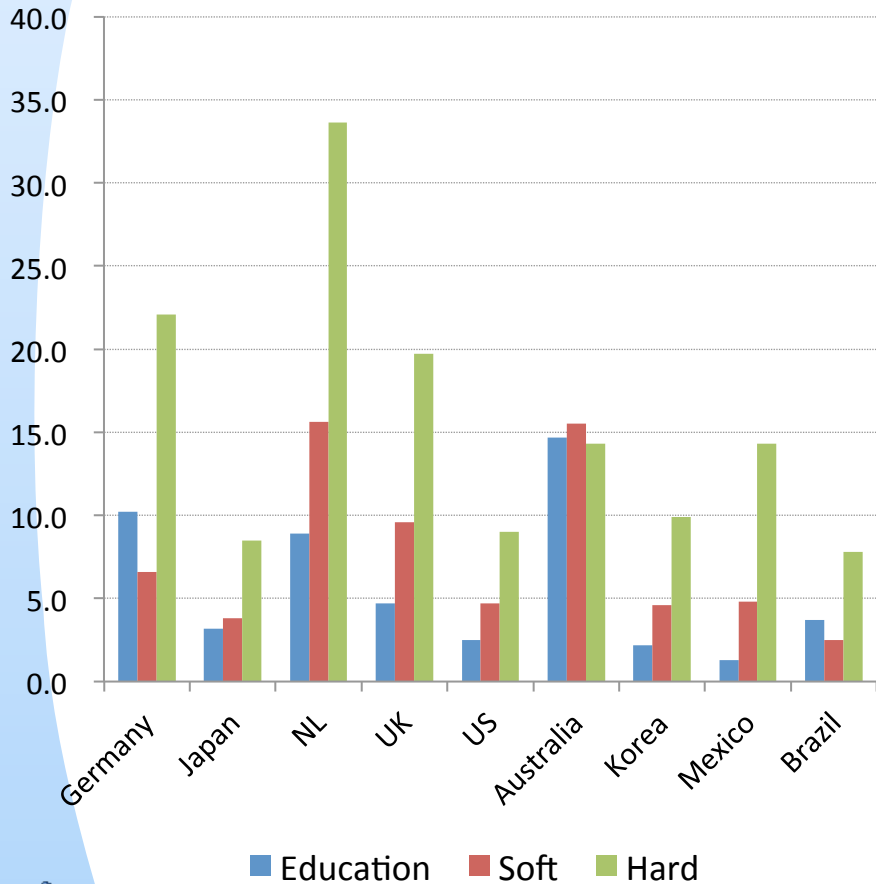


V. Teaching and Research for Internationalization

5-2. Internationalization of Research



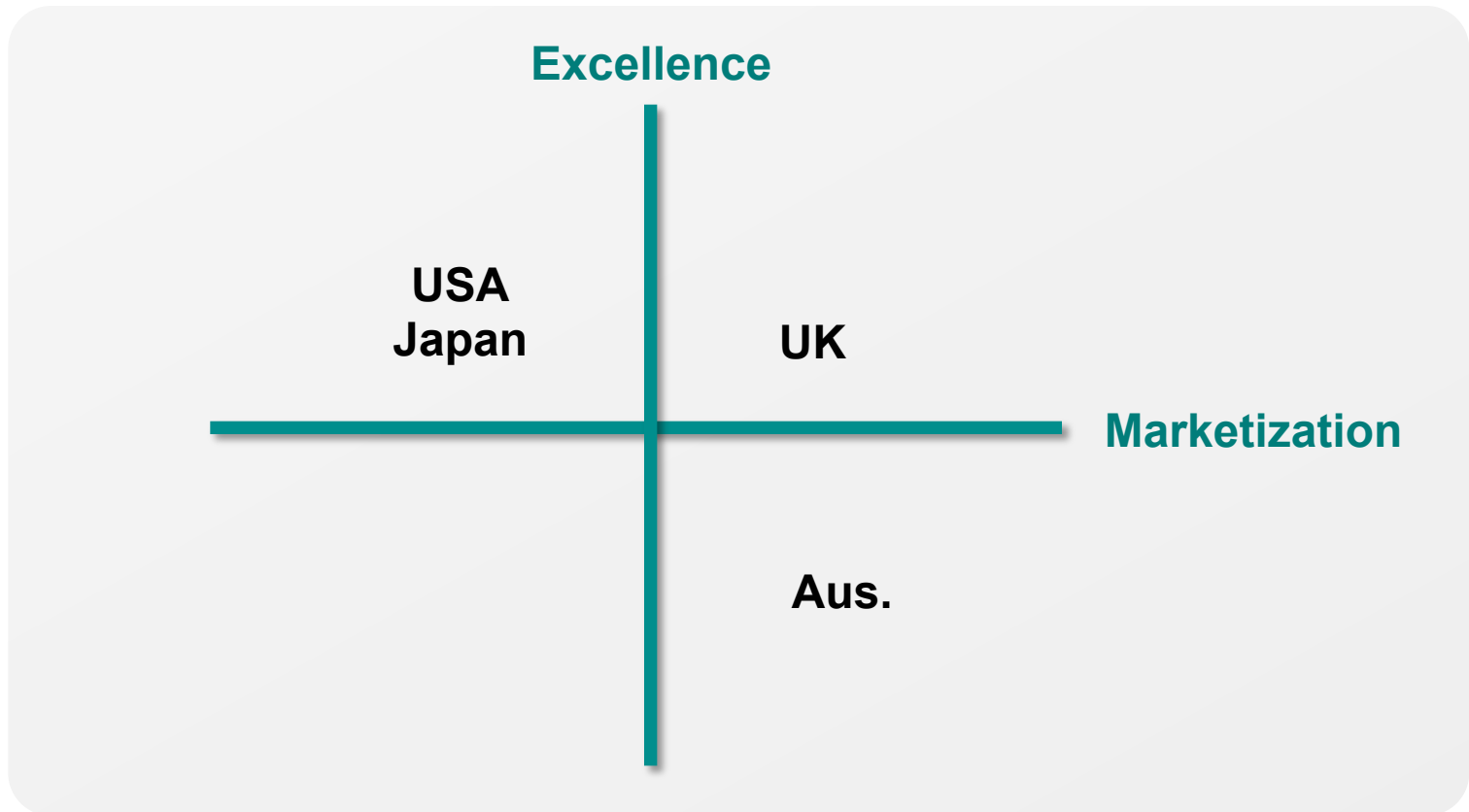
Published with International Colleague



VI. Realigning International Collaboration

6-1. Goals for International Collaboration

- Dimension 1: excellence vs. marketization



VI. Realigning International Collaboration

6-1. Goals for International Collaboration

● Dimension 2: Top ranked vs. Low ranked

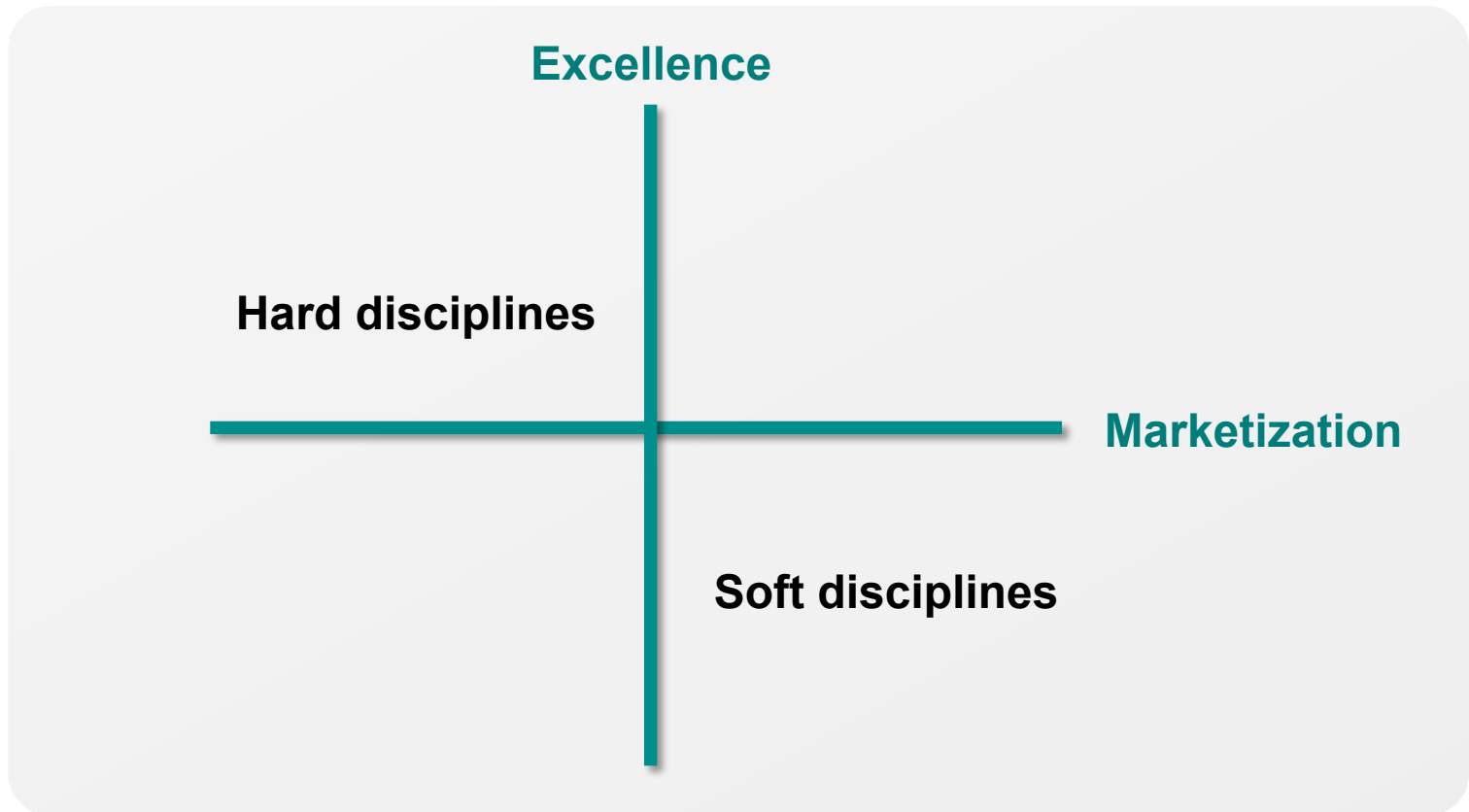
- High excellence and low marketization: top ranking university
- Low excellence and high marketization: low ranking university



VI. Realigning International Collaboration

6-1. Goals for International Collaboration

- Dimension 3: academic disciplines



VI. Realigning International Collaboration

6-2. Strategy for Collaboration

● Considerations for Strategic Choice



- Excellence vs. Marketization
- Teaching strategy vs. Research
- Undergraduate vs. Graduate program

● Strategies by Reputation and Discipline

		Reputation	
		Low	High
Disciplines	Hard	. Teaching strategy . Under > gra. program	. Research strategy . Graduate program
	Soft	. Teaching strategy . Undergraduate program	. Research/ tea. strategy . Under/graduate program



VI. Realigning International Collaboration

6-3. Step by Step Approach



- **Hard disciplines in high ranked university**
 - From research to teaching
 - From graduate to undergraduate program
- **Soft disciplines in high ranked university**
 - Either from research to teaching or from teaching to research
 - Either from under to graduate or from graduate to undergraduate
- **Hard disciplines in low ranked university**
 - Teaching strategy
 - From undergraduate to partially graduate program
- **Soft disciplines in low ranked university**
 - Teaching strategy
 - Undergraduate program



VI. Realigning International Collaboration

6-4. Practical Considerations for Strategic Choice



● Academics' characteristics

- Academics preference between teaching and research
- Academics career stage: senior or junior?
- Do you have strong actors?
- Are your academics ready to teach in a foreign language?

● Students' characteristics

- Are they motivated to study in other country?
- Do they speak other than their own language?
- Do they have understanding on international contexts?



References

The part 1 and part 2 are based on presenters former publications

- Shin, J., & Harman, G. (2009). New challenges for higher education: global and Asia-Pacific perspectives. *Asia Pacific Education Review, 10 (1)*, 1-13.♪
- Shin, J. C. (2011). Teaching and research nexuses in a research university in South Korea. *Studies in Higher Education, 36(4)*, 485-503.
- Shin, J. C. (2009). Teaching and research across academic disciplines. *RIHE International Seminar Reports 13*, 213-230

Thank You !