

One University, Many Worlds: Transnational Higher Education and the Evolution of Knowledgescapes

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Globalization, Higher Education, and Internationalization

- Internationalization has become an important part of the HE vocabulary over the last two decades

Traditional Terms (last 40 years)	Existing Terms (last 25 years)	New Terms (last 15 years)
International education International development cooperation Comparative education Correspondence education Foreign students Student exchange Development Projects Cultural Agreements Language Study	Internationalization Multi-cultural Education Intercultural Education Global Education Distance Education International Students Study Abroad Institutional Agreements Partnership Projects Area Studies Double-joint degrees	Globalization Borderless Education Cross-border Education Transnational Education Virtual Education Internationalization 'at home' Internationalization 'abroad' Education Providers Corporate/Multinational Universities Branch Campus Twinning Programs Franchising programs Networks

GATS and Higher Education

Mode of Supply	Explanation	Examples in Higher Education	Size /Potential of market
1. Cross Border Supply	-the provision of a service where the service crosses the border (does not require the physical movement of the consumer)	-distance education - e-learning -virtual universities	-currently a relatively small market -seen to have great potential through the use of new ICTs and especially the Internet
2. Consumption Abroad	-provision of the service involving the movement of the consumer to the country of the supplier	-students who go to another country to study	-currently represents the largest share of the global market for education services
3 Commercial Presence	-the service provider establishes or has presence of commercial facilities in another country in order to render service	-local branch or satellite campuses -twinning partnerships - franchising arrangements with local institutions	-growing interest and strong potential for future growth -most controversial as it appears to set international rules on foreign investment
4. Presence of Natural Persons	- persons travelling to another country on a temporary basis to provide service	-professors, teachers, researchers working abroad	-potentially a strong market given the emphasis on mobility of professionals

(Knight, 2002)

Element of globalization	Impact on HE	Implications for internationalization
<p>Knowledge Society/Economy (importance attached to knowledge as wealth creator for nations)</p>	<p>Emphasis on continuing education/Lifelong learning/specialized skills education Role of universities in research changes</p>	<p>New types of private and public providers of education – across borders; partnerships and collaborative networks; Programs more responsive to market demand</p>
<p>ICTs (new developments in information and communication technology and systems)</p>	<p>New delivery methods for domestic and CBHE (online for example)</p>	<p>Increased mobility of students, academics, education; mobility is both physical and virtual</p>
<p>Governance (new regional and international governance structures and systems)</p>	<p>New regulatory and policy frameworks at all levels</p>	<p>From International development projects - import of education programs</p> <p>New international frameworks to complement national frameworks for QA, accreditation, credit transfer, recognition of qualifications, mobility etc.</p>

Element of globalization	Impact on HE	Implications for internationalization
<p>Trade liberalization (new international and regional agreements to decrease barriers in trade)</p>	<p>Import and export of educational services and products increases</p>	<p>New concerns about appropriateness of curriculum and teaching materials in different countries Trend toward homogenization and hybridization</p>
<p>Market Economy (growth in number and influence of market-based economies around the world)</p>	<p>Greater commercialization of higher education and training</p>	<p>Innovative delivery methods: e-learning, franchises, satellite campuses etc.</p>

shifting forms of academic mobility

Category	Means	Conditions of Crossborder Activity
<i>People</i> ↓	<ul style="list-style-type: none"> • Students • Professors/Scholars • Researchers/ • Experts/consultants 	Development Cooperation → Exchanges/ Linkages → Commercial/ Profit orientated
<i>Programs</i> ↓	<ul style="list-style-type: none"> • Stand Alone • Twinning • Franchised • Articulated/Validated • Joint/Double Award • Online/Distance 	
<i>Providers</i> ↓	<ul style="list-style-type: none"> • Branch Campus • Virtual University • Merger/Acquisition 	
<i>Projects</i>	<ul style="list-style-type: none"> • Capacity Building • Research • Curriculum Development • Educational services 	

Features of New Providers

- New providers, generally, focus on teaching/training or providing services and not so much on research per se
- Both public and private HEIs seek opportunities for delivery of crossborder education programs
- Comprise both bona fide institutions and 'fly-by-night' operators
- Comprise institutions both part of home national education system and stand-alone entities (companies, corporates)
- Relevance is determined not by 'public' or 'private' HEIs but official *recognition* by the home and host countries

Typology of Provider Mobility

- **Branch Campus**

- Provider in Country A establishes a satellite campus in Country B

- **Independent Institution**

- Foreign Provider A (a traditional university/company/network) establishes a stand-alone HEI to offer programs

- **Acquisition/Merger**

- Foreign provider A purchases a part of or 100% of local HEI in Country B

Transnational Higher Education

The following aspects and variations have become the focus of attention:

- What aspects of CBHE are included? (domestic or foreign programs)
- What kind of providers/institutions are included? (HEI*/other providers)
- What is the unit of measurement? (students, programmes, providers)
- What level of qualifications? (degree, diploma, specialized studies)
- What mode of delivery? (virtual, classroom based, combination)
- What forms of programs? (twinning, franchising, validation)

Conclusion

- Transnational HE is characterized by highly complex and differentiated processes
- Ordinary typologies and classifications become increasingly blurry
- Universities combine different types of spatial orientations
- The university has both a 'local' and 'transnational' dimension
- Different types of universities interact differently with forces of globalization
- New governance and regulatory processes
- Fractured Landscapes: mediated by range of actors 'transcending borders and traversing boundaries'
- Social imaginaries play an important role in determining these landscapes:
 - Knowledgescapes