New Zealand International Education Literature Review
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The aim of this project was to gather a summation of recent international education research and literature available, with particular reference to New Zealand, and to identify the gaps in research for further study. This literature review was conducted through a search of online databases and other online resources. Particular points of interest included: 1) The living and learning experiences of international students; 2) the experiences of those who work in support of international students; 3) intercultural connection experiences of international students within the international education community, the host community and the academic community; 4) international student reflections on their education experiences, re-entry, and post-academic experiences; 5) professional development of international education staff with regards to academic and support services; and 6) demand side marketing issues (i.e. perceptions of the experiences being offered).

The annotated bibliography has been organized into the following categories which emerged throughout the review of literature:

- The Export Education Industry
- Internationalisation of Higher Education
- International Students in New Zealand
  - Cultural Impacts and International Education
  - Orientations
  - Academic/ Course Related Discussions
  - Student Experiences
  - Pastoral Care and Support Services
  - Religion/Spirituality
  - Homestay
  - US Students
  - Women in International Education
  - Post-graduation Transitions and Employment

- Asian International Students in New Zealand
  - Student Experiences
  - Academic/ Course Related Discussions
  - Post-graduation Transitions and Re-Entry
  - Asia-New Zealand [International] Relationships
  - Export Education and the Asian Market
  - Media
  - The Changing Landscape of New Zealand due to Asian students

ISANA NZ Conference 2011
The Export Education Industry


Given that the growth of the education export industry in New Zealand and Australia has been substantial in recent years, Abbott examines the differences in immigration and students visa regulations that exist between the two countries to analyze the impact these differences have on the types of international students each attract. Abbott suggests that what may appear to be small differences in student visa policies may have helped create significant difference in the nature of the export educations industries in Australia and New Zealand, in turn initiating a significant flow of investment by Australian universities into the New Zealand export education industry. Thus governments will have to critically examine the potential impact of future immigration policy and international student visa changes on the export education industries.


This paper explores the possible relationship between internationalisation of education and the growth of tourism with reference to New Zealand, as export education and tourism are two of the country’s greatest export earners. As New Zealand is an education exporting country and a significant tourism destination, the authors analyze the degree to which there are links between the two sectors. The authors state that this study may be of interest to promoters of export education and tourism as well as policy makers. An overview of the tourism and education export industries in New Zealand is provided, and a description of the research methods, followed by the results and a conclusion.


This paper critically examines export education policies between 1999 and 2002, which is a period of significant shift towards quality control of the export education industry. It argues that while this shift is at one level concerned with the pastoral care of international students in New Zealand, it more significantly indicates the role of the State in both the funding of, and responsibility for the export education industry. It argues that while there is good reason to examine the policies in this period separately, in that quality issues are brought to the forefront for the first time, there are echoes of the educational reforms of the 1980s. This paper uses key official documents to illustrate firstly the official discourse, secondly the underlying assumptions of that discourse, and thirdly, the inherent contradictions in these policies. It also argues that the vague notions of quality are less to do with the provision of pastoral care of international students and more to do with marketing a particular image of New Zealand, at once auditing a disparate industry and protecting a national reputation. [Author Abstract]


*Please refer to Export Education and the Asian Market under Asian International Students in NZ for full citation

This report was commissioned by Education New Zealand with the intent of helping New Zealand institutions working in the export education industry to develop their marketing strategies to better meet the current challenges of marketing their services. The report identifies key marketing challenges for various educational institutions in New Zealand who deliver programs and services to international students.


This article places the contribution of international students into an evolving multinational context, pointing to the shift from social/cultural and academic to economic rationales in international student recruitment for top receiving countries around the world. The author discusses the increased competition for international students to the traditional top countries, coming from countries such as New Zealand and points to a second trend of countries shifting from massive recruitment to selected recruitment of top talents, which brings the issue of brain drain back on the agenda for the discussion on global impacts of international education.


This publication reports on an independent survey to advise how international alumni can help New Zealand tertiary institutions develop and raise their profiles in a global market. It identifies overall attitudes, preferences and expectations of New Zealand alumni residing overseas, both New Zealand citizens and former international students, and levels of support necessary for future activities.


This report updates work in 2004, by NZIER for the Ministry of Education, to take stock of the New Zealand literature on export education. The aim of the original work, and this update, was to provide an overview of the literature on export education in New Zealand so it can act as a starting point for those considering doing work on the topic. The original work also resulted in the production of a database of the literature reviewed, containing bibliographic details of over 350 articles related to the education export sector in New Zealand. The authors indicated a need to continually update this database and literature review every two years.


This report aims to address the apparent deficiencies of earlier reports on the economic contribution of international fee-paying students in New Zealand to the nation’s GDP, noting that earlier estimates were not based on dedicated surveys of expenditure by international fee-paying students (rather they combined general surveys of tertiary student expenditure), and they excluded the offshore provision of educational goods and services by New Zealand companies and educational institutions. The findings show that between 2007/2008, the export education industry generated approximately $2.3 billion in foreign exchange, of which $70 million came from offshore provision. The industry’s contribution to New Zealand’s gross domestic product is estimated at approximately $2.1 billion after allowing for flow-on effects to other industries and leakages offshore.


This paper describes the relationship between interest from international students in studying in New Zealand and the respective value of the New Zealand dollar against the key foreign currencies from primary source countries for international students between the period of June 1999 and July 2006. It was found that while Chinese student interest in studying in New Zealand appears to be strongly correlated with the value of the NZ dollar, currency values are not necessarily a major decision factor for students from Japan, Korea and Germany.
This report summarises the publicly available data, from four main sources, on enrolments of international students within New Zealand education provider sectors from 2002 to 2008. Summary information is also given on the numbers of approved student visas and permits during the 2002/03 to 2008/09 financial years. This information is disaggregated by origin, according to the key markets of North Asia, South-East Asia, the Middle East, Europe and North America, and the developing markets of Latin America and South Asia. Further information is given on the estimated economic value-added to New Zealand from international education. [Author abstract]


This project researched the travel behaviour and motivations to travel of international students in New Zealand, recognizing the travel that international students engage in during their time of study can generate significant revenue and employment opportunities for the country. The study revealed that students motivations to travel included wanting to escape study and the city to travel and be with friends, to relax, to sightsee and to take a break. Payne identified that the major benefit this target market brings to New Zealand is that international students travel to regional areas spending their money on locally owned and operated attractions and activities and thus urban and regional New Zealand benefit from the international student as tourist. While the international student market is still under researched this project suggests that further research undertaken could result in major benefits for all concerned.


*Please refer to *Export Education and the Asian Market* under *Asian International Students in NZ* for full citation.


*Please refer to *Export Education and the Asian Market* under *Asian International Students in NZ* for full citation.
Internationalisation in Higher Education


This article addresses some issues of contemporary relevance in the area of higher or tertiary education, including some of its international ramifications. An analysis of some general aspects of education at different levels is followed by an elaboration on the notion of higher education as private investment and a source of human capital formation. This sheds useful light on the observed increase in tertiary enrolment, worldwide, in recent decades. Various international dimensions of higher education are explored next, and the experience of New Zealand as a higher education destination of choice for many international students is examined in this context. Some general concluding observations complete the discourse. [Author abstract]


This paper discusses the concept and development of, and the rationales for, the internationalisation of higher education. In particular, Jiang examines the impacts of globalisation and the knowledge economy upon the internationalisation of higher education and exemplifies the current trend in New Zealand, which is characterized by a shift from aid to trade. The results of the study suggest that the internationalisation of higher education is becoming increasingly dominated by economic imperatives and 'internationalisation' is occurring both within and beyond national borders. The paper offers a practice model for analysing the internationalisation of higher education; with the intention that the model may lend to a better approach for providing teaching, services and support within international education.


This article presents a model of practice for analysing the internationalisation of higher education, and for better providing teaching service and support to both the internal and external other. It is derived from the theoretical analysis of the rationales, concepts and developments of the internationalisation of higher education, and from a New Zealand case study that exemplifies the current trend in the internationalisation of higher education - a shift from aid to trade. In the article, the author examines the impacts of globalisation and the knowledge economy on the shifting currency of the rationales. The article concludes that, because of increasing numbers of resident immigrant students, 'the international (other)' is no longer beyond national borders but is within them. Therefore, universities would do well to revisit neglected social and cultural dimensions in the provision of higher education services. [Author abstract]


The International Division of the Ministry of Education commissioned this national trend study, completed in 2005, as the first of a set of initiatives to assist the internationalisation of tertiary education organisations in New Zealand. The primary purpose of the study was to assess the changing nature and extent of internationalisation across the sector, and to inform planning. The study assesses developments in the internationalisation of the sector in the context of broader global trends, reports on the related plans and priorities of New Zealand tertiary organisations, and identifies their needs as well as some likely policy incentives and obstacles affecting their progress. In order to provide the basis for a strategic approach to internationalisation across the sector, the study re-conceptualised major elements of the model of institutional internationalisation, starting with a different set of assumptions about the nature of internationalisation, and in particular shifting the focus away from international student numbers to the more profound imperatives of internationalisation now facing New Zealand. A number of areas for potential policy intervention have been identified in the report.


Speech to the UNESCO/OECD forum on trade in education services during the Plenary Session: "Bridging the Divide-An exchange of perspectives on cross-border provision of education".
The International Education Agenda 2007-2012 sets out the New Zealand government’s vision and strategy to support the continued development of sustainable, high-quality, and innovative international education between these years. The International Education Agenda lays out how New Zealand can continue to develop the internationalised education system in order to become fully integrated with the global economy; looking beyond simply hosting international students to take the New Zealand education enterprise into the global marketplace. The International Education Agenda acknowledges that international education has multiple dimensions which extend to the social, cultural, academic, economic and political. The Agenda outlines short and medium term government priorities and other supporting actions to see the process of ‘internationalisation’ implemented, through changes to curricula, development of linkages, etc. to see that students throughout New Zealand are given a global context to help them better understand world events and issues and the impact of these on their own country, and to understand their own identity and other cultures.


International education in New Zealand has been closely linked to the country’s aid and development policies since the 1960s. Both the official aid programme and tertiary institutions have accorded a high priority to international student recruitment and support. However, as a result of the wider funding constraints on tertiary institutions, international student education has been viewed primarily as a source of revenue, and the more general pedagogical and social issues and benefits have been obscured. This paper, drawing on the author’s experience in the subject of development studies, argues that international education in New Zealand needs to be re-evaluated and new models of funding and management need to be explored. [Author abstract]


In 2000, the Auckland University of Technology signed an agreement with the Jinling Institute of Technology for a shared Bachelor of Engineering program. One of the key determinants of success for students admitted into the program is an adequate level of English. To determine their English language capability, language tests using the engineering context have been developed. In discussing the development and use of these language tests, this paper refers to the language used in engineering discourse, and the requirements for IELTS, the English language entrance test most commonly used by New Zealand and Australian universities for international students.


This paper addresses the question of whether New Zealand public universities have to manage the international student numbers they are currently facing and examines the processes by which they are managing the numbers and to what target numbers or percentages are these institutions hoping to reach. All eight public universities in New Zealand were surveyed. Seven of the respondents reported having a target or quota of international students at their institution, ranging from 12% to 20% of the total enrolment. Although they recognise the important contribution of international students for both incoming revenue and internationalisation of their institution, all of the universities saw it as important to consider other objectives and to manage international student numbers.
International Students in New Zealand

_Cultural Impacts and International Education_


*Please see Orientations under International Students in NZ for full citation.


This study examines the extent of learning style differences between international and domestic students at a New Zealand higher education provider and comments on innovative practices that could be successfully used to accommodate learning style differences. Students studying first year accounting at a New Zealand higher education provider were surveyed to determine the difference in learning styles in relation to the cultural background of the students. Specifically, the study examines whether the number of years spent in New Zealand impacts on the learning styles of international students. The findings are reported and the authors also comment on the use of on-line learning materials, DVD case studies and student role plays, and how such strategies can be used successfully in the classroom.


This project involved a review of research literature on cultural differences in teaching, learning and intercultural communication on the multicultural classroom, and the development of strategy guidelines for managing diversity in the classroom. The project was expected to create awareness of cultural diversity in the educational sector, assist educators in effectively managing diversity in the classroom and the institution, improve educational outcomes for international students, and internationalise the educational experiences of domestic students. The first section of the report provides a critical review and evaluation of international literature on cultural differences in teaching, learning and intercultural communication styles, and methods and programmes used for dealing with these cultural differences. The second section provides guidelines, which were developed from the key findings and conclusions in the literature review, for strategies that might be used to manage cultural diversity in the classroom and in the institution.


The author of this paper explores issues of multiculturalism and interculturalism as it relates to New Zealand's higher education institutes and asks whether these institutions have adequate strategies to accommodate the increasing cultural diversity on campus, brought by the expansion of the education export industry. Jiang reinstates a commonly held concern that the emphasis on education as a commodity, in effect neglecting the aim of internationalization to provide students with an international and particularly intercultural perspective to enable them to work in a globalized world, will compromise human capital development in New Zealand. Jiang argues that New Zealand universities should be looking towards interculturalism to accommodate increased diversity in higher education, which presupposes equality and reciprocity in communication, rather than the current view of multiculturalism. Multiculturalism as a policy is viewed as one which highlights the dominant culture through assimilation and homogenisation of cultural difference, which is counteractive to the goals of internationalization. According to Jiang, a comprehensive internationalization strategy which promotes interculturalism has a greater ability to create an authentic and productive learning environment for both domestic and international students, granting New Zealand the opportunity to have long-term constructive cultural exchanges and other potential forms of cooperation with countries around the world.

This paper reports on the use of a language needs analysis across several faculties and programs in a multicultural university in New Zealand. The authors of this paper suggest that a language needs analysis can inform tertiary teachers about how students perceive their language needs in both oral and written skills to better teach linguistically mixed classes, communicate more effectively with their students and develop students’ abilities in all curriculum areas. The paper outlines implications for classroom practice and student language development and identifies a role for staff-support services in providing teachers with data from the students themselves to help meet expressed needs.


Funded by the Export Education Levy administered by the Ministry of Education and Education New Zealand, this research project provides a critical review and evaluation of international research literature on cultural differences in teaching, learning and intercultural communication in the multicultural classroom, and the development of guidelines for strategies for managing diversity in the classroom and the institution. The review of literature and provision of guidelines were expected to create awareness of cultural diversity in the educational sector; assist educators in effectively managing diversity in the classroom and the institution; improve educational outcomes for international students; and internationalise the educational experiences of domestic students. Some of the strategies suggested for achieving these objectives are intended to be explored in more depth in a follow up research project, which will focus on interactions with international students in the learning environment and the community with further guidelines to address socialization beyond the classroom, including accommodation issues, and community engagement and responses.


In this paper, Roberts argues that because of academic staff and teachers’ frustrations and worries in the area of assessing written work by international students, the students’ work is often not assessed as effectively as it could be, and feedback is not always particularly useful or effective. This research analyses a collaborative project between university program staff and learning support staff working together to address these issues. The discussion includes a look into research on ESL error correction, criterion referenced assessment, and international students to begin addressing the issues, with an aim of providing teaching staff with effective tools that can be used when assessing students’ work. The project also aims to assist the program in developing a set of practices that would help teaching staff work with international students to integrate more successfully and quickly within their New Zealand learning environment.


This paper seeks to explore educational objectives and attitudes to assessment methods between Chinese and New Zealand European students. Findings of the study suggest that there is a relationship between culture and education and that the two student groups have different educational objectives and prefer different assessment methods. The study illustrates that developing assessment methods at tertiary education institutions without considering the learning styles of a changing student population will limit the extent to which expected knowledge transfer takes place. Further, the study shows that postgraduate students in management studies from different cultural backgrounds, ethnicities and nationalities may respond to educational styles differently. Thus, to push students into an existing mould is problematic and conflicts with the globalising forces imposed on education around the world.
This review of literature conducted by Colleen Ward, one of the leading researchers in the area of international education in New Zealand, was commissioned by the Ministry of Education to inform policy development and effective planning in the area of international education. The review of both New Zealand and international sources and material was directed to consider social, cultural, and educational impacts of international students on domestic students and on secondary and tertiary educational institutions. The first section gives an overview of educational, social and cultural impacts presented in the literature and the second section provides a description and analysis of strategies that have been used to promote internationalisation and increase intercultural understanding. The review concludes with a summary and recommendations for researchers, educators and administrators.


*Please see Student Experiences under International Students in NZ for full citation.*


This article discusses international education and the consequences of this thriving industry for the social integration of international scholars in education institutions and the wider community. This article reviews the limited research on the attitudes towards international students, proposes a framework for investigation of this topic, and tests a predictive model. The attitudes toward international students in relation to numbers of international student enrolments are also explored. The authors discuss the implications of the findings for international education policy and practice; and the applicability for promoting social cohesion in educational institutions and the wider community.

**orientations**


While generally accepted that international students who receive clear and relevant advice on matters such as health services, insurance and personal safety during orientations are more likely to be prepared than students who do not receive such advice or fail to understand it, this discussion paper argues that a problem has slipped beneath the pastoral care radar. Beard argues that there exists a communication gap between education providers and new international students as a result of linguistic and cultural factors, and the extent to which orientation planners account for this is unclear. Beard highlights that if education providers do not account for cultural differences and international students’ cultural dispositions, the prospect of providing effective support and advice diminishes. He further points out the increasing numbers of students coming from Asia and the Middle East to study in New Zealand and Australia, who come from countries with significant differences in cultural values than those of the host country. To begin addressing this issue, a ground-level communication model, The 3C model, is introduced, which recognises and responds to linguistic and cultural challenges facing incoming students, for whom English is a second language.


In addressing the research that suggests there is dissatisfaction amongst international students with their academic experiences in New Zealand, which results in negative views and difficulties with their studies, Victoria University in Wellington has designed and trialled a number of academic orientation programmes and materials for students with the aim of creating a more positive and rewarding academic experience. This paper reports on a preliminary evaluation of the influence these orientation programmes have on international students’ attitudes and study behaviors. The report suggests that academic orientation programmes do make a difference and that students exhibited a greater awareness of the primary skills needed to succeed in the new education environment, with a readiness to apply a wider range of study strategies in their academic courses. This is just a preliminary project to assess the impact of orientation programmes; however there is room to continue investigating orientation programme models to ensure orientations meet students’ needs and help them to develop realistic expectations of the academic environment, thus allowing for higher levels of satisfaction with their experiences.


This paper provides an overview and evaluation of a comprehensive two-week NZAID Prestart programme which Victoria University has developed in addition to the usual International Orientation. The NZAID Prestart programme acknowledges the unique challenges which may affect NZAID students, and combines academic, social and cultural orientation to address issues of expectations for this particular group of international students. The programme was designed to impart information which is crucial to students success at Victoria and the evaluation contained in the paper focuses on whether or not the academic objectives of the orientation programme were achieved. While the evaluation reports that the NZAID Prestart programme was successful in achieving its objectives and student feedback was generally very positive, it was found that the programme needs to develop more ways to encourage networking and involvement within the local communities and provide for greater access to support services.


This paper discusses the importance of providing quality pre-arrival information which is clear and can easily be understood by students from a diverse range of backgrounds, cultures and languages in ensuring that international students are well prepared for their overseas study and able to develop a sense of connection to the university prior to arrival. Realizing that there were issues with communicating pre-arrival information to international students who had been admitted to the University, Victoria International launched an online pre-arrival tool in 2009, to better meet the needs of students. With the online guide, international students are guided through the pre-arrival process to help them better prepare for student life at Victoria University. Key findings from student focus groups, which were conducted by the International Office, showed that students preferred pre-arrival information in an online format and indicated that the online tool contained valuable information in an easy-to-use and creative way. Victoria International proposed plans to further enhance the online resource to reach different student cohorts within the international student body, to be launched online in 2011.
**Academic / Course Related Discussions**


This paper discusses why international students often find the study of a 'foreign' legal system frustrating and irrelevant and argues that some of the difficulties that international students experience would be overcome by placing law in a contextual and cultural frame. The authors suggest a shift in focus away from the rules based perspective to identify law as part of a social-economic narrative. The authors propose that an appropriately redesigned curriculum would identify the 'drivers' for law and changes in the law in New Zealand and afford an opportunity for discussion from a comparative perspective. They propose that such a curriculum would also address areas relevant to business activity such as bargaining processes, intergroup dynamics and negotiating skills; and would make learning law a far more relevant experience for international students than it is at present.


This paper reports on qualitative research related to the constraints to academic achievement of Pacific Island students at the Waikato Institute of Technology (Wintec). The findings from this research indicate four major factors that hinder academic achievement: cultural, economic, academic and bureaucratic constraints. These constraints encompass cultural shock, acculturation, cultural conflicts or clashes, lack of family and social support, poverty, extended family and community obligations, students' prior academic qualifications, language barriers, unfamiliar educational pedagogies, and limited computer and study skills. Secondly, this paper stresses the importance of effective communication skills for Pacific Island students and discusses attempts made by Wintec to alleviate the problems faced by its Pacific Island students.


*Please refer to Internationalisation in Higher Education for full citation.*
**Student Experiences**


This study explores the intercultural competencies of and interactions between 88 students enrolled at a New Zealand tertiary institution, in response to recent research which has shown that having a large international student body present on campus is insufficient to promote cross-cultural interactions. Interaction was found to primarily occur between co-ethnic students, yet when students did interact in cross-ethnic groups it tended to be for academic rather than social activities. The attitudes and perceptions of both student groups regarding each other were established to be generally positive; suggesting the lack of interaction is not attitudinally based. International students were more open-minded but scored lower on social initiative competencies than domestic students. The findings from this study suggest that the low levels of interaction between students are related to social self-efficacy in a cross-cultural context. [Author abstract, ed.]


This research was conducted by Deloitte on behalf of the Ministry of Education and in partnership with the Department of Labour, in order to assess the education and pastoral support provided to international students in New Zealand. The report evaluates the general characteristics of international students; the self-reported academic performance or success of international students; the satisfaction of international students with educational, pastoral and support services, living conditions and social services; students' experiences of working in New Zealand; and future plans of international students. The survey results, with a sample of 2,677 students deemed to be reasonably representative of international student enrolments throughout New Zealand, suggest that while social support is widely available to international students and the majority of the students felt relatively well integrated into New Zealand life, more could be done to improve the level of contact between international and domestic students and the host population. It was also found that satisfaction with life in New Zealand strongly corresponded to students' self-assessment of progress in their studies, the number of New Zealand friends they had and the level of support they received. While Chinese students reported the lowest levels of satisfaction, they also represented the largest percentage of students with an intention to stay in New Zealand.

*Note:* There will be a more recent survey to come out in late 2011 or early 2012.


Kao asserts that understanding and managing students' satisfaction and their perceptions of service quality is important for university management if universities are to design and implement a market-orientated approach to sustain a competitive advantage internationally. Thus, this research attempts to gain an empirical understanding of university students' overall satisfaction in New Zealand's higher education sector. This research does not specifically relate to the experiences of international students in New Zealand, but acknowledges the growth of the export education industry which is tied to the recent shift in higher education management towards a more market-oriented approach to attract students. The researcher seeks to identify the satisfaction with and perceptions of service quality at Lincoln University, and it is implied that students' satisfaction varies significantly among students of different ages, different ethnic backgrounds and those studying different courses.


*Please refer to *Internationalisation in Higher Education* for author abstract.

This publication reports on the results of a national survey of international students, commissioned by the Ministry of Education and serves to inform developing policies and best practices related to international education in New Zealand. The information gathered is intended to help monitor the quality of education and pastoral support provided to international students; inform policy development relating to international student programmes; and assist providers to review and adjust their service provision and support. The report summarises the major findings of the national survey and seeks to identify the general characteristics of international students in New Zealand, assess the self-reported academic performance or success of international students, living conditions and social conditions and ascertain the future plans of international students. The results of the study are discussed in relation to the risk factors for sustained success of New Zealand’s export education, student needs and pastoral care, and the social implications of increasing international students in New Zealand.


This document presents the findings of five inter-related studies on perceptions of and interactions with international students in New Zealand. The research was contracted by Education New Zealand and funded by the Export Education Levy. The first part of the report is composed of three studies that examine interactions with international students in educational institutions, and the second part is made up of two community-based studies. In each section, the findings are discussed in terms of their implications for the export education industry, and recommendations are made for improving the social and educational integration of international students.


This literature review considers interpersonal, institutional and community impacts of international students in educational, social and cultural domains, drawing upon New Zealand focused research and international research. Ward notes that research is patchy, and most studies on internationalisation have been conducted from the perspective of overseas students, with viewpoints of domestic students or members of the receiving community hardly discussed in the literature. In addition, social, cultural and educational impacts have been more frequently studied in interpersonal and classroom settings, rather than in institutional and community contexts. On the whole, research suggests that international students expect and desire greater contact with their domestic peers and that local students are often willing to engage in greater interaction; yet the frequency of contact between international and domestic students is low. The research suggests that institutional interventions are required to remedy the situation. In the classroom context, a large body of research has discussed the cultural differences in teaching and learning styles, but noted relatively few changes in classroom processes or curriculum content. Accordingly, professional training and skills development have been identified as priority needs for teachers in multicultural classrooms. Within the wider institution, the advantages and disadvantages of internationalisation have been considered, and commonly cited concerns regarding service usage and academic performance are discussed. At the community level, social integration is examined with particular attention to prejudice and discrimination and the role of home stays in fostering social cohesion. Finally, strategic interventions, e.g. peer-pairing, cooperative learning, residential programs and training packages, are reviewed as means of maximising the benefits of internationalisation. [Author abstract, ed.]

Pastoral Care & Support Services


This research study examines professional development practices in relation to running international education programs within state sector education institutions in New Zealand, and documents examples of good practice. It was the intention that this research would act as a resource that would assist in guiding institutions on their overall professional development strategy. The research study includes a preliminary literature search, development of key concepts and definitions, and discussion about the scope of the research with Education New Zealand. A broad range of cross-sectional research methods were employed to present the factors used in determining good practice and the identified characteristics of good practice are outlined in the paper.


This paper describes the evolution of the Language Exchange program at the University of Auckland in response to the needs of an increasingly diverse student population, outlining the background and changes that have taken place within the program. Dey notes that program tutors have found that by personalising language learning, students are better motivated to improve their skills in communication, and in general.


This report presents the findings of an Education Review Office (ERO) evaluation to determine schools’ compliance with parts five, six and seven of the Code of Practice for the Pastoral Care of International Students, which provides a framework to ensure that internationals students are well cared for. These parts of The Code focus on welfare, accommodation and grievance procedures. At the time the evaluation began, in July 2004, 15,050 international students were enrolled in 795 New Zealand schools. Key areas of good performance and key areas for improvement, which were identified in the evaluation of 128 schools, are outlined in the report.


This report examines Campus Community Linkages (CCL) and the role they play in facilitating community involvement in the pastoral care of international students. Cross community linkages are referred to as the partnerships between campuses and community groups and/or between educational institution and the city or community in which it sits. The authors have identified campus community linkages that exist in Palmerston North, Wellington and Christchurch, giving consideration to how each has developed in the respective community, and they have attempted to measure the efficacy, applicability and universality of each site via a range of methods. The aim of the research was to examine whether unique issues existed at these particular sites and how these issues inform a localized response to the national export education strategy. The findings of the report provide insight into the level of impact campus community linkages and many of the issues faced by international students and those in the position of providing pastoral care for the welfare experience of international students.
It was found that the majority of international students who participated in the research project were not in fact connected with community groups; however those who were linked with community groups were able to benefit from the interaction and were assisted in forming friendships with New Zealanders. It was found that there is a lack of fostering connections by educational institutions, community groups and city leadership structures and community groups receive limited encouragement to enable their services to be utilized by international students. The authors provide recommendations for action to be undertaken by various sectors which can lend to the creation of greater campus community linkages with the ability to improve the welfare experiences of international students and foster positive relations between community members.


While policymakers have expressed recent interest in fostering community engagement among citizens and migrants, the authors of this paper argue that scant attention has been paid to the situation of temporary migrants, especially that of international students. It is suggested that computer mediated information service is resource and low-cost, and can be a valuable adjunct to existing services which seek to enhance community engagement, and may be particularly useful to answer the needs of mature international students and their families.


*Please refer to Cultural Impacts and International Education under International Students in NZ for full citation.


New Zealand Universities Academic Audit Unit. (2008, October). Audit of New Zealand universities against the welfare and accommodation sections of the Code of Practice for the Pastoral Care of International students: overview report. Wellington: New Zealand Universities Academic Audit Unit (NZUAAU).

This report brings together the findings of eight separate NZUAAU audit reports on the effectiveness and response to the Code of Practice for the Pastoral Care of International Students with respect to all eight New Zealand universities, each of which is a signatory to the Code. The report notes on those aspects of university practice which are common across all eight universities, and also considers the different approaches under each aspect of the Code of Practice taken by the individual institutions. In providing the range of approaches to the pastoral care and welfare of international students that each university has taken, this report aims to help the university sector in its on-going commitment to improve in the pastoral care of international students. The report highlights that universities are 'mainstreaming' international students into academic support services while recognising that international students also have specific needs. During the audit process, the universities made it clear that they value the Code of practice as only a minimum benchmark for their services, and that they aim to provide the highest standards of service that their limited resources will permit.


In response to the growing concern about international student safety brought to the forefront following demonstrations by Indian students in Australia, the author states that it is impossible to deny international student safety is a systematic problem. This article contextualises this development and reviews the current debate on international students in the USA, the UK, New Zealand and Australia. The authors argue that in all four countries it has taken an incredibly shock to convince education exporters that student safety is an issue that needs to be taken seriously and openly debated. It is also suggested that Australian officials were slow to acknowledge the issue because they mistakenly believed the education export industry was shielded by its link to the immigration problem.


This research provides baseline data on pastoral care practitioners throughout New Zealand, including qualifications, skills, and experience, and working conditions. The research attempts to describe the various institutional pastoral care structures and their strengths and weaknesses. Pickering has identified the various skills and attributes required by pastoral care practitioners and concludes with a series of recommendations aimed at improving the overall provision of pastoral care.
Concerned with attendance practices of international students and the possible relationship with student learning outcomes and potential (unknown) student dissatisfaction, this paper reports on the authors’ experiences when Wintec ITP tightened up on attendance monitoring of international students for visa requirements. The authors put forward an institutional need to review the sufficiency of current student satisfaction survey practices with regards to international students. It was found to be a challenge for tutors to provide services to international students, especially in regards to resource needs, yet institutional resourcing practices did not reflect this challenge. The authors conclude that more institutional actions have since been put in place to more closely manage international student attendance habits for visa requirements and to help identify possibly links with course completion rates.


*Please see Student Experiences under International Students in NZ for full citation.


This paper examines the current one-to-one (1:1) teaching and learning situations encountered with International students at the Student Learning Centre (SLC) at Massey University. A recent shift towards international students, predominantly Chinese, has been observed in the client base of the Centre. Likewise the focus of responses to student writing has altered; the diagnostic patterns have moved away from matters of assignment interpretation and critical assessment of theoretical arguments, on to areas best described as lexical errors and grammatical checking of sentence construction and the like. This paper focuses on the implication of this shift and discusses best practice in 1:1 academic skills advising. This presentation draws on previously published work, and argues for an open exchange of ideas and analysis of effective practice in engaging with shifting audiences at university student learning centres.

Homestay


This primary objective of this research is to explore the place of homestay hosts within the New Zealand international education industry and extend knowledge about the homestay hosts perspective (p. 14). Bruederle aims to explore how the presence of international homestay students influenced the home New Zealander’s homes and how this influence is interpreted by the hosts. It also explores the relevance and significance of homestay hosting for the New Zealand international education industry (p. 15). Bruederle provides recommendations for further research opportunities in relation to homestays and the international education industry in New Zealand.


In this report, the authors summarize best practices of and relevant research regarding homestay selection, preparation, monitoring and support for homestay carers. The purpose of the report is to provide a base of material for developing selection and monitoring training for homestay coordinators. It was found that the homestay best practices identified at the time of the study through consultations with homestay coordinators, experts in AFS hosting and representatives from Government agencies appeared to be in line with the requirements and best practice set out in the Code for Pastoral Care of International Students. However, the literature review indicates there is still scope for improving homestay selection and monitoring procedures. The report aims to enable homestay coordinators in developing and adopting sound procedures and methods that are suitable for their specific school and each student-family relationship.
Religion/Spirituality


This study examined how international tertiary students at a New Zealand university use acts of religion/spirituality as a stress coping mechanism in response to the significant stressors related to acculturation and being away from their families. Results showed that there was no significant difference on religious/spiritual beliefs and personal belief total scores between international and domestic students. However, when the results were analysed by ethnicity, Asian students were significantly more religious/spiritual and used religion as a more predominant coping styles than European students. The overall results support the notion that religion/spirituality is beneficial for tertiary students, regardless of their level of stress.


This study explored whether the links between religion/spirituality and quality of life and whether religion/spirituality could function as a coping mechanism for international tertiary students who are often subjected to significant stressors related to acculturation and being away from their families. The participant sample included domestic and international students at a New Zealand university. The study findings indicate that religion/spirituality was significantly correlated with psychological quality of life in both groups, and social quality of life in international students. International students rated themselves as more religious, more spiritual, and more actively participating in a religious community than domestic students. The findings show that religion/spirituality might function as a coping mechanism for international students in response to stressors associated with acculturation. The discussion also examines the relationship between religion/spirituality and psychological and social domains of quality of life, with comparisons between domestic and international students.

US Students


This research was part of an initiative to examine the scope for expanded student flows into New Zealand from a broader range of sectors within the USA. The objectives of the research are to: gain an understanding of the dynamics of the US student market with respect to international study; establish the potential for student demand to travel to New Zealand for longer term tertiary study through an analysis of statistics of US students undertaking courses in New Zealand and competitor countries; examine the potential demand for vocational, specialist short course and other education products; examine the potential demand for secondary schools; and advise on key areas of opportunity, impediments and potential marketing strategies. This report explored issues from the primary qualitative research with US study abroad students, including: 'key drivers' within the student purchase decision; information sources and influencers; reasons for considering and choosing or rejecting New Zealand; and an examination of other destinations students considered. [Author abstract, ed]


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Women in International Education


Anderson argues that there is a need to reposition international students as people, with human agency and human imagination, within discourses of internationalization and export education in New Zealand, rather than consumers and commodities. She also poses the need to recognize the heterogeneity of both ‘international’ and ‘New Zealand’ students within research, considering international students in relation to New Zealand students rather than as dichotomous groups of students. While international students are often framed to be valuable for economic reasons in dominant discourses, they are positioned as ‘other’ to New Zealand students. Furthermore, it is suggested that attention be given to women international students and women who are the partners of international students in New Zealand. This paper aims to attend to the perspectives and experiences of women who are international students and/or partners of international students within the University of Otago student community, exploring the specific adjustment needs and experiences of these students. Anderson further considers how involvement within the intercultural group "Women Across Cultures" may influence the perspectives of New Zealand women towards international students and their partners.


In this paper, Anderson discusses the complexities of developing a social group for women to include international students and partners of international students along with local students in higher education. The group in discussion was formed as part of a broader doctoral research project (please see other publications from Anderson, V.) which was initially aimed at fostering interaction between international and local women within the context of higher education. After considering multiple differences along with commonalities that emerged throughout discussions with the women of the group, Anderson discusses how the women's perceptions of the group conflicted with the initial project aims and provides three key implications of the project for international education providers.


In this paper, Anderson explores the experiences and perspectives of a group of women in New Zealand higher education, including international and New Zealand students and partners of international students. She draws attention to the importance of considering gender and students' partners and families in New Zealand international education research and policy and challenges the assumption that international and local students are distinct and oppositional groups. Furthermore, she highlights the importance of recognizing the legitimate presence of international students' partners and accompanying family members at all levels of higher education.


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In this paper, Anderson pulls apart the International Education Agenda in the way it constructs international education and the intended outcomes and promises for both New Zealand and international students. Anderson considers doctoral research interviews with international and New Zealand women students, to show how, while commendable, the International Education Agenda's social aims may also be contradictory. Specifically, the discussion focuses on how assumptions of national identity and New Zealand's homogeneity may preclude understanding and respectful relations, drawing on the ways in which women constructed New Zealand-ness and international-ness differently in their interviews. Anderson further shows how international student's enrichment and integration may be jeopardised by their parallel positioning as a source of revenue. The paper concludes by suggesting some implications for international education policy and practice.
Anderson V. (2011, in press). 'Homes' and being 'at home' in New Zealand: Women's place-making in internationalised higher education. *Gender, Place & Culture.*

Anderson’s research centers on the development of an intercultural social group for women at a New Zealand university, and this paper specifically examines how the women in the group deployed the notion of 'home' in relation to their everyday experiences in New Zealand higher education contexts. The women who participated in the research interviews included eight ‘international students,’ nine ‘New Zealand students’ and three women whose partners were ‘international students’ in higher education institutions. Anderson states that ‘very little research has considered international and New Zealand students’ experiences of higher education alongside each other or interrogate the binary distinction between them’ and “attention to women is scarce” (exceptions include Anderson 2008b; Collins 2006). Furthermore, Anderson draws attention to the fact that partners of international students are an invisible group of participants in New Zealand higher education. It is suggested that further research examine the effects of policies and practices on women’s lives as they move between and study in specific contexts.

In the findings, it is noted that women who were international students or whose partners were international students highlighted accommodation difficulties and concerns. There are disproportionately difficult effects of uneven maternity care provision for international women students or students’ partners that came through in the women’s discussions about homes and material discomfort. It is suggested that dual attention needs to be given to the ways in which policies and practices affect students’ sense of safety or estrangement in New Zealand higher education contexts.

Bahiss, Z. (2008). Lifting the veil: Muslim women’s adjustment to a New Zealand university. *University of Waikato Research Commons.* [http://hdl.handle.net/10289/2493](http://hdl.handle.net/10289/2493)

Bahiss discusses the adjustment issues faced by Muslim women international students within the context of New Zealand’s higher education system, suggesting that further research could be done in this area as these students likely faces issues different than other international students given their educational and cultural background. Four major themes were identified by Bahiss which are relevant to the adjustment of Muslim women international students. These women saw their shift as a gentle one rather than a difficult one, and the transition to the academic environment may be smoother for them than for students of other backgrounds. However, there is a need for staff and other students to understand the religious and cultural beliefs of these students to better help them through the adjustment process. Bahiss suggest the need for further research to explore the huge emotional and psychological impact on the international students’ due to teachers’ and local students’ lack of knowledge of their religious and cultural beliefs; and also the change in personality and thinking of these women which impacts their return to their home countries.


*Please see Academic/Course-Related under Asian International Students in NZ for full citation.


This thesis examines the outcomes associated with women’s participation in development scholarship schemes. Wild notes that these schemes, intended to provide citizens from Third World countries with opportunities to undertake tertiary training abroad, have featured prominently within the development assistance programs of many Western nations. Yet there is an identified need to research the longer-term impact of this type of educational experience. This thesis in particular, aims to increase our understanding of the ways that this form of educational aid is ‘lived out’ in the lives and communities of female development scholars. Wild identifies a number of positive and negative outcomes for women associated with this distinct type of educational experience. Beneficial outcomes include greater emotional autonomy, increased cross-cultural knowledge, new professional networks, new work skills, and improved English-language competency, while negative outcomes include role tension and relationship conflict for married women; career disruption associated with employment bonding and job restructuring during the period of absence abroad; new unwanted work responsibilities; and dissatisfaction with some aspects of quality of life in their country of origin.
Post-Graduation Transitions and Employment


This report describes the characteristics of international students in New Zealand, the motivations of former international students who have successfully transitioned to work and residence, and the early settlement experiences of former international students in New Zealand. The author states that by understanding some of the factors that contribute to the successful retention and settlement of former international students in New Zealand, policies and services can be developed to better support this segment of the migrant population. The authors affirm that the availability of policies that facilitate students’ transition from study to work and residence are important in attracting and retaining international students here, recognizing the positive economic and social contributions international students make to the New Zealand.


This report provides an analysis of research on the impact of international student employment on the local labour market and on student performance. The author reports on a number of sources of comparative advantage in the export education sector, and also comments on the two common negative assertions made against work rights. The first being that foreign fee paying students with work rights displace New Zealand workers from jobs that would otherwise be available to them, and the second being that the educational outcomes of foreign fee paying students are compromised by spending too much time working and not enough time studying. The first assertion is addressed by looking at two pieces of research, one from Australia and a more recent piece of work in New Zealand, which suggest that displacement does not occur. The author notes that the second assertion is harder to analyse in the absence of any significant data, however it is believed that the negative aspects of this concern need to be balanced with possible benefits. Recommendations are provided for a follow-up piece of research to further address this issue, if work rights are to become more restrictive.
Asian International Students in NZ

Student Experiences


This paper examines some of the socio-cultural factors influencing intercultural interactions in a New Zealand university through the perspectives of both Pakeha and Asian international students. Berber argues that the rhetoric of “international students as a learning resource” is an assumption not grounded in fact or research, and that in fact international students in New Zealand remain an “unrealized potential” in helping to develop the social and cultural development of domestic students. Further, the discourse around international education which merits profitability over internationalisation is also problematic. In the study, a qualitative method of inquiry is used to explore the experiences of international and domestic students in seeking friendship with someone of a different cultural background. The study showed that Pakeha and Asian students essentially co-exist within the same university without having to interact with one another, as simply putting a culturally diverse group of people together in the same environment does not create intercultural interaction or learning. Thus, the study shows that, while responsibility does rest with students themselves to establish connections, there is also a need for universities to actively encourage and facilitate intercultural exchange and engagement among students and staff.


This paper considers the pastoral care needs of international students in New Zealand, encompassing the academic, social, and financial needs identified in recent empirical research. The authors evaluate the assertion that a crisis exists within the export education industry, and point out that no substantial research, nor significant longitudinal study, has been undertaken to assess international students’ experiences in New Zealand to determine whether there is in fact a crisis and what might be the underlying factors if there is. This paper seeks to pull out public discourse on and perceptions of Asian students, and highlights some of their critical needs as international students in New Zealand. The authors identify a number of areas where there is room for further research to examine the needs of international students and further break down the perceptions of Asian students.


This study investigates Chinese international students’ adaptation to living in New Zealand, with a particular focus on adaptation that takes place outside the academic context, with recognition that academic and non-academic aspects of students’ experiences are often inextricably linked. The authors stress the importance of considering the socio-cultural and psycho-emotional well-being of students as these factors can have a significant effect on the students’ academic success and vice versa. The study explores the difficulties or problems Chinese students experienced in everyday social situations, the students’ perceptions of and feelings about life in New Zealand, and the strategies students employed to overcome difficulties and cope with life in the new culture.


This paper describes a qualitative study which explored Asian international students’ perceptions on sports and club participation to understand how leadership ability was learned and developed through this real life experience. The findings show that club participation can help Asian students to learn and develop leadership experience, and also facilitates social integration during their study in New Zealand. The study also explored the relationship between national and leadership development experience, finding the national background of Asian students shaped their club participation experience. The author claims that to maximise benefits of club participation activity, including leadership development and social integration, support and assistance from university administrators is key and further outlines recommendations on how this support can be provided.
This research project was commissioned by Education New Zealand in 2005 to explore the experiences of Chinese international students at various educational institutions in New Zealand. The authors look at the interesting juxtaposition of students’ dissatisfaction with their experiences in New Zealand and their desire to stay. The discussion includes the major findings, including why students chose to study in New Zealand (parental influence, greater degree of freedom, quality of education, relative ease in acquiring a visa, etc.), the experiences and study pathways of the students and the primary challenges the Chinese international students faced while in New Zealand. Difficulties with the language barrier, loneliness and difficulties encountered with their homestay accommodation were cited to be some of the most challenging issues for these students during the first months in the country. Results of the study indicate that there are considerable variations in the background, experiences, and future plans of the Chinese students studying in New Zealand, but general recommendations are made for further improvement of pre-departure preparation and ways to enhance the quality of the learning experience of Chinese students, along with their living and socio-cultural experiences.


This publication is in response to recent research which suggests that young Chinese international students purport high levels of gambling and are at risk to problem gambling, and seeks to explore the gambling practices and potential for problem gambling among this population. This paper presents initial findings from research into Chinese international student's gambling histories, self-regulatory practices, the implications of gambling, and strategies for change.


This research investigated Chinese international students' gambling experiences in New Zealand, exploring why some students become involved in gambling and how their gambling behaviour changes over time. Li discusses cultural influences and possible links between the development of gambling problems and students' study experiences in New Zealand. Findings suggest that Chinese international students rarely reported that they had gambling related problems while in China, yet some participants presented as problem gamblers in New Zealand. Study shock, acculturation stress, not feeling welcomed by the host society and achievement anxiety, all played a part in participants' gambling behaviour in New Zealand. Filial piety, acknowledgement of the importance of family, peer models, the experience of success, and financial hardship were some of the catalysts for stopping gambling that played out in students' accounts of their gambling behaviour. Support from families, the community, professional services and exclusion programs along with positive lifestyle changes which incorporated spirituality, music, study and work also helped participants to address their gambling related problems. Li concludes with a number of recommendations for preventing and reducing the negative consequences of gambling for students.


This paper explores post-change life of male and female Chinese international students who have had gambling problems. Findings suggest that successful re-rooting is a characteristic of most participants' post-change experiences. Engaging in spirituality, study and work also helped to boost a sense of success and meaningfulness in the life of Chinese international students, post-change.

This paper seeks to identify the factors which contribute to the current state of international education in New Zealand and to determine the kind of quality of life expectations which are held by [Chinese] international students when they come to New Zealand to study. The research objective was to measure and evaluate the expectations about service quality and living conditions against actual experiences of Chinese students in Auckland. The results of the study point to a need for the Government and education providers to work together to meet the needs, and bridge the expectation gap, of international students in order for the New Zealand education industry to be more internationally competitive. It is suggested that further research be undertaken to continue to monitor the satisfaction and changing experiences of international students in New Zealand.


This research looks in to ways of improving service quality and living experiences of international students in New Zealand. The researcher aims to address five key questions. These include: the important factors Chinese students consider when choosing New Zealand as a destination, current living conditions of Chinese international students who study in New Zealand, social lives of Chinese students, how their lives in New Zealand are different from their expectations, and finally how New Zealand institutions can improve their service quality to better meet the needs of overseas students. The research findings are discussed and the researcher gives suggestions for other perspectives which can be considered for further study.


This study explores the assessment preferences of postgraduate business students in New Zealand, Australia, and Thailand using a survey linking motivational and educational preferences. This study compares the needs of Australian and New Zealand students with Thai and international students (predominantly Chinese and Indian students) in Australia and New Zealand. The study shows that students from these three countries who are socially motivated prefer 'cooperative learning'. Further, the study shows that students from Thailand are more socially motivated than students from Australia and New Zealand, while international students in Australia and New Zealand have the greatest desire for cooperative learning. It also shows that group assessment poses quite significant challenges for local students and therefore, intervention from universities is essential if group assessments are to remain relevant and useful in achieving meaningful teaching and learning outcomes for students both domestic and international.


This project explored the basic social process of cross-cultural educational adjustment of ten Mainland Chinese postgraduate business students studying at a New Zealand university. The author gives an in-depth look at the historical and cultural background of education in China and discusses various dimensions of cross-cultural adaptation, along with the negotiation of learner identity, and the impact on the Chinese student learner. The core contribution of the study is that it presents an integrated understanding of cross-cultural educational adjustment and a conceptual picture of the process as experienced by the students. While it is acknowledged that the findings are limited in generalizability, they suggest that international students would benefit from pre-departure culture and English language preparation; focused orientation programs, and study skill support based on the strategies that students are likely to employ (based on culturally based learning identities and strategies) which would allow them to better build the skills required in the new academic context.


Zhao, C. (2002). To assess the perceptions of international students in New Zealand, specifically to assess the education experience of Chinese students in the mainstream level at Waikari Institute of Technology, Rotorua. NZCER. Available on Interloan through New Zealand Libraries but restrictions may apply.


Zhang and Brunton acknowledge the importance of Chinese students within the international education industry in New Zealand, and look at the way in which Chinese international students perceive their education in terms of satisfaction with sociocultural as well as educational experiences while in New Zealand. The results of the study has found that social influences may be considered at least as important as the learning environment and teaching methods in influencing levels of satisfaction with the education experience in New Zealand. This study cites that little research has been done with a focus on responses from domestic students or even those in wider host communities; "maybe some answers are to be found in pursuing research from this perspective of international educational programmes." (p. 138)

**Media**


Benson reports that in the media, the topic of international students in New Zealand is framed and presented by important educational, economic and political discourses. This study examines the way in which these major forces have influenced the representation of international students to the New Zealand public in the radio news wires from 2000 to 2005. Benson finds that Asian international students are consistently viewed as a source of income, which is further reinforced by the expectation that educational institutions are forced to source external funds, in media representations. The author illustrates how media discourse operates as a forum of social interplay that represents Asian international students as a market base for a seemingly united group of governmental organisations and private educational providers. The article further discusses the role that media representation has in juxtaposition to actual interactions between Asian students and New Zealanders, which is often wrought with misunderstanding.


This paper draws on recent media debates around international students in Auckland, examining the representations of international students who originate from the North-East Asian region and the ways in which these representations, which serve to ‘other’ the Asian student, have further problematized the interaction between international students and the host population. Collins has attempted to fill a gap in research by interrogating the way that the racialization of the export education industry in the media occurs and its consequences. It is observed that the ‘asianisation’ of the New Zealand export education industry has become so pervasive in international education discourse and the media that Asian students has become synonymous with the terms export education, overseas students, international students and foreign students. Furthermore, there is significant overlap in the discourses that surround Asian international students and Asians more generally, which may suggest that the problem is not one of just international education. Collins illustrates that media representations which produce the Asian student as a problem have weakened the potential of international education, extending the difference and distance that exists in Auckland, rather than drawing on the multiple opportunities for shared experiences and understanding.
Academic / Course-Related Discussions


This paper considers aspects of reflective practice in relation to teaching an introductory commercial law course in New Zealand with a specific focus on issues that arise for non-vocational students from countries with civilian legal systems, with China in particular. The paper considers various barriers and bridges to an effective learning process for these international students and the possibility that these students may lack sufficient experiential data for effective learning of commercial law. Barrett suggests ways of promoting reflection that are appropriate for a culturally varied student body and possible initiatives which would be useful and appropriate for international and domestic non-vocational students alike in teaching commercial law courses in the New Zealand context.


The authors of this paper note that the challenge for educational institutions and teachers, in respect of the dramatic increase of international students in today's classrooms, is to be able to adopt innovative teaching strategies that meet the legitimate needs and expectations of international students. In particular, this paper discusses the greater challenge presented in teaching and meeting the needs of students from a Confucian Heritage Culture (CHC) in entrepreneurial programs at UNITEC Institute of Technology in Auckland. Conflicts which arise between entrepreneurship (where individualism, self-reliance and self-interest are emphasised) and the values of collectivist societies (where personal relationships and contacts are cherished) are discussed; and the questions is posed, does overcoming the mind set of CHC students towards learning via academic programs on how to be an entrepreneur become a challenge in the classroom? This paper sets the base for further discussion and research on this issue.


This article discusses the perceived satisfaction Asian students have of their educational experiences at a tertiary institution in New Zealand. Although, the participant selection was decidedly narrow, the qualitative research study provides a critical summary of some important yet challenging issues in teaching Asian students. As a recent report showed that 85% of international students come from Asia, the identified issues should raise concern for the New Zealand export education industry. The findings report that the students surveyed were overall satisfied with their learning experiences at the university; however several challenges affected their views of the quality of education received. Students reported experiencing difficulties that resulted from language difficulties and cultural differences such as intercultural communication barriers, unfamiliar patters of classroom interactions, lack of knowledge of academic norms and conventions, inadequate learning support, unfamiliar teaching methods, and cultural differences in classroom interactions. Students also reported difficulties in making friends with domestic students, and lack of sense of belonging. The researchers point out that Asian students experience an academic life that is filled with paradoxes which are highly likely to generate conflicting expectations and perceptions. It is suggested that institutions and educators should make an effort to adapt teaching styles to meet the needs of their students, both international and local for effective education, rather than expecting international students to adapt to the new education environment entirely on their own. The authors note that further research looking at lecturers’ views of and attitudes toward international education could lead to a better understanding of the challenges faced by both students and teaching staff.


This study explores the perceptions of Mandarin-speaking Masters students involved in the thesis/dissertation writing process and provides an opportunity for these learners to express issues that are pertinent to them in this area. Chang examines two aspects of the students' perceptions: the acquisition of academic literacies in English, and the role of the supervisor in relation to their thesis writing. Findings from the study indicated that students underestimated how difficult it would be to study at the Masters level in a foreign language and in a new sociocultural environment. The students indicated that the language assistance provided by supervisors was perceived to be very helpful and that mutual understanding and personal interaction between supervisors and students is crucial for successful supervision, while they also placed great emphasis on their personal growth and learning. The author states that the significance of the study lies in its cross-cultural accounts of the underlying complexities involved in EAL thesis writing. The paper also outlines the need for New Zealand universities to recognise the importance of cross-cultural awareness and their role in fostering campuses that are interculturally friendly to provide better structured academic and pastoral support.
In this article, the authors examine relationships between supervisors and their English as an additional language (EAL) students, and the way in which these relationships influence the writing of the thesis. They seek to examine and highlight some of the issues of learner agency in the supervisory relationship to understand how student agency may be compromised by accepted practices in postgraduate supervision. This study looks at the perceptions of a small group of Chinese-speaking international students, but suggests the issue of dealing with status imbalances in supervisory relationships is a challenge that students face regardless of their cultural and linguistic background. The authors interpret data from the point of view of the students and capture their voices, as related to the notion of agency. It has been noted that previous research in this area 'has been practitioner-based and practitioner-led.' The authors hope that by giving students’ first-hand accounts of their interactions with supervisors during the thesis writing process, different insights will be provided into this nuanced and often problematic relationship and its effect on students’ sense of agency.


This paper explores the area of quality teaching or good practice for international students at a tertiary level. It presents a set of four principles which aim to elaborate what good practice might, in part, mean. These principles have derived from the analysis and observation of designing and teaching a particular course for Chinese postgraduate students at a New Zealand University. The course itself draws on sociocultural theory, research in second language teaching and learning, and curriculum design. [Author abstract]


This research examines the relationship for Chinese international students between completing the Foundation Studies program at Victoria University and academic achievement in their undergraduate courses, to assess whether the program meets the objective of preparing international students for their study in New Zealand. The research, which compares the academic success of students who have been through the Foundation Studies programme and those who have not, shows that there is a significant difference in academic success for those students who have gone through the program. It was found that the students who went through the program felt more confident with the English language, were more adjusted to life in New Zealand and generally more prepared for the academic environment of a New Zealand university with stronger essay writing and study skills than those students who did not go through the Foundation Studies program. Hall cites a need for institutions to provide ways for Chinese international students who are admitted directly into undergraduate programs to be better prepared upon the start of their studies to be successful in the New Zealand academic environment.


This paper discusses the way in which international students learning experiences are framed in the international education literature and argues that framing learning/teaching 'issues' primarily within the context of 'cultural differences' produces a deficit discourse of 'Asian international students' who are often categorised, homogenised and constituted as 'Others' or 'Asian.' The authors further contend that such positioning of Asian international students within discourse marginalises the students and perpetuates the unquestioned practices of the dominant Western discourse, arguing the literature does not sufficiently attend to the role of classroom teachers and teaching practices in relation to the experiences of international Asian students. In the study, the accounts of teaching practices and teacher interactions from young Japanese women, both high school and university international students in New Zealand, are explored and discussed. The paper concludes with some practical recommendations and research implications which emerged from the participants' insights and the analysis in order to improve the quality of international education.

This study, originating from the UK, aims to identify the key factors, especially those culture-related ones that influence international students' academic achievement with a particular look at Chinese students. The authors identify a major gap in research in the area of cross-cultural issues in the context of higher education, as being that little research has looked at the variation of international students from different nations and cultures. The study aims to make a contribution to this area by comparing learning experiences and academic performance of Chinese students in relation to students from other countries. Chinese students tend to adopt a less active learning strategy, although this does not show a significant impact on their academic achievement, while lower proficiency in English explains their relatively poorer performance in comparison to other international students. The study is very limited in scope and it would be useful to investigate similar issues across different institutions and study levels with a greater representation of participants.


Pang discusses the recent developments in New Zealand which have led to international education becoming increasingly synonymous with educating Asian students because of the significant percentage of fee-paying students from Asia enrolled at New Zealand educational institutions. Literature shows that these students bring with them different academic learning styles, although it is noted that addressing their different learning needs has often been a challenge for the lecturers and for the students. This paper suggests that an academic-centred approach which links learning advising to the university's mission on teaching and learning has the potential of enhancing the international students' readiness to be integrated into the host intellectual community. Accordingly, Pang advocates a transformative adviser-advisee relationship where academic learning is placed at the centre of their international education experience and a strong relationship and connection is possible between academic learning advising and educating international students.


This qualitative research study analyses the academic library usage and experiences of fifteen International Medical (IM) students from an Asian cultural background studying medicine at the Christchurch School of Medicine, University of Otago, Christchurch, New Zealand. Pibulsilp notes that there has been little research done investigating the library experiences of students from other cultures, despite international evidence that usage habits and experiences of these cohorts can differ greatly from those of local students. The findings support the work of Hofstede and indicate that an Asian cultural background has a significant impact on students' knowledge of, and ability to utilise, academic library services; however, it is also evident that such knowledge and ability is eventually acquired by students through their friendship groups, but this is often in an ad-hoc manner. The author recommends that academic libraries develop greater awareness of the impact that cultural background can have on the library usage and experience of the increasing numbers of international students from various cultural backgrounds in New Zealand medical and general academic settings.


*Please refer to Cultural Impacts and International Education under International Students in NZ for full citation.*

This paper describes the results of a quantitative study, looking at cultural differences in the computing skills, practices and attitudes of business students enrolled at a New Zealand university. The authors note that previous studies have indicated that students are becoming more computer literate; however, very little research into the computing skills, attitudes and practices of International students has been conducted. This study investigates students' actual knowledge of the Internet, e-mail, word processing, spreadsheets and databases to see if the variance in computer literacy among tertiary students is diminishing and to investigate any differences in computer literacy and confidence between New Zealand and Chinese students. This study found that Chinese students were more likely to have access to a computer and the Internet and spent more time using a computer, yet reported themselves to be less competent and confident on the attitudes survey. New Zealand students rated themselves more confident using computers and scored higher on the MS Word and MS Excel tests than did the Chinese students.


It is indicated in this article that many Chinese international students at present are not required to do any specific preparation for the new academic culture they will face in New Zealand and the English required to gain entry into to an institution is often not sufficient for them to make ready sense of the material they are presented with, and to speak and write about it at the level required for university study. Thus, Skyrme reasons that success in the New Zealand University for Chinese international students will be very dependent on the student's ability to develop learning strategies that allow them to overcome the limitations of their English language capacity. Skyrme draws upon the findings of a longitudinal study of Chinese international students in their first semesters of study to describe the development of some key strategies students develop in response to their growing understanding of the demands placed upon them which better enable them to meet the expectations of the New Zealand academic staff.


This study uses a sociocultural framework to trace the experiences of 24 Chinese international undergraduate students studying business and information sciences in a New Zealand university. The students' expectations, the issues that emerged and the processes of change they went through to meet their goals were investigated and the findings suggest that preparation before departure focused largely on expected English demands, rather than wider matters of academic culture. Students thus entered the university unfamiliar with academic expectations and found their ability to resolve difficulties more limited than previously experienced. The author discusses the environmental factors which led to the students' sense of bewilderment about requirements, threats to their sense of identity as competent students which they had arrived with, and often, failure of courses. Nevertheless, the significant investment in their education, both personal and monetary, provided the incentive to persevere. The paper further discusses how students negotiated their individual experiences and adopted methods of adaptation to the university and host culture environment. The study concludes that entry criteria should include a component of university preparation and recommends measures which the university can take to enhance the experiences of such students.
This article looks at one-to-one interactions between Chinese international undergraduate students and teaching staff during office hours at a New Zealand university, with an interest in the value of speaking for learning, as well as the recognition of its significance for students. The author reports that for these students in an unfamiliar academic setting, these interactions provide opportunities for them to enhance their understanding of course content and processes while also claiming a degree of personal recognition otherwise unavailable in a large lecture. However, approaching a university teacher can also be a risk-taking venture for international students with limited proficiency in English. The study examines students’ participation in these interactions with staff throughout the course of study and perceptions of this practice and the value to them, examining their achievement of varying degrees of expertise, and the significance of both use and non-use of this practice to the students as second language learners.


Tait examines the processes of learning and assessment for Chinese undergraduate students at a New Zealand University, with the understanding that these students likely have different language backgrounds and previous assessment experiences compared with most students studying in a western university. This study examines their perceptions of how two exam formats – multiple-choice and essay questions – impact on their motivation, approaches to learning, and study strategies. Analysis of the research findings supports a model of the interrelationship of motivation, approaches to learning, calculating to develop perceptions of task demands, and the development of discipline-specific discourse skills in English. The study shows that perceptions of exam formats impact on study strategies with deep and surface strategies linked through practising. The author discusses the implications of these findings for assessment of culturally and linguistically diverse tertiary students, showing the findings support the use of well-designed multiple-choice questions in examinations to promote deep learning for these students, combined with formative assessment.


The aim of the project is to investigate and analyse Chinese international students’ perceptions, experiences and expectations of the academic library services in New Zealand. The author also aims to fill the research gap of applying cross-cultural theories to managing academic library services for international students. Wang concludes that despite the positive and favourable evaluations given by Chinese international students, there remain four important issues which need to be resolved to satisfy and exceed the needs and expectations of these students in regards to the provision of academic library services. These include book retrieval, library as a study place, library collections, and underused library services such as library instruction, reference services, journal resources, subject librarians and the interlibrary loan service. Wang recommends strategies in providing academic library service for Chinese international students in New Zealand in relation to these issues, and has identified possible further research topics.


This study focuses on facilitating independent learning amongst Chinese international students studying business at a New Zealand Polytechnic. The author states a rationale for cultivating independence and developed a model of independent learning based on Grow’s Staged Self-Directed Learning model and the 1996 Situational Leadership model of Hersey and Blanchard. Students’ independence levels and teaching strategies employed as a cohort of students progressed through the degree program were measured. It was found that this cohort exhibited neutral/average independence throughout the study period. Over the course of study, it was found that the students' confidence improved and they increasingly believed they had a greater responsibility for their learning, yet their motivation declined and their ability did not change. The author feels that the model used in this study is more applicable to individual variables and individual students, which should be taken into consideration in future research.

Post-Graduation Transitions and Re-entry


This paper discusses how community engagement, or lack thereof, emerges in the accounts of Asian born, New Zealand-educated business graduates’ study to work pathways. The graduates interviewed also make suggestions as to how immigration policy, higher education institutions, and business schools might more effectively foster students’ community engagement both pre and post-graduation, helping to facilitate successful study to work transitions. Recommendations include: ensuring flexibility in post-graduation visa processes for those who do not already have permanent residency or citizenship status; the second, proactively promoting work experience opportunities for students and graduates and assistance with finding work; and third, ensuring that degree programme content reflects the transnational, diverse contexts in which these graduates are likely to work. It is indicated that New Zealand would do well to recognize the multi-faceted social and professional networks, experiences, knowledge and skills or ‘intercultural capital’ held by Asia-born, New Zealand-educated business students and graduates. Community engagement does not only help/hinder the work to study pathway of the graduates but also serves to impact Asia-New Zealand relations.


This paper considers the experiences of Asian international students and later implications on international relations when these international students return to their countries of origin. Butcher and McGrath recognize a need for Asian students to have greater opportunity to become “New Zealand literate” but there also is a need for New Zealanders to find ways to draw on the presence and skills of Asian students to sharpen their knowledge of Asia. Asian students readily report that New Zealanders are superficially friendly but somewhat reticent to engage in quality relationships (Ward & Masgoret, 2004) and the majority of Asian students return home having not achieved a level of engagement with the host community or their New Zealand student peers as they would have liked. Thus it is reasonable to assume that Asian students will be less likely to maintain friendships with New Zealanders once they return home if they are not able to develop such friendships while in New Zealand, which is likely to impact on future Asia-NZ relations. The authors conclude that New Zealand should locate "Asian students” in the broader conversation about what it means to engage with Asia and that these students need to be considered within the framework of international relations more broadly than just within the education framework. They cite a need to strengthen informal groups which play a crucial role in providing social networks for Asian students, along with a need to address issues of mono-cultural curriculum and pedagogy within educational institutions, while also addressing issues of social exclusion and discrimination within the larger society of New Zealand.


This article discusses the process of reentry for international students who study in New Zealand and return to their country of origin. Reentry is framed as a grieving process in which students are grieving the loss of friends and experiences in their host country as well as adjusting to societal expectations and renegotiating relationships in their own country. Often this grief is “disenfranchised” as it is not acceptable within the context of the home culture to express their feelings of loss, thus the grief is not acknowledged and support is lacking for returnees. The most common struggles returning students face are in renegotiating family and social relationships with a changed worldview and expectations of entering the job market. Butcher suggests this process can be better alleviated with better preparation programs in the host country and country of origin, although he does not elaborate on how these programs could be structured.

Butcher, A. (2002). No place like home?: The experiences of South-East Asian international university students in New Zealand and their re-entry into their countries of origin. NZCER Educational Theses Database.

This thesis discusses in depth the experiences of Southeast Asian tertiary international students in New Zealand and the re-entry process of returning to their home country. Butcher examines the political and philosophical background of New Zealand export education and the experiences of international students whilst in New Zealand to give background and context in order to further explore the process and experiences of re-entry for international students upon their return to the country of origin. Butcher also identifies and analyses the perceptions of and about Asian migrants and students in New Zealand, both historically and contemporarily, and assess the impact of these perceptions on the international students’ experience.


This article reports on research which has investigated the post-study transition to permanent residency and paid employment experiences of 10 Chinese-born international students in New Zealand. The author draws on frameworks of Chinese cultural values, experiences of Chinese-born skilled migrants and aspects of adult career development. The students who participated in the study attributed their success in gaining employment to obtaining permanent residency prior to seeking work, English language proficiency, networks developed during their study years, and having a recognised New Zealand qualification.


This paper covers findings from the first phase of a longitudinal study which looked at the experiences of Asia-born New Zealand-trained business graduates, and reports on findings related to choices motivating the study of business in New Zealand, experiences of studying and living and expectations of life following course completion. The paper provides background information, situating the study in the New Zealand tertiary and business education contexts and in relation to existing literature. This paper describes and examines preliminary research findings and also draws on students’ retrospective reflections, providing a platform for the on-going study which will look at their subsequent experiences and realisation of their expectations (or not). This paper also addresses the role that these graduates may play in developing and facilitating New Zealand-Asia business relationships in the future.


Using a multinomial logit model, this paper looks at the determinants of when tertiary level international students intend to return home upon completion of their studies in New Zealand, be it not return, return immediately, return after some working stint, or return after some further education. It was found that good perceptions of home have a strong positive impact on the probability of returning immediately, with perception of home lifestyle having the strongest impact. Contrary to received wisdom, perception of wage does not play a dominant role in determining when students intend to return home. [Author abstract]


Zhao explores the difficulties recently graduated Chinese international students have faced in finding paid work in New Zealand, also considering the advantages or opportunities their background as international students may have provided in locating jobs, with a specific focus on the job seeking experiences of Chinese international graduates at Auckland University of Technology (AUT). The results of the study indicated the graduates faced common problems and difficulties in the job seeking process which included identity problems, language problems, a lack of social networks and local work experiences, and difficulties with writing a CV. Zhao asserts that the outcomes of this research can help policy makers to develop more effective policy for international graduates in order to improve the attractiveness of the New Zealand export education industry.
Asian students in New Zealand: From a 'cultural invasion' to a national conversation.


This paper provides an overview of Asian students in New Zealand, to provide a perspective on the important part they play in New Zealand history, and placing them as essential participants in a national conversation about New Zealand's culture and identity. Aspects of the national response to international students are discussed, and research touched on that highlights the diversity of international students, what happens when students return home, and New Zealand's engagement with Asia. Butcher further argues that engaging with Asian students requires New Zealand to move beyond the simplistic framing of international education as trade.


Drawing on the notion that despite decades of Asian immigration and Asian students in New Zealand, "Asian" literacy throughout New Zealand remains relatively poor, the authors emphasize the impact this may have on future New Zealand-Asia relationships. This paper discusses the changing New Zealand environment for Asian students in New Zealand and notes that for many of these students their adjustment occurs amongst co-nationals and other internationals, and Asian students report limited opportunities to engage with domestic students and the host communities. The authors state there is a responsibility for New Zealand students and the institutions where Asian students to foster ways for more positive relationships to develop with Asian students in order to maintain positive relationships between New Zealand and its graduates in Asia. This paper provides a brief history of Asian students in New Zealand and their place as an export earner within the economy and the export education policy environment; providing a brief discussion of Asian students views and interactions of and between New Zealand host communities, further tying in a summary of research on Asian students' perspectives on re-entry and factors that determine whether the students return to their country of origin or look to a "third-place" following their studies in New Zealand; finally concluding with recommendations of ways to use returning Asian students to enhance New Zealand-Asia relationships.


This article aims to address the importance of foreign policy in New Zealand's export education industry, an area cited as often neglected in literature on New Zealand export education, with a particular focus on Asia. Butcher discusses the historical background of export education in New Zealand, from the time of the Colombo plan to more recent developments with increasing numbers of students coming from Asia to study overseas in New Zealand. The discussion urges for New Zealand foreign policy to re-engage actively with export education policy, beyond the need to respond to reputational difficulties abroad or economic constraints and imperatives at home, but to more importantly consider the fact that what happens in the Asian region will be increasingly important economically and strategically for New Zealand's future.


This article discusses the historical linkages between international education policy and foreign policy in New Zealand and the implications of the current divergence between these policies. It is argued that there should be a movement towards realignment of these policies to reflect the current position New Zealand is in with regards to Asia, as relations with Asia are increasingly important for New Zealand's future.


Butcher suggests that, based on recent trends that there has been a rise in international students from India in New Zealand education institutions, there is a need to learn from recent examples of India-Australian relations which have been influenced by the experience of Indian international students. Butcher asserts that if New Zealand does not treat its growing Indian student population with care, then the nation may spend years in retrospect repairing diplomatic relations. This is a rather short article and may incite a need for further research to be done in the area of Indian student experiences of their education and living experiences while in New Zealand.

Butcher explores the role that Asian international students play in New Zealand’s future, acknowledging the need to maintain positive relationships with Asian countries as these countries can significantly contribute to the growth of the New Zealand economy. This paper looks at the international students’ experience and attitudes towards New Zealand following the completion of study with respect to the significant role these students may play in building relationships between their host country and country of origin. Butcher cites that there is relatively little research literature related to students re-entry experiences and use of their New Zealand degrees (excepting McGrath et al, in press) and that there is need for more long-term orientation research to be done in this area. Furthermore, the success of the export education industry should not be measured by numbers of recruits, but by the student experience while in New Zealand.


This report is the third in a series which focuses on New Zealand’s diaspora in Asia, taking in to account that New Zealand politicians and policy makers are increasingly recognizing the potential economic value of globally networked citizens. This report examines New Zealanders living in China but also Chinese living in New Zealand and returned Chinese migrants who once studied or lived in New Zealand. The report outlines characteristics of each of these groups and contemporary migration patterns and discusses potential connections between the diaspora communities and New Zealand, particularly in regard to economic development. The findings show that all three diaspora communities are well educated, relatively young and mobile and many move freely between China and New Zealand depending on education, employment, lifestyle, and familial needs and opportunities. It is felt that networks developed by these diaspora communities can play an important role in promoting trade and business between New Zealand and China, but these economic opportunities remain largely untapped. Suggestions are made to strengthen the power of the diaspora in the future, with the stated potential for connections between New Zealand and China to expand considerably.

**Export Education and the Asian Market**


In this thesis, Chung looks at the outcomes of a more market-orientated approach to student enrolments, resulting from increased competition for top students, reduced public funding and comparative “shopping” by prospective students. In response to this market-oriented approach, Chung examines the impact of brand image and brand trust on Singaporean and Malaysian Chinese students’ choice of international tertiary education provider. Findings from the pre-enrollment research interviews suggest that Singapore and Malaysian Chinese students are value bound in their decision of New Zealand as their intended study destination, while there is no evidence found in post-enrollment surveys to suggest that individual values influenced their choice of destination. It was indicated that these students found New Zealand an appealing place to study because of low corruption and a high level of honesty and fairness because these values help reinforce group harmony, as valued in Chinese society. The author recommends further research in the area of students’ decision making and university branding.


This article discusses the perceived anti-Asian sentiment that has developed in New Zealand (and Auckland in particular) and the contribution of this perception on the export education industry. Namely, the author points to the resultant decline in numbers of student visa applications from China, Hong Kong and South Korea -- positioned as three key markets for the export education industry. The discussion includes potential reasons for the downturn of the industry and the potential impacts of the slowing numbers of international students into New Zealand and provides strategic recommendations for the survival and future growth of the industry.


This paper discusses the increasing importance of international students to the higher education sectors of Australia and New Zealand in recent years and the factors that attract students to these destinations for tertiary education. While both countries have large percentages of international students coming from China, it is suggested that New Zealand’s education system is overly reliant on Chinese students.
Changing Landscape of NZ due to Asian International Students


In this thesis, Collins examines aspects of emergent transnational mobility within the experience of international students advancing their education in New Zealand. In particular it focuses on the everyday practices and experiences of one group of international students from South Korea during their time in Auckland, New Zealand and interrogates their everyday urban encounters as a means to better understand the phenomenon of crossing borders to pursue an education. Collins discusses how the rapid increase in the number and proportion of students from China, South Korea and Japan have contributed to profound changes in the socio-cultural geographies of Auckland's central city. These changes are transpired in the concurrent production, maintenance and resistance of pre-existing and new identities; which emerge as a result of the interaction between individuals and groups who consider each other ‘foreign.’ The thesis also looks at the way these types of interactions in contemporary cities are facilitated by but also maintain and produce increasing transnationalism. The thesis concludes by illustrating the fundamental role that cities play in the practice of international education and the resulting importance of international education to the everyday realities of contemporary cities like Auckland.


This paper discusses connections between the internationalisation of education and processes of urban transformation, drawing on the notion that the presence and practices of students can have important material and symbolic effects on the urban landscape. The research is centred in Auckland, New Zealand, a city in which there has been significant growth of the international student population recently. Drawing on South Korean international students, the author looks at the way these students have contributed to recent morphological, economic and social changes in the urban landscape.

The author’s discussion illustrates that while international students themselves clearly play a significant role in the transformation of urban spaces there are important connections between students’ lives and other urban actors and processes, including educational businesses, property developers, transnational migrants and local and national state actors. Collins argues that discussions around the impact of different student populations should also consider a deeper understanding of student lives and their incorporation into wider transformation in cities.


This paper discusses the friction involved in the transnational lives of South Korean international students living and studying in Auckland, New Zealand through their encounters with an unfamiliar urban landscape and population. Through three ethnographic case studies this paper reflects on the different processes of embodiment in ways that offer useful insights into practices and experiences of transnationalism. This includes understanding the small details of the everyday lives of international students in Auckland. Moreover, the paper illustrates the manner that scholarly understandings of transnationalism can be expanded through a focus on the embodied dimensions of everyday life. It suggests that much of what is considered transnationalism is in fact part of the ordinary everyday practices that individuals such as international students actively and intentionally utilize for quite specific purposes. The author points out that despite media accounts which suggest sameness of ‘Asian students’ (Collins, 2006), there is evidence of friction between international students of different background, however this paper illustrates how international students may find unique ways to bridge these differences on the basis of different sorts of shared embodiments, that of being international students in Auckland who often feel excluded by the host population.
Additional Resources

Andrew Butcher’s website and publication list:

Colleen Ward’s literature review and publication list:
http://www.victoria.ac.nz/psyc/staff/publications-colleen-ward.aspx

http://www.educationcounts.govt.nz/publications/international/the_impact_of_international_students_on_domestic_students_and_host_institutions

Center for Applied Cross-Cultural Research
http://cacr.victoria.ac.nz/

ISANA database of research in international education:

The New Zealand Educational Theses Database
www.nzcer.org.nz/edtheses

International Education Media Resource
http://www.internationaleducationmedia.com/newzealand/