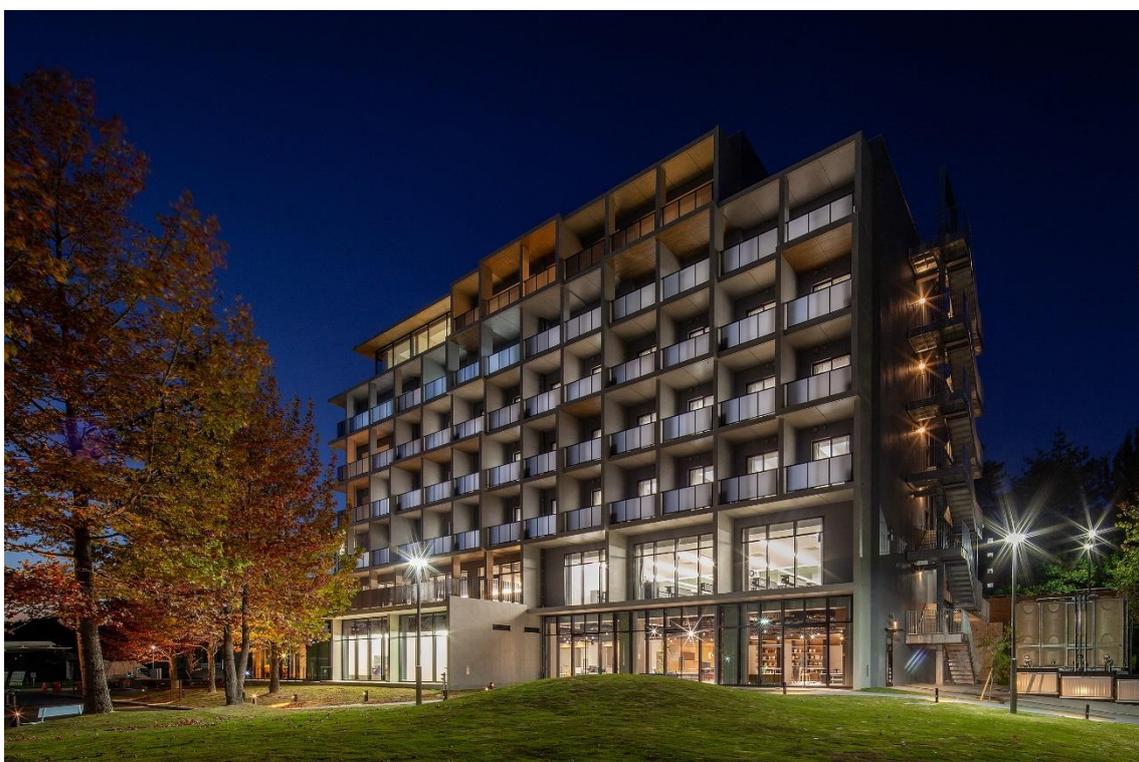


Online International Symposium

**International Student's Mobility and Quality Assurance in Online Education
during COVID-19 Pandemic in Europe, Oceania, and Asia**
欧州・オセアニア・アジアにおけるコロナ禍の留学生の国際移動と
オンライン教育を通じた質保証

18:30~21:20, 14 March 2022 (JST)



**Organized by Office of Admissions,
Research Institute for Higher Education, Hiroshima University, Japan**

**International Student's Mobility and Quality Assurance in Online Education
during COVID-19 Pandemic in Europe, Oceania, and Asia**
欧州・オセアニア・アジアにおけるコロナ禍の留学生の国際移動と
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Working Language

English (Simultaneous interpretation in Japanese ※日本語同時通訳有)

Time and Date

18:30~21:20, 14 March 2022 (JST)

Participation Fee

Free

Registration

<https://forms.gle/M7PBiWSQLWKUufga7>

- A) The registration is open **until 12:00, March 10 (JST)**.
- B) This symposium will be held online through Zoom. You need an internet access, device with camera and microphone.
- C) Using your full name for your personal meeting ID is required when you enter the meeting room. You may not receive a permission to enter the room if the ID is different from the name registered.
- D) As a participant, you are not allowed to record the events or take the screenshot at your own.
- E) We will inform you of the participation URL by the day before. **Please contact us at the following address by noon, March 13 (JST)** if you do not receive the email.
symposium.admissions@gmail.com

Aim of the Symposium

In the globalized world today, there are 5 million international students studying at universities abroad. The 21st century is said to be the century of a greater international student's mobility, which will continue to increase in the future. It has been estimated that the number of international students worldwide will surge to 7.69 million in 2025, making Asia the largest international student's market (Altbach & Balan, 2007; Umakoshi, 2004). Japan is no exception in this trend of international student's mobility. In Japan, the goal to reach the number of 100,000 international students was attained in 2003. As Japan is currently facing the excess in the university supply owing to the demographic decline in the younger (aged <18 years) population, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) announced that it would accept 300,000 international students in 2008, and the outline of the plan to reach this number was adopted in 2009. According to the outline, this plan is positioned as part of the global strategy development and aims to accept outstanding international students and contribute internationally by improving university entrance to employment support (MEXT, 2008). Moreover, MEXT launched the "Top Global University Project" (TGU) to increase the number of Japanese top universities in the world, and selected TGU universities have set their respective goals to accept international students (MEXT, 2014). Our Hiroshima university is one of these universities. Thus, due to these policies and projects, the number of international students in Japanese higher education institutions was 298,980 in 2019. A total of 114,950 (38.4%) international students were from China, 72,354 (24.2%) from Vietnam, 24,331 (8.1%) from Nepal, and 87,345 (29.3%) from other countries/regions (Japan Student Services Organization; JASSO, 2018). However, COVID-19 Pandemic in 2020 has made it difficult for international students to studying abroad. Therefore, in the half of symposium, presenters will present how university accepts (or cannot accept) international students and what challenges they are facing during current COVID-19 Pandemic in Europe, Oceania, and Asia.

Performing "quality assurance" on university students' learning (include international students) outcomes is important. Matsushita (2019) defines learning outcomes as "a statement of what the learner is expected to know, understand, and be able to demonstrate at the end of a specified period of study, such as a program or course." Performing a qualitative analysis of learning outcomes is important because the increase in the number of students entering universities has led to a diversification of academic abilities. According to the School Basic Survey (2021) published by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT), 533,140 students entered university in Japan in 2021 (an increase of 57,000 from the previous year), raising the rate of university entrance to 57%. Trow (1976) associated "the era of universal access" with the diversification of academic skills and interests in students. Indeed, research by Okabe et al. (2001) shows that the academic performance of university depends upon their performance in university entrance examinations. Another reason to ensure the quality of learning outcomes is because universities receive subsidies from the government for advancing public goals such as education. University education enhances individual qualities and strengthens the economic power of a country

or region (National Institute for Educational Policy Research, 2015), as a result, of course, it also raises an individual's annual income, and is therefore a private good as well (Tachibanaki, 2021). However, in relation to being a public good, it is important for universities to demonstrate to the public what knowledge and skills university students acquire. It is also important to ensure the quality of students' learning outcomes in the light of the ongoing COVID-19 Pandemic, that has introduced online education in most universities. For international students, current COVID-19 pandemic influence not only to international student's mobility, it is also important to make their quality assurance in online education. Robinson and Ikeda (2002) define online education as "education and learning provided over a computer network." With the adoption of online education in most universities, it needs to be explored whether students are acquiring appropriate levels of knowledge and skills. Thus, in the latter half of this symposium, presenter will present how each universities assures the quality of international students' learning outcomes through online education of COVID-19 Pandemic in Europe, Oceania, and Asia.

Program

- 18:00~ Online registration
MC: Dr. Futao Huang,
Professor in Research Institute for Higher Education, Hiroshima University, Japan
- 18:30~18:35 Opening remarks
Dr. Makoto Miyatani, Executive Vice Presidents (Education), Hiroshima University, Japan
- 18:35~19:05 **Presentation 1**
The Value of Communication and Experiential Learning in Higher Education: Reflections Stimulated by the CORVID-19 Imposed Communication Crisis
Dr. Ulrich Teichler, Professor Emeritus, International Centre for Higher Education Research Kassel (INCHER), University Kassel, Germany
- 19:05~19:35 **Presentation 2**
International Students in Australia: (Im)Mobility during the COVID-19 Pandemic
Dr. Catherine Gomes, Associate Professor, School of Media and Communication, RMIT University, Australia
- 19:35~19:45 **Break**
- 19:45~20:15 **Presentation 3**
International Student's Mobility during COVID-19 Pandemic in Portugal
Dr. Thais Franca, Integrated Researcher, Centre for Research and Studies in Sociology, University Institute of Lisbon, Portugal
- 20:15~20:45 **Presentation 4**
Analysis on Online Learning Investment and Its Influencing Factors of International Students in China during COVID-19
Dr. Genshu Lu, Professor in School of Humanities and Social Science & West China Higher Education Evaluation Center, Xi'an Jiaotong University, China
- 20:45~21:15 **General Discussion**
Coordinator: Dr. Noboru Miyoshi, Deputy Director and Associate Professor (Specially Appointed) in Office of Admissions, Hiroshima University, Japan

21:15~21:20 Closing remarks

Dr. Junich Nagata, Director and Associate Professor in Office of Admissions,
Hiroshima University, Japan

Details about Master of Ceremony (MC) & Speakers



Dr. Futao Huang

Futao Huang is Professor at the Research Institute for Higher Education, Hiroshima University, Japan. Before he came to Japan in 1999, he taught and conducted research in several Chinese universities. His research interests include internationalization of higher education, the academic profession, and higher education in East Asia. He has published widely in Chinese, English and Japanese languages.



Dr. Ulrich Teichler

Professor at the International Centre for Higher Education Research (INCHER-Kassel), University of Kassel (Germany), 1978-2013, and director for 16 years. Student 1962-1968 and Diploma in sociology at Free University of Berlin; Dr. phil. in educational sociology at the University of Bremen, 1975; 1968-1978 research associate at Max Planck Institute for Educational Research, Berlin. Extended academic activities as part-time professor at Northwestern University (U.S.) and College of Europe (Belgium), research fellow and later visiting professor in Japan – National Institute for Educational Research, Nagoya University and Hiroshima University, visiting professor in China – Beijing Normal University, and fellow of the Netherlands Institute for Advanced Studies in the Humanities and Social Sciences; other teaching and research functions in Argentina, Austria, China, Finland, Japan, Norway, UK and at other German universities. Research notably on graduate employment and work, higher education systems in comparative perspective, the academic profession, and internationalisation of higher education. More than 1,400 publications – more than 500 each in English and German; about 300 translations into other languages; about 1,500 contributions to conferences, and more than 1,000 visits to more than 80 countries. Coordinating and/or honourable functions as member of the International Academy of Education (IAE) and the Academia Europaea, For eight years chair of the Consortium of Higher Education Researchers (CHER), for four years president and since 2003 Distinguished Member of European Association of Institutional Research (EAIR), and since 1986 vice-president of the Society for Research into Higher Education (SRHE). Honourable member of the Gesellschaft für Hochschulforschung (society for higher education research in the German-speaking countries), and sponsor of the Ulrich Teichler Prize for the best dissertations and master theses in higher education research; Doctor honoris causa (Dr. h.c.) of the University of Turku (Finland). teichler@incher.uni-kassel.de



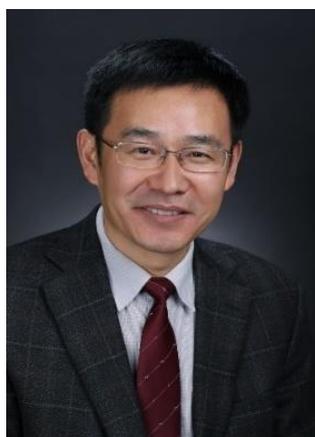
Dr. Catherine Gomes

Dr. Catherine Gomes is an ethnographer whose work contributes to the understanding of the evolving migration, mobility and digital media nexus. As a migration and mobility scholar, she specialise on the social, cultural and communication spaces of transient migrants, especially international students, their wellbeing and their digital engagement. Her work covers the themes of identity, ethnicity, race, memory and gender. She is specialist on the Asia-Pacific with Australia and Singapore being significant fieldwork sites. Her research has appeared in numerous high impact journals (e.g., *Current Sociology*, *Higher Education Research & Development*, *Journal of Youth Studies*, *Migration Studies*, *International Journal of Cultural Studies*, *Journal of International Students* and *Asian Ethnicity*) while her edited and sole authored books have been published by Amsterdam University Press, Routledge, Rowman & Littlefield, and Palgrave Macmillan.



Dr. Thais Franca

Thais Franca is currently an integrated researcher at the Centre for Research and Studies in Sociology Institute of the Lisbon University Institute (CIES, ISCTE-IUL) and a visiting assistant professor of the Soft Skills Laboratory. She earned my PhD degree in Sociology in the Labor Relations, Social Inequalities and Unionism program at the Center for Social Studies, University of Coimbra. She is the Grant Awarding Coordinator of the [European Network on International Student Mobility: Connecting Research and Practice](#). She was a visiting researcher in several institutions in different countries: Gender and Feminist Department, Berkeley University (USA), Department of Sociology University of Warwick (UK), CONICET (Argentina). Her research expertise and interests focus on migration, mobilities, gender, social inequalities and post-colonial studies. Currently she coordinates the project “Students from Third Countries in Portugal: integration challenges in a (post)pandemic era, funded by the Portuguese “Asylum, Migration and Integration Fund”. The outputs of her work have been presented in in several academic conferences and published in international journals and book chapters.



Dr. Genshu Lu

Dr. Genshu Lu holds a Ph.D. in economics of education from The Chinese University of Hong Kong. Currently he is the professor of School of Humanities and Social Science and director of West China Higher Education Evaluation Center, Xi'an Jiaotong University(XJTU). He has been supported by the Program for New Century Excellent Talents in University of MOE in 2008. He is also the professor of the research center of higher education development at Xiamen University which is the key research base for humanities and social science by the MOE. Dr. Lu serves as the vice director of Research Branch of Learning Science, China Association of Higher Education, vice director of Higher Education Committee of China Society for Education Development Strategy. In recent years he has hosted more than 40 projects including the national social science fund, the national natural science fund and so forth. He has also published more than 30 books and more than 270 papers. He has got more than 10 awards including the teaching achievement award in Shaanxi province and the excellent achievement award of philosophy and social science in Shaanxi province. His research focus includes economic analysis on higher educational policy, student learning and development, higher education evaluation. He has also engaged in the policy study and discussion about higher education for education department of Shaanxi province for a long period.