

## **A Comparison of Korean and Taiwanese Internationalization of Higher Education**

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### **Abstract**

Internationalization has become a global phenomenon in higher education. A country needs to improve its national competitiveness through international students and international students. The internationalization of higher education includes two aspects: the internationalization of the domestic higher education system, such as recruiting international students, formulating international courses, and integrating international aspects into teaching, in the study and research activities; the selection of students, faculty, and researchers abroad and transnational higher education activities, such as exporting courses by higher education institutions. This research focuses on the internationalization of higher education and conducts comparative research on South Korea and Taiwan. The method of comparative study was employed to compare three aspects of the internationalization of higher education in the study. Results show that Taiwan and South Korea have grown in recruiting international students. Besides, in terms of university internationalization, Taiwan and South Korea also have four and six universities on the list of the most international university.

**Keywords: higher education; internationalization; comparative study**

### **Research Background and Purpose**

#### ***The Importance of the Comparative Study***

Internationalization and globalization became an essential topics of higher education policy debates and research in the 1990s (Enders, 2004). Internationalization has become a global phenomenon in higher education (Kreber, 2009), and it is seen as one of the ways a country responds to the impact of globalization (Qiang, 2003). Knight describes it as integrating an intercultural dimension into the institution's teaching, research, and service functions (Adick, 2018) to cope with the global academic environment (Altbach & Knight, 2007). A country needs to improve its national competitiveness through international students and international students.

Moreover, it primarily focuses on international student enrollment, study abroad, faculty exchange, and many others (Criswell & Zhu, 2015). Graduates increasingly need to reflect the demands of the globalization of labor markets to be equipped with academic and professional knowledge and intercultural competencies.

Similarly, research requires intensive international cooperation (Qiang, 2003). Huang (2007) pointed out that the internationalization of higher education includes two aspects: on the one hand, it refers to the internationalization of the domestic higher education system, such as recruiting international students, formulating international courses, and integrating international aspects into teaching, in the study and research activities. On the other hand, it refers to the selection of students, faculty, and researchers abroad and transnational higher education activities, such as exporting courses by higher education institutions.

This study aims to look at internationalization of higher education and compare them between Taiwan and Korea due to the lack of a comparative study on those East Asian countries in the existing literature. The comparative study of Taiwan and South Korea's international education is in line with the cross-society comparative education research trend. Research on the internationalization of higher education in South Korea includes: Internationalization of higher education in South Korea (Kim, 2005), Stakeholders' views of South Korea's Internationalization of higher education policy s higher education internationalization policy (Cho & Palmer, 2013), Government policy and internationalization of universities (Kwon, 2013).

### ***Research Purpose and Question***

This research focuses on the internationalization of higher education and conducts comparative research on South Korea and Taiwan. The focus of the comparison is on the stage of university education to compare the similarities and differences and analyze the reasons behind it.

For the study research questions to be answered are the following:

1. What is the Korean internationalization of higher education?
  - 1.1 What is Korean research internationalization?
  - 1.2 What is the Korean Student internationalization of study abroad and at home?
  - 1.3 What is the Korean internationalization of the faculty?
2. What is the Taiwanese internationalization of higher education?
  - 2.1 What is Taiwanese research internationalization?
  - 2.2 What is the Taiwanese Student internationalization of study abroad and at home?
  - 2.3 What is the Taiwanese internationalization of the faculty?
3. What are the differences and similarities between Taiwan and Korea?

### **The Methodology**

In comparative education, these foreign countries are known as reference societies, and as externalization, since one prominent phenomenon of globalization of educational policy is policy convergence (Bray, 2001; Hong, 2020; Kanji, 1999; Lane & Schaupp, 1989; Lee, Chang, & Lim, 2005; Shavit, 2007). Globalization studies have become central to comparative education research (Wiseman, 2014). increasingly, comparative examinations of educational phenomena have been influenced by the contrasting conceptions of education both as a global institution and as a locally situated process (Wiseman, 2014), and institutional differentiation and their variation for explaining cross-national differences in educational outcomes (Pfeffer, 2015). In the comparative study, both system and institution levels will be considered in comparing the internationalization of higher education in different countries. There are two primary purposes for comparison interpretive or causal-analytic (Adick, 2018). Brady's approach is interpretive; the four steps of description, interpretation, juxtaposition, and comparison suggested by Bereday will be employed for the comparative study. Three aspects of the internationalization of higher education will be compared in the comparative study shown in Figure 1.

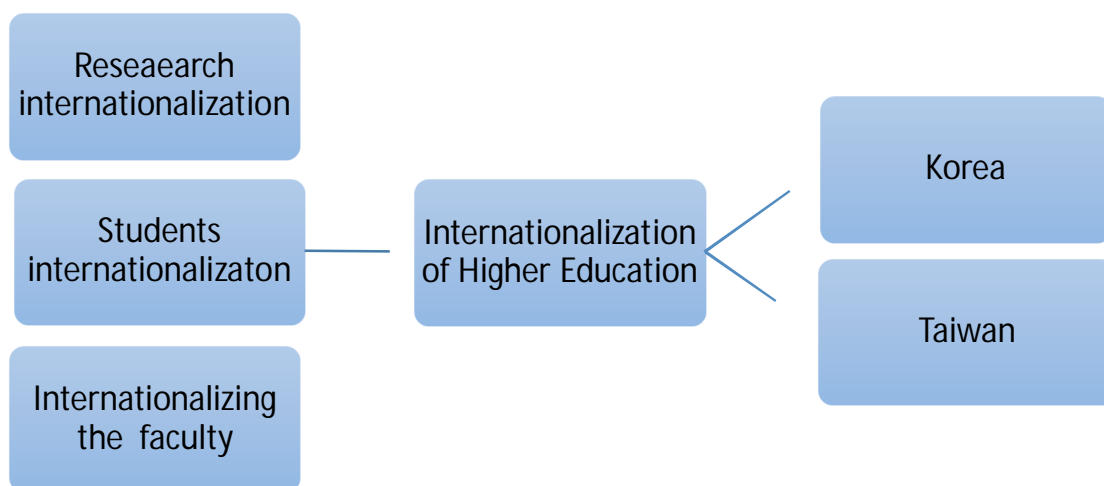


Figure 1 Comparative Framework

### **Review of Related Literature**

The following is to examine internationalization strategies and review the internationalization of higher education. They are the internationalization of research, student, and faculty.

## **Strategies for the Internationalization of Higher Education**

Internationalization of higher education has been a feature of the critical transformation of higher education in industrial countries since the late 1980s with the development of mass higher education. Over the past three decades, higher education and intercultural skills have grown in importance. Students and employers increasingly demand higher education diplomas with vital international components — whether in course content or exposure to different cultures to help develop intercultural skills and competencies. Internationalization of higher education appears differently, such as the convergence of higher education recognition arrangement. Over the past 15 years, new types of internationalization have emerged, including the flow and export of institutions or programs. Higher education institutions also often use this new type of international engagement as a platform for other activities such as marketing, international student recruitment, research collaborations, and research linkage building. This new type of cross-border or international higher education is still limited, but it has become an innovation that marks a new journey of profound transformation in higher education.

Furthermore, higher education institutions are increasing the integration of intercultural and international dimensions into curricula, teaching, research, and extracurricular activities to assist students. They have yet even to travel abroad to develop international and intercultural skills. It is also called "internationalization at home" (Hénard, Dimond, & Roseveare, 2012; OECD, 2008, 2009, 2013). Not all countries have explicit policies for the internationalization of their higher education.

However, current internationalized public policy reveals four main strategies, reflecting the implementation of different political motivations and policy instruments in this public sphere. Traditionally, internationalization strategies have primarily pursued political, cultural, academic, and development aid goals and objectives to enhance mutual understanding. It involves identifying and encouraging the international mobility of domestic and international students and teachers, and researchers through scholarship and academic exchange programs and partnerships between higher education institutions. Other strategies are mainly based on economic considerations, focusing on skilled migration, income generation, and capacity building. Internationalization of income generation pursues obvious commercial purposes, including the export of educational services. In this way, educational services provided to unaided international students must at least reflect their cost. Like any other market business activity, the revenue-generating method aims to have a significant presence in the market and enroll many international students. The third strategy is based on talent competition and excellence, using similar tools but also incorporating a more proactive and targeted approach to recruiting international students. The recruitment of such international students is part of a broader strategy to use advanced skilled migration, hoping that some will stay after completing their degrees and at least stimulate academic careers and research

while in school. A fourth strategy is the internationalization of capacity development, which involves encouraging students to study abroad and attracting overseas institutions to set up courses and branch campuses in a country — to build or enhance higher education capacity. Much of this strategy is about emerging states. The strategies described above are often not coordinated and are even less directly determined at the government level. There is no right or wrong strategy, as an internationalization strategy must be considered within a country-specific environment's framework. Results vary widely across countries, even among countries with the same political intentions or tools. Although different, these main strategic pursuits are not necessarily mutually exclusive (OECD, 2008, 2009; OECD/The World Bank, 2012).

### ***Research Internationalization***

Research is increasingly international (Adams & Gurney, 2018; Cantu, 2013; Cardoso, Fukushima, & Mammola, 2022). International collaboration is increasingly essential to excellent research (Coccia & Wang, 2016; Freeman et al., 2014). Learning benefits may also occur concerning working in another country (Adams & Gurney, 2018). Working abroad enables individual academics to increase their high citation-impact share of research output (Adams & Gurney, 2016; Georghiou, 1998). Consequently, in recent years there has been a globally emerging phenomenon of coauthorship (Adams & Gurney, 2018; Butrous, 2008; Freeman, Ganguli, & Murciano-Goroff, 2014). As a result, we have seen global growth in international coauthorship from 10.14 % in 1990 to 24.55 % in 2011 in 20 years (Wagner, Park, & Leydesdorff, 2015).

### ***Student Internationalization of Study Abroad or at Home***

Internationalization Abroad consists of all forms of education across borders, mobility of students, teachers, scholars, programs, courses, curriculum, and projects. There are two strategies for student internationalization recruiting international students and internationalizing students at home (Cantu, 2013). Internationalization at home comprises activities that help students develop international understanding and intercultural skills (Beelen & Jones, 2015).

### ***Internationalization of the Faculty***

Suppose an institution has money for only one strategy in internationalization. The money should be invested in the faculty because their involvement is essential for internationalization (Cantu, 2013). Within this definition, administrators, faculty members, and staff have a role to play (Criswell & Zhu, 2015; Georghiou, 1998; Wagner, Park, & Leydesdorff, 2015). However, a frequently cited impediment to faculty internationalization is the need for more funding (Gopal, 2011).

## **A Comparison of Internationalization of Higher Education between Taiwan and Korea**

### ***Internationalization of Taiwan's higher education***

The government subsidy for international academic exchanges of domestic universities and colleges has increased from 8 in 2003 to 74 in 2019, as shown in Figure 2.

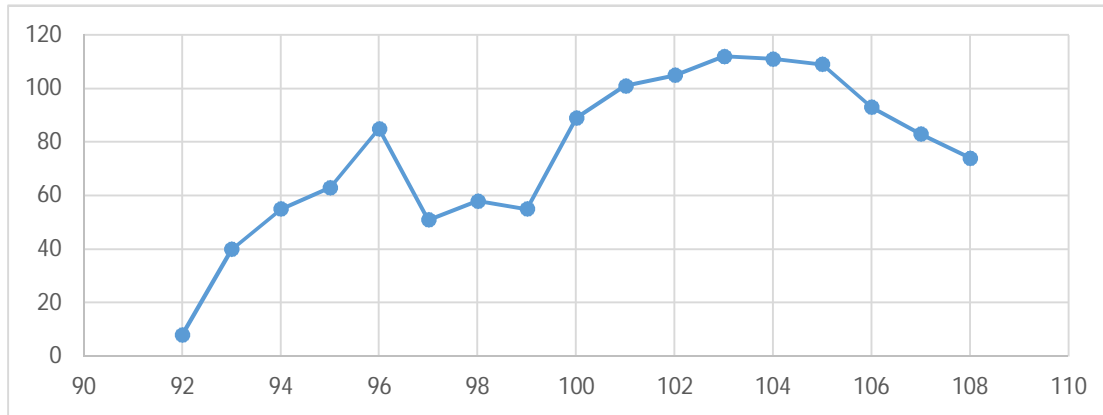


Figure 2 Number of Grants for International Academic and Educational Exchanges (by Year)

Source: Department of International and Cross-Strait Education (2020b). Subsidy cases for international academic and educational exchange activities. Retrieved from <https://depart.moe.edu.tw/ED2500/cp.aspx?n=377F113E5F74099D&s=6BAAA64458113E78>

Concerning cooperation agreements signed between colleges and universities in Taiwan and foreign universities, Figure 7 shows that there are 17,797 agreements in total and 157 participating schools in Taiwan.

From 2007 to 2016, the total number of contracts each year increased from 716 in 2007 to 1,208 in 2016.

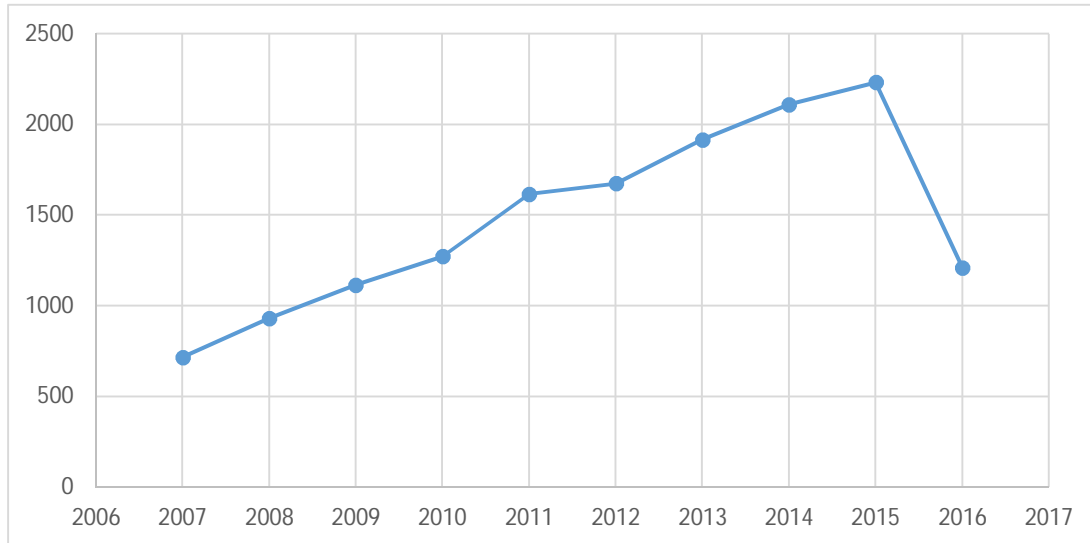


Figure 3 The number of universities outside the contracting countries of China

Source: Department of International and Cross-Strait Education (2020a). Statistics on academic exchanges between my country and foreign universities. <https://depart.moe.edu.tw/ED2500/cp.aspx?n=377F113E5F74099D&s=6BAAA64458113E78>

Regarding students, Figure 8 shows the trend of international students in Taiwan from 1996 to 2010. Among them, the number of formal degree-seeking international students has increased from

8,801 in 1996 to 31,811 in 2010 (Department of International and Cross-Strait Education, 2020).

From the above, it can be seen that the internationalization progress of Taiwan's universities, whether it is the University's relationship with overseas universities ( from 716 in 2007 to 1,208 in 2016 ) and its academic exchanges ( from 8 in 2003 to 74 in 2019 ), significant progress has been made. Secondly, there has also been a significant increase in the recruitment of international students. The number of formal degree-seeking international students has increased from 8,801 in 2007 to 31,811 in 2019.

### ***Internationalization of Korean Higher Education***

In order to promote the internationalization of higher education, South Korea actively recruits international students. The following describes the current development of international students in South Korea as follows:

#### **(1) The number and type of study of Korean international students**

Promoting international student policies since 2001: "expanding the comprehensive plan for the introduction of foreign students," actively participating in overseas study fairs, as well as the power of Hallyu, K-POP and Bangtan Boys (BTS) singing boy group, as well as Korean mobile phone brands. International companies have influenced driving international students to study in Korea (Baek, 2019/09/25). In the past ten years, the number of international students in South Korea has continued to increase. Among the 4-year universities in 2019, Kyung Hee University has the most significant number of international students, undergraduates, and graduate students, as shown in Table 1 and Table 2. From Table 1, it can be found that 12 universities enroll more than 2,000 international students. Among them, only Yousong University (Daejeon City) is not located in the capital area, and all other universities are located in Seoul Special City. They are not in the top 12 for the number of international students. Seoul National University, a famous university, has 1,146 international students, and Pusan National University has 1,080 international students (Baek, 2019/09/25).

Table 1 Number of International Students in Korean 4 -year Universities in 2019

the University	total	degree course	non-degree program	Total headcount in 2018
Kyung Hee University	4,727	2,845	1,882	4,626
Sungkyunkwan University	4,189	2,751	1,438	3,853
Korea University	4,184	2,348	1,836	4,850
Yonsei University _	3,322	1,255	2,067	3,140
Central University	2,914	1,644	1,270	2,519
Korea University of Foreign Affairs	2,666	1,772	894	2,187
Hanyang University	2,638	1,750	888	2,464
Dongguk University	2,511	1,225	1,286	2,454
National University	2,423	1,841	582	2,436
Sogang University	2,346	1,042	1,304	1,887
Woosong University	2,172	1,400	772	1,668
Konkuk University	2,157	1,365	792	1,846

Source: Baek, DooSan (2019/09/25). Over 160,000 domestic and international students... Kyung Hee University, the largest with 4,727 students. University Journal. Retrieved from <http://dhnews.co.kr>.

In terms of graduate students, there are nine universities with more than 700 international students (Table 2), mainly for degree programs.



Table 2 Number of foreign graduate students in Korea in 2019 (over 700)

the University	total	degree course	non-degree program	Total headcount in 2018
Kyung Hee University	1,368	1,347	twenty-one	1,152
Sungkyunkwan University	1,204	1,031	172	920
University of Seoul	1,130	1,032	98	1,330
Yonsei University	963	857	94	976
Central University	961	956	5	893
Hanyang University	932	891	35	884
Pusan National University	797	760	26	735
Dongguk University	769	738	31	733
Chonnam National University	719	712	7	600

Source: Baek, DooSan (2019/09/25). Over 160,000 domestic and international students...

Kyung Hee University, the largest with 4,727 students. University Journal. Retrieved from <http://dhnews.co.kr>.

In 2019, the total number of international students in Korean higher education reached 160,000, an increase of 17,960 or 12.6% compared with 2018 and an increase of more than two times compared with 75,850 international students in 2009, 10 years ago (see Table 3 ). In the global talent cultivation policy of the Ministry of Education, the goal is to reach 200,000 international students in Korea by 2023 (Shin, 2019/10/14), and there is still a gap of 40,000 from the target value in 2019. In 2020, it will be affected by the new crown pneumonia epidemic. Therefore, whether it can be achieved in 2023 remains to be seen.

Table 3 Comparison of the Number of International Students in Korea in the Past 3 Years

Classification	total	Category 1		Category 2			
		Bachelor of Science course	non-degree course	University	special big	graduate school	other ( Note 1)
2019	160,165	100,215	59,950	111,858	11,492	35,506	1,309
2018	142,205	86,036	56,169	99,806	9,639	31,484	1,276
2017	123,858	72,032	53,826	88,511	6,248	27,874	1,228
2009	75,850	50,591	20,008	55,658	5,565	14,066	561

Note 1: Others refer to broadcasting universities and online universities

Source: Baek, DooSan (2019/09/25). Over 160,000 domestic and international students... Kyung Hee University, the largest with 4,727 students. University Journal. Retrieved from <http://dhnews.co.kr>.

#### ( 2 ) Country of origin of international students coming to Korea

Of international students who came to Korea in 2019, there 71,067 were from China, accounting for 44.4% of all international students, compared with 68,537 in 2018, accounting for 48.2%, the proportion dropped by 3.9%, compared with ten years ago, 2009 Chinese students 55,025 students, the number increased by 16,042, but the proportion dropped by 28.1%. It can be seen that the origin of international students in South Korea has changed from the previous concentration of Chinese students to the scattered ones from other countries in the past ten years (Table 4).

Table 4 Number and proportion of international students from South Korea from 2009 to 2019

year	total	China	Vietnam	Mongolia	Japan	The U.S.	other
2019	160,165 (100.0)	71,067 (44.4)	37,426 (23.4)	7,381 (4.6)	4,392 (2.7)	2,915 (1.8)	36,984 (23.1)
2018	142,205 (100.0)	68,537 (48.2)	27,061 (19.0)	6,768 (4.8)	3,977 (2.8)	2,746 (1.9)	33,116 (23.3)
2017	123,858 (100.0)	58,184 (55.1)	14,614 (11.8)	5,384 (4.3)	3,828 (3.1)	2,767 (2.2)	29,081 (23.5)
2009	75,850 (100.0)	55,025 (72.5)	2,549 (3.4)	1,962 (2.6)	4,061 (5.4)	2,100 (2.8)	10,153 (13.4)

Source: Baek, DooSan (2019/09/25). Over 160,000 domestic and international students... Kyung Hee University, the largest with 4,727 students. University Journal. Retrieved from <http://dhnews.co.kr>.

In recent years, universities have actively tried to recruit more international students to solve financial difficulties due to the decrease in the school-age population in South Korea and the government freeze and restriction of tuition fees. It can be seen from Table 5 that the number of international students coming to Korea in 2019 reached 160,165, accompanied by international students. The increase in international students may cause problems if there is no proper management. For example, according to statistics, there were 115 illegally stranded international students in major universities in Seoul in 10 years in 2016, and the number increased to 607 in 2018. The number of illegally stranded international students increased by 5 in 3 years. Times, the University was ridiculed and reduced to a "passport factory" (비자공장). Regional universities are even more severe. For example, in 2016, there were 41 illegally stranded international students in national universities directly under municipalities, and the number increased to 259 in 2018, an increase of more than six times. The situation in regional private universities is even more difficult, but it is not easy. According to the survey, the Korean Ministry of Education's global talent development policy aims to reach 200,000 international students in Korea by 2023 (Shin, 2019/10/14). On the one hand, the Korean Ministry of Education must continue to increase international students; on the other hand, it must strictly Control international students, who seem to be in a dilemma now.

In addition, due to the novel coronavirus pneumonia epidemic in 2020, the Korean Ministry of Education has passed an innovative plan to allow public universities to have up to 20% distance teaching ratio at the bachelor's and master's stages. The University authorizes the methods and evaluations. Students have reported issues such as the actual

operation of distance teaching, the protection of learning rights, and the payment of tuition fees. The practices of various universities cannot protect the rights and interests of students (Shin, 2020/07/03).

Based on the above, the Internationalization of South Korea's higher education increased the number of international students from 75,850 in 2009 to 160,165 in 2019, more than doubling in 10 years. However, illegal international students are also during the growth—retention issue.

### ***The Comparison***

Regarding research internationalization, Table 5 shows the International cooperation of papers with coauthors in Korea and Taiwan. In terms of international collaboration, the percentage in Korea is about 49.33, which is higher than in Taiwan (41.00).

Table 5 International cooperation of papers with coauthors in Korea and Taiwan in 2020

	Korea	Taiwan
International Collaboration (%)	27,281 (45.32)	- (41.00)
Domestic author(s) only	60,190	-

Sources: National Science Board, 2021, p. 18

Regarding student internationalization, Table 6 shows inbound and outbound students in Korea, Taiwan, Japan, and Taiwan. Korea is about 3.3 %, higher than Taiwan (1.7%) in terms of the outbound mobility ratio. In outbound, Korea (3.3%) is higher than Taiwan (0.5%)

Table 6 Inbound and outbound students in Korea, Taiwan, Japan, and Taiwan in 2020

	Korea	Taiwan
Outbound	101,493	19,926
% of Total	1.7%	0.3%
Mobility ratio	3.3%	1.7%
Inbound	98,867	31,811
% of Total	1.6%	2.7%
Mobility ratio	3.3%	0.5%

Sources: UNESCO Institute of Statistics (2022). Global Flow of Tertiary-Level Students. Retrieved from <http://uis.unesco.org/en/uis-student-flow>

Moreover, Figure 4 shows a change in international students in the USA from Korea and Taiwan from 1009/10 to 2019/20. Korea, 4,828, 5.8%, is in third place, and Taiwan has 1,164 scholars, as shown in Table 7.

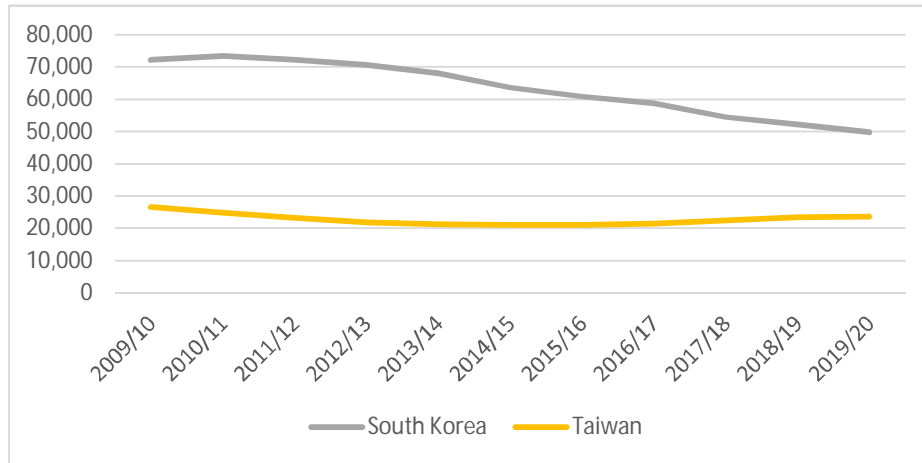


Figure 4 A comparison of international students in the USA from Korea, and Taiwan, 2009/10-2019/20

Sources: Institute of International Education (2022). All Places of Origin. Retrieved from <https://opendoorsdata.org/data/international-students/all-places-of-origin/>

Table 7 A comparison of Rank in Korea and Taiwan, 2020/21

Rank	Place of Origin	Number of Students	% of Total
3	South Korea	39,491	4.3
7	Taiwan	19,673	2.2

Sources: Institute of International Education (2022). Leading Places of Origin. Retrieved from <https://opendoorsdata.org/data/international-students/leading-places-of-origin/>

Regarding international faculty in the USA, Korea, 4,828, 5.8% is in the third place, and Taiwan has 1,164 scholars, as shown in Table 8.

Table 8 The places of origin of international scholars in the USA among Korea, Taiwan, Japan, and China 2020/21

Rank	Place of Origin	Number of Scholars	% of Total
3	South Korea	4,928	5.8
-	Taiwan	1,164	-

Sources: Institute of International Education (2022) All Places of Origin. Retrieved from <https://opendoorsdata.org/data/international-scholars/all-places-of-origin/>

## **Concluding Remarks**

Universities are inherently global institutions, often a gathering place for students and scholars from around the world and research to address some of the world's most pressing problems. Furthermore, prospective students wishing to be in the most international university environment in the world should apply to universities in Switzerland, Hong Kong, Singapore, or the U.K., according to the results of the university internationalization rankings by QS THE World Higher Education Rankings (2020). This ranking is compiled based on the combination of international student performance, international teacher ratings, international coauthor ratings, and international reputation indicator scores collected by the Times Higher Education World University Rankings 2020. Home to the ten most international universities in the world. These universities have a high proportion of international students and staff, conduct research in collaboration with scholars from all over the world, and enjoy a solid global reputation. Research findings have shown that a diverse student community can enhance the university teaching experience, while opportunities to study abroad can prepare students to be global citizens. In this ranking of university internationalization, four universities in Taiwan are among the top 170 most international universities in the world. They are National Taiwan University (No. 139), National Tsing Hua University (No. 156), and National Chiao Tung University (No. 159), National Cheng Kung University (No. 161). In comparison, South Korea has six universities on the list. They are Sungkyunkwan University (SKKU) (No. 112), Yonsei University (Seoul campus) (No. 115), Korea University (No. 122), Seoul National University (No. 144), Korea Advanced Institute of Science and Technology (KAIST) (No. 148), Pohang University of Science and Technology (POSTECH) (No. 154).

Taiwan and South Korea have grown in recruiting international students; on the other hand, in terms of university internationalization, Taiwan and South Korea also have four and six universities on the list, although the two countries are relatively new in numbers. The second institute in Bolivia, and the third institute in Hong Kong are more. However, Taiwan and South Korea are listed in the top 100, and Singapore and Hong Kong are both in the top ten, which is far away, showing that Taiwan and South Korea still have much room to work hard in this regard.

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