

International Students

National and Institutional Strategies, Student Experiences, Behaviours, Support Needs.

SERU-I International Research Conference

Moscow, 15-17 May 2014



Introducing i-graduate

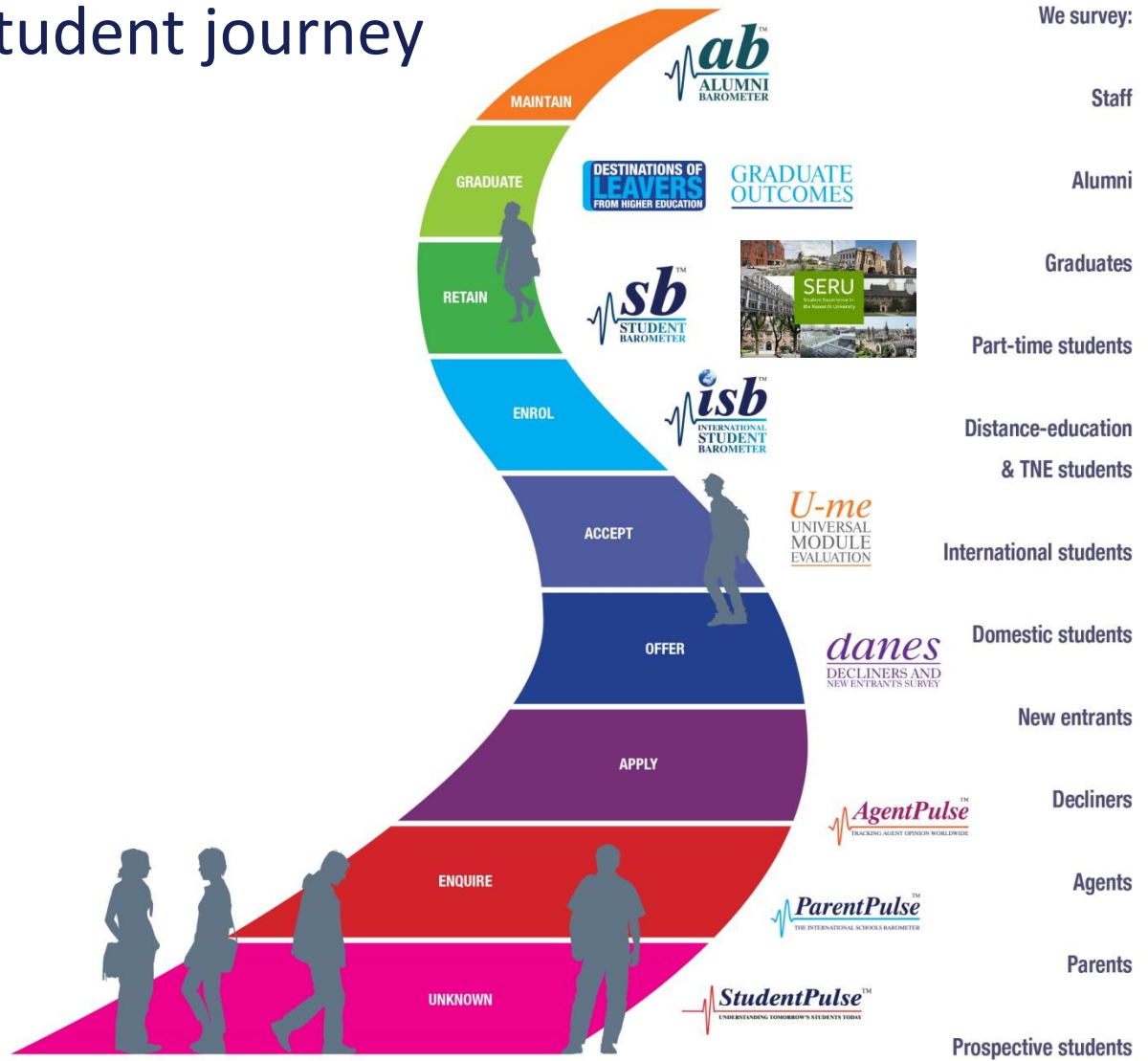
- Benchmarking student and stakeholder perceptions
- Delivering comparative insights to the education sector worldwide
- Informing and encouraging institutional enhancement



Introducing i-graduate

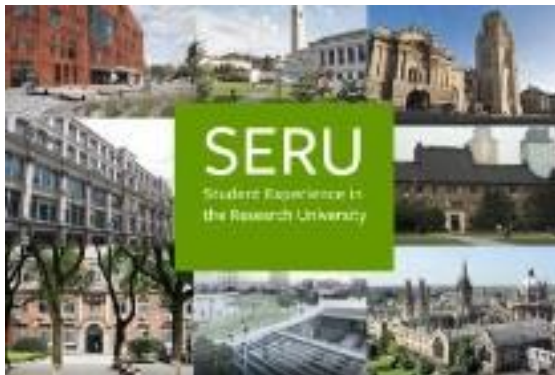
Understanding the student journey

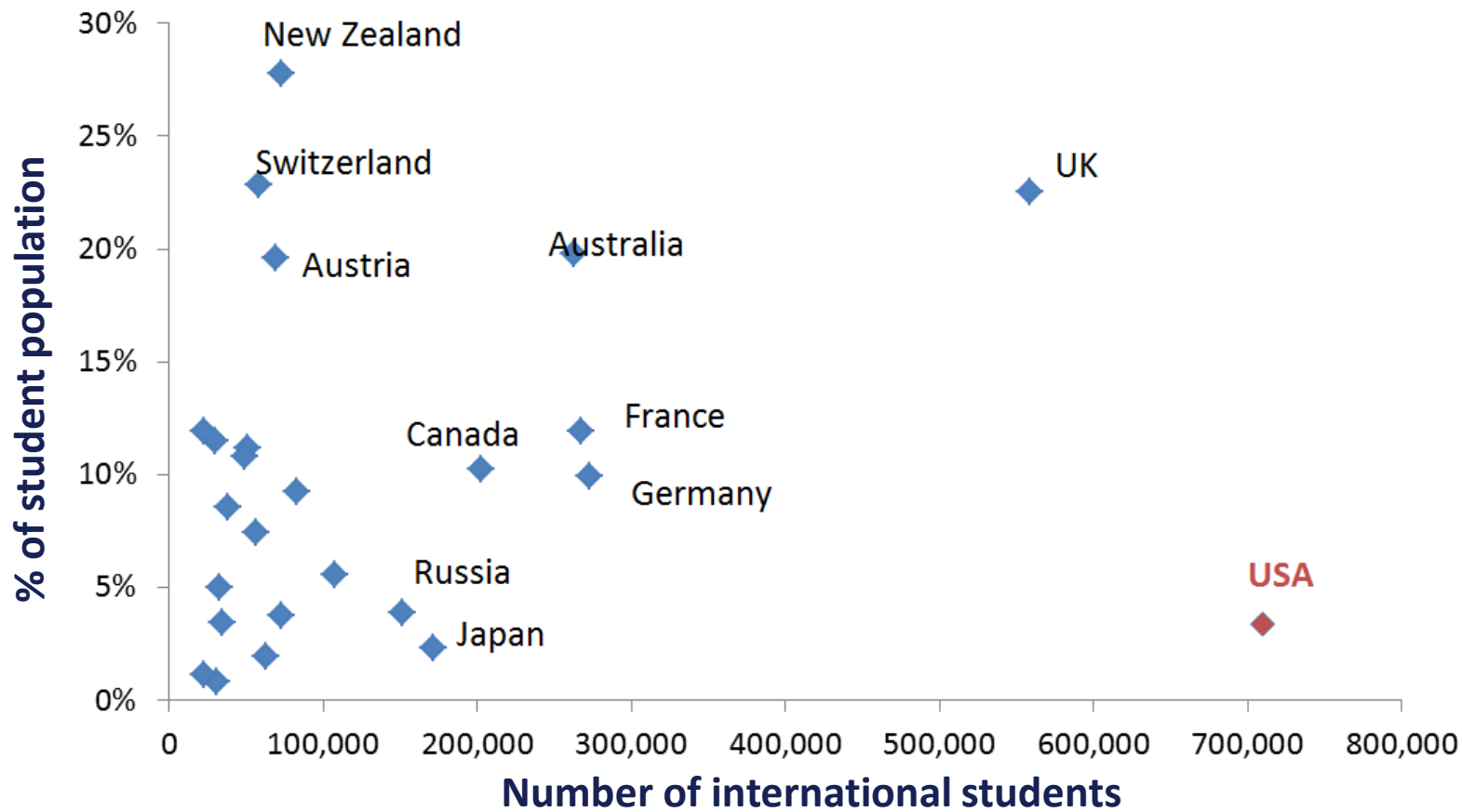
ESTABLISHED IN
2005
IN OVER
1400
INSTITUTIONS
ACROSS
28
COUNTRIES
FEEDBACK FROM
1.7 MILLION
STUDENTS



- US: Margaret Heisel – CSHE UC Berkeley
- Russia: Yulia Grinkevich – HSE Moscow
- Japan: Satoshi Watanabe – Hiroshima University
- China: Jinghuan Shi – Tsinghua University

Chair and Commentator: Will Archer – i-graduate

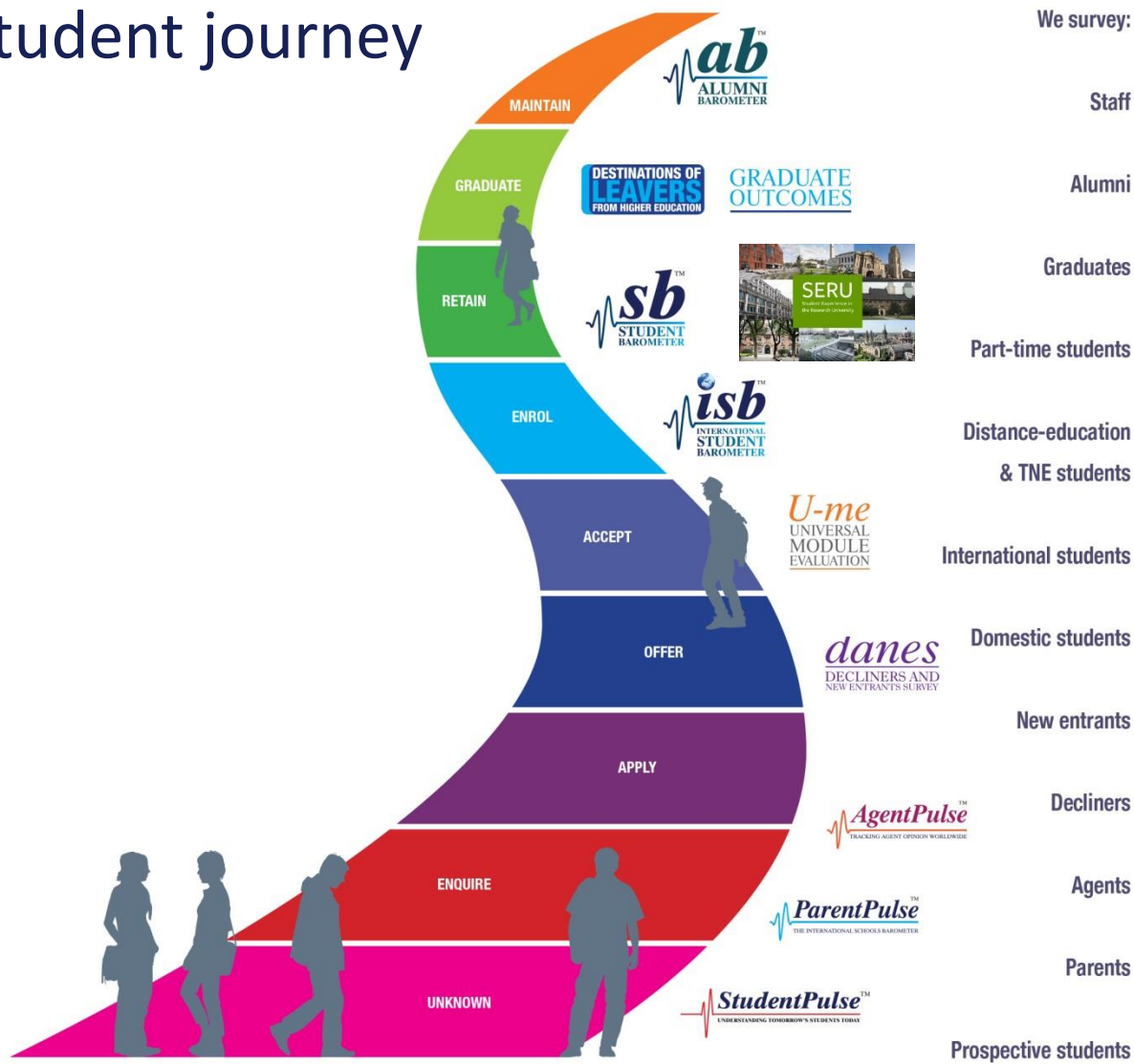




Source: OECD, UNESCO, Statistics Canada, EuroStat, Russia Ministry of Education, Higher Education South Africa, Center for Higher Education Transformation (South Africa), Council of Higher Education (Turkey) and i-graduate |

Understanding the student journey

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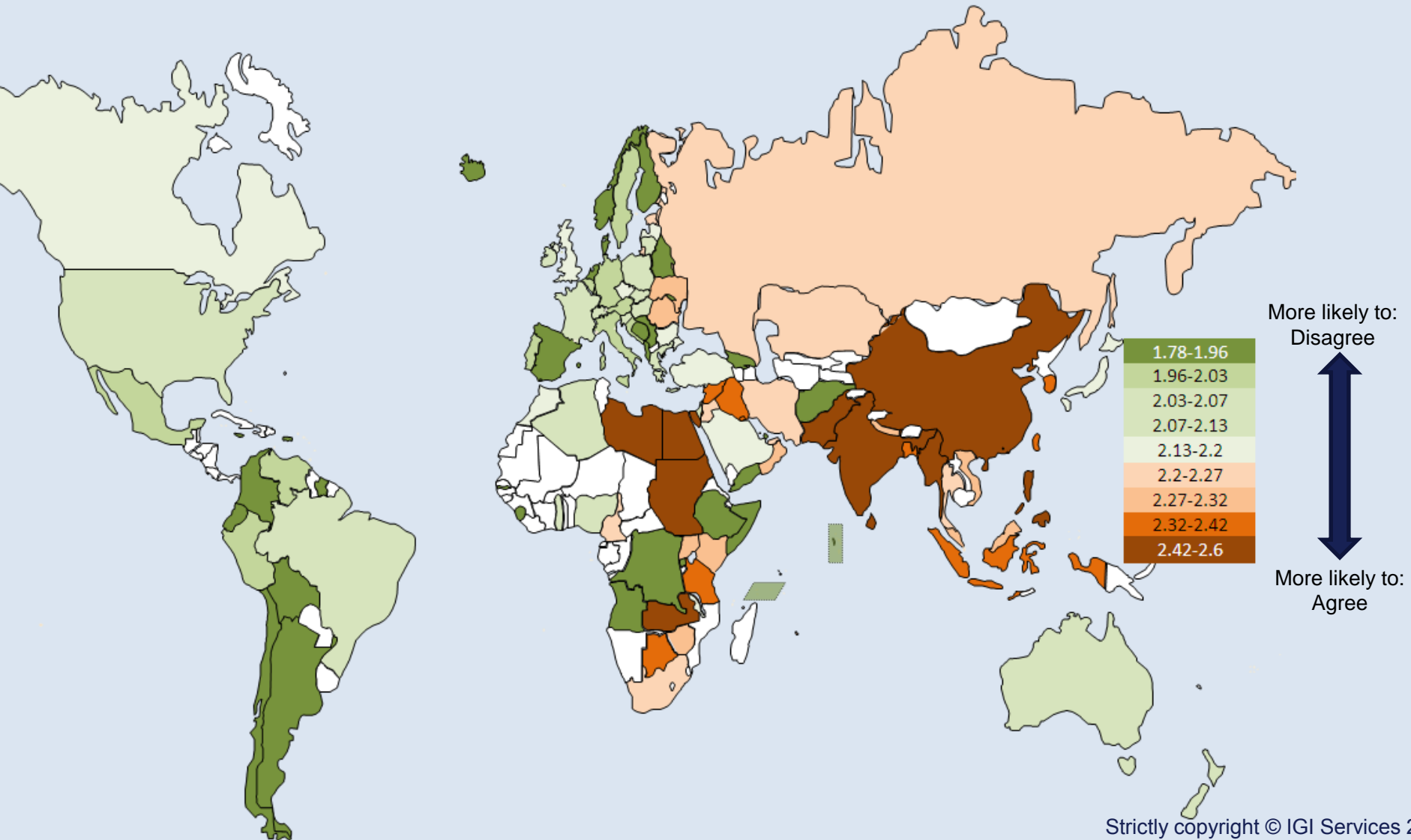


Early adopters...



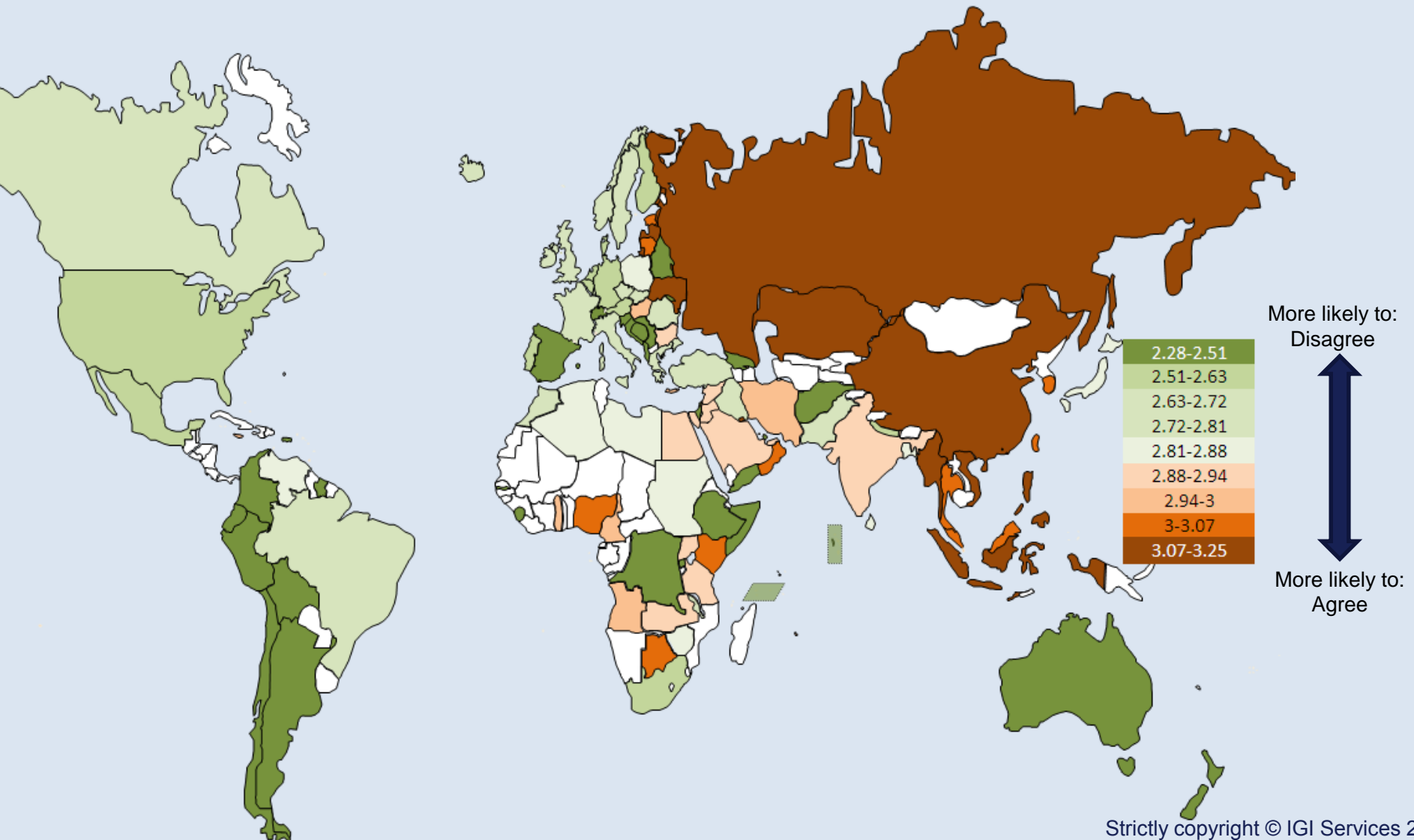
Need to challenge / question what we hear and see...

Work is more important than personal life



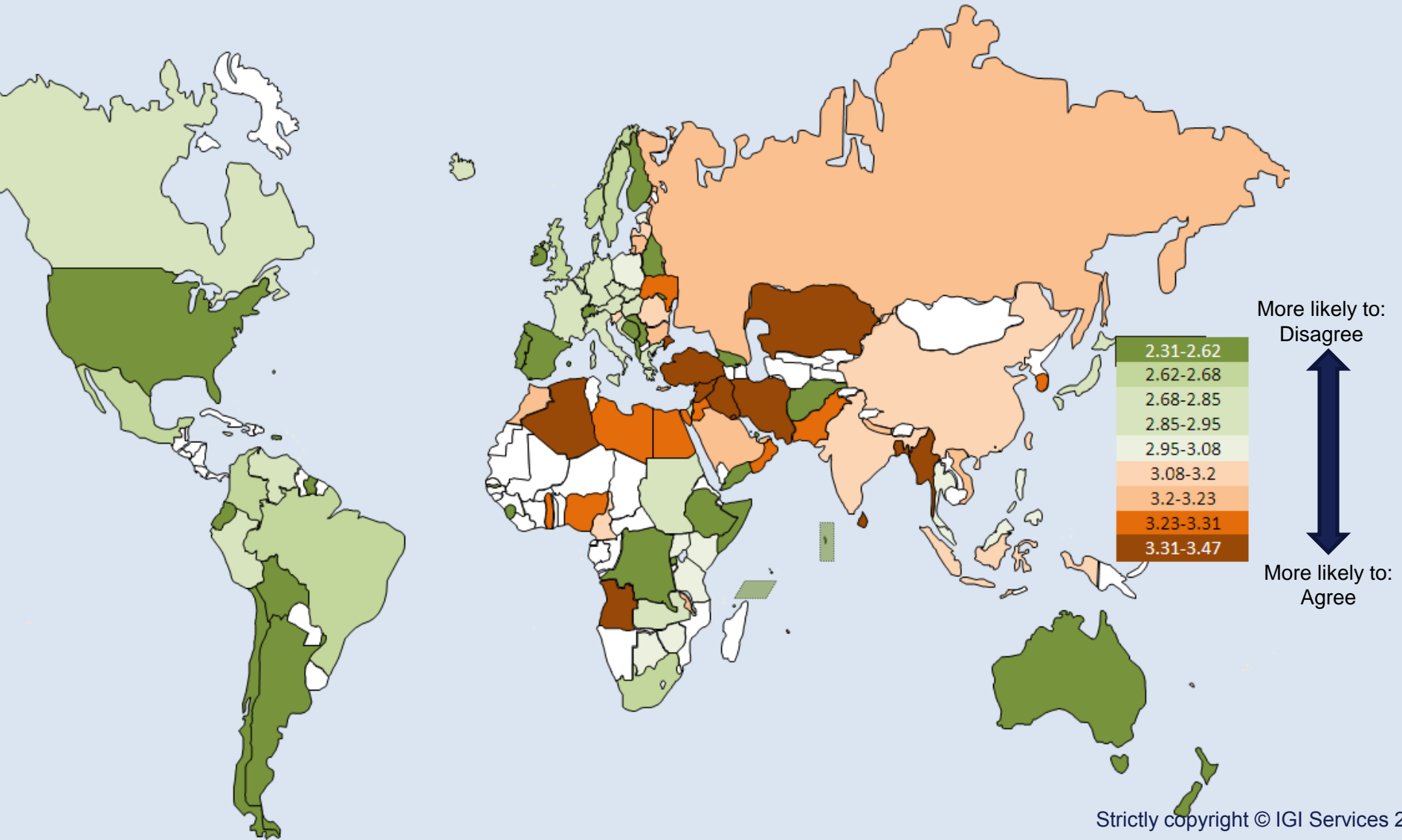
Need to challenge / question what we hear and see...

I want to make a lot of money



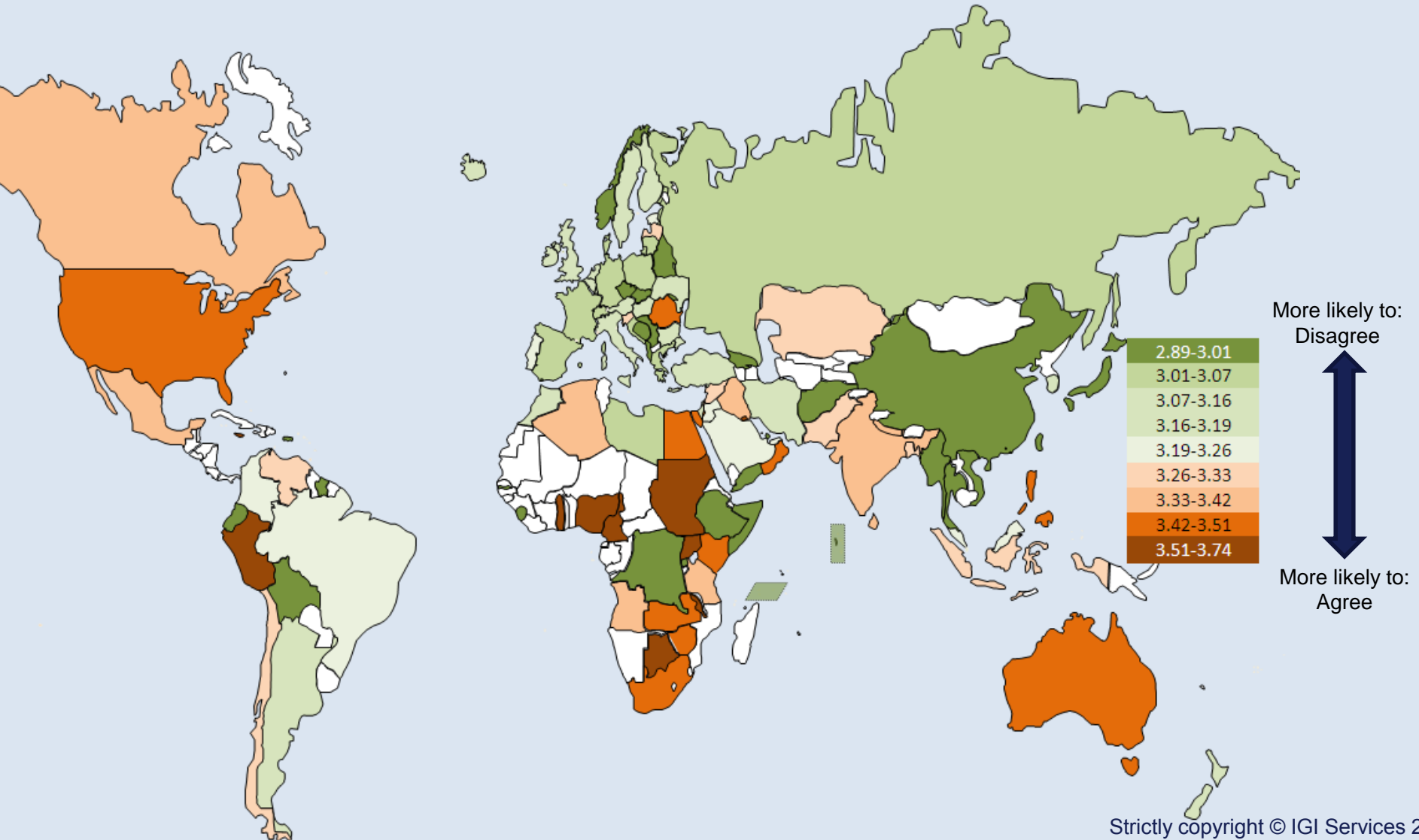
Need to challenge / question what we hear and see...

I would like a career with a high social status



Need to challenge / question what we hear and see...

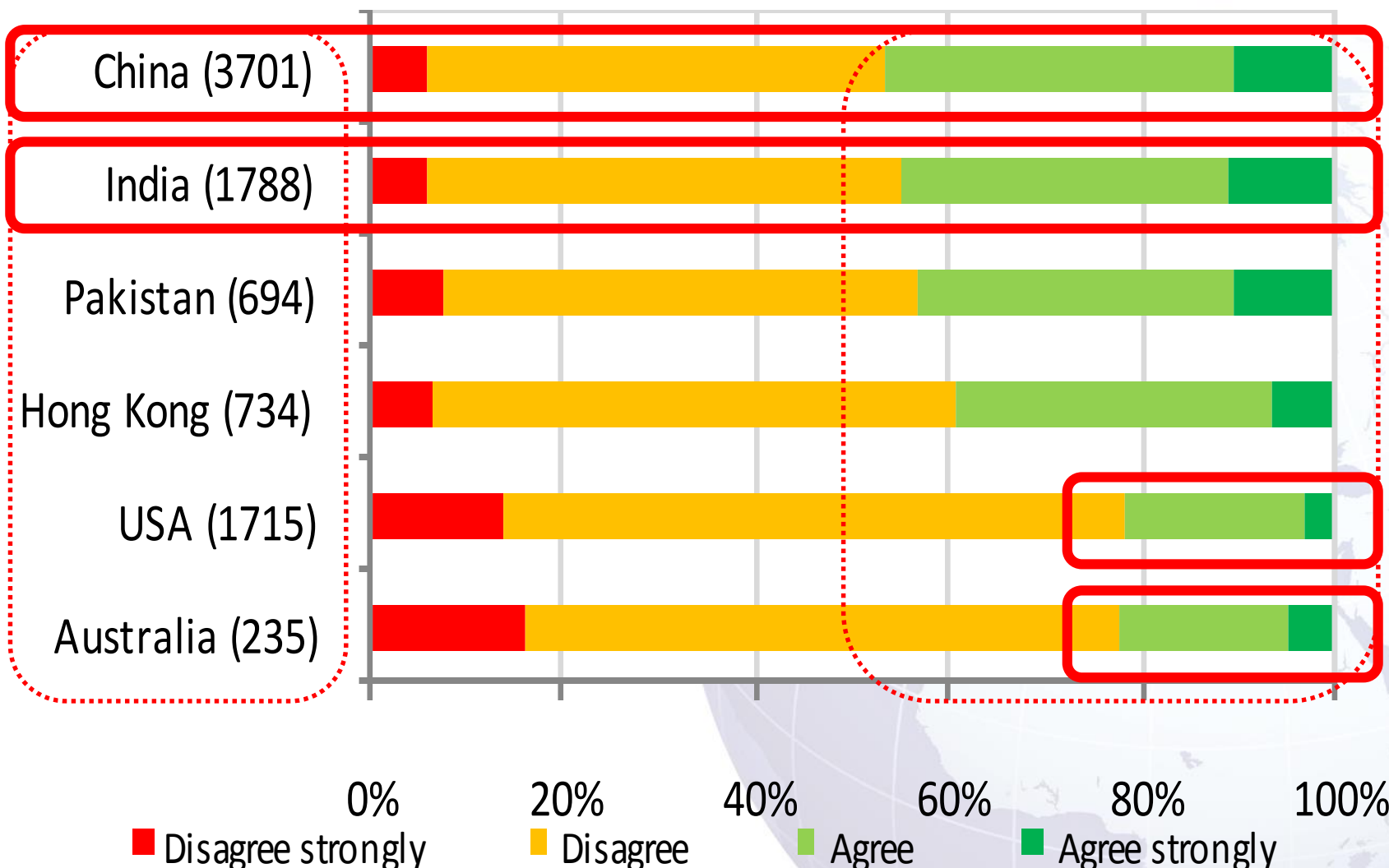
I want to make a difference to the world



At first sight this chart might suggest confirmation of a cultural stereotype – that Chinese students are more likely to say that work is more important than personal life. But almost as many say that personal life is more important than work.

Primary analysis: career motivators by nationality

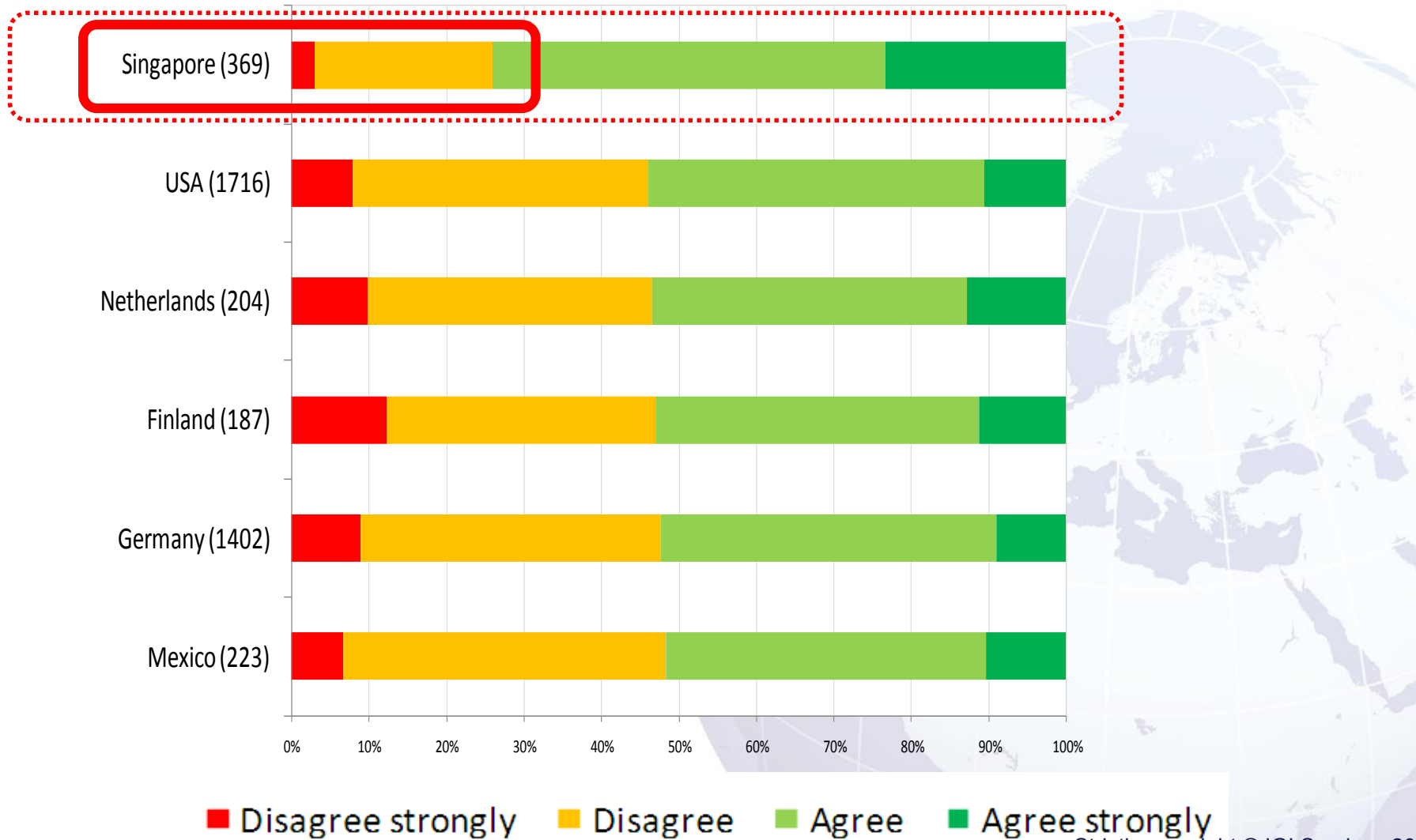
Work is more important to me than personal life



At first sight this chart might suggest that
Singaporean students want to make a lot of money.
But one in four disagrees.

Primary analysis: career motivators by nationality

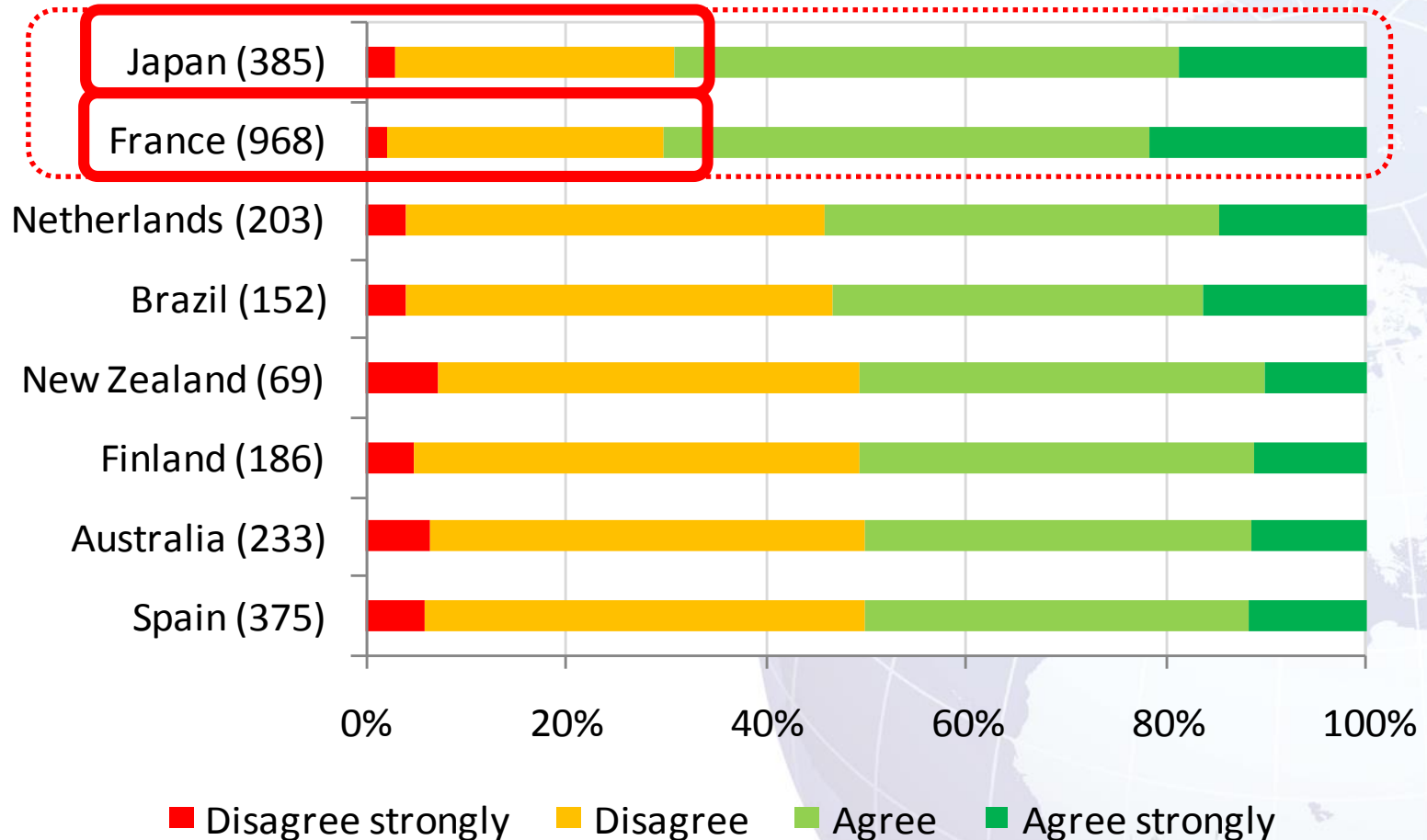
I want to make a lot of money



Social status is important to many students from Japan and France.
But more than one in three disagree. Should we ignore them and label a nation?
Almost all cross-cultural research ignores the disparity of opinion within nationalities.

Primary analysis: career motivators by nationality

I would like a career with high social status



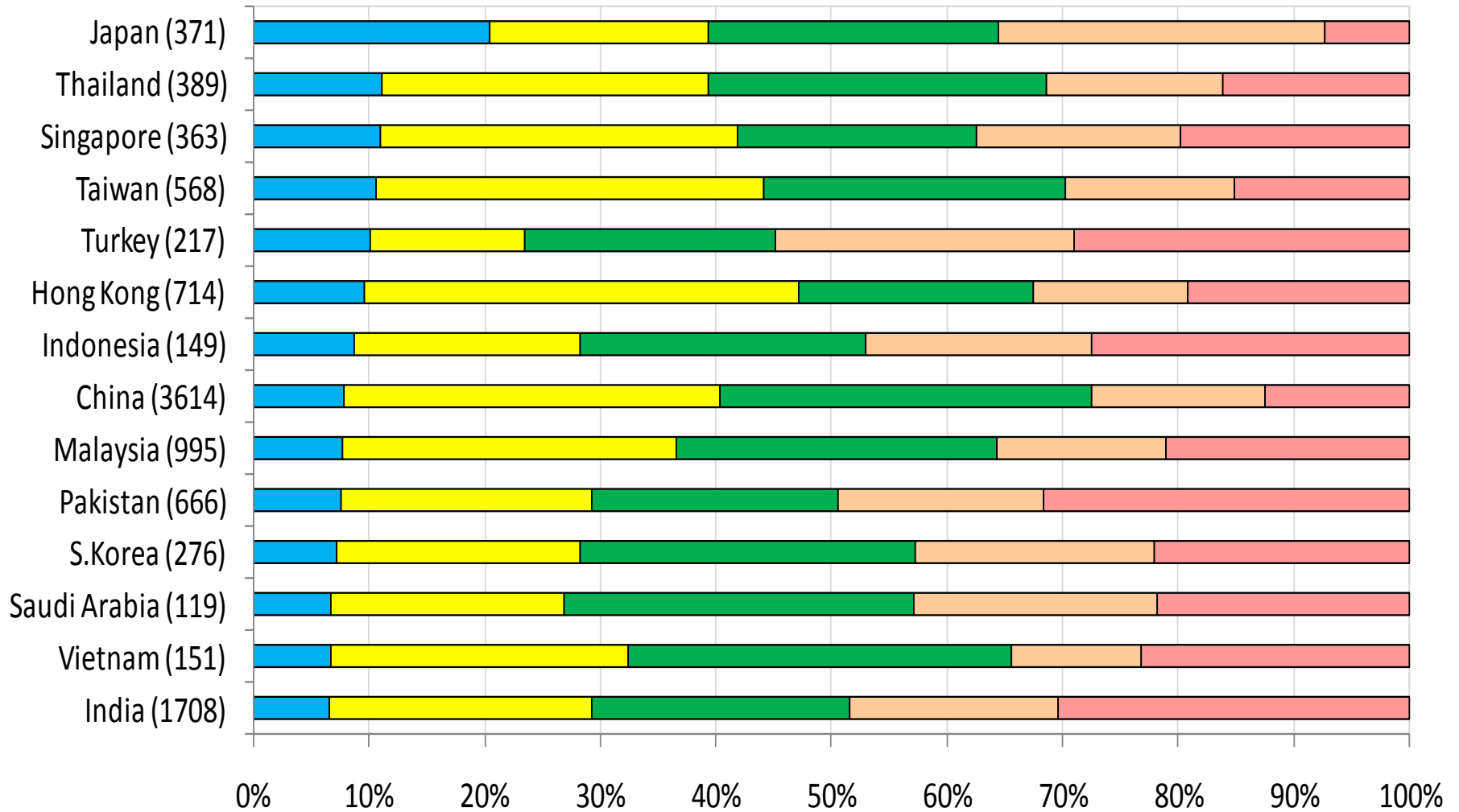
Need to challenge / question what we hear and see...

Problem: exploring differences between nationalities

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- Students don't conform to national stereotypes...
- ...so why draw lines around countries to define them?
- We need to look beyond borders to understand the differences between individuals and between groups
- Implications for branding, marketing, recruitment, delivery and long term relationship management (alumni)
- If we can find a way to better understand the differences within nations and across countries, we can
 - communicate more effectively
 - recruit more successfully
 - adapt provision accordingly
 - manage risk (recruitment and reputation)

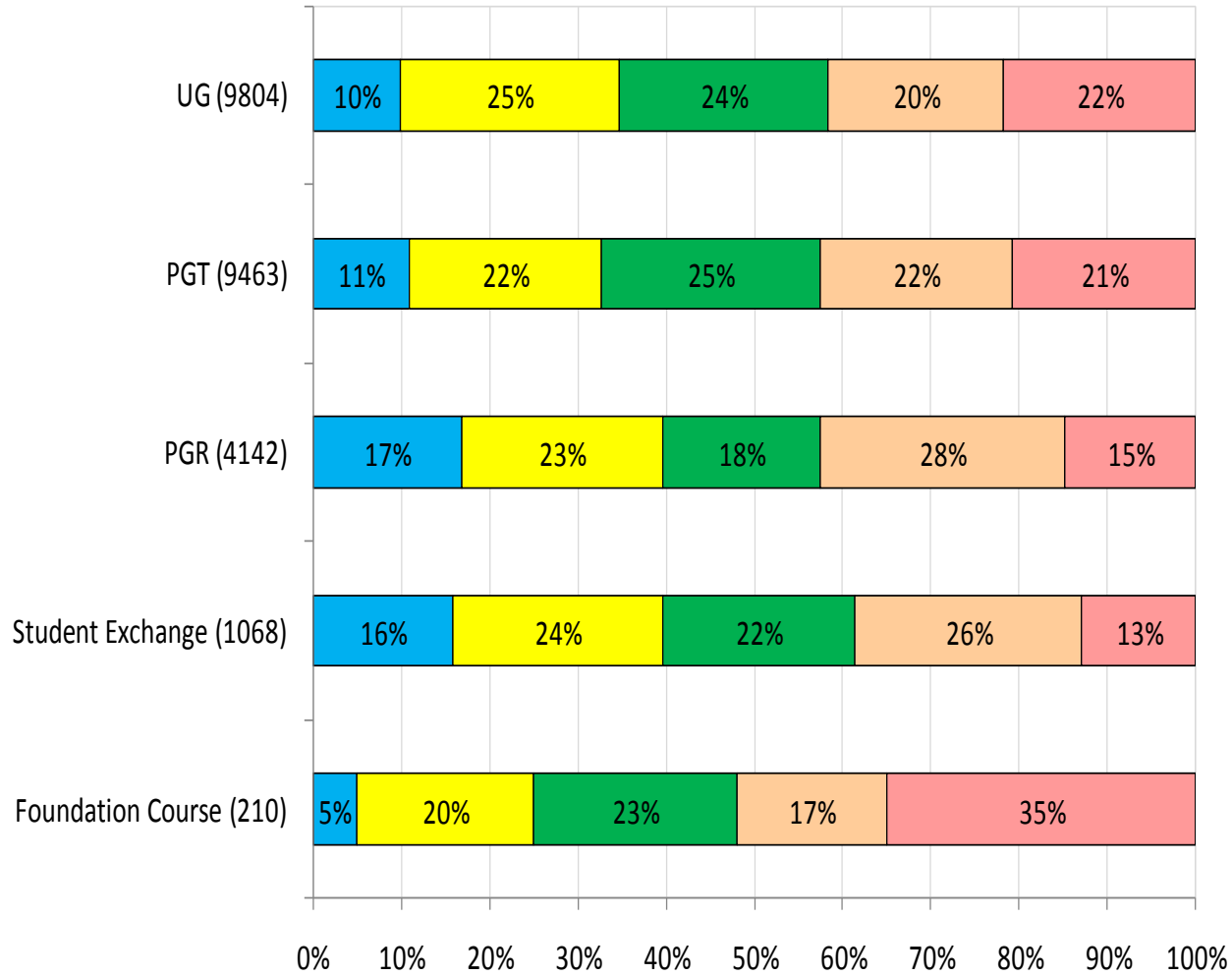
by Nationality - Asia



by Age



by Level of study



Introducing...

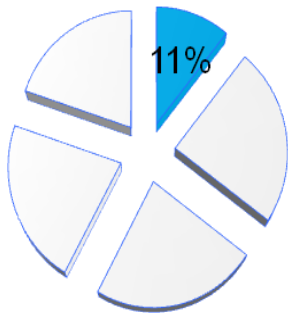
Learning Tribes 2.0

Based on student feedback received from the International Student Barometer (ISB™)...



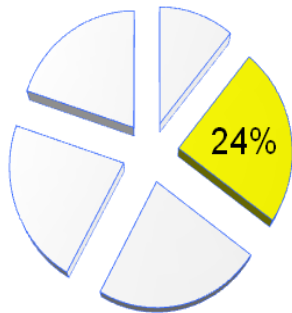
The “Surfers”

- Life Experience
- I’m doing it for me.
- Life much more important than work
- Not looking to make a lot of money.
- Want to have fun – and develop myself



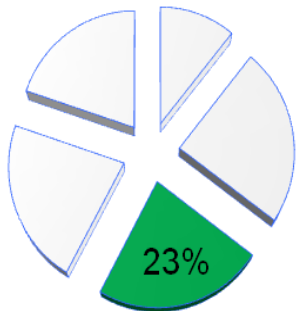
The “Seekers”

- Study to get a job
- Want to earn good money
- Conservative in their aspirations
- Less keen on making a difference
- Personal development less important
- Followers more than leaders
- Strongest parental influence.



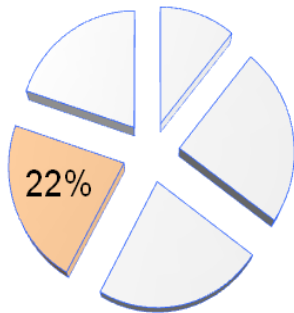
The “Gekkos”

- Money, Status and recognition
- Personal life less important than any other tribe
- Highly focused on career and personal achievement
- Most likely to want to make a lot of money
- Less interested to make a difference to the world
- Highest rating for getting a good job
- Social status and recognition are key



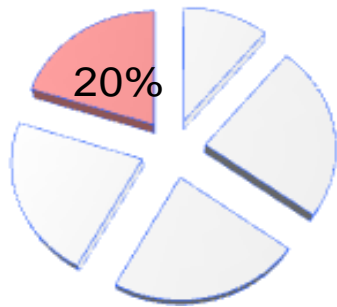
The “Bonos”

- For the greater good
- Strong work-life balance
- Want to change the world
- Want to make a difference
- Recognition far more important than money
- Personal development is key
- Less interest in job security

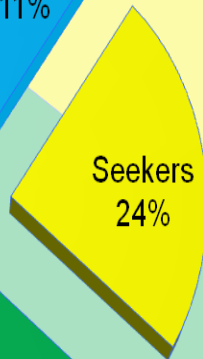
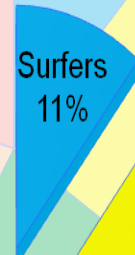
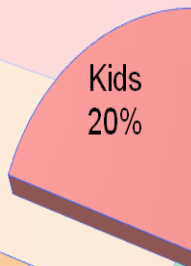


The “Kids”

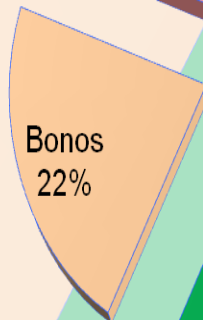
- Unfocused enthusiasm
- Everything matters - indiscriminate ambition
- Development, recognition, money
- Insecure, undirected enthusiasm
- Strong parental influence
- Less maturity



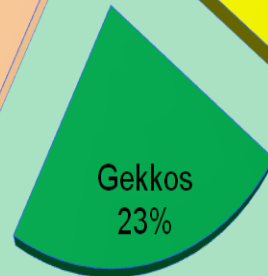
The Tribes (n=25290)



Seekers
24%



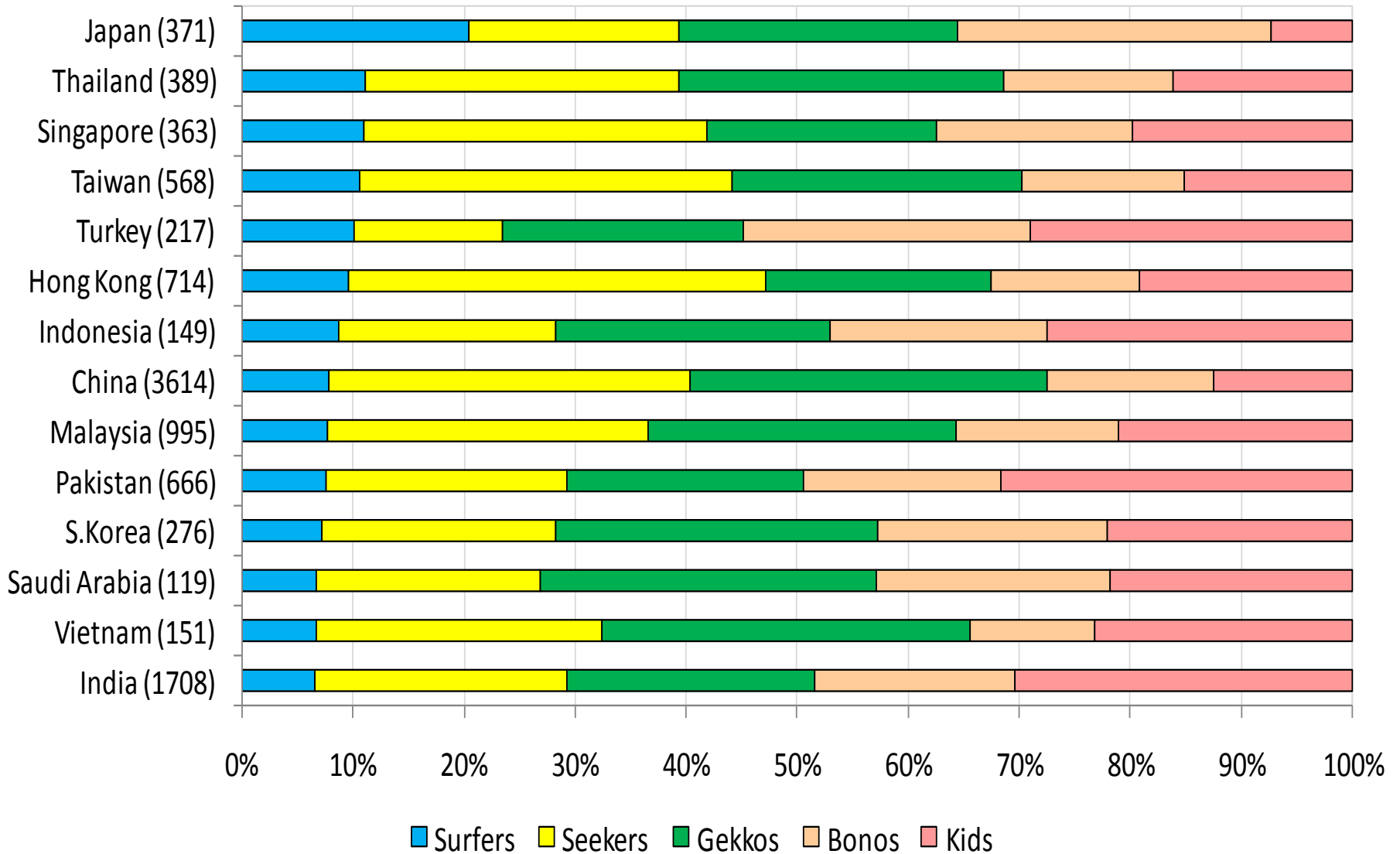
Bonos
22%



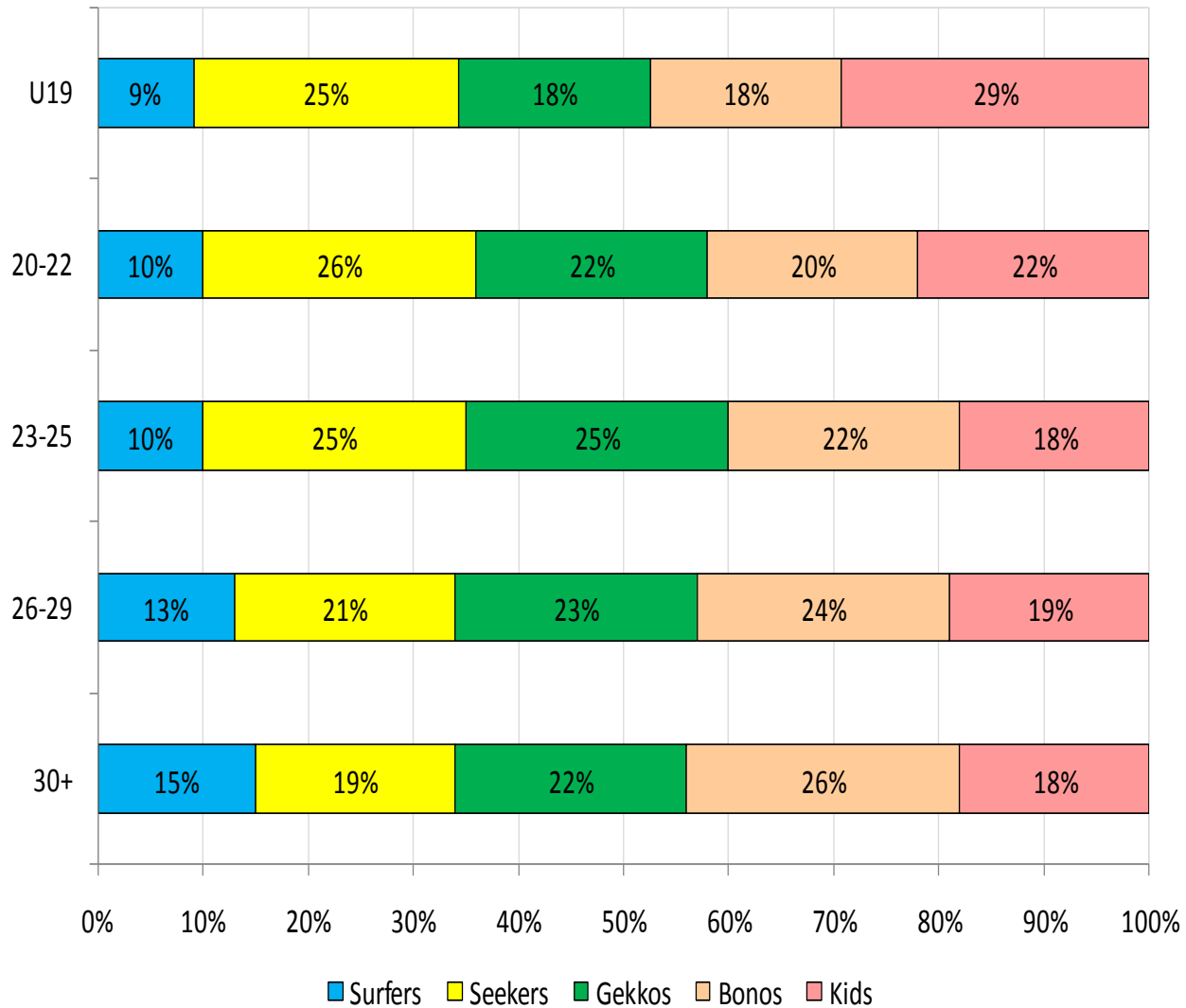
What more do we know?



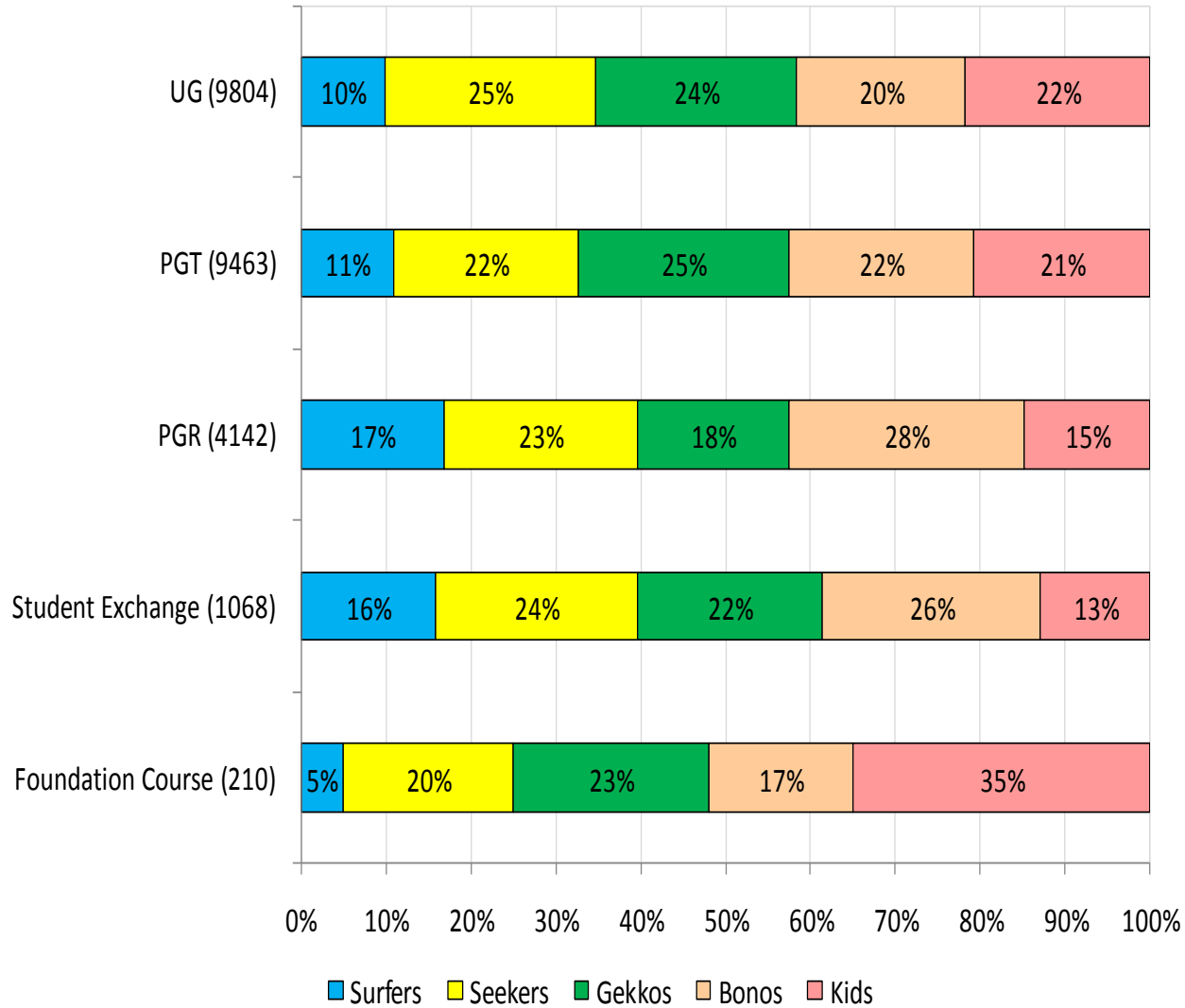
Learning Tribes by Nationality - Asia



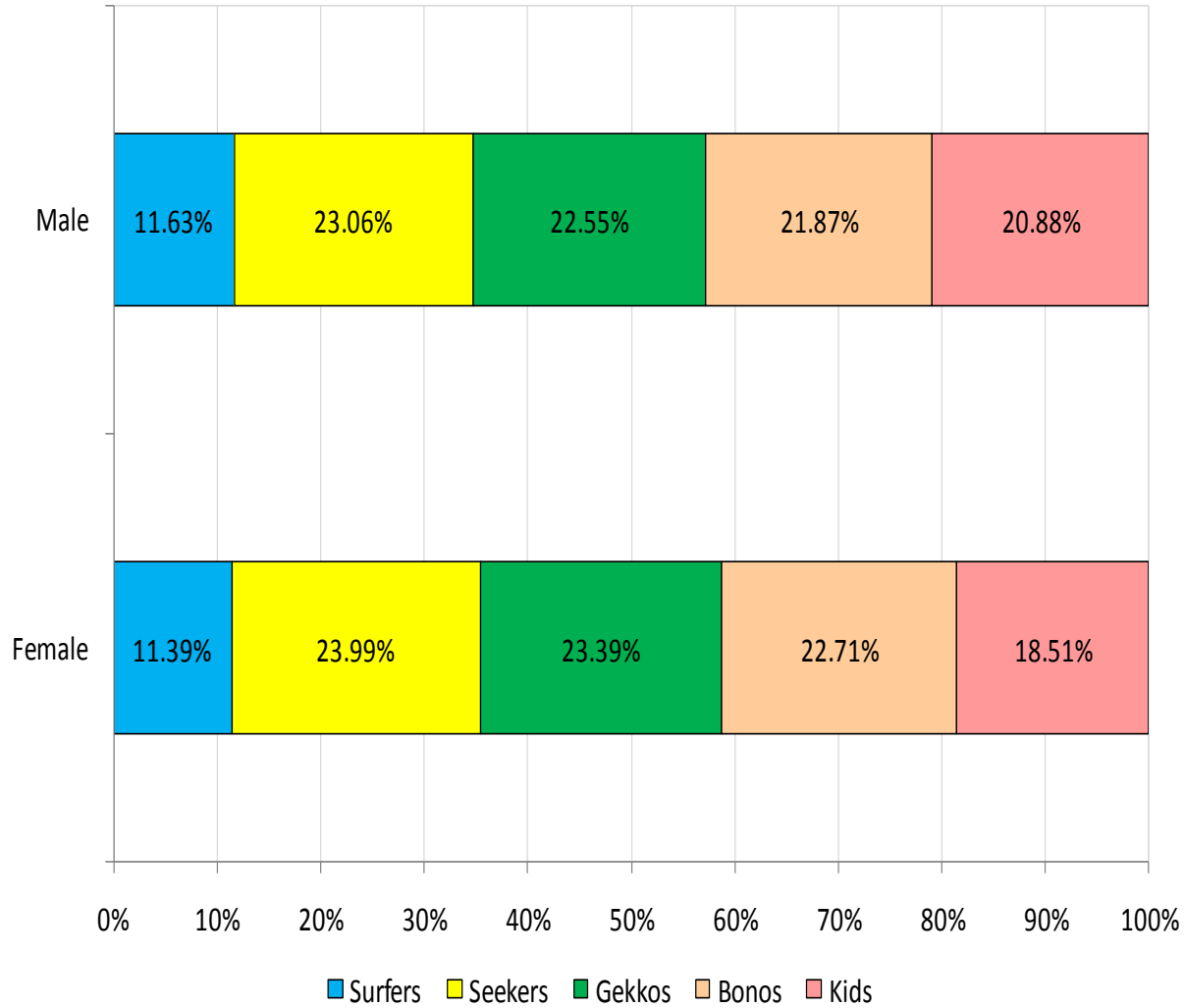
Learning Tribes by Age



Learning Tribes by Level of study



Learning Tribes by Gender



Thank you!



International Graduate Insight Group

t +44 (0)207 222 7890

info@i-graduate.org

www.i-graduate.org

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T R I B A L

working as one

Forces driving change

1. **Instant constant communication**
2. **The impact of the real world and the collapse of time**
3. **The New Consumer – the i-generation**
4. **Flipping classrooms, blended futures and magic sauce**
5. **Payback v the pursuit of knowledge**
6. **Perception: the new reality**
7. **Delivering the promise: expectation v. satisfaction**
(Great expectations + making it real + info provision)
8. **Accountability – who's to blame?**

An unprecedented challenge for management and governance

Defining excellence: what is world class?

Need for constant calibration and comparison

Reputations are now 'real-time'

The five forces driving inertia in HE

1. Eternal tension in the **fabric** of the academy
2. The conflicting **gravities** of teaching & research
3. The **opposing poles** of academic & professional
4. The **friction** between time and timelessness
5. The **vacuum** of splendid isolation...