ASIAN PENDIDIKAN

KOPO International Cooperation (Internationalization of Korean Higher Education): Systematic Literature Review

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Abstract: Malaysia has had a strong focus on internationalization since the introduction of the National Higher Education Strategic Plan 2007-2020 and in the Malaysian Education - Higher Education (PPM PT) 2015-2025 Blueprint. One of the countries that Malaysia has strategized for strategic partnership in education is South Korea. The partnership which started in 1962, has recently celebrated its 60 years of collaboration during the commemoration of diplomatic in February 2020. The absence of a representative model could result in complex challenges especially in identifying important and necessary steps to internationalization and further create financial, energy and time loss. Thus, this study aims to find the systematic literature review (SLR) on internationalization of higher education in South Korea for the Malaysian higher education. The development adapts the Define, Measure, Analyze, Design and Verify (DMADV) technique which is commonly used in the field of quality management. As such, the internationalization activities that are planned could be well coordinated for a sustainable internationalization process. In a longer run, the model should assist the Malaysian and South Korean education ministries to monitor the progress of internationalization in both countries.

Keywords: Higher education, internationalization, SLR

1.   Introduction

The early development of international education in South Korea has started before the colonialism period (between 1880 - 1990). Initially, the higher education is to provide training for future bureaucrats for politician positions (Mbithi et al., 2021). Until the late 19th century, Korea started to coercive foreign powers and that is when the rise of modern education system (namely western-type) begun. The international activities focused is much more related to the outbound mobility of the local students who continuing their study abroad, especially to the United State (Kirloskar & Inamdar, 2021).

When entering the Japanese colonial era (1910 - 1945), the emphasis brought in education is more likely towards nationalism rather than internationalism. Hence, there was not much progress in education in this era since the authority of the Japanese took over (Reimers, 2020). Only after the colonialism period between 1945 to 1948, the US government tried to eliminate the Japanese education by introducing the American education system and this was a new wave of multinationalism transform for Korea.

In 1948, the Republic of Korea was established and followed by the introduction of Korean Education Law in 1949. The concept of internationalization was also covered in this Education Law (Curaj et al., 2018). Since then, the government started to pursued the national policy by controlling the outbound mobility programs and this is where the exchange program and study abroad agreements begun. In addition to the Korean War between 1950 - 1953, it has become a new surge in the development of the internationalization of Korean higher education because of the active participation of foreign agencies in the development of higher education institutions (Un et al., 2019).

In the early 1960s, the government at that time found that the needs of education transformation to industrialize the country and to build their own national identity. From the transformation, most of the higher education institutions are expanded in order to meet the national demand of manpower in the Korean society (Tsunekawa & Todo, 2019). Hence, the government starts to strengthening the education of Korean students overseas through the mobility program as to foster highly qualified manpower within their society.

Between the year 1993 - 1998, the government has implemented two new policies in which the main focuses are to open the higher education market to foreign countries and increase the number of international students in Korea. However, there is a hit of global economic crisis in the middle of 1997 in which it has affected the Korean society as well as the higher education. Due to the crisis, the government decided to make changes in the internationalization policy where it creates and enhance competitiveness in the Korea's knowledge production.

After the changed of new governance in 1998, the internationalization policy make it changes from previously focused on the outbound student's mobility to inbound approach with the target to create a knowledge-based economy (Kuroda et al., 2018). The government also actively improve its education quality and intensifying research through several programs to support and generate productive researches. In the early 2000s, the government has realized the importance of internationalization towards the economic growth of the country and hence started to set their aspiration to reforms the higher education towards the knowledge economy by focusing more on the concentration, specialization and diversification of research (Mustapha et al., 2021).

After the year 2008, the internationalization policy has shifted its focused to three main aspects; to reinforce the education capacity of higher education institutions, to set its core strategy to raise autonomy and accountability of higher education institutions, and to raise and boost the research capacity of higher education institutions (Wit & Deca, 2020). Since then, the internationalization initiatives have been growing and any changes on the policies are made due to the changes in the government administration. Most of the initiatives on internationalization in Korea are starting from the national level's support (state-led internationalization). Higher education institutions in Korea were seen as the portals of globalization and are being encouraged by the national governments to widen their international networking and to be able to provide the country with cultural, economic, and technological competitiveness as to meet the wider challenges of globalization (Csizmazia, 2019).

2. Define, Measure, Analyze, Design and Verify (DMADV) Technique

Define, Measure, Analyze, Design, and Verify (DMADV) is a data-driven quality strategy that focuses on the development of new strategies and initiatives. The DMADV method or approach is often used when implementing new strategies because of its basis in data, its ability to identify success early, and its method, which requires thorough analysis (Sodhi, 2020). DMADV focuses on defining the customer's needs.

1. measuring the customer's needs.
2. finding process options that will meet the customer's needs.
3. designing a business model that helps meet the customer's needs.
4. verifying that the new model meets the customer's needs.

It is an integral part of a Six Sigma quality initiative. t is an integral part of a Six Sigma initiative, but in general can be implemented as a standalone quality improvement procedure or as part of other process improvement initiatives. Six Sigma is defined by Linderman et al. (2003) as "(…) an organized and systematic method for strategic process improvement and new product and service development that relies on statistical methods and the scientific method to make dramatic reductions in customer defined defect rates." Academic research, Tampubolon & Purba (2021), has tried to determine which elements in Six Sigma make it effective. Besides its role structure and focus on metrics, Six Sigma's structured improvement procedure is seen as a novel and effective contribution to quality management. Six Sigma uses a group of improvement specialists, intensive differentiated training that is tailored for their ranks and is designed to improve their knowledge and skills in statistical methods, project management, process design, problem-solving techniques, leadership skill, and other managerial skills.

This study adapts the DMADV technique that emerged from the Six Sigma quality management control commonly used in the field of Quality Management (Yang et al., 2022; Marques et al., 2019). The Six Sigma phenomenon does not refer to a single, clearly delineated method. Rather, it refers to a related collection of practices in organizations. In short, during the define phase, project goals will be defined and deliverables. In the measure phase, the team measures the project's factors that are critical to its deliverables. Working in conjunction with the measure phase is the analyze phase when the team analyzes the process options that will best meet the customer's required deliverables. The design phase is the phase in which the team will document the detailed process that meets the customer's deliverables. The final phase of DMADV is the verify phase, in which the team will verify that the customer's needs are met using the newly designed process.

3.   Internationalization Of Higher Education (HE) in South Korea

Internationalization of higher education in South Korea is dominated by national level or state-led internationalization. The current main focus is on the competitiveness and legitimacy in which it targets in number to achieve global ranking and international reputation (Aithal & P. M., 2020). In addition, the economic rationale: (i) The implementation of internationalization is towards the economic rationale due to the financial crisis that hit Korea in 1997; (ii) The institutions had to survived from the revenue issue as their primary income is from the students' tuition fees. The strategies applied:

1.   Active mass recruitment – to overcome the dilemma of high level of outbound mobility and declining of domestic students' enrolment in Korean higher education institutions.
2.   Internationalization of curricula – the adaptation of English medium instruction policy.
3.   Internationalization of research – the focus is on numbers to gain the international reputation and to be position in the global ranking.

Table 1 shows the systematic literature review (SLR) about the Internationalization of Higher Education in South Korea through the main reason the research is conducted, methodology, result and recommended from the before research. There are 23 papers approach in this SLR. From there, it can be concluded that there's a rapid growth of higher education but vocational training was not given sufficient emphasis. So, university graduates found to be increasingly difficult to get employment. Korean educational authorities believed that the int'zation was the correct choice where they would invite foreign professors of global reputation and introduced a high number of English-medium instruction classes. Int'zation & aging (different social issues): due to the cultural homogeneity of the Korean population, the geographic isolation of the country, and language barriers (Csizmazia & Roland Attila, 2019). Korean educational authorities also create a demand-oriented higher education system by upgrade the academic infrastructure & stimulate competition between private & public universities. So, there are a few Institutional challenges of HE in South Korea: lack of specialization & differentiation among Korean universities; the increasing financial pressure under which they have to labor; the decline of tuition revenues; a sharp fall in numbers of domestic students; gov. policies which effectively prevent universities from raising the tuition fees and operation of various departments created additional expenditures. The strategies of internationalization of HE in South Korea suggested were: 1) active mass recruitment: dilemma of high level of outbound & declining of domestic students' enrolment in Korean HEs; 2) int'zation of curricula: adaptation of English Medium Instruction policy; 3) int'zation of research: this strategy is being avoidable measurement taken to boost the level of int' competitiveness in the era of knowledge-based economy, to build world-class research universities as a hub of knowledge production for the knowledge society, aiming to upgrade the research infrastructure & graduate-level training of HEs.

In addition, the East Asian Leaders Program has cultivated students' attitudes and skills for mutual understanding, including acceptance/willingness to understand, ability to consider different perspectives, self-expression and assertion, and initiative and resilience. As this study indicates that the East Asian Leaders Program is effective for fostering students' attitudes toward mutual understanding, further policy development should consider encouraging universities to develop such practices to increase intra-Asian student mobility as an alternative strategy for the internationalization of higher education (Hanada & Horie, 2021). Moreover, a major cluster of economic engines that have changed Asian higher education, Hong Kong, Singapore, South Korea, and Taiwan have all developed high-income societies as well as world-class universities which linked local "knowledge economies" to global science and created hubs for international collaborations and mobility (Oleksiyenko et al., 2021).

Higher education in Korea has recently undergone drastic changes introduced by internationalization policies aimed at global competitiveness in the educational markets. While the widespread student mobility has been studied by numerous scholars, little attention has been paid to both international and local students' interpretations of the global culture created by the policy. It draws upon ethnographic data collected at a Korean university where English has been adopted as an official language. In extending the discussions in recent semiotic studies of linguistic landscapes and place-making, the research analysed the ways in which public signs on campus are represented and interpreted. While the institutional language policy is designed to utilize English as an emblem of 'global' brand, the stakeholders such as Korean and international students have contested ideologies about the role of English in creating the campus space as a place to which they belong (Choi et al., 2021).

There are also recommends for future research on internationalization of HE. Int'zation process in Korea is dominated by national-level (top-down quantitative expansion: making int'zation as a strategic political tool in international competitiveness & legitimacy – target in number to achieve the global ranking position & international reputation) or state-led int'zation. ASEAN universities aspiring similar targets but having the dilemma between quantitative targets & quality assurance of int'zation initiatives. HE also needs the financial supports from government to widen up the other aspect of int'zation efforts. In addition, researcher should articulate the findings with larger samples in different settings. Should also provide guidelines for deeply engaging both collaborators and lone wolves in their team process by analyzing in-depth qualitative data on students' behaviors and perceptions.

Table 1. The Systematic Literature Review (SLR) of Internationalization of Higher Education in South Korea

NO.	AUTHORS	RESEARCH OBJECTIVES (Main reason the research is conducted)	METHODOLOGY	RESULT/ FINDINGS	RECOMMENDATION (What still in need, why? What if?)
1.	Challenges & IHE in South Korea Assoc. Prof. Csizmazia, Roland Attila (2019)	▪ The process of internationalization was related not only to the universities' effort to boost research activities but also to the demographic changes & to the growing problem of finding employment for those graduates whose skills do not match the demands of the labor market. ▪ The paper seeks to analyze the challenges, linking them to the process of internationalization in South Korean higher education.	▪ A case study: ✓ the dev. Of higher education in SK. ✓ the major challenges which the Korean educational authorities & Korean tertiary education has to face over the coming years. ▪ In (2): ✓ the current institutional problems of the tertiary education system. ✓ the social context. ✓ the recent achievements in the sphere of unitization. ▪ THEORY/ MODEL ✓ South Korean tertiary education influenced by Western tertiary education systems: 　1. German model 　2. US model ✓ American system: the structure of the department system, the intro of tuition fees, & the role of private sector. ✓ A shift from elite Edu to general Edu.	▪ There's a rapid growth of higher education but vocational training was not given sufficient emphasis. So, university graduates found to be increasingly difficult to get employment. ▪ Korean educational authorities believed that the int'zation was the correct choice where they would invite foreign professors of global reputation and introduced a high number of English-medium instruction classes. ▪ Korean educational authorities create a demand-oriented higher education system by upgrade the academic infrastructure & stimulate competition between private & public universities. ▪ Institutional challenges of HE in SK: 　○ lack of specialization & differentiation among Korean universities 　○ the increasing financial pressure under which they have to labor – 　　(i) the decline of tuition revenues, 　　(ii) a sharp fall in numbers of domestic students 　　(iii) gov. Policies which effectively prevent universities from raising the tuition fees and operation of various departments created additional expenditures. ▪ Int'zation & aging (different social issues): due to the cultural homogeneity of the Korean population, the geographic isolation of the country, and language barriers.	▪ Recommends: International comparative analysis with benchmarks offer solution to the problems of South Korean higher education.
2.	Towards Knowledge Economy: A Comparative Study of Indonesia and South Korean IHE Anngia Utami Dewi (2018)	▪ The changing nature of HE & universities is shown on how nation-states' global competitiveness is measured partly by the number of highly educated people within its society. ▪ By becoming world-class & enlisted in the global ranking, universities are believed to play an important role to boost a country's competitiveness level.	▪ Descriptive comparative qualitative approach: comparative case study.	▪ South Korea is considered successful in pursuing their goal of int'zation mainly by the fast rising of global ranking position of several best universities in the country. ▪ Early dev of international edu. in SK is related to the outbound mobility of Korean students that pursuing their higher education abroad, mainly to US. ▪ After colonialism period, the gov pursued a national policy to control the outbound mobility. Then only	▪ Int'zation process in Korea is dominated by national-level (top-down quantitative expansion: making int'zation as a strategic political tool in international competitiveness & legitimacy – target in

		▪ IHE becomes the key instrument to achieve that goal.
		▪ IHE as one of important instruments in achieving the goal to create knowledge-based economy.
		▪ South Korea is a middle power & non-English speaking Asian country: the aspiration is to reform higher education towards knowledge-based economy.
				individual & universities were able to dev exchange program & study abroad agreements.
				▪ mid-1990s: changes in int'zation policy have created and enhanced the competitiveness of Korea's knowledge production.
				▪ Policy shifting of int'zation from outbound students' mobility to inbound approach.
				▪ 2000s: national level edu initiative relied on the concentration, specialization & diversification of research.
				▪ 2008: Focus on 3 aspects:
				  1) To reinforce the edu capacity of HEI
				  2) To set its core strategy to raise the autonomy & accountability of HEIs
				  3) To raise & boost the research capacity of HEIs.
				▪ The need to enhance the competitive strength of Korean HE has driven the national-institutional level initiatives in int'zation.
				▪ Strategies of IHE in Korea are
				  1) active mass recruitment: dilemma of high level of outbound & declining of domestic students' enrollment in Korean HEIs;
				  2) int'zation of curricula: adaptation of English Medium Instruction policy;
				  3) int'zation of research: this strategy is being avoidable measurement taken to boost the level of int' competitiveness in the era of knowledge-based economy, to build world-class research universities as a hub of knowledge production for the knowledge society, aiming to upgrade the research infrastructure & graduate-level training of HEIs.
					number to achieve the global ranking position & international reputation) or state-led int'zation.
					
					▪ ASEAN universities aspiring similar targets but having the dilemma between quantitative targets & quality assurance of int'zation initiatives.
					
					▪ Strategy: financial supports from gov to widen up the other aspect of int'zation efforts.

3	Short-term exchange programs in Korean Universities: International student mobility stratified by university mission Song I., Kim Y. (2022)	▪ The purpose of this study was to explore the internationalization of higher education institutions by analyzing partnerships of short-term exchange programs among universities in Korea and abroad	▪ Data from 3 years (2008, 2013, and 2017), we used descriptive statistics to analyze the inbound and outbound statuses of overseas universities that have established credit exchange agreements with Korean universities.	▪ The analysis showed that the major components of short-term mobility in Korean universities are changing, and that credit exchanges among universities differ depending on the universities' missions. ▪ The results suggest that the stratification of universities can affect the extent and quality of the international experiences to which students have access. ▪ Using university-level data, we proved that international exchange patterns differ according to the characteristics of universities.	
4	English as a global language? Naturalization	▪ This paper seeks to balance the scholarly inquiry into EMLs by offering		▪ Within the context of the global centre-periphery binary, the article specifically examines how the binary	

	of English through intellectual habitus in Korean academia Cho J. (2022)	▪ a local historical perspective, with the higher education sector of South Korea as a key site of investigation. ▪ A focus is placed on the intellectual habitus of Korean higher education which the paper argues has served as a fertile ground for EMLs to take hold.		▪ relationship has been internalized in Korean higher education through local historicity in which the U.S. has metaphorically been established as the centre. ▪ The superior-inferior binary divisions between the U.S. and Korea have contributed to the construction of the local intellectual habitus marked by the domination of American educated elite groups and the emergence of English as the language of the centre. ▪ In conclusion, the paper challenges the normative claim of English as a global language by illustrating EMLs in Korea as a historical-structural construct resulting from the interplays between the global and local power inequalities.	
5	Factors influencing Korean students' choice of study abroad destination short-term and long-term by destination country Kim S., Zhang C. (2022)	▪ This study explores the factors behind Korean students' desire for study abroad by country and across short- and long-term mobility.	▪ Draw on a survey of 488 Korean university students to explore push factors associated with negative perceptions of Korean society, which have rarely been studied up to date, but are important factors shaping Korean students' migration decisions.	▪ Our findings suggest that despite differing educational focuses, factors motivating short- and long-term mobility are closely linked. ▪ While preferences for English-speaking countries as both short-term and long-term destinations are driven by importance attached to English skills and degrees and dislike of domestic education, short-term mobility has a broader scope of countries including horizontal migration to countries like China. ▪ Perceptions of gender inequality were associated with not wanting to go to Japan for short-term and/or long-term study abroad. ▪ The first to articulate the quantitative association between push factors and destination countries, pointing to potential problems with the migration decision of students as they are in pursuit of better lifestyles and academic climate.	
6	At the borderlands of higher education in Japan and Korea: a duo ethnography Damiani J., Ghazarian P. (2022)	▪ This duo ethnographic study highlights experiences of teaching, learning, and service work in the borderlands that exist between the global and local influences on higher education institutions in Japan and Korea. ▪ This project is rooted in the academic experiences of two scholars that emphasize the power of reflection as a tool for developing the work of emerging scholars working abroad at the undergraduate and graduate level in international settings with both local	▪ Research is designed to support international faculty with experiences and strategies that will help them acclimate and excel in their new foreign context.	▪ We advocate for a more localized, contextually relevant, and individualized approach to preparation for work abroad, and research that balances professors' cultural identities, life stories, and experiences as sources of knowledge and development with the culture and practices of their host institutions.	

		and foreign/international exchange students.			
7	International faculty members in China, Japan, and Korea: their characteristics and the challenges facing them Huang F., Kim Y. (2022)	▪ This study presents an overview of international faculty at universities in China, Japan, and Korea drawing on data from multiple research ▪ The study identified international faculty's main characteristics and the main challenges they faced in the three hosting countries.	▪ methods: national statistics, case studies, findings from national surveys, and semi-structured interviews.	▪ The main findings include: enhancing global competitiveness and promoting internationalization of national higher education have become decisive factors affecting rapid growth in the number of international faculty especially in both China and Japan; and the implementation of relevant national strategies and projects through a top-down approach has significant impacts on expanding the size of international faculty across the three case countries. ▪ there appears to be a diversification of demographic profiles and work roles of international faculty in the three case countries. ▪ Finally, despite differences in the three countries, international faculty still face many similar challenges.	
8	Collaborative Learning in the Flipped University Classroom: Identifying Team Process Factors Suhkyung Shin, Kyungbin Kwon and Jiyoon Jung (2022)	▪ The purpose of this study was to examine how team process factors relate to students' self-efficacy, attitude, and learning satisfaction in flipped learning. ▪ Since lone-wolf students tend to have little patience for the group work process and exhibit a lack of organizational commitment, ▪ this study also explores how students' preferences for collaborative work or individual work affect their self-efficacy, attitude, and learning satisfaction in a flipped classroom Problem Statement ▪ How are team process factors related to students' self-efficacy, attitude, and learning satisfaction in a flipped learning classroom? ▪ Do individual students' work preferences (collaborative vs. lone-wolf tendencies) affect their self-efficacy and learning satisfaction in a flipped learning classroom?	▪ The participants were thirty-four undergraduate students enrolled in a consumer behavior course offered by a school of business at a university in Seoul, South Korea. ▪ Data were collected through surveys that measured team process, lone-wolf tendencies, self-efficacy, and attitude during the course ▪ MODEL/THEORY To assess the collaborative work preferences of individual students, we modified seven items from Barr et al.'s [14] questionnaire	▪ Data Analysis ✓ First, an analysis of variables was conducted to investigate differences across teams (groups). ✓ Second, descriptive analyses and correlation analyses were conducted to examine whether team process factors predict students' self-efficacy, attitude, and learning satisfaction. ✓ Third, multiple regression analyses were employed to examine the relationship between the learning-related measures and the team process scales. ✓ Fourth, analyses of variance (ANOVAs) were conducted to examine differences between lone wolves and collaborators in terms of self-efficacy and learning satisfaction. ▪ The results ✓ The factor of team trust had a significant negative correlation with the lone-wolf measure but a positive correlation with responsibility, communication, cognitive and social competency, and self-efficacy. ✓ Communication and responsibility were positive predictors of self-efficacy and attitude. ✓ The usefulness of identifying critical variables of individual difference, such as lone-wolf tendencies, that could lead to both dysfunctional team process and low outcomes. ✓ This study provides implications for structuring and managing team projects in a higher education setting.	○ Further research ▪ should articulate the findings with larger samples in different settings. ▪ Second, based on our findings, future research should provide guidelines for deeply engaging both collaborators and lone wolves in their team process by analyzing in-depth qualitative data on students' behaviors and perceptions. ▪ Instructional strategies may also affect group interactions, so instructors may employ various mechanisms to help lone wolves be more engaged in teamwork (e.g., activities designed to build trust between team players).

9	International Students' Experiences of Content Language Integrated Learning in a Korean University: Focusing on Korean as a Medium of Instruction Yong-Jik Lee, Hyunjin Jinna Kim & Yue Li (2022)	▪ This study explores international graduate students' experiences of content-language integrated learning (CLIL) at a university in Korea. ▪ This study focuses on a course that allows international students to simultaneously learn the Korean language and content knowledge. 1) How does a KMI class impact Chinese graduate students' knowledge and Korean language skills? 2) How does a KMI class influence Chinese graduate students' understanding and perception of multiculturalism? 3) What is the satisfaction level of Chinese graduate students with KMI classes?	▪ Korean as a medium of instruction (KMI) was applied to 16 international graduate students in two graduate courses during the 2021 Fall semester. ▪ The survey examines the perception and satisfaction of students' experiences in the KMI classes. ▪ Among survey participants, interview applicants were selected for in-depth interviews	▪ Study results showed that international graduate students developed content knowledge through KMI classes. ▪ They also improved their Korean language ability. ▪ Overall, international students were generally satisfied with KMI classes. However, it is difficult for international students to dramatically enhance their Korean academic proficiency within one semester	▪ Recommendations are provided on effectively conducting CLIL classes, such as KMI for international students in higher education
10	Short-term exchange programs in Korean Universities: International student mobility stratified by university mission Inyoung Song and Yangson Kim (2022)	▪ The purpose of this study was to explore the internationalization of higher education institutions by analyzing partnerships of short-term exchange programs among universities in Korea and abroad 1) How has the volume of credit exchange programs among Korean and overseas universities been changed between 2008 and 2017? 2) How do the partnerships differ according to universities' mission?	▪ Based on data from 3 years (2008, 2013, and 2017), we used descriptive statistics to analyze the inbound and outbound statuses of overseas universities that have established credit exchange agreements with Korean universities.	▪ The analysis showed that the major components of short-term mobility in Korean universities are changing, and that credit exchanges among universities differ depending on the universities' missions. ▪ The results suggest that the stratification of universities can affect the extent and quality of the international experiences to which students have access. ▪ Using university-level data, we proved that international exchange patterns differ according to the characteristics of universities	
11	A New Typology for Analyzing the Direction of Movement in Higher Education Internationalization Hantian Wu and Qiang Zha (2018)	▪ a new typology of "inward- and outward-oriented" higher education (HE) internationalization based on the spread of innovations that involve knowledge, culture, HE models, and norms.		▪ It reviews existing typologies related to HE internationalization; discusses theories of world system, soft power, and knowledge diplomacy; and utilizes the notion of transcultural diffusion of innovations. ▪ As a supplement to existing theories, this new typology is constructed primarily for capturing the currents and dynamics of HE internationalization as they relate to the spread of innovations to analyze newly emerging scenarios. ▪ The article applies this new typology to a discussion of real-world cases and tests its viability	

12	The OECD's influence on national higher education policies: internationalization in Israel and South Korea Annette Bamberger & Min Ji Kim (2022)	▪ An extensive literature has explored the influence of the OECD on school education policies globally, while their influence on higher education policies has been underexamined. ▪ This article addresses that void by analyzing the internationalization of higher education in Israel and South Korea.		▪ These metrics served as benchmarks for internationalization policies and shaped the foci, aims and definitions of success (i.e., parity with OECD averages). ▪ The desire to compete spurred cross-national policy referencing and borrowing, initially with little adaptation resulting in a form of 'prefabricated internationalization'. ▪ Over time, the (im) balance between global aspiration and local realities resulted in localization. ▪ We argue that policy isomorphism is overstated, and call for the recognition of complexity in the convergence debate. ▪ Much of the literature on this makes claims about convergence based on the existence of institutional structures, memberships, etc., and argues that policies are increasingly disarticulated from local (national) processes and regulators; it often examines the adoption of policy at a singular point in time after its implementation	▪ We suggest that joining the OECD provided political legitimacy for both countries and that the OECD comparative metrics and guidelines were crucial in generating anxieties about their underperformance in the global market for international students. ▪ These changes are rarely studied and thus we suggest that symmetry, and convergence, is overstated. ▪ Thus, we call for more nuanced views and the recognition of complexity (e.g. Schriewer 2021) in the convergence debate, and against polarized positions
13	Diaspora, Ethnic Internationalism And Higher Education Internationalization: The Korean and Jewish Cases as Stateless Nations In the Early 20th Century Terri Kim & Annette Bamberger (2021)	▪ This article challenges such presuppositions by separating 'nation' and 'state' and with a critical appropriation of diasporic subjectivity and institutions from a comparative historical perspective.	▪ The article has four themes: 'diaspora', 'ethnic internationalism', 'stateless nations and 'internationalization' in higher education (IHE).	▪ It illustrates these themes and their interrelationships by considering Koreans in the Japanese colonial period (1910–1945) and Jews during the British Mandate for Palestine (1920–1948) and construing them as stateless nations	
14	Internationalization in action: exploring the voices of IB DP graduates studying in local universities in South Korea Park J.-W., Hong W.-P. (2022)	▪ The IB DP is widely perceived as a globally recognized, outstanding international curriculum by a growing number of education scholars and policymakers in South Korea. ▪ Recently, education authorities from certain provinces have taken steps to adopt the IB DP in public high schools, contending that the programmed will improve and galvanize teaching practices to be student-centered and inquiry-based.	▪ This study interviewed 13 Korean graduates who participated in the IB DP from a wide range of international schools and currently attend higher education institutes in Korea.	▪ Major findings revealed that, contrary to the dominant perceptions in Korea (and probably elsewhere), the participants had ambivalent feelings about the curriculum and instructions of the IB DP. ▪ Findings also demonstrated that the participants' experiences of the international curriculum were affected by local contextual factors such as school ethos, academic culture and belief systems, not just by the educational philosophy of the IB DP. ▪ As findings portrayed gaps between the academic principles of the IB DP and experiences of students, this study contends both Korean policymakers and international scholars to carefully consider the potential	

		▪ It is important to emphasize, however, that this ambitious belief lacks empirical research evidence.				▪ implications of enacting the IB DP in local school systems. ▪ As curriculum change is nestled within a web of global-local dynamics, more context-specific knowledge is needed to understand how students will participate in the IB DP.		
15	Impact of the CAMPUS Asia initiative for developing Japanese students' attitude toward mutual understanding: A case study of the Japan–China–Korea trilateral exchange program Hanada S., Horie M. (2021)	▪ This article discusses the impacts of the East Asian Leaders Program (EALP) organized as a trilateral collaborative educational program participated by students from Japanese, Chinese, and Korean universities. ▪ The East Asian Leaders Program has been operated under the CAMPUS Asia initiative led by the governments of the three countries, aiming at cultivating talents who contribute to promoting mutual understanding between the three countries.		▪ The empirical analysis of this study was designed by a mixed method approach collected from 16 Japanese students.		▪ The results showed that the East Asian Leaders Program has cultivated students' attitudes and skills for mutual understanding, including acceptance/willingness to understand, ability to consider different perspectives, self-expression and assertion, and initiative and resilience. ▪ As this study indicates that the East Asian Leaders Program is effective for fostering students' attitudes toward mutual understanding, further policy development should consider encouraging universities to develop such practices to increase intra-Asian student mobility as an alternative strategy for the internationalization of higher education.		
16	World class universities and international student mobility: Repositioning strategies in the Asian Tigers Oleksiyenko A.V., Chan S.-J., Kim S.K., Lo W.Y.W., Manning K.D. (2021)	▪ This paper elaborates on the concept of higher education internationalization that aims at enhancing geopolitical equity in global mobility and re-positioning local students for improved access to the world-class excellence. ▪ The paper compares key themes and patterns that define the Tiger societies' unique positions in the field of global higher education.				▪ A major cluster of economic engines that have changed Asian higher education, Hong Kong, Singapore, South Korea, and Taiwan have all developed high-income societies as well as world-class universities which linked local "knowledge economies" to global science and created hubs for international collaborations and mobility		
17	Bilingual signs at an 'English only' Korean university: place-making and 'global' space in higher education Choi J., Tatar B., Kim J. (2021)	▪ In this paper, we explore the ways in which Korean and international students actively engage in interpreting the meanings of 'global' brand created by the institution.				▪ Higher education in Korea has recently undergone drastic changes introduced by internationalization policies aimed at global competitiveness in the educational markets. ▪ While the widespread student mobility has been studied by numerous scholars, little attention has been paid to both international and local students' interpretations of the global culture created by the policy. ▪ It draws upon ethnographic data collected at a Korean university where English has been adopted as an official language. ▪ Extending the discussions in recent semiotic studies of linguistic landscapes and place-making, we analyzed the ways in which public signs on campus are represented and interpreted.		▪ The findings of this paper suggest that linguistic landscape is an intertextual product, rather than a materiality that reflects fixed values of Korean and English.

				▪ While the institutional language policy is designed to utilize English as an emblem of 'global' brand, the stakeholders such as Korean and international students have contested ideologies about the role of English in creating the campus space as a place to which they belong.	
18	English and internationalization of Korean universities: Emergent multilingual practices and second language learning Song J. (2020)	▪ The internationalization of higher education in South Korea has brought marked changes to the linguistic and cultural diversity of university campuses. ▪ This ethnographic case study examined language policies, language use, and intercultural interactions in two localized English-Medium-Instruction courses that incorporated both English and Korean as mediums of instruction.		▪ The results drawn from interviews with ten participants and observations of classroom interactions show that English was a primary medium for students' academic literacy and Korean as an additional communication tool in the absence of any explicit Medium of Instruction policy. ▪ They also illustrate how the different statuses of the two languages limited students' investment in learning Korean as a second language and created unequal intercultural interactions between speakers of different languages. ▪ The results illuminate how a neoliberal ideology adopted and enacted at a national and institutional level through internationalization translated into implicit policies and practices at different levels on campus.	
19	Multiple Roles of Language Teachers in Supporting CLIL Kim H.K., Lee S. (2020)	▪ Content and language integrated instruction (CLIL) has been adopted in higher education as part of globalization. ▪ Most concerns center on students' low English proficiency and content teachers' readiness. ▪ The lack of discussion on English teachers' views and experiences of CLIL programs calls for examining language teachers' role in supporting the programs. ▪ This study looks into the content-specialized English program implemented by a Korean university, under the government-supported initiative for campus internationalization. ▪ This study explores English language teachers' beliefs and practices while developing and executing a new specialized curriculum. ▪ Both a native and a non-native instructor participated in the study.	▪ The data were collected through in-depth interviews and classroom observations.	▪ The findings revealed that both participants experienced initial resistance to the change due to their beliefs in language teaching and content specialization. ▪ Through much negotiation process, their focus of language teaching was integrated with CLIL objectives gradually. ▪ We argue that language teachers' resistance and negotiation process during the implementation of the curriculum reflect both their beliefs about language teaching and students' needs. ▪ The findings of the study highlight the recognition of teachers' agency in curriculum development, instructional adjustment, teacher collaboration, and the need for professional development.	

20	From policy rhetoric to reality: the experiences of Southeast Asian science and engineering graduate students in Korea Byun B.-K., Jung H. (2019)	▪ The presence of international students on campus does not necessarily lead to meaningful interactions between domestic and international students; findings in the literature reveal that Southeast Asian students are frequently targeted by prejudice and discrimination in the context of Korean higher education. ▪ This study aims to better reveal the dynamics behind such discrimination by examining the experiences of Southeast Asian students at a case study university in Korea.	▪ Theory ✓ Allport's Contact Theory	▪ Focusing on science and engineering graduate schools due to their unique context, the study triangulates the perspectives of Southeast Asian students, Korean students, and professors. ▪ It attempts to understand the interactions among these different actors as well as the various factors shaping their responses. ▪ Based on Allport's Contact Theory, findings reveal that individual, interpersonal, institutional, and environmental factors seem to prevent positive contact among Korean and Southeast Asian students within a lab, thus leading to the latter's academic and social marginalization. ▪ This portends that addressing the current gap between policy rhetoric and reality will be crucial in overcoming identified obstacles to meaningful intergroup interaction on campus.	
21	Internationalization of the educational services market through development of the system of remote education: Possibilities and barriers Treshchevsky Y., Igolkin I., Shatalov M. (2019)	▪ The purpose of this paper is to study the possibilities and potential barriers on the path of internationalization of the educational services market through development of the system of remote education. ▪ The research object is the market of higher educational services ✓ as it is subject to internationalization and distribution of remote education. ▪ The research is performed based on the 2017 data by the example of countries from various regions of the world that show different rates and levels of socio-economic development but that achieved the largest success in development of the system of remote education ✓ the USA, the UK, Brazil, China, South Korea, Italy, Germany, India, Malaysia, Australia, South Africa and Russia. Due to the absence of the official international statistics on the issue of internationalization of the educational services market, the proprietary method is used for determining its level.	▪ In order to determine the influence of development of the system of remote education on the process of internationalization of the educational services market, the authors use the method of regression analysis. ▪ A regression curve is built, containing the model of paired linear regression and the value of determination coefficient.	▪ Findings: It is concluded that remote education has a slight influence on the process of internationalization of the educational services market in the countries of the world, though it has large potential in the sphere of stimulation of internationalization of the educational services market, as it allows providing educational services of equal quality and equal cost for domestic and foreign students. ▪ Originality/value: The developed and presented model of managing the development of the remote education system of a modern university in the interests of stimulating internationalization of the educational services market allows overcoming these barriers and opening the existing potential of remote education in the sphere of stimulation of internationalization of the educational services market.	

22	Understanding the Internationalization of Higher Education in South Korea with Different Theories of Development Yeom M. (2019)	▪ The purpose of this chapter is to review the current state of Korean higher education internationalization and its characteristics by employing different theories that explain the development process of countries, universities and individuals.	▪ Theory ✓ modernization theory ✓ subordinate theory ✓ semi-peripheral theory ✓ social mobility theory	▪ First, I briefly discuss the four theories related to the concept of 'development' including modernization theory, subordinate theory, semi-peripheral theory, and social mobility theory. ▪ Next, I introduce statistical data related to four indicators which can explain the internationalization status of Korean higher education. ▪ Finally, based on the results of the theoretical review and statistical data analysis, some characteristics identified in the case of Korea are discussed. ▪ In conclusion, the characteristics of internationalization of Korean higher education are discussed in terms of universality and specificity.	
23	English-medium instruction in the Korean higher education context: From an english as a lingua franca perspective Park J.-K. (2018)	▪ This chapter aims to analyze the current state of EMI in Korean universities from an English as a lingua franca (ELF) perspective and to make some suggestions for a future direction of EMI and language policy in Korea and other countries and regions.		▪ The scale of EMI implementation in Korean universities ranges from only a few of courses to be taken as graduation requirement to all the courses offered by the university. ▪ However, as English is not a first language for the majority of university professors and students in Korea, this innovative language policy has brought in lots of controversies in terms of the educational effects, stakeholders' attitudes towards EMI and its prospects. ▪ There has been a significant increase in the number of higher education institutions in Korea that offer courses and programs through English. ▪ The major move towards English as a medium of instruction (EMI) in Korea was initially reinforced by the 2004 ▪ the primary aim of which was to boost Korean universities' internationalization by helping them attract a greater number of international students and faculty.	

4.   Conclusion

An extensive literature has explored the internationalization of higher education in the South Korea. The internationalization of higher education in South Korea has brought marked changes to the linguistic and cultural diversity of university campuses. In conclusion, the characteristics of internationalization of Korean higher education are discussed in terms of universality and specificity.

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Conflict of Interest

The authors declare no conflicts of interest.

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