
THE INTERNATIONAL MOBILITY OF TAIWANESE STUDENTS IN SOUTHEAST ASIA: THE CASE OF A UNIVERSITY IN TAIWAN

LA MOVILIDAD INTERNACIONAL DE ESTUDIANTES TAIWANESES EN EL SURESTE DE ASIA: EL CASO DE UNA UNIVERSIDAD DE TAIWAN

Yi-Ju Wang*

<https://orcid.org/0000-0001-7683-5459> (ORCID iD)

Providence University, Taiwan

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ABSTRACT

The international mobility of university students is one of the bases to enhance international competitiveness. This study aims to further understand the trends in Taiwanese international education. The case study was conducted at Providence University (PU), which have practiced internationalized education for years. This study adopts qualitative methodologies: documentary analysis and semi-structured interviews. The article analyzes the perceptions of PU students about their experiences as participants in an international mobility process in Thailand. We conduct questionnaires and in-depth interviews with them, in order to understand the satisfaction of students in terms of motivation, funding resources, cultural communication, team cooperation, and cross-border learning. This study shows joining cross-border learning does greatly improve on international mobility, especially in the acceptance in another culture and global exploration. Through communication between different cultures, the students have an improved understanding of Thai people's communication behaviour.

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*Corresponding author: yiju@pu.edu.tw

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KEYWORDS

international mobility, university students, community participation, cross-border learning, mobility programs

RESUMEN

La movilidad internacional de los estudiantes universitarios es una de las bases para capacitarlos en competitividad internacional. El objetivo de esta investigación es estudiar las tendencias en la educación internacional taiwanesa por medio del estudio del caso de la Universidad de Providence (Taiwán), centro pionero que ha implementado desde hace años la internacionalización educativa. En este estudio se adoptan metodologías cualitativas: el análisis documental y la entrevistas semiestructurada. El artículo analiza las percepciones de los estudiantes de la Universidad de Providence, acerca de sus experiencias como participantes en un proceso de movilidad internacional en Tailandia. Realizamos cuestionarios y entrevistas en profundidad para investigar la satisfacción de los estudiantes en términos de motivación, recursos de financiación, comunicación cultural, cooperación de equipo y aprendizaje transfronterizo. El estudio muestra que las actividades del aprendizaje transfronterizo ha mejorado mucho la movilidad internacional, la aceptación de otras culturas y la exploración global. La comunicación entre diferentes culturas, ayuda a los estudiantes a mejorar la comprensión del comportamiento de los tailandeses.

PALABRAS CLAVE

movilidad internacional, estudiantes universitarios, participación comunitaria, aprendizaje transfronterizo, programas de movilidad

INTRODUCTION

"International talent training" has been one of the important goals of Taiwan's higher education internationalization policy for a long time. Taiwanese universities not only actively recruit foreign students to retain outstanding international students; they also enhance international mobility to cultivate the internationalization of their own students. International Mobility has become an important part of preparation for youth to compete in the future. Cultivating the international mobility of university students is one of the important indicators of the internationalization of higher education, and it is also an important issue in national competitiveness.

Since 2016, the Taiwanese government adopted the New Southbound Policy as the new internationalization strategy to enhance regional talent cultivation and sharing (Executive Yuan of Taiwan, 2016). Under the policy initiative, Taiwan intends to engage in a wide range of connections with ASEAN and South Asian countries (NSPC). One of the main aims of the policy is developing talent in ASEAN and South Asian countries through academic training programs at Taiwanese universities. About 57,000 of all international students enrolled in Taiwan in 2019 were from Southbound Policy countries, according to the Ministry

of Education (MOE). There was a significant growth in students from NSPC from 33% in 2016 to 41% in 2018 (Lin, 2020).

With this policy subsidy, Providence University (PU) can strengthen the Southeast Asian international talent cultivation program and enhance educational exchanges with Southeast Asian countries. It is also an opportunity to cultivate students' international perspectives and contribute to their overseas experience. Facing the challenges of globalization, PU is dedicated to developing the internationalization characteristics. PU has established a "411 Study Abroad" system to encourage students to study abroad at least once during winter or summer vacation over their 4-year university career, and once as an exchange student. Through this system, they will become well-rounded college students with international perspectives. This program is now gradually showing results.

The researcher has participated in the Taiwan-Thailand Connection Project and the New Southbound Project since 2017, focusing on the exchanges between the Thai industry and academia. This study uses student participation in the Program for Thai Community Cultural Exchange as example. To understand how Taiwanese students use their expertise to meet the needs and resources of the local community in Thailand, and how they build a collaborative network with high schools, communities, and Taiwanese businesses in Thailand.

In addition to the introduction and conclusion, this paper is divided into three parts. Firstly, it explores the meaning of international mobility and its development trend; secondly, it explains research methods such as drafting questionnaires, conducting interviews, collecting documents; finally, it reports the research results and discussions.

LITERATURE REVIEW

International Mobility

What is "international mobility"? There are numerous studies on this topic. Many researchers put forward many different definitions and their connotations. "International mobility" is also a global mobility. It is a concept of integration of multiple abilities and multicultural thinking, which can become an important indicator of international competitiveness and survival ability (Tsai et al., 2020). OECD (2019) emphasizes that education should support the sustainable development of society and help students explore themselves, cultivate their cross-disciplinary thinking, and strengthen their learning pertaining to the effect of international mobility on future life.

According to a UNESCO (2015) report, an internationally mobile student is an individual who has physically crossed a border between two countries to participate in educational activities in a destination country different from his or her country of origin (Javed et al., 2019). Many scholars have indicated that international education programs enable them to grow academically, develop intellectually such as enhanced knowledge, attainment of problem resolving and linguistic skills (Severino, Messina & Llorent García, 2014). Lin (2016) considers that international mobility includes survival and life, competition and cooperation, response and foresight, individual and collective action, understanding of care and responsibility, international understanding, and national identity.

The Ministry of Education of Taiwan (2016) proposed to improve students' "communicative ability," "adaptability," "professional ability," and "practical

power" in order to increase the global mobility of young students. These four core capabilities are defined as follows:

1. "Communication ability" is the capacity to communicate in international languages and have appropriate communication behaviours. The participation in an international mobility program improves students' confidence such that they are able to communicate effectively in an intercultural setting (Tuleja, 2008). Orahod, Kruze, and Pearson (2004) also indicate that cross-cultural communication skills improved as a result of participation in an international mobility program.
2. "Adaptability" is an understanding of foreign cultures, respect and appreciate different cultures, and have an international perspective and the ability to live in a different place. Roy et al. (2019) indicate that cultural adaptability refers to individuals' abilities to adapt to cultures other than their own. Mapp (2012) found that a short-term international mobility program led to higher levels of cultural adaptability amongst participating students.
3. "Professional competence" is the professional knowledge to connect with the world. Green et al. (2008) found that students who had undertaken international mobility programs reported that they had developed professional knowledge and practical skills. Hallows, Wolf, and Marks (2011) investigated the employment and career outcomes related to student participation in international mobility programs, reporting that students who participated in international mobility programs felt more confident in performing business internationally.
4. "Practical power" is cross-border employability and a global mindedness. Parey and Waldinger (2010) found that participation in an international mobility program increased an individual's probability of working overseas by 15 percentage points. The research of Kokko (2011) on student nurses undertaking overseas work placements established that their involvement in such activities had a positive effect on their own nursing practice upon returning home. Furthermore, global mindedness is the extent to which an individual feels connected to the global community and to its members (Clarke et al. 2009). Participation in international mobility led students to changes in global mindedness (Hadis, 2005).

In general, international mobility is an important direction of educational policy for expanding students' international vision, and cultivating international competitive strength. International mobility contains communicate, adaptability, professional competence, and practical power. The four abilities have been mentioned by many scholars, so this study applies them as the main facet indicators for college students to enhance their international mobility.

Trends in the development of international mobility

In recent years, the development of international student mobility can be divided into three temporal periods by the key events and trends: (Choudaha, 2017)

1. Period I (1999-2006) was shaped by the terrorist attacks of 2001 and enrolment of international students at institutions seeking to build research excellence. This period focused on the cultivation of talents. In order to
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foster, retain, and recruit talents, many countries trained students through studying abroad or cultivating their overseas experience.

2. Period II (2007-2016) was shaped by the global financial recession which triggered financial motivations for recruiting international students. During this period, international students became one of the important sources of school income.
3. Period III (2017-2020) is being shaped by the slowdown in the Chinese economy, UK's referendum to leave the European Union and American Presidential elections. The trends for this period show increasing competition among new and traditional destinations to attract international students.

Since the late 1990s, Asian outbound students have grown steadily. According to the statistics of the Ministry of Education, the total number of Taiwanese students studying abroad was 772,048 from 1998 to 2020 (DICE, 2021). The evolution of the international mobility of Taiwan's higher education since the 1990s, the cumulative number of students studying abroad in Taiwan from 1998 to 2020 is 772,048. There were 27,101 students studying abroad in 1998 and 41,559 in 2019, with a growth rate of 65.21%. In 2019, the top three destination countries for Taiwanese students to study abroad were the United States, Australia and Japan. However, due to the Covid-19 epidemic in 2020, the number of students studying abroad fell sharply to 19,011, which is the lowest in history (DICE, 2021).

At the macro level, Asia's growing economic and political power has reshaped global international student mobility (Lin, 2020). The regional integration of Asia has contributed to the rapid growth of inbound students from Asia, rather than students from Western countries. According to UNESCO's research, there were two major shifts in international student mobility: (1) students preferred to choose destination countries closer to home and (2) regional hubs attracted a great share of global students and became ideal destinations for regional students (UNESCO, 2016).

Overall, many countries have all launched plans to enhance international mobility. Although each country has different measures to promote international mobility, most of them tend to start with education, including encouraging young students to study abroad, go for internships or serve as international volunteers. For example, "Erasmus+" in the European Union, "Generation Study abroad" in the United States, "New Colombo Plan" in Australia, "TOBITATE! Young Ambassador Program" in Japan, "K-Move" in South Korea, "Thousand Talents Program" in Mainland China, "Contact Singapore" in Singapore, "Study Abroad Program" in Taiwan, etc.

METHODOLOGY

This study adopts qualitative methodologies. This article is action research that explores the overseas experience of PU students in Thailand through case studies and analyses the implementation of overseas training programs. In terms of data collection, the document analysis method and the semi-structured interviews were implemented.

Documentary analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Document analysis is particularly applicable to qualitative case studies intensive studies producing rich descriptions of a single phenomenon, event, organization, or program (Yin, 1994). The document analysis processes of this paper are following:

1. The meeting records and the learning achievements of the participating students are used as primary materials. After the data is sorted, meaningful sentences are selected for coding analysis.
2. According to the results of the coding analysis, the researcher makes a systematic description and classifies them after induction and comparison.
3. Finally, the researcher analyses the interpretation of classification codes and develop core concepts.

Semi-structured interviews

The interviews can be divided into three main types: the structured, semi-structured and unstructured (Denscombe 2010). The structured interview method is carried out according to the prepared questionnaire, and the direction is clear and it is not easy to miss the question, but the content of the question is limited; an unstructured interview can get a lot of information, but the content is complex and difficult to organize; the semi-structured interview can be placed somewhere between the previously mentioned types as it combines planning questions ahead of time, however, the lines of interview are followed within the interview to follow up unexpected issues that may naturally emerge (Szombatová, 2016). According DeJonckheere and Vaughn (2019), semi-structured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues.

The interview outline of this study is based on the research purpose and the literature discussion of international mobility. The interview results are summarized by the researcher for translation and coding analysis and integrated into the classification concept of the document analysis method. The article analyses the perceptions of PU students about their experiences as participants in an international mobility process in Thailand. We conduct pre-test, post-test questionnaires and in-depth interviews with them, in order to understand the satisfaction of students in terms of motivation, funding resources, cultural communication, team cooperation, and cross-border learning.

Questionnaire design

The questionnaire design was divided into a satisfaction questionnaire and a semi-structured interview questionnaire. The interview outline consisted of five parts:

1. To explore students' motivation and their reflection, such as what is their main motivation to participate in the program. What is your personal feeling about the team?
 2. To discuss the experience of participating students in this activity, such as whether it has an impact on international careers. Is it helpful to study or
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work overseas in the future? Which activity content is helpful for their learning development?

3. To discuss the challenges and responses that students encountered in this activity, such as what was their biggest difficulty? How did they overcome it?
4. Can I use my expertise in this activity? Does the content design satisfy my exploration?
5. Suggestions for the activity and school administration. For example, can this activity attract Thai students to our university? Can this activity be used as a model for recruiting foreign students?

Data processing

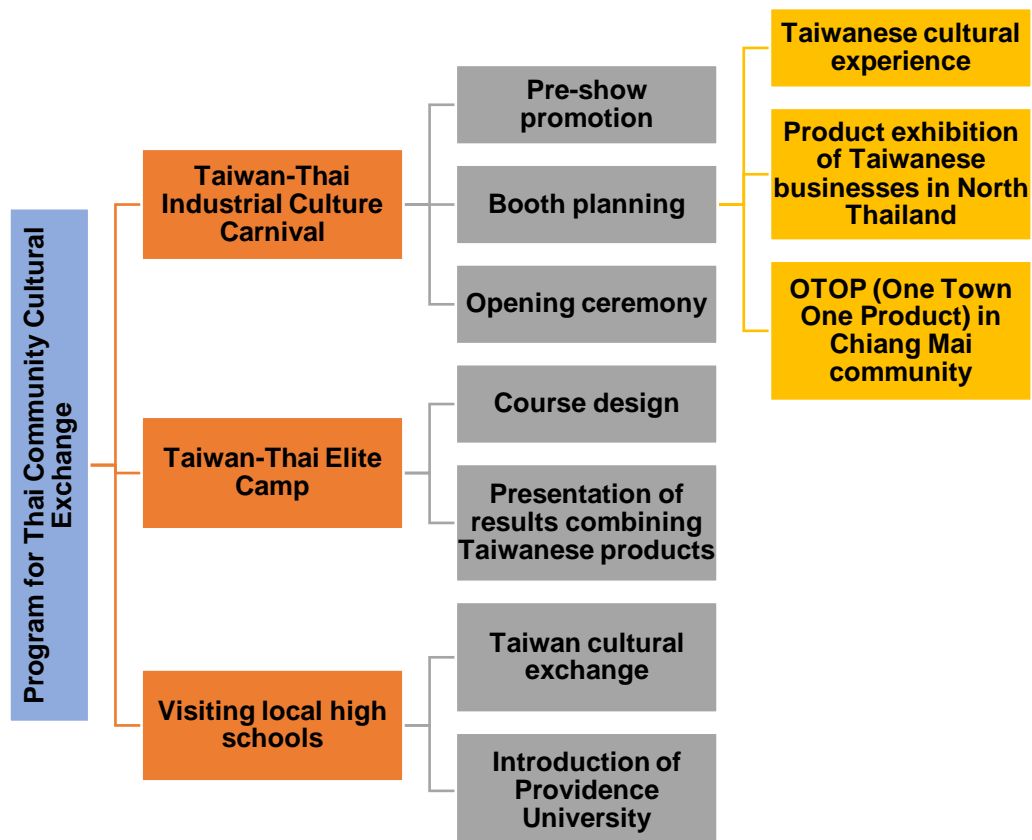
This study focuses on qualitative research. The main primary data is including the study reports and in-depth interview data of students. The data processing steps are as follows:

1. After reading the results report data, the researcher selected meaningful sentences and coded them.
2. The interview was recorded through the whole process, and then converted into a verbatim manuscript in text format. The verbatim manuscript was abstracted and coded by the researcher and incorporated into the classification concept of the above analysis.
3. In order to comply with the principle of confidentiality, English alphabetic codes (A-I) were used to refer to interviewees, and the names mentioned by the interviewees were also replaced by symbols (OO). In addition, the result report file was coded by -1, and the interview data was coded by -2. For example, the achievement report of A student was A-1, and the in-depth interview data was A-2.
4. This research was preliminarily coded according to the categories of international mobility: adaptability, communication, occupation, practical ability, etc.
5. After analysing and comparing the coded data, the researchers summarized the data into main concepts and interpreted them.

RESULTS

The Thai Community Cultural Exchange Group conducted selection in mid-May. After confirming the admission of members, we immediately launched a three-month pre-departure training. This program aimed to provide students with an overseas service exchange platform, planting to promote the community's activities in Chiang Mai. The students used their professional knowledge to combine local resources (Taiwanese Chamber of Commerce in Northern Thailand and Chiang Mai high schools) and to build a collaborative network of local communities.

We organized an industrial culture carnival and elite camp and we also visited local high schools in Thailand. The program content structure is as follows: (Figure 1)

Figure 1. Structure of the Program for Thai Community Cultural Exchange

The team members discussed the process of activities during their stay in Chiang Mai and shared what they saw and heard with each other. Through such discussions and experience reflections, the students' team awareness and sense of mission to the community were enhanced.

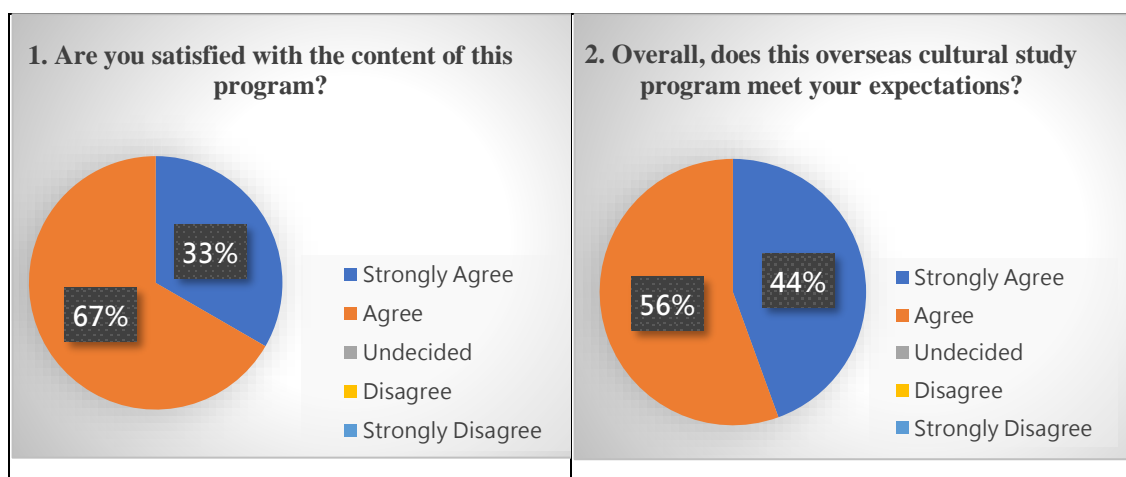
The main primary data is collected from 9 students who participated the Thai Community Cultural Exchange Group in 2019, including the study reports and in-depth interview data of students. These students are from different departments, so they have different major. This research shows that 5 of the 9 interviewed students are abroad for the first time, and most of them have never been to Thailand (see Table1).

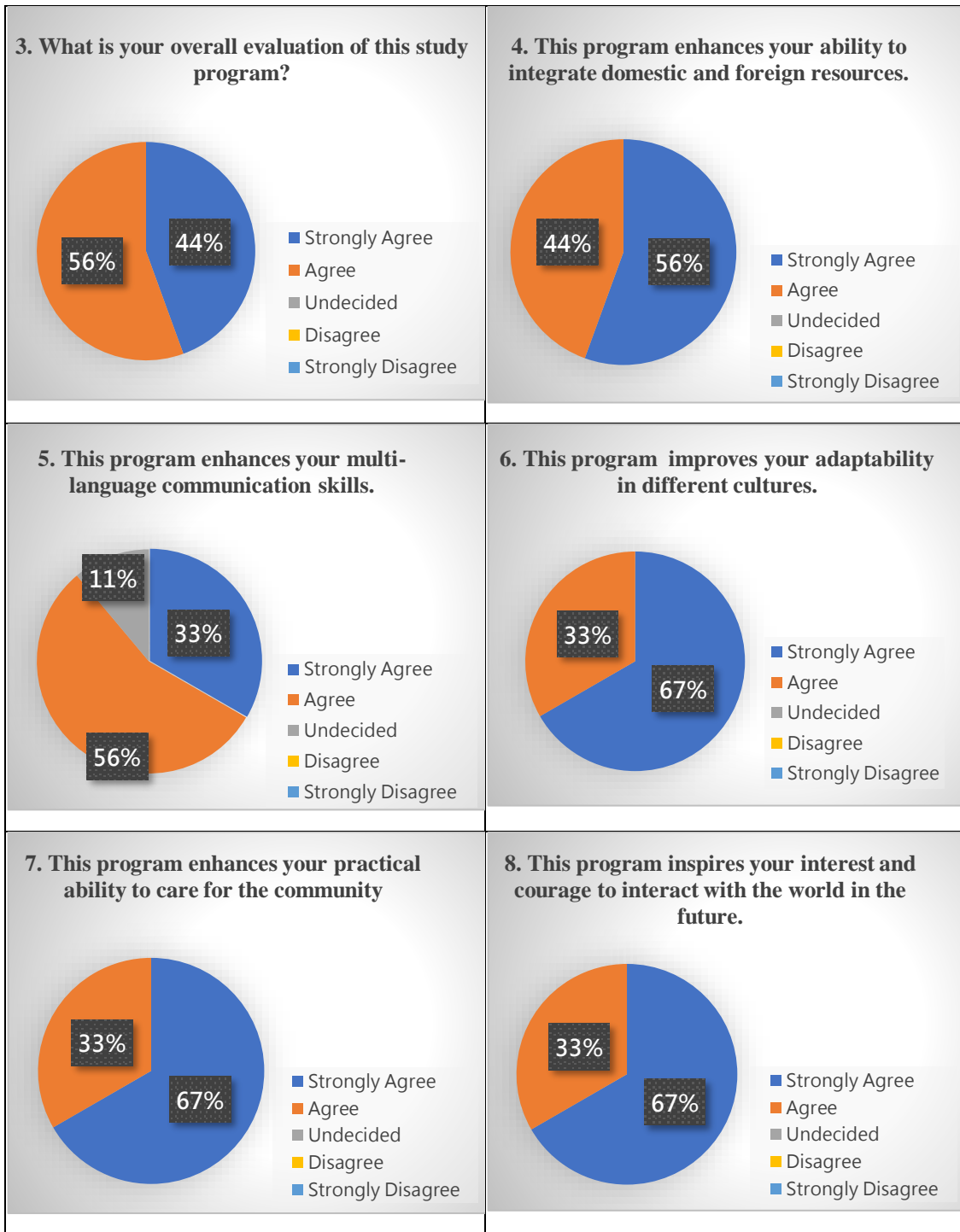
Table 1. Data of interviewed students

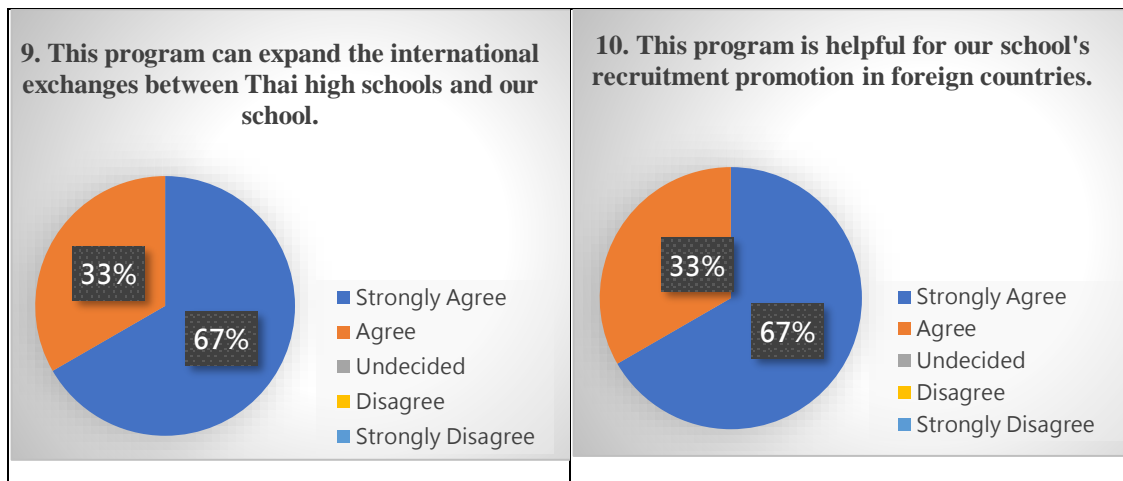
Student No.	Sex	Faculty / Department	Overseas Learning Experienc
A.	M	College of Management / Department of Tourism	2 times
B.	F	International College / Department of Global Foreign Language Education	Non
C.	F	College of Foreign Languages and Literature / Department of Spanish Language and Literature	2 times
D.	F	College of Foreign Languages and Literature / Department of English Language and Literature	more than 3 times
E.	F	College of Management / Department of Accounting	1 time
F.	M	College of Foreign Languages and Literature / Department of English Language and Literature	Non
G.	F	International College / Department of Global Foreign Language Education	Non
H.	M	College of Science / Department of Food and Nutrition	Non
I.	F	College of Humanities and Social Sciences / Department of Social Work and Child Welfare	Non

Based on the results and interview data of the students, we summarize: student participation motivation, reflection on the learning process, impact after participation, difficulties and responses, professional development, relevant suggestions, etc. in this research. This study sought to understand whether the Thai Community Cultural Study Program affects students' international mobility, including "communication ability," "adaptability," "professional competence," and "practical power". The questionnaire survey of this research is seen in Figure 2.

Figure 2. Descriptive statistics







The following will discuss student motivation for participation, the promotion of international mobility, and the school's overseas enrolment promotion.

Students' motivation for participation

This research shows that five of the nine interviewed students are abroad for the first time, and most of them have never been to Thailand. "Want to go abroad" is the main motivation to participate in the program; in addition, there are other motivations, such as "understand Thai culture," "serving as an international volunteer," "self-growth," "this activity is different from the others," "expanding connections," etc.

- *I simply wanted to go abroad to visit different countries (A-1)*
- *My motivation for participating in this program was just to go to Thailand (D-2)*
- *First, because I had never been to Southeast Asia, I wanted to visit. Secondly, I have wanted to be an international volunteer since high school; I also wanted to take this opportunity as an experience of self-growth, and perhaps learn to be independent. (G-1)*
- *As a travel enthusiast, I would never miss the opportunity to go abroad. After reading the content of program, I found it quite interesting. It felt like a kind of in-depth cultural exchange. I believed that this activity would improve my soft power and international outlook, so I participated without hesitation. (F-1)*
- *I took the opportunity of an internship in Thailand to participate in activities with everyone. (B-1)*
- *I am very interested in international activities...I used to participate in overseas study tours during winter and summer vacations. The nature of this project is very different from others, so I was very interested. (D-1)*
- *I have participated in some school activities before, but I had never participated in activities related to community culture. I also wanted to use the summer vacation time to accomplish what I want to do. (C-1)*
- *The main reason for participating is that I miss Thai people, Thai food, and Thai customs very much (E-1)*
- *At the beginning, I just wanted to go abroad and do something different during summer vacation. (H-1)*
- *I had never been to Chiang Mai, so I wanted to know the northern Thai culture, and I also wanted to meet some Taiwanese businesses to understand employment*

and entrepreneurship. This is a very good link... It can give me some direction in the future. (I-2)

Promotion of international mobility

1. Communication ability

"Communication ability" aims to cultivate students' language skills and their appropriate communication behaviours in international communication. In the questionnaire survey of this research, for the topic "This program enhances your multi-language communication skills", 33% of the students are strongly agree, 56% are agree, and 11% are acceptable. In the in-depth interviews, it was found that the university students tried to let the residents of the Thai community understand Taiwanese culture during the activities, and they used Chinese, English, and Thai languages or body language to communicate with Thai residents and high school students in the community. Since most of the community residents speak Thai, even though the university students are fluent in English, there are still some university students who think that they need to strengthen their communication and expression.

- *We cannot communicate with language, even English... However, they are very enthusiastic. Through comparing each other and Google Translate, we discovered that we have the same interests. It's amazing! It is so fun to communicate with people from different cultures. (G-1)*
- *This is a very special opportunity for me to connect with Thai high school students and share Taiwanese culture and our university with them. I can bravely communicate with them in English. This is a great breakthrough for me. (H-1)*
- *The whole process is learning. This program can train one's own language and expression skills. This is a concept of learning by doing to enhance one's self-confidence and professionalism. (I-1)*
- *I think I have grown up, especially in language expression, which challenges my courage... (I-2)*
- *I am relatively inadequate in foreign language skills. Preparation or teaching, as well as communication with high school students have created obstacles for me. This has made me feel frustrated and lose confidence in the activities. If there is still a chance for me to improve myself, I will improve my foreign language skills. (E-2)*
- *What I am not used to is that English is rarely available in road signs, food menus, etc. Even if you want to order food in English or talk to other people in English, it is a bit difficult. (D-1)*
- *I think the bigger problem is that I can't speak Thai to them. (D-2)*

2. Adaptability

"Adaptability" is the ability to understand foreign cultures and to respect cultural differences. This can enhance students' international vision and the ability to live in different places. In the questionnaire survey, with the topic "This program improves your adaptability in different cultures", 67% of the students are strongly agree and 33% agree. In the in-depth interviews, it was found that the university students are all able to adapt to the local food and life in Thailand.

- *This is the first time I have visited Thailand. I don't know much about Thailand. I only watched some introductions on TV, but they are all famous and lively*

sightseeing spots. However, the places we visited are local, and we can better understand the local life. (C-2)

- *Connect with the local area ... really interact with their community residents (G-2)*
- *Because you can see people from different cultures and life backgrounds, you can get different knowledge from them in the process of getting along, and you can also think about different cultures and empathize with people from different backgrounds. (I-1)*
- *I think the part of showing One Town One Product (OTOP) is very helpful. On the one hand, it can let the community know about local characteristics through exhibition booths, and on the other hand, it can also promote mutual understanding between Taiwanese businesses and community residents. (E-1)*
- *Every time I go abroad there is an improvement, because in a different place, you see that the local environment and people are completely different from Taiwan (F-2)*

3. Practical power

"Practical power" is to encourage students to have the ability of transnational employability and the willingness of international care. In the questionnaire survey, with the topic "This program enhances your practical ability to care for the international community", 67% of the students strongly agree and 33% agree. In the in-depth interviews, this study found that university students' desire for international employment has increased after participating in the activities. They are also more able to have specific overseas work goals, and some students expressed their willingness to continue participating in international care affairs.

- *I think I can work in Thailand in the future. I can include my experience in Thailand on my resume. I went to Thailand instead of sightseeing to do community study. (D-2)*
- *I didn't really dream of an internship, especially in Southeast Asia, but after visiting the working environment in Thailand this time, it was acceptable. (G-2)*
- *I think there is a willingness to improve... I kind of want to go abroad, either as a teacher (teaching Chinese), or working there, I just want to go abroad again. (C-2)*
- *Originally, I didn't know what my career direction was.... But after going to Northern Thailand this time, I think I can take advantage of my Chinese and Thai language advantages to develop in Thailand. (I-2)*
- *This time... I learned so much and increased my experience. It was entirely to improve my soft power. I will continue this kind of overseas service activities. (F-2)*

4. Professional competence

"Professional competence" is to equip students with professional knowledge to connect with the international and cross-border applications. In the questionnaire survey of this research, for the topic "This program enhances your ability to integrate domestic and foreign resources." 56% of the students strongly agree and 44% agree. In the activity design of the elite camp for high school students, the university students must propose a teaching course according to their major or expertise. The purpose is to train their professional expression. In the in-depth interviews, it was found that the students can use their own strengths

on the team. The students have used their expertise to combine local resources and needs through the Thai community cultural exchange platform.

- *In this cultural exchange, I think my biggest growth is that I have discovered my expertise and strengths. I find that I have a strong ability to control the field. I can naturally interact with the audience in the camp, and I know how to control it. (F-1)*
- *My language major... has been useful. (G-2)*
- *I used my expertise in art posters because I was responsible for the design of promotional products in the team. (C-1)*
- *I shared my interest, "baseball", and designed a course to teach Thai students the skills of playing baseball. (H-2)*

School's overseas enrolment promotion

In the questionnaire survey, the topics "This program can expand the international exchanges between Thai high schools and our school" and "This program is helpful for our school's recruitment promotion in foreign countries", both of which showed that 67% of the students strongly agreed and 33% of them agreed. In the in-depth interviews, the university students have strong feelings that their performance in the activities allowed the residents of Thai community to see Taiwan.

- *Through the exchanges with Thai high school students, I realized that they are interested in studying abroad. By introducing our school to Thai students, they know more about PU and increase their willingness to study at our university. (C-1)*
- *In fact, contacting or chatting with Thai students through our student team will inspire them to learn more about our school. (F-2)*
- *I still contacted them after this event. They started a live broadcast on Instagram, and then I left a message. We have become friends, and I can provide them with information about our school. (G-2)*
- *They asked me very seriously, I think they liked my sharing... because many people asked me: "Why did you go to Taiwan to study?" "How do you learn Chinese?" Then I told them about my experience... The girls are very interested in the Department of Cosmetic Science, but when they know that they will learn Chinese in the first year, they are a little scared because they cannot speak Chinese very well. (I-2)*
- *Someone asked me if he wanted to go to PU to study, what department he might choose? ...Which department does our school have? ...I also saw someone picking up the school's promotional materials. (C-2)*

DISCUSSION

International mobility is an integration of multiple capabilities

For international mobility, many scholars have proposed different capability indicators, such as enhanced knowledge, attainment of problem resolving and linguistic skills (Severino, Messina & Llorent García, 2014), survival and life, competition and cooperation, response and foresight, individual and collective action, understanding of care and responsibility, international understanding, and national identity (Lin, 2016). For example, the Erasmus program has improved

the development of capabilities as regards adaptation of participants to different environments, the development of skills suited to the labour market, the increase in opportunities for employment and a broadening in the range of options for life projects (Martínez-Usarralde, Pausá & García-López, 2017). The Ministry of Education of Taiwan (2016) promotes the "Plan for Improving the Global Mobility of Young Students", hoping to cultivate the four basic abilities of young people: communication, adaptability, professionalism and practice. Based on these four aspects, this research analyses the school's systematic activities and courses to cultivate the international mobility of university students.

This study shows joining cross-border learning does greatly improve with international mobility, particularly in acceptance in other culture and the global exploration. In communication between different cultures, the students have improved understanding of Thai people's communication behaviour. This study also shows that, the students with the experience of attending cross-border learning easily establish good relationships with people in different countries. In addition, since the students were all from different departments, they can share their professions in community activities. In terms of practice ability, the students who have the cross-border learning experience will be more willing to go abroad in the future.

Implications for the management of internationalization

The problem of a declining birth rate is affecting the management and development of universities. The mobility programs in universities not only have a positive impact on the capabilities and skills of participants, but also on the management of internationalization. In order to cultivate the global mobility of university students, it is necessary to have a dedicated organization to cultivate students' relevant abilities through some programs or systematic activities and courses (Tang & Li, 2019). Larsen and Tascón (2018) indicate that understanding the collaborative relationships among members of higher education partnerships and the productive capacities of those relationships through the enactment of social capital provides insights into how sustainable and successful partnerships work. Larsen (2016) called the basic resources that students need in global mobility as "network capital", including admission permits, financial support, interpersonal relationships in the host country, contact agencies, transportation, and other basic needs for studying abroad. This study findings support that the implementation of the internationalization of universities should be combined with community network resources to establish a unique international education program.

In this study, the university students combined their expertise and skills with the community resources around the Taiwanese Chamber of Commerce in Northern Thailand. This cooperative network model of "Taiwanese businesses-Thai community- Schools" has considerable significance and characteristics. We link the resources of Taiwanese businesses in Thailand, and through cross-border activities, let the residents of Thai community learn about Taiwanese culture. This kind of overseas study mode also helps promote the development of cultural exchanges between the youth of two countries. It cannot only enhance the international mobility of university students, but also strengthen the university's promotion in Thailand. Through the interaction of young people, Thai

students are interested in learning more about Providence University, so it is helpful for the university to recruit foreign students.

CONCLUSION

Asian countries were recognized as new study destinations for international students, reflecting the emerging pattern of international student mobility (Lin, 2020). With the current trend of countries around the world implementing international mobility plans for university students, Taiwan has also promoted the New Southbound Policy, targeting countries in the ASEAN. The data from the Ministry of Education shows that there has been a significant increase in student mobility between Taiwan and this region. Studying abroad, such as the Providence University Thailand Study Program, is the main form of Taiwanese students' international mobility. However, due to the coronavirus epidemic and air travel restrictions, many students missed the opportunity of international mobility. After the epidemic, people have realized that it is important for students to truly experience local life overseas. Some universities are discussing alternatives to physical mobility. There important disadvantages of e-learning such as lack of human contact, technical problems and over-dependence on computers (El-Sayed Ebaid, 2020). Digitalisation will become an important aspect of higher education, especially affecting student mobility and professional development.

In the future, the model of virtual mobility may provide a way to strengthen students' transnational and cross-cultural capabilities. In fact, through interaction with different socio-economic backgrounds and different ethnic cultures in overseas study activities, college students can realize the meaning of mutual assistance and sharing in the field of life, and they can also cultivate essential soft power, including adaptability and practical abilities. These are the functions of physical mobility programs that cannot be easily replaced.

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