

https://dspace.org/

Internationalisation, professional practice and student campus life : a comparative study of two academic departments in a South African university.

Tang, Qishan

2014-01-08
http://hdl.handle.net10539/13370

Downloaded from a DSpace repository. https://dspace.org/

INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN A SOUTH AFRICAN UNIVERSITY

Qishan Tang

A research report submitted to the University of the Witwatersrand, Wits School of Education, in partial fulfilment of the requirements for the degree of Master of Education by course work and research report.

March 2011

DECLARATION

I declare that this research report is my own unaided work. It has not been formerly submitted to an examination committee or to another university for exam purposes. It has been submitted exclusively to the University of the Witwatersrand in partial fulfillment of the degree of Master of Education.

…… ……..

Signature of Candidate Date

ABSTRACT

This is a comparative study on postgraduate students' social experiences in two academic departments: the Faculty of Health Sciences and the Wits School of Business, at the University of the Witwatersrand (Wits), South Africa. This study's central questions are: how do postgraduate students from two departments perceive their social experiences? What shaped their perceptions? And how do they compare? This study shows a difference in students' perceptions and understandings of the social space in those departments. That is, social interactions at the business school (Wits School of Business) are closely linked to the academic space with the patterns linked to having friends from the same classes and study groups with very high expectations of social life on campus; while in the Faculty of Health Sciences, social interactions are limited and socially orientated with the patterns of having friends from the same department and same region with low expectations on their social life. This difference is explained by means of two main factors, the nature of the academic discipline and the students' individual identities that they bring to campus.

Key words: *Internationalisation, Higher Education, students' social experience, social identity, social identity theory,*

ACKNOWLEDGEMENTS

My sincere thanks, gratitude and appreciation to my supervisor, Professor Michael Cross, for his guidance, encouragement, and professional advice which made this report an exciting one.

DEDICATION

This piece of research is dedicated to my parents.

LIST OF TABLES

Table 1 National and Institutional Strategies of Internationalisation of Higher Education (From Knight 2006:47) 12

Table 2 Programme Strategies and Organisational Strategies of Internationalisation (Knight 2006:46) 13

Table 3 Changing Terms of Internationalisation (Knight 2006:42) 17

LIST OF DIAGRAMS

Figure 1 Globalisation as a driving force linking two levels of internationalisation (institutional and national).....21

Figure 2 An illustration of Bernstein's domains of socialization.....22

Figure 3 The Institutional Social Context of Internationalisation of Higher Education at Wits.....23

Figure 4 Social Identity Theory and formation between the group level and the individual level. 5755

TABLE OF CONTENTS

DECLARATION I
ABSTRACT II
ACKNOWLEDGEMENTS III
DEDICATION IV
LIST OF TABLES V
LIST OF DIAGRAMS VI
CHAPTER ONE: INTRODUCTION 1
1.1 Research Interest 1
1.2 Problem Statement 2
1.3 Rationale 3
1.4 Central Argument of the Study 4
1.5 Structure of the Report and Chapter Outlines 4
CHAPTER TWO: LITERATURE REVIEW 7
2.1 Introduction 7
2.2 Internationalisation of Higher Education and its Conceptualisation 8
2.3 Rationales for the Internationalisation of Higher Education 9
2.3.1 Considering the Institutional Perspective 9
2.3.2 Considering the Students' Perspectives 11
2.4 National and International Strategies of Internationalising Higher Education 11
2.4.1 Internationalisation of Higher Education at National Level 12
2.4.2 Internationalisation of Higher Education at Institutional Level 12
2.4.3 Internationalisation at Home and Abroad - Institutional Activities that concern Students' Experiences 15
2.5 Profiling the Trend in Current Debates and Studies as presented in Key Literature 17
2.6 Students' Experiences of the Internationalisation of Higher Education 18
2.7 Conceptual Framework for the Study 20
2.8 Conclusion 24
CHAPTER THREE: RESEARCH METHOD 25
3.1 Introduction 25
3.2 Research Strategy 25
3.3 Research Design 26
3.3.1 Extensive Literature Review for the Topic 26
3.3.2 Documentary Analysis 27

3.3.3 Case Study 27
3.4 Data Collection Strategies 28
3.4.1 Interviews 28
3.4.2 Observations 30
3.5 Data Analysis 30
3.6 Validity and Reliability of the Data 31
3.7 Ethical Considerations 31
CHAPTER FOUR: HISTORICAL CONTEXT OF INTERNATIONALISATION 33
4.1 Introduction 33
4.2 Historical Context of Internationalisation 33
4.2.1 The Apartheid Years 33
4.2.2 The Post-Apartheid years 35
4.3 Conclusion 36
CHAPTER FIVE: WITS POLICY CONTEXT OF INTERNATIONALISATION 37
5.1 Introduction 37
5.2 Policy Context of Internationalisation 37
5.2.1 Policy on internationalisation 1999 37
5.2.2 Policy on internationalisation 2005 38
5.2.3 The leaps that have been taken in Wits 39
5.3 Practice of internationalisation in Wits Business School and Faculty of Health Sciences 41
5.4 Conclusion 44
CHAPTER SIX: SOCIAL INTERACTION AND PROFESSIONAL PRACTICE 46
6.1 Introduction 46
6.2 Students' understanding of social interaction 46
6.2.1 Awareness and perceptions of social interaction at the Wits School of Business. 46
6.2.2 Awareness and Perceptions of Social Interactions: Faculty of Health Sciences 50
6.3 The role of social interaction within the academic discipline 53
6.3.1 Wits School of Business: Social interaction as the nature of the discipline 53
6.3.2 Faculty of Health Sciences: social interaction and student's individual activity 54
6.4 Conclusion 55
CHAPTER SEVEN: THE ROLE OF ACADEMIC DISCIPLINE AND INDIVIDUAL IDENTITIES 56
7.1 Introduction 56
7.2 Social identity theory and disciplinary distinctions of social interactions in the Internationalisation Phenomenon 57
7.2.1 Social Identity Theory as formation 57

7.2.2 The Role of Academic Discipline and Individual Identity at the Wits School of Business 58
7.2.3 The Role of Academic Nature and Individual Identity in the Faculty of Health Sciences 61
7.3 Conclusion 62
CHAPTER EIGHT: CONCLUSION 63
8.1 Introduction 63
8.2 Theoretical Insights 64
8.2.1 Internationalisation Experience and Social Interaction 65
8.2.2 Professionalism, Programme and Identity 65
8.2.3 Implications for the Institutional Policy on Internationalisation 66
REFERENCES 67
APPENDICES 73
APPENDIX A GAINING ACCESS TO CONDUCTING THE STUDY 73
APPENDIX A1 74
APPENDIX A2 75
APPENDIX A3 81
APPENDIX B RESEARCH INSTRUMENTS 83
APPENDIX B1: 84
APPENDIX B2: 89

CHAPTER ONE
INTRODUCTION

1.1 Research Interest

Globalisation has been a primary concern of the world for decades. As an important element of society and economies, Higher Education institutions are increasingly influenced by, and are becoming, active players in globalisation. South Africa's position in the global economy inevitably makes the need to attract more international students and to become recognized as an international institution, one of the central concerns of South African universities. Statistics from the Student's Community of the University of Witwatersrand (Wits), (2010), shows that even before the year 2000, there has been an increase in the number of international students from all over the world enrolled at Wits.

After the end of apartheid, South Africa became a destination of choice for many students for all kinds of reasons. Some of them wished to receive a better quality of education than they would receive in their home countries while some of them were possibly attracted by the unique cultural experiences. For example, I am an international student in South Africa who came to Wits University hoping to receive a quality education and have a cross-cultural experience of this diversified country. During my time at Wits, I found myself having a much more limited cultural experience than I expected on this multicultural campus. In addition, when I attended lectures on the Education Campus, during lunch time, students tended to form groups with other students of the same race, nationalities, religious affiliations and cultural background. Thus, despite the end of formal racial and cultural segregation in South Africa, it seems that at the Wits School of Education, people who share a race, nationality, religion or cultural group, are closer to each other than to members of other groups.

These observations and my experience as an international student at Wits motivated my research into the causes of different patterns of social interaction within the process of the internationalisation of the Higher Education sector in South Africa. In particular, I am

interested in understanding both the local and international students' social interactions as an important aspect of the internationalisation of Higher Education in South Africa since "internationalisation" involves not only international but also intercultural mixing.

Knight (1999, p.16) emphasized that her definition of the concept "internationalisation" is "not only oriented to countries or nation states but also includes the different cultural/ethnic groups within a country". This means that the social interaction of students from diverse cultural backgrounds within a university is central to understanding the internationalisation process. Knight's (2006) definition is useful in a country like South Africa where many South African students are of different cultural and ethnic groups. She (2008) further argues that an increase in international students attending universities also has an impact on the local students who also begin to receive a more internationalised education as a result of innovations in the curriculum and pedagogy that often occur as lecturers try to meet the needs of international students. In such a context, the student acts as an important stakeholder and the social interactions between students mediates university life.

Despite this, most studies in the field of internationalisation of Higher Education focus on theory and policy issues (Qiang, 2003; Enders, 2004; Rouhani, 2004; De Wit, 2005; Frølich & Veiga, 2005; Gacel-Avila, 2005) while few of them looked at the students' experience in the process of internationalisation. According to Ojo and Booth (2009), the social domain at Wits, is a *weak domain*. This means that students at Wits do not have many social experiences of the type that could reflect the internationalisation of the university. Moreover, the importance of students' social experiences at Wits is not highlighted in any of the internationalisation policy documents (Wits 1999; Wits 2005). Against this background, a need for a case study which focuses on the students' experiences and on their social experiences and interactions at Wits University became apparent.

1.2 Problem Statement

This study focuses on the students' experiences in relation to the institutional disciplinary contexts and the internationalisation of Higher Education at Wits. The study is located within two specialized schools at Wits University. These are the Faculty of Health Sciences and the Wits School of Business. Two schools were chosen for comparative research purposes.

The insight gained from such a study would be useful for the understanding of the process of "internationalisation" of Higher Education from students' perceptions.

The research topic is as follows: Internationalisation, Professional Practice and Student Campus Life: A Comparative Study of Two Academic Departments in an African University. The aim of this study is to uncover postgraduate students' perceptions and social interactions in the internationalisation process. In order to focus on this topic, the research questions are as follows:

1. What are the postgraduate students' perceptions and awareness of social context of internationalisation in two different schools at Wits?

2. What shapes their perceptions and awareness?

3. How do their experiences compare in the two departments?

1.3 Rationale

The subject of internationalisation of Higher Education has gained much ground over the years. One of the most recent studies looking at the phenomenon at Wits focuses on students' perspectives within three domains: the official, pedagogical and social domains (Ojo, 2009; Ojo & Booth, 2009). As presented by Ojo and Booth (2009), the main argument of their study was that although students agree in their conceptions of the internationalisation of Higher Education, their variance on the emphasis and significance of internationalisation points to a scenario of unbalanced institutional mediation within the university. This is evident in the strong mediation in the dominant pedagogical practice, but a weak mediation in the social domain. This, as well as my own experiences of being an international student at Wits has spurred my interest and motivation to explore this weak domain of social interaction on all the campuses. In particular, I am interested in what could be discerned from students since the subject of internationalisation is central to the Wits vision of becoming a leading global university.

1.4 Central Argument of the Study

Through an analysis of the data collected during interviews with postgraduate students in two different schools at Wits, this study shows that there are differences in students' perceptions of the social space at Wits. That is, social interactions in the Business School are closely linked to the academic space with the patterns linked to having friends from the same classes and study groups with very high expectations of an eventful social life on campus, while in the Faculty of Health Science, opportunities for social interactions are limited and orientated towards the patterns of having friends from the same department and same region with similar expectations. I discovered that these differences are explained through two main factors: these are the nature of the academic discipline offered and the demographics or individual identities of the students within the distinct academic programmes.

1.5 Structure of the Report and Chapter Outlines

This Chapter One, *Introduction*, aims at providing a brief presentation of the study, including *why* and *how* this study has been carried out. The research interests, problem statement, aim and focus are also introduced in this chapter.

Chapter Two, *Literature Review*, includes all the relevant literature for this study in which key studies in the field of the internationalisation of Higher Education will be reviewed. This chapter presents the main issues in the field of internationalisation of Higher Education, examines the background to those issues and identifies points of contention. In this literature review, emphasis is given to those writers who review the experiences of students, with a view to shedding light upon aspects of internationalisation in Higher Education. In addition, this chapter also provides a conceptual framework adopted, based on Social Identity Theory. Furthermore, this chapter argues that social experience is an important part of students' internationalisation experiences but has not been given much attention. A better understanding of students' social experiences will help in understanding the complex internationalisation process.

In Chapter Three, *Research Method*, the primary aim is to introduce the method adopted for this study including the instruments used for data collection. I provide a clear description of how this study was conducted, including different research methods and why these methods

were used. The schedules of the research instrument as well as the limitations of this study are also described.

Chapter Four, *Historical Context of Internationalisation*, looks at the institutional context of internationalisation and examines the historical aspects of internationalisation at Wits to answer the question of whether or not the university indeed practiced a policy of 'open admission'. The main issue of this chapter involves the notion of Wits as an "open" university during the years of apartheid until the time South Africa became a democratic state. It is argued that internationalisation is not a new concept for Wits. During the post-apartheid period, the University has given more attention to the internationalisation process which leads to a new understanding.

Chapter Five, *Wits Policy Context of Internationalisation*, explores the policy context of internationalisation at the university as well as its practice at two specialized campuses. Two internationalisation policies (1999 and 2005) are analysed and compared to answer the main question of this chapter: how does the policy context inform the internationalisation in social space? These policy documents show that Wits has taken leaps towards internationalisation. The focus, mechanism and understanding of the internationalisation process has changed, based on the university's context and its understanding of internationalisation during the last decade. The argument of this chapter is that in the policy documents whereas in practice on the two specialized campuses, Wits has given its positive responses and attention to the internationalisation phenomenon, but only in the university's academic and official interactions with students. It appears that the management of Wits is much less concerned with either the quality of students' social experiences at that university, or with the degree of fulfillment that those students achieve in the social sphere.

Chapter Six, *Social Interaction and Professional Practice*, presents the data collected. This chapter tries to answer the research questions. In answering these questions, excerpts from the research participants interviewed from both disciplinary schools are presented. The main issues in this chapter are: 1) social interactions in the Wits School of Business are closely linked to the academic space with the patterns linked to having friends from same classes and study groups with very high expectations of social life on campus, and 2) in the Faculty of Health Sciences, most of the interactions, including the social interactions, are socially oriented. Students have very limited social interactions with the patterns linked to have

friends from the same division and same region with similar expectations. These findings suggest that social interaction is part of the academic nature in the Wits School of Business but is not considered as part of the academic culture in the Faculty of Health Sciences. It is argued that postgraduate students perceive the social space as confined to the context of their academic discipline.

Chapter Seven is titled "*the Role of Academic Discipline and Individual Identities*"**.** This chapter analyses the data utilizing the conceptual framework which is the Social Identity Theory. It seeks to answer the main question on how students' understandings and experiences of social space are being shaped within the two specialized schools. This chapter focuses on an explanation of the social identity theory followed by the second part which is also the main part of this chapter. Thus, according to the social identity theory, the Wits School of Business uses its programme structure to facilitate the social group as well as the social interaction, while the students from the Faculty of Health Sciences are on their own. The argument in this chapter is that postgraduate students perceive the social space as an identity issue which can be explained by the Social Identity Theory. That is, an academic identity and individual identities of students foreground how they understand the social space at Wits.

Lastly, Chapter Eight*: Conclusion*, summarizes the study and emphasizes the theoretical insights emerging from the research. This chapter focuses on the internationalisation experiences and social interactions of the postgraduate participants, the relationship between the professions and discipline programmes including identity, and implications for the institutional policy on internationalisation.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In the field of educational change, internationalisation of Higher Education is considered as a national and institutional response to globalisation (Knight, 2006; De Wit, 2006) and has become a significant area of research over the past few decades. In this chapter, the literature on internationalisation of Higher Education will be reviewed. Based on the literature, a conceptual framework will be developed as a basis for this study.

The purpose of this literature review is to see what has been done about the topic of internationalisation of Higher Education in order to give a basis for this study and to locate this study in the field. In this part of research, the notion of internationalisation of Higher Education is interrogated and the theoretical issues and debates from existing literature on this topic will be introduced. The following issues are addressed: firstly, the notion of internationalisation of Higher Education, including how internationalisation is conceptualized by key authors in the field; secondly, rationales of internationalisation of Higher Education are addressed and thirdly, national and institutional strategies at internationalisation of Higher Education institutions are examined. This process includes an investigation of current trends in this area of research such as progress in terms of the research done and what have the key studies focused on. Fourthly, experiences of students and internationalisation of Higher Education are reviewed.

Through this chapter, I provide a current debate on the internationalisation of Higher Education and on the theoretical location of this study. Based on the literature, it can be seen that internationalisation of Higher Education is a topic that has been discussed from many points of view. However, one issue which seems to have received little attention in the literature, is the issue of the social life of students and in particular, the extent to which students find their social lives to be holistic and fulfilling. This is a surprising omission as other issues relating to the internationalisation of Higher Education appear, from the literature, to be investigated fully.

2.2 Internationalisation of Higher Education and its Conceptualisation

Discussions around internationalisation in the field of Higher Education have increased in Europe and elsewhere since the 1980s (Knight, 2006, p.41). This is partly due to the changing global context and the new challenges with which Higher Education institutions are faced. "Internationalisation of Higher Education is one of the ways that a country or an institution responds to globalisation" (De Wit, 2006, p.30). Moreover, "internationalisation is also an agenda of globalisation" (De Wit, 2006, p.30). Different theorists argue that universities are historically, already one of the most international institutions in society (De Wit & Jaramillo, 2005). However, the historical international dimension of Higher Education is no longer meeting the needs of the highly competitive globalised world, with its market steering trans-national education and commercial knowledge-transfer (De Wit, 2006). In this kind of global context, the internationalisation of Higher Education is gaining new meaning, and includes many new terms and forms (Huisman, 2007). For example, within this, 'quality', has been given new terms and forms such as border-crossing communication and reputation (Damme, 2011).

Knight (2006, p.41) points out that internationalisation is a term "that means different things to different people and is thus used in a variety of ways". Many theorists have defined the internationalisation of Higher Education in different ways. These definitions show how notions of internationalisation have changed over time and how Higher Education institutions have been involved with internationalisation (Qiang, 2003; De Wit & Jaramillo, 2005; Abdullahi & Kajberg, 2007). The most commonly used definition is the one proposed by Knight (Knight, 1993; Knight, 2006; Qiang, 2003), which defines internationalisation as "the process of integrating an international/intercultural dimension into the teaching, research and service functions of institution" (Knight, 2006, p.45). This definition sees internationalisation as a process that needs to be integrated and sustainable at institutional level, and that takes into consideration institutional functions of teaching, research and service to society. Qiang (2003, p.249) comments that this definition considers internationalisation as a dynamic process rather than a set of isolated activities. In addition, this definition emphasizes the institutional level functions which are teaching, research and service to society.

Some scholars argue for a broader definition since an institutional based definition does not take into consideration the benefits of internationalisation as an aim in itself. For example, De

Wit (2006, p.32) says, "in literature and in practice, it is still common to use terms that only describe a small aspect of internationalisation, or emphasize a specific rationale for internationalisation". However, in order to understand internationalisation, it is important to address the entire functions of Higher Education and not merely a dimension or aspects of it. Van der Water (2006) and Knight (2006) have contributed to the debate by adding that the Higher Education sector is responding to the requirements and challenges related to the globalisation of society, economies and the labour market. Within this, students' experiences should be taken into consideration as a vital part of the internationalisation of Higher Education.

I have adopted Knight's (2006, p.43) definition of internationalisation which contains the following elements: internationalisation as a process, internationalisation as a response to globalisation, not to be confused with the globalisation process itself, and internationalisation including both international and local elements.

2.3 Rationales for the Internationalisation of Higher Education

2.3.1 Considering the Institutional Perspective

In order to consider the internationalisation of Higher Education from different perspectives, three major sectors are identified: the government, education and the private sectors (Qiang 2003). There are two widely recognized driving forces for the internationalisation of Higher Education institutes: one is the demand of students from the globalised world, society and labour market, who demand the use of new information and communication technologies; the other is the income from international students (Qiang, 2003, p.255). Knight (2004a) explains that internationalisation is one of the ways a country responds to the impact of globalisation and, at the same time, respects the individuality of that country. This partly answers the question why Higher Education institutions are driven to internationalise. In the following section, a detailed rationale for the drive for the increased internationalisation of Higher Education institutions will be presented.

Previous studies have shown that some motivations behind the increased internationalisation of Higher Education institutions have given emphasis to issues such as international security, maintenance of economic competitiveness and fostering of human understanding across

nations (Scott, 2000; Yang, 2002; Qiang, 2003; De Wit, 2005). Initially Knight (1995) categorised the different rationales as political and economic rationales, and cultural as well as educational rationales. In later studies, (for example in 1997 and 1999) she further categorises the rationales for the internationalisation of Higher Education institutions into the following groups: political, economic, academic, and the cultural and social rationales. The political rationale refers to the issues concerning the country's position and role as a nation in the world. Within this, the motivation for internationalisation is from a political perspective or national view rather than an institutional view point. International education is historically seen as a tool which benefits foreign policy (Knight, 2006, p.48). It is seen as a form of diplomatic investment for future political and economic relations (De Wit, 2006, p.34; Knight 2006, 48-50). Now, it is used by some countries as a way to enhance national identity which has been threatened by globalisation (Knight, 2003; Qiang, 2003; Knight, 2004a). The economic rationale is related either to the short or long-term economic effects (Knight, 2004a; Knight, 2006). Within this, education is seen as a contribution to the skilled human resources needed for international competitiveness of the nation and foreign graduates are seen as keys to the country's trade relations, or direct economic benefits (Knight, 2006, p.48). At the institutional level, income from international students has become an alternative source of funds for many universities (Qiang, 2003; Kanjananiyot, 2004; Knight, 2004a). The academic rationale for internationalisation is related not only to the quality of education but also the stature of the university (Knight, 2004a; De Wit, 2005; Ojo, 2009; Ojo & Booth 2009)(Knight 2004a; De Wit 2005; Ojo 2009; Ojo and Booth 2009)(Knight 2004a; De Wit 2005; Ojo 2009; Ojo and Booth 2009). The international mobility of scholars and cross-national research has been a trend in universities for hundreds of years (Knight, 2004b; De Wit, 2005)(Knight 2004b; De Wit 2005)(Knight 2004b; De Wit 2005) . In addition, the new market approach in education emphasizes quality and competitiveness, part of which can be understood as maintaining an internationally recognized academic standard (Knight, 2006, p.50-51)

The cultural and social rationale concentrates on promoting the host nation's culture, and developing an understanding of the international students' culture (Knight, 2004a). Within this, the benefits of internationalisation for the state are considered to be the preservation and promotion of that state's own culture as it is a way to respect cultural diversity and counterbalance the perceived homogenizing effect of globalisation (Knight, 2006, p.50). However, studies have suggested that the emphasis is on the overall development of the

individual as a local and international citizen (Altbach, 2007). For individual graduates, the improved intercultural understanding and communication is considered by many academics to be one of the strongest rationales for internationalisation; this includes the teaching and learning experiences of students (Knight, 2004a; Knight, 2006). This rationale can also been linked with the economic rationale since sensitivity to international cultural differences is becoming an increasingly important skill in the globalised labour market, enabling one to become a productive member of the wealth generation sector (Knight, 2006). Qiang (2003) comments that the way Knight (1997) clusters the rationales is a useful framework for organizing the discussion of the rationales. It should be noted that, as we have seen with the example of the cultural and social and economic categories above, and as Knight (1999) also focuses on, the four groups of rationales should not be seen as distinct or exclusive categories. The four groups may be increasingly integrated and the boundaries will be blurred due to the changing needs and trends at the individual, institutional and national level.

2.3.2 Considering the Students' Perspectives

If we consider the benefits of internationalisation from a typical student's perspective, the related rationales are economic, academic and social, and cultural. Thus, it can be understood that internationalisation can benefit students as far as all three aspects are concerned. Thus, in terms of the economic aspect, internationalisation can prepare students with intercultural understanding, the ability to communicate, and other skills which are considered assets in the global labour market; it can enable them to become productive members of the wealth generation sector (Knight, 2006). In a study conducted in the Norwegian labour market (Wiers-Jenssen, 2008), it is shown that human capital from aboard has significant effects on vertical career outcome. Mobile graduates are more likely to work abroad. The academic benefits from internationalisation consist of an enhanced academic research ability of the universities that students are enrolled in, which is of obvious benefit to those students. The "social and cultural" rationale refers to the international and intercultural ability gained in an internationalised university as mentioned above (Otten, 2003).

2.4 National and International Strategies of Internationalising Higher Education

In her discussion on internationalisation, Knight (2006) identified three levels of policy and programmes (see Table 1 below) which provide a general framework encompassing the different levels and related strategies of internationalisation. In the literature (Rudzki, 1995; Scott, 2000; van der Wende, 2001; Wächter, 2003; Teichler, 2004; van der Water ,2006), the

strategies at the national and institutional levels represent the two mainstreams on internationalisation.

Table 1 National and Institutional Strategies of Internationalisation of Higher Education (From Knight 2006:47)

Level	Policy	Programmes
National	Education and other national level policies relating to an international dimension of Higher Education. Other policy sectors include cultural, scientific, immigration, trade, employment and cultural.	National or sub-region programmes which promote or facilitate the international dimension of post-secondary education. Can be provided by different government departments or NGOs. Examples of programmes include: academic mobility programmes, international research initiatives and student recruitment programmes.
Sector	Policies related to the purpose, functions, funding and regulation of post secondary education.	Programmes offered by and for the education sector specifically. Can be provided by any level.
Institutional	Policies that address specific aspects of internationalisation and/or policies that integrate and sustain an international dimension into the primary mission and functions of an institution.	Programmes such as those identified in the section labeled 'academic programmes'.

2.4.1 Internationalisation of Higher Education at National Level

As mentioned above, internationalisation strategies at the national level involve policies and programmes. All policies that affect or are affected by an international dimension of education are included. In other words, these include policies related to foreign relations, development aid, trade, immigration, employment, sciences and technology, and so forth.

2.4.2 Internationalisation of Higher Education at Institutional Level

As the object of internationalisation, Higher Education institutions are inevitably the main places where internationalisation happens (Rudzki, 1995; Teichler, 2004; Knight, 2006; van der Water, 2006). According to the literature (Knight, 2004a; van der Wende, 2001), there are different approaches to clarify the areas which need to be addressed in the process of internationalisation. When a Higher Education institute internationalises, then different policies, programmes and activities inform the complete internationalisation process (Knight,

2006). The following discussion illustrates the different ways these activities of internationalisation and the activities linked to a student's social experiences can be categorised.

According to Rudzki (1995), the purpose and direction of the internationalisation process are clustered into four dimensions at the institutional level; these are the organisational change, curriculum innovation, staff development and student's mobility. Organisational change or development is used as strategic planning to achieve internationalisation which is the result of a rapidly changing world (Rudzki, 1995, p.421). Curriculum innovation refers to the incorporation of the leading knowledge and methods into the subjects taught, which has both internal and external aspects (Rudzki, 1995, p.422). Internally, this involves the creation of new courses and externally, there is an increasing move towards the portability of qualifications (Rudzki, 1995, p.422). Staff development activities are also one of the elements of the internationalisation process. Student mobility, according to Rudzki (1995), should be understood as not only the physical mobility of the international students, but also the intellectual mobility of all the students in the institution. The intellectual mobility here refers to the new mindset established through curriculum innovation and staff development (Rudzi, 1995; Knight, 2006). The four elements found in Rudzki's (1995) literature provide a framework within which almost all the possible elements of internationalisation can be included.

Knight (1999, 2006) uses a different approach as she has identified the initiatives which are undertaken to internationalise an institution as programme strategies and organisational strategies (see Table 2 below).

Table 2 Programme Strategies and Organisational Strategies of Internationalisation. (Knight 2006:46)

Programme Strategies		**Organisation strategies**	
Academic programmes	Student exchange programmes. Foreign language study. Internationalised curriculum. Area or thematic studies. Work-study aboard. International students. Teaching-learning process. Joint-double degree programmes. Cross-cultural training. Faculty-staff mobility programmes.	Governance	Expressed commitment by senior leaders. Active involvement of faculty and staff. Articulated rationale and goals for internationalisation. Recognition of international dimension in institutional mission statements, planning and policy documents.

	Visiting lectures and scholars. Link between academic programmes and other strategies.		
Research and scholarly collaboration	Area and theme centres. Joint research projects. International conferences and seminars. Published articles and papers. International research agreements. Research exchange programmes. International research partners in academic and other sectors.	Operations	Integrated into institution-wide and department/college level planning, budgeting and quality review systems. Appropriate organisational structures Systems (formal and informal) for communication, liaison and coordination. Balance between centralized and decentralized promotion and management of internationalisation. Adequate financial support and resource allocation systems
External relations. Domestic and cross-border	<u>Domestic:</u> Community-based partnerships with NGOs or public-private sector groups. Community service and intercultural project work. <u>Cross-border</u> International development assistance projects. Cross-border delivery of education programmes (commercial and non-commercial). International linkages, partnerships and networks. Contract- based training and research programmes and services. Alumni abroad programmes.	Services	Support from institution-wide service units, such as student housing, registration, fund-raising, alumni, information technology. Involvement of academic support units, such as library, teaching and learning, curriculum development, faculty and staff training. Student support services for incoming and outgoing students, such as orientation programmes, counselling, cross-cultural training, visa advice.
Extra-curriculum	Students clubs and associations. International and intercultural campus events. Liaison with community based cultural and ethnic groups. Peer support groups and programmes.	Human resources	Recruitment and selection procedures which recognize international expertise. Reward and promotion policies to reinforce faculty and staff professional development activities. Support for international assignments and sabbaticals.

The term "Programme strategies" refers to those activities which are academic in nature or are related to teaching, learning, training, research, advising or supporting activities both at home and abroad (Knight, 2006). Organisational strategies are those policies, procedures, systems and supporting infrastructures which facilitate and sustain the international dimension of the university (Knight, 2006). According to Knight (2006), both types of strategies are needed in the internationalisation process and they need to complement and reinforce each other.

Teichler's (2004) conception of internationalisation addresses five areas of policies and activities as follows:

1. The knowledge dimension which involves the matters related to the border-crossing movement of knowledge.
2. Validation and recognition of teaching, learning and research results.
3. Issues of international homogeneity or variety of structural elements of Higher Education systems. The examples are study programmes, degrees and professional rights related to degrees, types of institutions of Higher Education, staff and funding modes.
4. The scope of an actor's policies such as national versus international policies of Higher Education institutions or educational ministries.
5. Higher Education steering as a whole. This refers to the issues such as the role of national governments, national or international professional associations, international organisations, global market and so forth (Teichler, 2004, p.10) .

In addition, van der Water (2006) discusses several key elements in the internationalisation process drawing on the US experience. These elements include a mission statement, curriculum, study abroad and exchanges, faculty reward systems and the international office.

2.4.3 Internationalisation at Home and Abroad - Institutional Activities that concern Students' Experiences

Internationalisation at the institutional level, as mentioned, has often been thought of as a series of different strategies or activities. These activities appear naturally to fall into two different streams: *internationalisation at home* and cross border education (Knight, 2006, p.47). Knight (2008) further claims that the introduction of these two terms, in the last five years, is a significant development in the conceptualization of internationalisation. The concept of *internationalisation at home* has been developed to raise awareness of those aspects related to the home campus. Knight (2006) has summarized the definition from Wachter's (2003, cited in Knight 2006) idea as follows:

> "internationalisation that happens on a home campus, namely the inter-cultural and international dimension in the teaching and learning process, extra-curricular activities and relationship with local cultural and ethnic community groups" (Knight, 2006, p.47)

This summary shows the process-based feature in her earlier process approach definition. In addition, Wachter (Wächter 2003) also explains the internationalisation at home activities as having both an inter-cultural and an international dimension in the teaching and learning process, extra-curricular activities, and relationships with local cultural and ethnic community groups.

Cross-border education, on the other hand, refers to those cross-border aspects of internationalisation such as international academic mobility (Knight, 2006, p.47). Stimulated by the 'free trade context' under the General Agreement on Trade and Services (GATS 2001), which provides a general agreement among countries to provide cross-border education services, both the range and the size of the Higher Education market have increased immensely (Scott, 2006, p.23). In GATS (2001) Higher Education is considered to be a consumer good/product which can be traded freely (Scott 2000; Altbach and Knight 2006). As a result, cross-border education, which existed since the early beginnings of internationalisation, is seen as an important dimension.

Knight (2004b) has noted three common terms used in the internationalisation literature; these are internationalisation, cross-border education, and trade in education. Cross-border education is a component of internationalisation, while trade in education is an activity in cross-border education. (Knight, 2006)

To conclude this part of the discussion, internationalisation at home and abroard, which closely links with students' experiences, are two popular terms. Thus far, there is a link between previous research and this study on social interactions which serve as a mediation from the cultural perspective to cross-border education; in particular, internationalisation at home is relevant to the internationalisation process at an institutional level.

2.5 Profiling the Trend in Current Debates and Studies as presented in Key Literature

Internationalisation has gained popularity since the 1980s and the foci have changed over time (Scott, 2006). The growing overall size of the 'market' for international Higher Education and the wider context within which the growth of international Higher Education happens are two main trends in the internationalisation of Higher Education (Scott, 2000). This can clearly be seen through the terms used in the studies of the internationalisation of Higher Education over the past 40 years. As Table 3 below illustrates, before internationalisation happened, the traditional terms used in this area were international education, international development, cooperation, comparative education, and correspondence education; all of these refer mostly to international education. With the appearance of internationalisation, new terms such as multi-cultural education, international education, global education, distance education, and overseas education emerged, showing all kinds of activities related to internationalisation (Knight, 2006). Today, as a result of the 'process' concept (Knight, 1997), the broader terms globalisation, borderless education, cross-border education, trans-national education, virtual education, internationalisation abroad and at home are commonly used (Knight, 2006). The change of the terms signals a broader 'market' and wider context.

Table 3 Changing Terms of Internationalisation (Knight 2006:42)

New Terms (Last 15 Years)	Existing Terms (Last 25 Years)	Traditional Terms (Last 40 Years)
Generic terms		
● Globalisation ● Borderless education ● Cross-border education ● Trans-national education ● Virtual education ● Internationalisation 'abroad' ● Internationalisation 'at home'	● Internationalisation ● Multi-culture education ● International education ● Global education ● Distance education ● Off-shore or overseas education	● International education ● International development cooperation ● Comparative education ● Correspondence education
Specific elements		

● Education providers ● Corporate universities ● Liberalization of educational services ● Virtual universities ● Branch campus ● Twinning programme ● Franchising programme ● Network ● Globe Education Index	● International students ● Study abroad ● Institution agreements ● Partnership projects ● Area studies ● Double or joint degree	● Foreign students ● Student exchange ● Development projects ● Cultural agreements ● Language study

In addition, in contemporary studies, the specific elements of the internationalisation process have shifted from the traditional forms such as foreign students, study exchanges, development projects and cultural agreements, to educational providers, corporate universities, liberalization of educational services, branch campus, and so forth (Knight, 2006).

More specifically, the key shifts that can be observed are as follows: 1) the shift from "physical movement being the only form that mobility could take and towards a blend of physical and virtual movement" (Scott 2006, p.22); 2) the shift from traditional provider to alternative ones such as the private sector; 3) a shift to more flexible mobility patterns and 4) the appearance of the regional blocs within which students can circulate freely (Scott, 2006). In 2007, Kehm and Teichler (2007) identified the main topics in the literature and relating to internationalisation as follows:

a) Mobility of students and academic staff.
b) Mutual influences of Higher Education systems on each other.
c) Internationalisation of substance of teaching, learning and research.
d) Institutional strategies of internationalisation.
e) Knowledge transfer.
f) Cooperation and competition.
g) National and supranational policies regarding the international dimension of Higher Education. (Kehm and Teichler, 2007, p.264).

2.6 Students' Experiences of the Internationalisation of Higher Education

Undertaking tertiary studies in another country may provide a range of benefits for students including opportunities to learn a new language, to gain valuable life experiences, and to

obtain a deeper understanding of another culture and society (Qiang, 2003; Knight, 2006, p.51). From the perspective of a university, the enrolment of international students assists in the development of networks and academic links beyond national borders, while providing domestic students with greater opportunities for understanding other cultures and exposing them to different viewpoints about academic and social ideas (Knight, 2006, p.51). Montgomery (2009) has shown that in recent years, there appears to be a more positive social atmosphere on university campuses compared with ten years ago. Disciplinary variations and differences across cultures concerning ideas about how to get things done are more valued by students. This section focuses on research related to students' experiences of internationalisation.

There is a large body of literature that examines the phenomenon of students' experiences of internationalisation (Wihlborg, 2005a; Campbell & Li, 2008; Cross & Mhlanga, 2009; Ojo & Booth, 2009)(Wihlborg 2005a; Campbell and Li 2008; Cross, Mhlanga et al. 2009; Ojo and Booth 2009)(Wihlborg 2005a; Campbell and Li 2008; Cross, Mhlanga et al. 2009; Ojo and Booth 2009). Most of the studies, however, focus on the problems which emerge in the process of students' interaction, and these have been conceptualized in various ways. These studies tended to explore the phenomenon to identify the factors which influence the students' interactions in different contexts.

The studies which focus specifically on international students have addressed the problems they encounter in the social and academic domains. Many studies have identified two problems. The first involves barriers of communication between different groups due to the language and cultural differences (Volet & Ang, 1998; van Oudenhoven & van der Zee, 2002; Myles & Cheng, 2003). The second involves loneliness and isolation of international students (Perrucci & Hu, 1995; Sawir, 2007 (Hellsten & Prescott, 2004). In the study by Sawir et al. (2007), it is argued that, besides personal loneliness and social loneliness, "cultural loneliness" is triggered by the absence of the preferred culture and/or linguistic environment. The creation of bonds between international and local students in the educational setting would consequently help to alleviate this problem.

Commonly mentioned factors in the research are cultural and language factors (Volet & Ang, 1998; van Oudenhoven & van der Zee, 2002; Myles & Cheng, 2003). A multicultural personality including cultural empathy, open-mindedness, emotional stability, social initiative

and flexibility are essential for the adjustment of international students (van Oudenhoven & van der Zee, 2002). Language barriers are also considered to be a factor which contributes to the isolation and weakness of international students' social experiences (Volet & Ang, 1998; Myles & Cheng, 2003). It is further found that satisfactory social and educational experiences are closely linked with additional factors such as marital status, language skills, perceived discrimination, and contact with local students (Perrucci & Hu, 1995).

Regarding the contact patterns that occur amongst various racial/ethnic groups, it was found that most of the groups engage in narrow interaction patterns with only one other major racial/ethnic group (Halualani & Chitgopekar, 2004). Intercultural interaction mostly occurs on-campus in class or off-campus at a workplace location (Halualani & Chitgopekar, 2004). In Dunne's study (2009) at an Irish university, it was found that although nationality and age may be used to differentiate students, what is central to students' construction of cultural differences is actually the concept of "maturity" which is underpinned by values and behaviours relating to academic motivation, responsibilities, and authority. It was further found that the way academic staff teach also plays a significant role in the intercultural interaction amongst students (Zhao, Kuh et al., 2005; Tynjala et al., 2003). In the context of a multi-cultural situation, academic staff often play a bridging role and provide cultural orientation help.

In conclusion, this section has shown that many studies have been conducted on the social experiences of international students. Various factors have been identified as influencing students' social interactions. These include culture, language, and the teaching style of academic staff. However there is not much literature that takes into consideration the different experiences of internationalisation experienced by students in different disciplines. It is for this reason that this study examined two different schools that specialize in different academic areas.

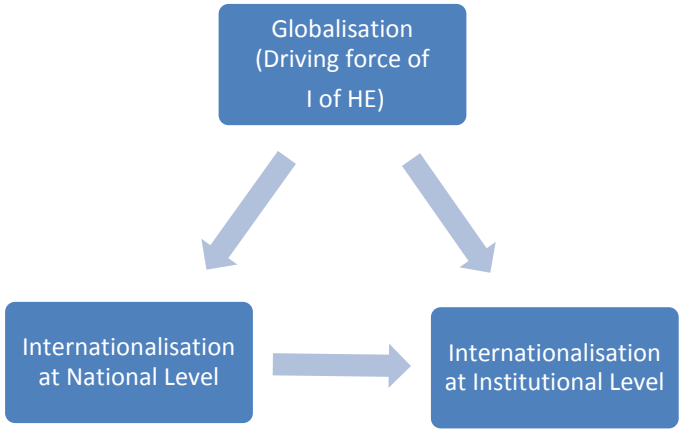
2.7 Conceptual Framework for the Study

This study focuses on students' experiences of the social contexts of internationalisation in Higher Education at two different schools, located on different campuses at Wits University. Since the understanding of the social interaction of students is explored, the data collected

through a qualitative research method need a conceptual lens. This section of the study is devoted to explaining the conceptual framework adopted.

The key ideas relevant to this study and that contribute to the conceptual framework are from Knight (2003; 2004a) who presents internationalisation as a response to globalisation seen from both an institutional and national policy perspective; Ojo (2009) and Ojo & Booth (2009) borrowed and modified ideas from Bernstein to the present university as the centre of three important domains of socialization: these are the academic, pedagogical and social. In addition to this conceptualization of the university, it is also necessary to incorporate Social Identity Theory (Hogg, Terry et al. 1995; Hogg, Abrams et al. 2004) into the conceptual framework because this theory explains the relationship of individuals and groups within the university space (see Figures 1 and 2 below which show how the first two concepts have been presented by Knight, (2003, 2004a); Ojo, (2009) and Ojo & Booth (2009).

Figure 1: Globalisation as a driving force linking two levels of internationalisation (institutional and national)

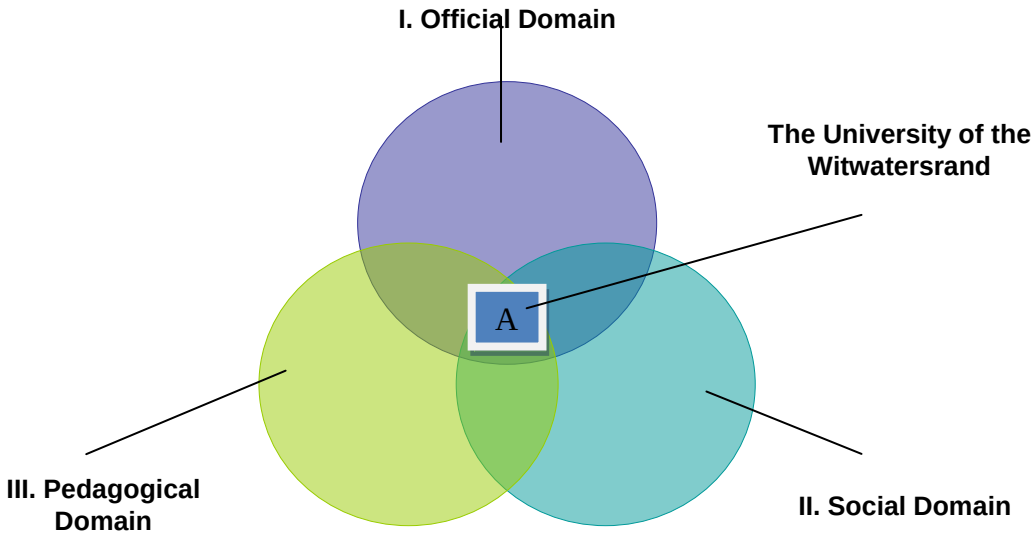


The diagram shows the macro picture of the internationalisation of Higher Education. As mentioned in the literature review, although the concept of internationalisation of Higher Education comes even earlier than globalisation, globalisation has become the driving force of internationalisation of Higher Education in recent decades. In other words, globalisation is speeding the process of internationalisation of Higher Education.

There are two levels of internationalisation of Higher Education as the response to globalisation. One is the national level. Examples include the agreement of GATS and the

change of the education and immigration policies. Another level of response is internationalisation at the institutional level which, to some extent, is also shaped by the national level response.

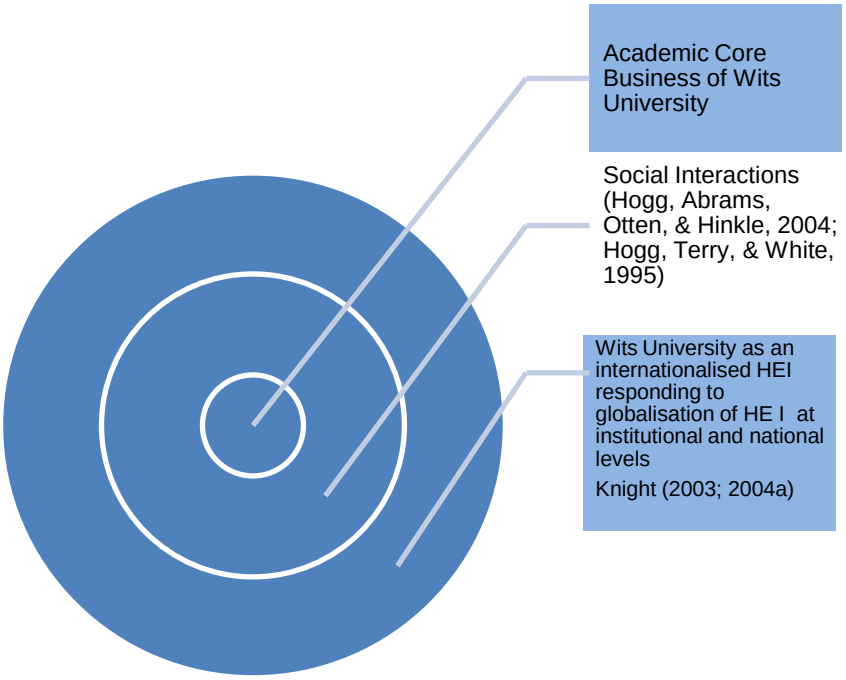
Figure 2 An illustration of Bernstein's domains of socialization



This Figure illustrates internationalisation at an institutional level. According to the framework refined and used in the earlier study (Ojo & Booth 2009; Cross& Mhlanga 2009), there are three domains of internationalisation of Higher Education: the official domain, academic domain and social domain. All these domains overlap in the space of an institution. The core area A, as shown in the Figure, is the space on which this study focuses. This is to say that A stands for the institutional space which in this instance is Wits University, and which is the context or "setting" of this research.

.

Figure 3 The Institutional Social Context of Internationalisation of Higher Education at Wits



Students and staff become part of the university space on the basis of the academic core business of the university. This is presented as the core shown above. The argument is that without the teaching-learning context, the social and official domains do not exist. Bounded by the core business of the university are the various, multidimensional social interactions between students as well as between students and staff. The area bounded by the second circle is explained by Social Identity Theory while the final outer boundary subsumes the entire university as an international Higher Education Institution (HEI).

The fundamental concept of social identity theory is that "a social category (e.g., nationality, political affiliation, sports team) into which one falls, and to which one belongs, provides a definition of who one is in terms of the defining characteristics of the category - a self-definition that is part of the self-concept" (Hogg and Terry, 1995, p.259). Hogg and Terry (1995) define a social group as a group of individuals who hold common identities. They noted that people tend to categorise other people who are similar to themselves as an "in-group" and those who are different as the "out-group". According to Social Identity Theory, there are two underlying socio-cognitive processes invoked and these are the *self-categorisation* and *social comparison processes* (Hogg & Terry, 1995, 59-262). According to the authors, *self-categorisation* is a basic cognitive process which accentuates the perceived

similarities between the self and other members within the group. The *social comparison process* results in a self-enhancing outcome for the self.

In essence, the conceptual framework for this study is presented in the figures above. This framework presents the university as a structural domain influenced by local and global interactions through the inbound and outbound mobility of students and staff within a complex social interaction.

2.8 Conclusion

This literature review focused on the notion of internationalisation which requires an understanding of the issues of definition, rationales, and strategies of internationalisation of Higher Education, as well as the students' experiences in the context of internationalisation of Higher Education.

It has been shown that there is a substantial body of literature in the field of internationalisation. Much of this literature focused on the theoretical issues related to the notion of policy space while other literature concentrates on students' experiences. Furthermore, the internationalisation of Higher Education is conceived as varied cross-cultural interactions (Montgomery, 2009). Indeed, social interaction between students is a prerequisite for the internationalization process and yet it would appear, from the literature, that this issue has received relatively little attention. There is a need to remedy this, and to examine the quality of students' social lives and interactions, especially the intercultural interaction among students that is so fundamental and meaningful in the internationalisation process. This study therefore addresses this issue with particular emphasis on identifying any barriers to social interaction between students. The following chapter presents the research method.

CHAPTER THREE
RESEARCH METHOD

3.1 Introduction

This section discusses the research method employed in this study. As mentioned in the previous chapter, this study intends to explore how students in the social domains of the Faculty of Health Sciences and the Wits School of Business conceptualize the internationalisation of Higher Education. To this end, this chapter describes the research strategy, design, method, the instruments for data collection, the participants' sample, how the data were analysed, and the ethical considerations which informed this study.

3.2 Research Strategy

This research is located within a qualitative paradigm. Denzin and Lincoln (1994, p. 2) describe qualitative research as:

> Research that is multi-method in [its] focus [and which] involves [an…] interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.

They further explain that (2000, p.6):

> Qualitative research, as a set of interpretive activities, privileges no single methodological practice over another. As a site of discussion or discourse, qualitative research is difficult to define clearly. It has no theory of paradigm that is distinctly its own. …Nor does qualitative research have a distinct set of methods or practices that are entirely its own.

As the above quotations explain, qualitative research focuses on the subject matter using various research methods and approaches to data analysis. Winter (2000, p. 4) argues that qualitative research concerns itself with the meaning and experiences of the 'whole' person, or localised culture. This means, as De Vos (1998) indicates, that this approach deals with

data that are primarily verbal and that derive meaning from the participant's perspective. This approach to research is contested as explained by du Plooy (2002, p.29) "[since] qualitative research has been given various labels such as field research, critical research, interpretative research, naturalism, ethnography and alternative approach, all of these however are similar in that they aim to interpret and construct the qualitative aspects of communication experiences". They are therefore rich with possibilities in terms of research design and data analysis. This relates to the epistemological and methodological assumptions of the qualitative research process as du Plooy (2002, p.32) notes, as follows: "If we regard communication as a process during which meaning is shared in different social contexts, then a quantitative approach is not adequate to research the symbol systems by means of which we communicate". Du Plooy (2002, p.33) states further that the "qualitative research [method], rooted in anthropology and sociolinguistics, is focused on meaning, language and cultural experience in social contexts"

Internationalisation is directly related to the communicative experiences of individuals in different social contexts and on the basis of the foregoing description. Explaining social experiences in this context requires unpacking the social meaning of these experiences. For this reason, the researcher felt that a qualitative approach with its multiple research methods would be the most appropriate strategy for this study because it allows one to gain insight into individuals' personal experiences of the phenomenon in question.

3.3 Research Design

This research is empirical in nature and consequently requires the collection of new data or existing data. To meet this requirement, the research design consists of three main components: the literature review, the documentary analysis and the case study.

3.3.1 Extensive Literature Review for the Topic

The literature review presented in the previous chapter provided a theoretical understanding of the internationalisation of Higher Education, and showed some of the most pertinent research in this area. It also highlighted the significance of students' personal experiences in understanding the process of the internationalisation of Higher Education.

In view of the significance of students' experiences reported in the literature, the researcher decided to investigate this phenomenon in the context of South African Higher Education.

3.3.2 Documentary Analysis

Since the study is conducted in a particular political context, it was necessary to consult policy documents related to internationalisation in the South African context. These documents are discussed in terms of two levels: the international/national level and the institutional level.

At the international/national level, the main documents that were consulted are the GATS and Immigration Policies. At the institutional level, the Wits internationalisation policies of 1999 and 2005 are analysed. In addition, pamphlets, the Wits websites and handbooks from the International Student's Office (ISO) at Wits were also perused.

3.3.3 Case Study

In this report, the case study was the main approach adopted for this research. Hitchcock and Hughes (1998) argue that a key element of case study research is a focus on particular individuals and groups as well as on their perceptions. This is central to the current topic of research. This type of research, as described by Babbie and Mouton (1998):

> take[s] multiple perspectives into account and to understand the influence of multilevel social systems as subjects' perspectives and behaviors. (1998, p.78)

Hitchcock and Hughes (1998) further categorise case studies in terms of different types such as community studies, studies of organisations and institutions, studies of events, rules and relationships, and studies of countries and nations. This research locates itself as a mix between studies of institutions and relationships. The case study involves two postgraduate groups from different campuses of the same institution: the Wits School of Business and the Faculty of Health Sciences. The benefit of utilizing a case study approach is that the researcher is allowed to "observe the characteristics of an individual unit- a person, a clique, a class, a school or a community" (Cohen & Manion, 1994, p.106) which is essential in this study.

I chose the Medical School (Faculty of Health Sciences) and Business School (Wits School of Business) because these two schools have very different histories, course structures, environments and students, but are part of the same university. Both schools are separated from the main campus and have their own specialized campuses each with their own culture. The theoretical framework used in this study indicates a close link between students' academic and campus life. The two schools are very different in the courses they offer. Thus, the choice of these two schools will provide significant insights into the differences and similarities of the relationship between the academic core business and student's social interaction at postgraduate level.

3.4 Data Collection Strategies

Besides secondary data from the literature review and documentary analysis, new data were collected through interviews and observations.

3.4.1 Interviews

According to Fraenkel and Wallen (1996), interviews constitute a very important technique for use in qualitative research. Interviews will "enable the researcher to explore complex issues in detail; they facilitate the personal engagement of the researcher in collection of data; they also allow the researcher to provide clarification, to probe and to prompt" (Brown & Dowling, 1998, p.72).

In this study, semi-structured interviews (see appendix A) designed by the researcher are utilized because these provide greater flexibility when discussing the topic or themes with the interviewee (Babbie & Mouton, 1998). The interview schedule was divided into three categories with specific questions allocated to each category: the general understanding of internationalisation of Higher Education, students' understandings of social interaction in the context, and the factors which shape their understanding.

After choosing the sample (described below), I arranged the interviews separately with the students to find out their conception of social life on campus. Local and international students were asked similar questions but from different perspectives. For example, in order to learn

about their expectations of internationalisation at Wits, local students were asked about global issues while international students were asked questions on local issues.

During the interviews, detailed notes were taken. To supplement the written notes, audio recordings of the interviews were also made.

Interviews were conducted only with postgraduate students from the Wits School of Business and the Faculty of Health Sciences because this study is primarily concerned with the postgraduate students' social experiences of internationalisation of Higher Education in these two specialized schools.

The main reason for choosing postgraduate students as the object of study is because the literature (Scheyvens & Wild, 2003; Wihlborg, 2005a; Stone, 2006; Summers & Volet, 2008) has shown that there are more barriers or gaps in social interaction among postgraduate students. These students are quite a special group since they vary in age, background, and experience by comparison with undergraduate students. Moreover, there are more international students at the postgraduate level than at undergraduate level. In addition, these students are more sensitive to the process of internationalisation of Higher Education. All these factors lead to more complicated interactions among students at postgraduate level and better understanding of the phenomenon.

Both local and international students' perspectives have been considered. In terms of local students' perspectives, five South African students who are studying at the School of Health Sciences were individually interviewed to form an impression of the extent to which the local students understand the social interaction on the campus. The same number of international students were also interviewed.

The participants were chosen using the Snowball method. That is, one participant helped to introduce someone he or she felt could contribute to this study as the next participant. The year of study, age, gender, and race were not be considered in the selection of participants because only the criterion of local or international was be used to select participants. However, in the data analysis process, other factors such as year of study, age, gender, and race were considered to gain a better understanding of the data.

3.4.2 Observations

Observation is a key part of case study research (Cohen and Manion, 1994). It is a means of studying the events, behaviours, and artifacts in a social setting. It is a way to know what people actually do (Bernard, 2000). The social setting in question in this study is two campuses as well as the lecture room. Observation in the lecture room was facilitated by the lecturers concerned.

Two types of data were collected: 1) the physical environment where students could socialize, and 2) the nature of the social and cultural interactions in these physical spaces. The data collected during the observations were used to provide a context for understanding students' interactions.

3.5 Data Analysis

After recording the interviews, the next step of the process involved a transcription of the interviews. The process was done manually without any use of computer software. In order to keep the participant's information confidential, students were categorised as either international group or local group. The transcripts were analysed and the responses were grouped according to emerging themes or categories (Tesch, 1990; Bogdan & Biklen, 1992)

Besides direct observations and interviews, additional data were obtained from the Wits policy documents regarding institutional internationalisation. This information was used to gain a better understanding of the context in which internationalisation operates. To be specific, the history and the policy environment of the Wits University are examined. In addition, because it is a comparative study, the differences and similarities of the two sample groups are examined using Social Identity Theory (Hogg & Terry, 1995; Hogg & Abrams, 2004).

In this study, the simple method of analysing interview data developed by Tesch (1990) is adopted as the method of analysis. Interview transcripts were studied and grouped into themes which subsequently became the research findings.

3.6 Validity and Reliability of the Data

"Validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of the study" (Glafshani, 2003, p. 601). There are several descriptions of these two concepts in the literature of which the following, by Joppe (2000, p.1), carries particular weight. He describes reliability as:

> The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

and sees validity as follows:

> Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

The lack of validity is one of the criticisms raised against qualitative studies. Such studies are generally seen as weak when it comes to validating research data (Verma & Mallick, 1999; Kahn, 1993). In this study, to increase the validity of the research data, interviews were designed according to themes in order to gather as much information as possible related to the research questions.

Reliability is another criticism that is often leveled against qualitative research. While this criticism might have some validity, it is important to recognize that qualitative research with human subjects cannot approximate the type of reliability found in quantitative research.

3.7 Ethical Considerations

Permission to conduct the study was obtained from the Human Research Ethics Committee (HREC), at the Wits School of Education (see appendix A1 protocol number 2010ECE181C). Letters of invitation and consent were sent to the research sites involved. Prospective participants were voluntarily invited and were then informed about the nature, purpose and time constraints of the study as well as their right to withdraw without reprisal. Participants were also informed that their identities would be concealed and where necessary pseudonyms

will be used for them (see appendices). Lastly, both the participants and the site authorities involved were informed that they would be invited to reflect voluntarily on the analysis of the data.

CHAPTER FOUR

HISTORICAL CONTEXT OF INTERNATIONALISATION

4.1 Introduction

> From the outset, Wits was founded as an open university with a policy of non-discrimination - on racial or any other grounds. (Wits 2006)

In view of this claim of 'openness' in terms of the Wits admission policy, in this chapter I look at the institutional context of internationalisation and examine the historical aspects of internationalisation at Wits to explore whether or not the university indeed practices a policy of 'open admission'. I discuss the notion of this university as an 'open' university during the years of apartheid under the National Party government from the post WWII period from 1949 until the 1980s as well as in the post-apartheid era since 1994 when South Africa became a democratic state. I also examine the admissions policies of Wits since, in the past, these were affected by the Apartheid system of legislation under the National Party government.

4.2 Historical Context of Internationalisation

4.2.1 The Apartheid Years

From the early years under the United Party in the 1930s, Wits adopted an open admissions policy. In his article, Wits as an 'open' University 1939-1959: Black Admissions to the University of the Witwatersrand, Murray (1990) states that "in 1934 already the University Council had accepted the principle of normally admitting black students to lecture courses at Wits, but prior to 1939 only a very limited number of blacks had enrolled, largely because blacks continued to be excluded from clinical training in both medicine and dentistry" (Murray, 1990, p. 651). This suggests that while the university perceived its status as open in terms of admissions, the practice is one of exclusion since black students were restricted from participating in certain aspects of medical instruction which made them unable to enroll. Murray (1990) states further that as a result of this policy "by the war's end in 1945 there were some 150 black students at Wits, including 82 in the medical school, out of a student population of three thousand" (Murray, 1990, p.651). The small number of black students in

comparison to whites suggests that Wits did indeed succumb to pressures and demands of outside society, specifically the then-current Apartheid administration, despite being perceived as an open university.

The effect that these subtle forms of segregation had on the population of black students at Wits during the post-WWII years was substantial as "the official policy of the University of the Witwatersrand was one of "academic non-segregation and social segregation'" (Murray, 1990). In terms of that policy, "black students were offered the maximum practicable access to the academic facilities available in the university and they were treated in academic matters with racial impartiality, but beyond the academic sphere formal social contact with white students was severely curtailed" (Murray, 1990, p.651). In this way the university managed to maintain a facade of openness in terms of academic policy but the social sphere of black students at Wits during this period was one of isolation.

Consequently, it can be argued that Wits, as a university, never developed into a completely open university. In the years following WWII, the National Party had been in power in South Africa for a number of years. In 1959, the passing of the Extension of University Education Act enabled the National Party government finally to impose its policies of segregation onto university education. The Act stipulated that, "the 'white' universities in South Africa might no longer admit black students, except in special circumstances and only with ministerial permission in each case." Murray (1990, p. 651) points out that "certain departments, most prominently dentistry, remained resolutely closed to black students, and after 1953 the medical school operated on a quota system restricting the number of blacks. On the teaching side, even the status of lecturer was closed to blacks [and as a result] the position of black students at Wits became essentially defensive, subject more to erosion than advance" (Murray, 1990, p. 651). It must be noted, however, that Wits as an institution consistently maintained a steadfast and unyielding stance against apartheid not only in terms of the education system but in all its forms and often at great cost to the university. Protests were held at the university which often led to clashes with riot police and authorities as well as some members of staff being detained, disciplined and even exiled.

In general, as described by Murray, "the position by 1959 was that black admissions to Wits were curbed by a host of restrictions, a good many of them imposed by the university. Blacks were excluded from the dental school; a quota system operated in the Medical school, and

blacks were denied entry to the courses in physiotherapy and occupational therapy; BA in Fine Arts was closed to blacks as white models were often used in the live drawing studios; and no facilities existed for blacks to pursue the BA in Logopaedogogics. In the Faculty of Engineering, all eight branches were supposedly open to blacks, but arrangements for vacation practical work were not possible in some branches for reasons beyond the university's control, notably in mining engineering, as by law no black could qualify for a blasting certificate" (Murray 1990). Wits claimed to be open but was never open in reality.

4.2.2 The Post-Apartheid years

Internationalisation at Wits during this time was severely limited since the student body did not represent a diverse mix and the institution also did not have a significant number of international students. Murray (1990, p.653) makes this clear in his observation that prior to the passage of the Extension of University Education Act in 1959, the main restriction on admissions imposed by the Nationalist Government was its 1954 prohibition of the enrolment by any South African educational institution of 'non-European students from territories beyond the borders of the Union'. As a result of these restrictions, Wits became secluded from the rest of the international academic world.

In the period during the 1980s, the level of internationalisation at Wits deteriorated further due to an academic boycott imposed on the university by the larger global academic community. As noted by an administrator from Wits quoted in Ojo (2009, p. 50):

> There was an education boycott which resulted in South Africa being isolated in a way that was not clear until later. The extent to which the process of internationalisation happened around the world was not happening in South Africa. Wits always had substantive international links prior to the apartheid era. Many of these continued during the education boycott despite the pressures on those institutions to stop them.

What this quotation tells us is that despite being severely restricted by the Apartheid government, Wits nevertheless had attempted to maintain ties with its international counterparts by opening prospects to engagement of students and staff across the borders of the country through the establishment of the International Education Association of South Africa (IEASA), and as Moodie (1994, p.2) observes: "Though the academic boycott was a major impediment, there is evidence showing a form of internationalisation during the

apartheid era that in Wits' senate in 1948, for example, there were 28 professors with first degrees from overseas and only 19 with South African degrees". Moodie (1994) further noted that, for many years during the apartheid days, most senior academic staff consisted of graduates from Europe, especially from British universities. By retaining staff with international backgrounds and qualifications the university managed to hold on to some global connection and engagement.

This commitment continued to develop into the late 1980s when in the years when apartheid was fading, Wits began to open its doors to black students and increase the diversification of its student body. Rouhani cited in Ojo (2009, p.55) observed that in terms of proportional representation, international student proportions rose from 2.1% of the total Higher Education enrolments in 1992 to just less than 7.0% in 2001. These figures show an influx of international students and a noteworthy surge in student enrolment at the university in the post-apartheid period. This evidently demonstrates how the post-apartheid Higher Education scene has opened up for the international community. This is also indicative of the university's increased engagement with the outside world in line with its ambition of attracting international undergraduate and postgraduate students from Africa, the SADC region, Europe, North America and Asia. It can thus be said, as Du Toit (2001, p. 4) observes, that the term "open universities", with which Wits was identified under apartheid, had become meaningless as a distinguishing property for these universities in post-apartheid South Africa.

4.3 Conclusion

Wits has devoted itself to "openness" since its early years. Internationalisation is not new to Wits. Today, after the apartheid years, internationalisation has been paid more attention and this can be seen from the increased number of international students and staff, and the linkage with overseas organisations. Wits has a better understanding of internationalisation than before, with better strategies to address it.

CHAPTER FIVE
WITS POLICY CONTEXT OF INTERNATIONALISATION

5.1 Introduction

The aim of this chapter is to explore the policy context of internationalisation at the University of Witwatersrand as well as its policy practice. Two internationalisation policies (1999 and 2005) are analysed and compared, to answer the main question of this chapter: how does the policy context inform internationalisation in social space?

By examining and comparing these two policies, it is found that Wits has taken leaps towards internationalisation. The focus, mechanism and understanding of the internationalisation process have changed, based on the university context during the last decade. While looking at the actual practice in two academic departments, the practice is aligned with policy on both the pedagogical domain and official domain while there is space to improve in the official domain. It is argued throughout this chapter that, according to both policy documents and actual practice, Wits has given positive responses and attention to internationalisation, only in the academic and official space; it is argued that silence exists concerning the students' social experiences.

5.2 Policy Context of Internationalisation

5.2.1 Policy on internationalisation 1999

The Wits policy on internationalization, 1999, is quite general and can be divided into three parts. The first part, a preamble, gives a brief introduction to Wits and to the 1999 policy. The second part examines the situation of Wits which includes its position, attractions and needs. The third part details the specific areas or forms of internationalisation which are as follows: student recruitment targets, university-wide partnerships, departmental and faculty-based partnerships, study abroad programmes and membership of Higher Educational associations.

In this policy, Wits is committed to the internationalisation of its staff, students and curricula. When positing itself, Wits focuses on the number of its international student population, curriculum and international education. The strong academic and research tradition is

recognized as being attractive. Wits University considers the following four issues to be areas of need: pre-university English Foreign Language programmes, support services for international students, mobility of students between degree programmes, and the physical environment for international students.

In the specific fields mentioned in the third part of the 1999 policy targets are made by Wits University. For example, the number of students drawn from other SADC countries should be expanded to be at least 5% of the total student population and the university will also seek to extend its recruitment initiatives to other parts of the world. In the area of university-wide partnerships, the university will seek to develop rich, university-wide, exchange agreements with institutions in areas all over the world.

5.2.2 Policy on internationalisation 2005

The 2005 internationalisation policy document is clearly organised into four major parts which are as follows: a coherent set of foundational elements, major areas of focus and intervention, mechanisms and structural arrangements and appendices for reference purposes.

In the coherent set of foundational elements, a common vision and purpose, as well as underlying principles and objects, are discovered; this discovery takes place through various iterative processes in meetings and workshops and this part is fundamental to the further policy and strategies. In this first part of the 2005 policy, Wits recognized three stages of internationalisation before an integrated institutional strategy is devised. The first stage was characterized by individual initiatives and noncommercial projects and the second stage was often characterized by commercially driven initiatives. The third stage "only when a deliberate institutional strategy, primarily anchored in our 'core business' and aimed at all our students and staff – not only international ones is devised and relentlessly pursued". Wits is still mainly at the first stage with evidence of some elements of the second stage but aims to move towards the third stage.

The major areas of focus and intervention are curriculum and academic programmes, research, innovation and development, student and graduate profiles, staff profile and services to staff and students. Each of these areas is divided into different aspects. Take the

curriculum as an example: this is targeted at using an international or cross-cultural approach to broader traditional or original subjects, interdisciplinary programmes, including an international subject or area or language studies, having compulsory parts that are offered at or by universities in other regions within Africa or abroad and so on. The specific aims are given under different focus areas.

The third part of this document presents three sets of mechanisms and structural arrangements which are used to ensure the objectives are met. Firstly, it presents some of the major issues that the IPC should consider, such as internationalisation: it proposes that these should be internalized across Wits. The structures in the university which will take the role of governance, management and administration are explained. The functions of International Office (IO) are described in detail, as well as the operational clusters which will help to define an appropriate functional structure and point to required skills. The following sections of this part of the 2005 policy give an account of affiliations, collaborators and strategic partnerships which may help or foster IO in the whole area of internationalisation.

Finally, the fourth part of this document consists of appendices and is for reference purposes.

5.2.3 The leaps that have been taken in Wits

The change of the focus

When looking at the two Wits policies on internationalisation, they both give the main focus areas and certain targets concerning those areas but, if read in detail, it can be found that certain changes have occurred in those areas.

In the 1999 Wits policy, as mentioned above, the areas focused on were as follows: English foreign language programmes, support services offered to international students, degree programmes which facilitate mobility by students and the physical environment for international students. In order to focus on these four areas, targets are given for student recruitment, university-wide partnerships, departmental and faculty-based partnerships, study abroad programmes and membership of Higher Educational associations. Six years later, the 2005 Wits policy defines six major areas of focus and intervention as follows: curriculum and academic programmes; research, innovation and development; engagement with society; student enrolment and profile; academic staff and complement and profile; and services to

students, staff and scholars. The policy document describes in detail what should be done in each of these areas to achieve internationalisation.

The most obvious change is that the 2005 policy gives more and broader areas of focus. The 1999 policy looked mainly at the students' aspects which are quite narrow: thus, the only issue of internationalisation on which the policy document focused primarily was the issue of student mobility. Other forms of internationalisation, including staff mobility, partnership and linkage had only recently been identified as issues, by the university, and had not yet been examined. In the 2005 policy, those six areas defined as major areas are seen to cover almost every aspect of university activities and internationalisation is seen as an integrated part of the university. From mission and vision of the university to the strategies arise from the process of internationalisation, the strategies compose a vital part or plays an important role as well.

Mechanism for implementation

Another clear step taken by Wits in the 2005 policy is the appearance of mechanisms and structural arrangements. In the 1999 policy, mention was made only of the target, without indicating who would implement it, and how. As indicated in the 2005 policy, Wits has made certain structural changes such as the International Office (IO) to help make sure that the objectives mentioned in the policy are met. The new organisations, the International Policy Committee and the International Office, which are not mentioned in the 1999 policy, are introduced in the 2005 policy and their functions, especially the functions of the International office, are given.

In the functions described for the IO, it also can be found that Wits University is intent upon having an integrated internationalisation policy. Although the staff level may be inadequate currently, the IO is tasked with performing functions from policy making to fostering a student exchange programme with the intellectual and coordination side of help from other department and centre. The IO not only provides traditional services to international students but also participates in other areas relevant to internationalisation.

The understanding of internationalisation as it appeared in the two Wits policies

Besides the changes or leaps described in the 2005 policy, as mentioned above, it can be shown that the university's understanding of itself and of the concept 'internationalisation' has changed as well.

In 1999, as described in the 1999 policy, internationalisation aimed at a set of individual activities within Wits. In the 2005 policy, the university has realized that internationalisation should be considered as a goal that needs to be reached to meet the strategic requirements of the university. When Wits tried to reposition itself in 1999, internationalisation is still an opportunity to Wits which means not so much activities relevant to internationalisation have been carried out in this university. Six years later, Wits has recognized that three stages of internationalisation need to be encountered before it becomes an integrated strategy of the university. Wits positioned itself mainly in the first stage which is characterized by individual initiatives and noncommercial projects without instructions. The appearance of commercially driven initiatives was an indication that Wits has also reached the second stage in some aspects. The third stage of the pursued goal of internationalisation, aimed at all the students and staff, not only the international ones. In this third stage, the new concept of internationalisation at home has been integrated into the idea.

Two Policies and students' social domain of internationalisation

The 1999 policy is silent about the students' social domain. The 2005 policy remains silent on issues related to the significance of campus social experiences as far as the academic development of students is concerned. It appears that this silence is largely because the students' voices were not considered in the production of this policy. The only aspect related to the social interaction mentioned by the students is about services to international students and staff which may foster internationalisation in the aspect of the social domain.

5.3 Practice of internationalisation in Wits Business School and Faculty of Health Sciences

In this section, the practice of internationalisation in the Wits Business School and the Faculty of Health Sciences will be reviewed, using the interview data. All five foci appeared in the 2005 policy document and these will be looked at from the following three

perspectives: 1) the pedagogical domain which includes the curriculum and academic programmes as well as research, innovation and development; 2) the official domain which involves engagement with society, student enrolment and profile, academic staff and complement and profile as well as services to students, staff and scholars, and 3) the social domain, which leaves a gap in the policy.

5.3.1 Academic domain: practice aligned with the policy

The interviews conducted during the course of this study show that in practice, the academic domain is aligned with the internationalisation policy in those two academic departments studied at Wits University. It can be deduced from the statements made by the Wits Business School students that certain aspects of the Wits policies and procedures, such as lectures, reading and assignments, integrate international aspects. As one Business School student said:

> "Even look at lecturers, where do they come from? It is a mixture of experiences. You know, visiting professors. The activities are take place to my challenge and increase our debate and shape our thinkings. It does provide that (international) perspectives, it does bridge the gap. The lectures also bring international perspectives about international issues."

> "About academic sides, that's normal to bring international aspects. It's the nature of the subject, you have to bring international aspects. For example, economics, you have to talk about international economics. About accounting, you have to talk about somehow, international accounting principles. So you can't limit yourself with specific culture reality. I won't see that as international, I will just see it as normal."

Students from the Faculty of Health Sciences also expressed a similar opinion as follows:

> "I mean the research, especially health sciences, is credit over the world. And it connected internationally."

Another student said:

> "But like here, I think certain of faculties can be very international. Like ours. Academically very well rated."

There are more comments such as:

> "Lots of universities overseas also recognized Wits. So my own experiences is that a lot of work has been done, does get published and get recognized by some other universities and also collaborate with other universities."

and:

> "We have many international conference hold here. What I learn here is similar with what I learn in my country."

Thus, from the above testimonies from students, it can be gleaned that both the Wits School of Business and Wits School of Health Sciences display elements of internalisation because they show interaction with the international tertiary education community by inviting international scholars to lecture at the campus. The content of the lectures reflects and relates to international issues. The university actively engages with international universities through collaboration and research, the findings of which are also published in local and international journals. Nonetheless, what remains absent is the interface of these issues with the social experiences on campus in the academic and social development of the students.

5.3.2 Official domain: space to improve

Students, during their interviews, were not reminded about what aspects of internationalisation practice they should comment on. Nevertheless, when asked whether or not they think Wits is an international university, many students referred to the points relevant to the official domain which involve engagement with society, student enrolment and profile, academic staff, complement and profile as well as services to students, staff and scholars. Their responses show that they perceive both the Wits School of Business and the Faculty of Health Sciences as being international in the official domain while there is still space to improve.

The neglect of social experiences seems to collide with the realization of campus diversity in student diversity and this is illustrated by one interview comment, below:

> "(the university is international because) we have international students who are not SA are here. From old time to now. Wits is continuous doing that. We have students from Ireland, Ghana…..they bring in many perspectives."

> (It is international,) because there are a lot of international students, in my class as well. Students are from China, Japan, and other continents."

However, students also complained about issues such as academic staff and services, in both the Faculty of Health Sciences and the Wits School of Business. Thus, one student from the Business School reports that:

> "From my experience in business school, all good lecturers are gone. Take my supervisor as an example. I think he is not even as good as I am. Wits cannot keep its high standard staff with international vision. So the standard of its academia is going down. For my personal experience, all the good lectures are gone during the four years I've been here. This will result in not attracting international students. So I think Wits is going down."

Another student from the Business School also complains:

> "But I think the problem of most international students have is accommodation. They are struggling even to myself as well. I came from outside Gauteng. I think university should take responsibility"

A student from the Faculty of Health Sciences says:

> "But there are other things we are supposed to look into. Like the funding for postgraduate. When looking at other international universities, postgraduate level. They will cater for tuition, accommodation. It even goes into your families. You can even bring your family here. But now Wits cannot do that. In term of academic, it is one of the best. I don't know about other faculties. But ours is."

The students did not comment on the issue of students' engagement with wider society; for example, through service learning. This is possibly because they did not see this as a component of the internationalisation process.

5.4 Conclusion

In conclusion, the understanding of the term "internationalization" has been undergoing constant change at Wits since it first appeared in the Wits policy documents. Initially the policy context of internationalisation was vague and narrow, as illustrated in the 1999 policy document. There was a significant change in the 2005 policy document which envisaged the establishment of the International office and the International Policy Committee: this reflected a change of focus from the emphasis on student mobility to curriculum and institutional environment issues. This change meant that international students had representation and means of recourse concerning those issues and problems that would arise. In this way Wits University, as a leading University in Africa, has demonstrated positive responses to internationalisation and clearly intends to internationalise itself based on its context and understanding of internationalisation. In the two policy documents, there is nothing that specifically refers to the students' social domain but only to the pedagogical domain and official domain. This results in the recognition of internationalisation in the pedagogical domain and the official domain in both the disciplines of the School of Business and the School of Health Sciences. However, students do not realize the perspective of the social domain when talking about internationalisation or, in other words, the students did not see the social aspect of internationalisation as part of their educational experience. Thus, it is necessary for Wits University to take the social aspect of internationalisation into consideration when creating policies that affect students.

CHAPTER SIX
SOCIAL INTERACTION AND PROFESSIONAL PRACTICE

6.1 Introduction

In this chapter, the data collected for this study are presented. This study intended to answer the research questions: what are postgraduate students' perceptions and awareness of the social context of internationalisation at the Wits School of Business and the Faculty of Health Sciences at Wits, and what shapes this understanding? To answer these questions, extracts from the postgraduate students interviewed from both schools are presented in this chapter.

The main issues identified in this chapter involve social interactions in the Business School which are closely linked to the academic space, with the patterns linked to having friends from the same classes and study groups with very high expectations of social life on campus. In the Faculty of Health Sciences, most of the interactions including the social interactions, are socially orientated. Students have very limited social interactions with the patterns linked to having friends from the same department and same region with low expectations of social life on campus. Correspondently, the social interaction is part of the academic nature in the Wits School of Business but is not considered as part of the academic nature in the Faculty of Health Sciences. It is argued that postgraduate students perceive and understand the social space as confined to the context of their academic discipline.

6.2 Students' understanding of social interaction

6.2.1 Awareness and perceptions of social interaction at the Wits School of Business.

Perceptions of the Wits School of Business postgraduate students

Postgraduate students interviewed at the Wits School of Business campus perceived their social interactions on campus as being closely linked with their academic space and work. In other words, the social domain is an extension of the pedagogical domain on campus as well as their work outside campus. It serves as a *tool to connect* their academic life and their careers.

When asked, "what you usually do during your leisure time?", one of the participants from the Business School indicated that:

> "About lunch time, maybe with my classmates sharing our experiences. Lots of my classmates are managers. Our relationship goes beyond this range. We are sharing lots of information."

For this student, interaction with classmates is a process of sharing information about work, which according to him and many others at the Business School, is very relevant to what they are studying.

Another student describes his social life on campus as:

> "We have group discussions after lectures. Our group is pretty serious. Sometimes we discuss and work until 12pm."

In this response it is evident that the social interaction is related purely to academic work. In the same interview, this participant further explained that the way he became friends with others on campus was by "working in the same group".

The above comments are typical of the answers given by students at the Wits Business School. For them, social interaction was either an exchange of work experiences or working together on academic issues. This perception is further supported by the following participant comments from the interviews:

> "When I was at university, I was catching up the course, discuss with classmates about works…I couldn't take school work home…"
>
> "With classmates and friends, entertaining and learn. Reflect what we learn in class."
>
> "Discuss about homework and what we learned in class"

Besides the academic work and the campus, some respondents also referred to activities outside the campus when they have "real" leisure time. For example, one mentioned that:

> "There is something we can do outside. Like braai outside, there are a group of people who socialize in the bars as well…There are [various] people […who] contribute [to] life after […] school."

Other respondents also mentioned spending time with family and other friends outside campus. For example, one respondent said, "I spend time with my family during leisure time)".

From the data, it is apparent that for the postgraduate students at the Wits School of Business, there are two kinds of social interaction: one is academically-orientated and the other is socially-orientated. The latter usually happens outside the campus. On campus, besides the usual greeting and school work, the career experiences are usually the main purpose of students' social interaction. In other words, social interactions at the Business School are closely linked with the academic domain. If one were to develop a typology of the social interactions of the students it could be observed that there are three types of social interaction:

1. Academically related social interaction on campus.
2. Social interaction off campus with fellow classmates.
3. Social interaction off campus with persons other than classmates, such as family.

An example of 1 would be the accounts described by the Wits Business School students as having group discussions, after lectures, at school cafeterias and canteens and other non-teaching spaces on campus. An example of 2 would be the students' social interaction at braais and in bars off campus after teaching hours. An example of 3 is recorded in one student's account: "[we] spend time with our family at home during leisure time" .

If the social interaction is driven by discussion and talk of careers then it is more a type of social networking rather than leisurely social interaction. Friendship groupings, as mentioned, are motivated and sustained by the need to complete group-allocated tasks and students remain in these groups and develop social identities as a result of this group association.

Nature and Patterns of social interactions amongst the Wits School of Business postgraduate students

In this study, a very specific form of interaction was found among students on the Wits School of Business campus. These postgraduate students tended to make more friends with fellow students because they were often required to work in groups. This was the case for both local and international students.

From the interviews, one sees the formation of such friendship groupings:

> "The students from my class, especially the ones in our working group are the ones I interact most." (LB)
> "The friends I made are during group work." (International student)
> "I do have a lot of friends, especially the ones I attend class with." (LB)

> "I have friends mostly from my class, some from my work. Mainly my clients. Like the financial directors in other African countries… " (International student)

> "Yes, the people I study with. Because we spend lots of time together. Group work on campus. Lots of friends outside. On campus, just people I study with, same course."

In some instances, these friendships continued outside the campus environment, but in others these relationships did not persist outside campus life. As one respondent said:

> "[I have] Lots of friends outside. On campus, just people I study with, same course" (International)

> "I don't talk with them (classmates/friends on campus) a lot outside campus. I think it's because I'm not from Joburg; after school period, I just go home which is in Durban…I don't have time for Facebook and such stuff…" (LB)

> "We have a leadership development programme. A student from previous MBA courses will be one's personal coach. Like mine's is a very nice local guy. Even we finished that course already, we became good friends. We still talk to each other from time to time…" (International student)

It is clear that postgraduate students from the Wits School of Business tend to have friends from the same class or the same working group. This indicates that students' interactions are as a result of groups formed during class and the interactions continue outside of lecture time and are predominantly academic-related in nature. It can be deduced that this form of forced grouping and social interaction could hamper social interaction rather than aiding it. The responses of both international and local students show little difference on this issue.

Expectations of an academic and a social nature

When questioned about their expectations, the MBA students at the Wits School of Business indicated that they had very strong academic and social expectations. This was the case for both the local and international students.

These expectations are evident in the following responses:

*"*Nothing, just education and networking. I would tell you I've already seen much in my life. I don't expect anything. I wanted education and I wanted network. I already met people to be my client. For me, network is everything."

"Networking. Definitely networking. Getting to meet people. That is part of this course, you know, part of business. Interact with lots of people. It is probably one big reason I am here."

"Besides it produces scholars, it has people from different backgrounds. Culture tolerance, understanding people who cannot speak your language, people from different culture. You grow. You also apply what you know when interacting with people from different backgrounds. Join some clubs, organisations on the campus. Such kind of things."

"…I want to practice my language, speak with local people…and know the culture."

"Well. The quality and even I think the price and fees are not that bad compared with others. Quality of education is when I go to the labour force, It is more in line with what is happening in the country. They have done their research. So, the degree or programme I am in is more than relevant to what is happening now. Also networking as well because I said we get students from other country. So, we will be able to share their experiences. You know, first hand experiences. So, this actually helped to develop us intellectually."

From the foregoing discussion of the Wits Business School postgraduate students' understandings, the nature and pattern of their social interactions, and their expectations, it is apparent that for these students there is a link between the academic space and the social space. This is due to the requirement that they have to work in groups.

6.2.2 Awareness and Perceptions of Social Interactions: Faculty of Health Sciences

Perceptions

In the Faculty of Health Sciences, both local and international students have limited social interaction on campus and this is mainly confined to greetings and daily chatting. In other words, the social domain is quite weak on the Faculty of Health Sciences campus. Students do not communicate much there. When they do interact, it is more about polite chatting or just relaxing without any specific purpose.

Concerning the question on what they do during their leisure time, respondents said:

> "Oh. One day I was walking back. I was thinking I should be a workaholic. (?) Because I was just wondering do I have time to walk around here? I am always here late at night, sometime almost here until next morning. I said it depends on the experiment I set up. I start wondering I really don't have time. Recently, I did make some time. A friend comes and drives me to watch a movie. So it is one way. If I have time, it is how I spend it, watching movie." (International student)

> "Not much leisure time. Sometimes buy a beer". (Local student)

> "No, actually, presently, I don't have leisure in last six month. But when I got time, I go to the malls, Pick 'n Pay to buy stuff. That's it." (International student)

> "We don't have any leisure time. I work part time. Do sports and socialize….most of my friends I met them on this campus. From undergraduate. Some through friend on campus or internet" (Local student)

> "God, do I have leisure time? No, seriously. Barely no leisure time. Technically I am a human being even though Wits doesn't want me to be. I still need to go to lunch and bathroom. If you count that as leisure time…Ok. I have food with people sometimes to say social. On Friday evening, about two hours, I play land games with a friend of mine. There isn't time interaction with other things". (Local student)

From these responses, it is clear that students from the Faculty of Health Sciences do not have much leisure time to interact. As a result, there is very limited social interaction in this academic division.

Nature and Patterns of social interaction amongst the Faculty of Health Sciences postgraduate students

This study found one primary form of social interaction on the Health Sciences campus. The postgraduate students on this campus had access to postgraduate rooms where they often engaged with colleagues from the postgraduate office or academic department. For international students, besides friends from the same department or office, they tended to interact more with the students or people from the same countries as themselves in or outside campus:

> "Yes, I got three (friends) in this campus and eight (friends) on main campus. On Friday, two hours land games, through computers. We sit next to each other." (Local student)

> "Yes, the people stay close to me. We go to school together. And that Taiwanese. And the people from the same office. Other people, I don't have chance to know them." (International student)

> "Most of them left. But we met on campus. We lunch, go to different places.
> Close friends are mostly from Indian. Colleagues are obviously the close friends. I have 3 or 4 from colleges and 4 from Indian." (International student)

> "They are more colleagues, you know. When you work together, we are colleagues and then become friends. Like this guy, we are colleagues; we are together since the first year. He is Zimbabwe, like me. We are close friend, but some people I just stopped." (International student)

Expectations

When responding to questions about expectations, it was found that the postgraduate students in the Faculty of Health Sciences have quite strong academic expectations but low social expectations of campus life. For them, Wits is mainly a place to get their degree or education or for doing their research:

> " The main thing is education. Other things cannot be called expectation. Maybe just think".

> "Well, I expect they provide services relevant to the money I paying them. Therefore, I expect them to give me Higher Education, a decent one. I hope them to be facilitate good working conditions, good environment. Things like that. University doesn't play a role in my love life. It purely there to facilitate as an academic institution. Because in Wits, people are too busy to be sitting there or hang around with girlfriends".

> "I'm just focusing on my degree. Maybe job opportunities."

> "Just focus on academic sides. When I finish this, I will go back to Zimbabwe. Maybe funding for my further studies"

From the above responses, it is apparent that postgraduate students at the Faculty of Health Sciences have low expectations regarding their social life on campus.

Conclusion

When comparing the postgraduate students' responses on their social interactions in the two academic divisions, it is clear that the students from the Wits Business School have more interactions than the students from the Faculty of Health Sciences. In both divisions, postgraduate students tend to have friends from the same class. The interactions at the Wits School of Business were generally academically orientated and the students had high academic and social expectations. While the students on the Health Sciences campus had high academic expectations, their expectations regarding social interactions were limited.

In order to explain the differences in the social interactions of these two groups, it is necessary to look more closely at the ways in which the academic programmes influence social interactions. This is discussed in the next section.

6.3 The role of social interaction within the academic discipline

From the two previous chapters (Chapters Four and Five), it is clear that the two campuses share the same policy context and have similar facilities. The differences in the programmes offered and the student profile appear to have a strong influence on the types of social interaction found on these campuses.

6.3.1 Wits School of Business: Social interaction as the nature of the discipline

In the Wits School of Business, it is apparent that social interaction is considered to be integral to the academic courses, especially the MBA course. This is evident from the participants' responses:

> "I think more interaction and more networking are obviously facilitated by academics. We study at campus. We get together. We have different experiences. So we can share these. Find a common ground."

> "Getting to meet people. That is part of this course, you know, part of business. Interact with lots of people. It is probably one big reason I am here."

> "I am a sale, so I generally interact with everyone. You know, the people I am dealing with are university graduates and CEOs of the companies. So I deal with strange people and I do have abilities. This is my job and it is part of the business"

Students realized this from the beginning of the course which also explains the high expectation of social interaction expressed by the students in the Business School.

What is more, the course is trying to promote interactions among students and lecturers through the study groups, tea breaks, and the communications in the lectures themselves.

As one respondent said:

> "We have study groups, This is how I know people. We meet before and after lectures."

In addition, the individual study rooms available in the Wits Business School provide spaces for study group members to meet and interact.

The tea breaks between the lectures were also another way in which social interaction was promoted. This conclusion is based on the researcher's observations. During the tea breaks, the school provided free tea or coffee and a comfortable room for students to mingle. During this break, students usually chatted about what they had just encountered in the lecture.

6.3.2 Faculty of Health Sciences: social interaction and student's individual activity

On the Faculty of Health Sciences campus, there is a different scenario among postgraduate students. Social interaction is purely from students' socializing perception. The academic programme does not play any role in promoting or inhibiting students' social interactions. As a result, students have limited social interaction as well as low expectations of any such interaction.

Most (90%) of the postgraduate students who participated in this study were research students and as such, do not attend lectures. The only time they are required to meet and communicate is during supervisor meetings in which they report their research progress.

The places they usually use are the postgraduate student offices and the laboratories. Usually four or five students share one office. The researcher observed that in the office, students just pursue their own activities, which are usually study-related. Even during the break, students choose to relax by surfing internet or watching movies and these solitary activities do not influence others. In addition, every student has to work on their own research topic which provides nothing in common for them to interact with others. As one respondent said, "we are doing different topics. You can't really talk with others about it".

6.4 Conclusion

This chapter indicates that social interactions in the Business School are understood to be a tool facilitating academic work. Students have very high expectations of social life on that campus and made friends with people from the same class and working group. The pattern that seems to emerge from the Business School students' accounts points to academic pressures in the classroom as being the primary framing factor of the existing forms of social interaction on campus. This means that, in general, the formation of the groupings is motivated by the need to complete academic work, which hinders other forms of social interaction.

In the Faculty of Health Sciences, most of the interactions, including the social interactions, are socially oriented. Students have very limited social interaction with the patterns linked to having friends from the same department and from the same region, with low expectations. Correspondently, the social interaction is part of the academic nature in the Wits School of Business but is not considered as part of the academic nature in the Faculty of Health Sciences.

CHAPTER SEVEN
THE ROLE OF ACADEMIC DISCIPLINE AND INDIVIDUAL IDENTITIES

7.1 Introduction

The central goal of this research is to find out and compare how postgraduate students from two schools with very different disciplines at Wits University understand and experience social space on campus. Those schools were the Wits School of Business and the Faculty of Health Sciences. In the previous chapters I adopted a conceptual framework based on a review of the literature and social identity theory. I then outlined the methodology and collected data, as well as examined the background of internationalisation at Wits University. In Chapter Six, the collected data were presented. This chapter aims at an analysis of the data presented in chapter six in light of the conceptual framework of social identity theory. It seeks to answer the main question of how students' understanding and experiences of social space are being shaped within those two schools.

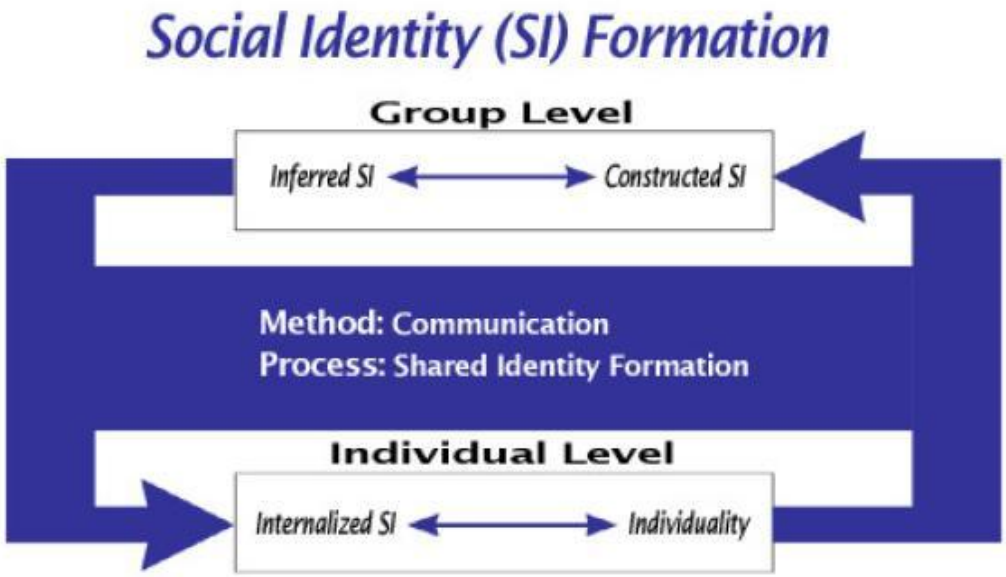
The chapter is structured into three main sections. The first section provides an explanation of the theory itself followed by the second section which is also the main part of this chapter. The second section explains that according to the Social Identity Theory, Wits School of Business uses its programme structure to facilitate the social group as well as social interaction. In contrast, the students from the Faculty of Health Sciences are on their own which explains the data presented in the last chapter. The third section of this chapter tries to identify a specific scenario from the students' voices in light of the Social Identity Theory: thus, it is proposed that the confusion on the part of international and local students is due to loss of identity.

The argument in this chapter is that postgraduate students perceive and understand the social space as an identity issue which can be explained by social identity theory. That is, a strong academic identity and individual identities of students foreground how those students understand the social space in the University of Witwatersrand.

7.2 Social identity theory and disciplinary distinctions of social interactions in the Internationalisation Phenomenon

7.2.1 Social Identity Theory as formation

Figure 4: Social Identity Theory and formation between the group level and the individual level.



From http://www.synanim.com/?page_id=15 (2010/12/10)

Figure 4, above, attempts to explain how people develop a sense of identification within a particular group. An individual might have a particular idea of how they are perceived by others; this can be understood as an inferred social identity (Inferred SI) at the group level. Once an individual associates herself or himself with a group of like-minded individuals, he or she will share the identity of the group through communication and the process of shared meaning of their experiences. This can ultimately result in a constructed social identity (Constructed SI). In this way the group identity is internalized at an individual level leading to development of social individuality.

This is to say that, as an individual, he or she will have his or her own identity. This identity could include interests, the race, the language, cultural identity, life experiences, and the like. In any environment such as school or working place or any other place where there are people, an individual will try to find their group. The group which they join will have a

similar identity to the individual. For example, a man named Mike likes drinking beer. As a result, he tends to fit himself in a group of people who all like drinking beer. This is the self-categorisation process.

After an individual joins the group, that person tends to feel that his or her group is better than other groups. In words, that person has a positive self-image. Using the previous example, after finding a group of people who like drinking beer, Mike will feel that he is better than people who only drink soft drink. He will consider drinking a beer a positive attribute of a human being.

Mike's group may well have other identities besides drinking beer; it may also have identities such as going to a bar at night or eating chips. After Mike joined the group, he may gradually adopt the other identities. He may also go to a bar at night and eat chips. On the other hand, Mike likes watching TV while he drinks. Through communication with others from the group, other people in the group also find it is a way to enjoy beer and accept that. Gradually, watching TV while drinking beer becomes part of the group identity.

7.2.2 The Role of Academic Discipline and Individual Identity at the Wits School of Business

From the previous chapter, it is found from the data that social interactions in the Business School are closely linked to the academic space, with the patterns linked to having friends from the same classes and study group with very high expectations of social life on campus. In the Faculty of Health Sciences, most of the interactions, including the social interactions, are socially oriented. Here, students have very limited social interaction with the patterns linked to friends from the same department and the same region with low expectations. The data also show that the postgraduate students from the Faculty of Health Sciences spend much more time together on campus than the students from Wits Business School. Correspond to the phenomena, the nature of the academic programmes offered in two schools is different.

Based on all the findings of the previous chapter, the following two questions emerge: first, as the theoretical framework of this research, does Social Identity Theory explain the

scenarios described? Second, how will Social Identity Theory explain these scenarios and link the social interaction together with professional practice and other factors?

In this study, there appeared two main study objects: the Business School postgraduate students and the postgraduate students at the Faculty of Health Sciences. For clarity, I have chosen the start of the MBA course as the example when talking about the Business School and the Pharmacy department to represent the School of Health Sciences. There are two reasons for this. The first and the most important reason is that a specific course has a more detailed nature and structure than a group of courses based on a whole school or faculty. It will be easier to use one specific course as an example when applying the Social Identity Theory. The second reason is that 50% of the Business School participants are on the MBA course and 90% of the Health Sciences participants are from the Pharmacy department. It follows that these two groups can be used as representitive groups for the Wits School of Business and the Faculty of Health Sciences. So in the following part of this section, the MBA course will be used to stand for programmes in the Wits School of Business and the Pharmacy department will stand for the Faculty of Health Sciences.

From the earlier explanation of Social Identity Theory, the first thing that normally happens when students come to campus is that they tend to find their own group and join it based on their individual identities (*self-categorisation).* However, from the data, this is not precisely what happened in the Wits School of Business and the Faculty of Health Sciences. The process does not happen automatically when people meet and only happens after some time has elapsed, because of one reason mentioned by almost every student: there is very limited or no leisure time. In other words, at the beginning, individual identities did not make people into groups as the theory says. The process is delayed because it is inhibited by time constraints.

Although the individual identities give the basis for forming the different groups, according to the social identity theory, it would appear that the academic structure and requirements structure the group before the individual identities do.

At the Business School, students tend to interact more with people from the same class and study group. This is because as an individual, study groups or the classes are the “social

group" on campus. An individual, at the beginning, is forced to join the group by the course requirement.

In the MBA course for example, at the beginning of the course, students are divided into study groups. Each group has its academic task. This can be doing a project, doing an assignment, reviewing a text, and the like. As one student mentioned: "part of our mark comes from the group work, not individual work". So the study group becomes the social group for a student with the common task being the group identity. It is the same for the whole class which can be understood as a big social group with its own group identities such as having business lectures and learning business administration.

Because the common task for the social groups at the Business School (study group and the same class) is academic, it is obvious that the social interaction in the Business School is closely linked with academic space. In other words, what students talk about on campus is mainly their academic task.

However, delay does not mean not happen anymore. The individual identities still works and reconstructed the group based on the effect of the academic discipline. This can be found in the data that students have other interactions like have party outside campus. The Social Identity Theory can provide an explanation as follows: thus, as time passes and people get to other people better, they may find other common identities. As a result, a new social group emerges. One may join them as well, based on the identities they are have. For example, as one student mentioned, he likes to talk about sports when he is free. (*I am a sport fanatic person and I am an atheist. I watch soccer, a lot of soccer. European and domestic ones...*).

Social Identity Theory explains changes by a person in the socializing process (Hogg, Terry et al. 1995:259-262). Thus, applying the theory to this study as follows: students are forced to join a group such as the MBA course group because of the course structure and requirements. He or she may not have the prior intention of socializing. However, as socializing is a common identity of the group, even though the person is not a social person, he may try to socialize more during the social comparison process. The reason is that social interaction as part of the programme nature is an identity of the MBA group and this group identity is considered a priority one. In other words, after students join the MBA group, the group is considered to be better than other groups according to the theory. Socializing as a group

identity becomes a positive factor and is likely to be adopted by the group member. This leads to the possible result that attendance at the MBA programme will enhance social interaction during the programme no matter what kind of person he or she was before attending.

Although there is no evidence from the data shows the change of a student, which is because it is not the question addressed in this study. It may explain the social interactions among the students and the socializing nature of the students in the Wits School of Business.

In conclusion, at the Business School, the course structure and requirements encourage each student to join a social group with the academic task being the group identity at the beginning. Then, through communication within the group, students find their own group according to other identities they are carrying. The academic tasks bring students together and as a result, social interaction is enhanced in the Wits School of Business.

7.2.3 The Role of Academic Nature and Individual Identity in the Faculty of Health Sciences

In the Faculty of Health Sciences, which is very different from the Business School, students have very limited interactions of a socially oriented nature, with the pattern of having friends from the same department or same region. The phenomenon can also be explained by the Social Identity Theory introduced previously.

In the Faculty of Health Sciences there is also no leisure time; as a result, the individual identities work very slowly to construct people into groups.

In addition, the programmes at postgraduate level offered by the Faculty of Health Sciences are mostly research-oriented; this factor provide no basis for the social group within which social interaction happens. Consider the Pharmacy department as an example: here, the degrees offered at postgraduate level are all research degrees. The students do not have any lectures to attend together. Students are all doing their own research. Even they have some links, for example, cancer medicines, those students are still on their own and everyone is doing their research from different perspectives. Students are evaluated by individual

research rather than by group work. There is no social group with an academic identity they can join. In contrast to the students at the Wits School of Business, they are individuals rather than a group.

This factor explains why there is very limited social interaction without any linkage to the academic programme in the Faculty of Health Sciences.

Although social interaction is limited in the Faculty of Health Sciences, this does not mean there is none. There are still interactions such as daily greeting, free chatting and the like. In addition, international students have interactions with friends from the same country in or outside campus. This shows that students also belong to many big or small social groups according to the identity they carried before they come to the Faculty.

So, in the Faculty of Health Sciences, the academic work occupies most of a student‘s time and does not play a role as a link between students. This is the reason why in the Faculty of Health Sciences, most of the interactions, including social interactions, are socially restricted. Students have very limited social interaction with the patterns linked to having friends from the same department and same region.

7.3 Conclusion

In conclusion, in this chapter, this study tried to utilize the Social Identity Theory to explain the different understandings of identity formation at an individual and group level within the social domain. The postgraduate students interviewed perceive and understand the social space as the area where identity is perceived and constructed, which can be explained by Social Identity Theory. Thus, a strong academic and individual identity of a student foregrounds how they understand the social space at Wits and how the academic nature and structure of two different departments shape a student’s experience and understanding of the social domain.

CHAPTER EIGHT
CONCLUSION

8.1 Introduction

The aim of this study is to uncover postgraduate students' social interactions and perceptions of their social experiences in the internationalisation process. The key theoretical thesis of the study is based on the argument that there is a *unique distinction* in students' perceptions of the social space at Wits. A comparison of the Medical and Business Schools was conducted by explaining the two main factors. These factors are the *nature* of the academic discipline and the *students' individual identities* within the distinct academic programmes in each of the schools.

After examining the existing literature on the broad concept of "internationalisation", it was discovered that there is a barrier in the students' experiences in the internationalisation process. Also, it is mentioned in the studies conducted at Wits that university administrators at policy making level have little interest in students' social experiences and indeed have probably been told by students, in no uncertain terms, that students' private lives are none of their concern; administrators are more concerned with issues such as the university's academic reputation and operating on brief, on budget and on time.. This focused the study on an exploration of how students understand the social experience in the internationalisation context. As shown in Chapter Two, I presented the literature from key authors on: (1) how internationalisation is defined; (2) the rationales behind internationalisation of Higher Education and (3) how to internationalise the policy of internationalisation: strategies, programmes and policies. This was followed by a review of trends and progress in terms of the research done and a description of what the key studies focused on. Finally, literature on the experiences of students and internationalisation of Higher Education was surveyed.

Following the literature review, I developed a conceptual framework based on Social Identity Theory and domains of a Higher Education sector. This conceptual framework was used as a lens in Chapter Seven to bring the findings and theoretical issues togetherr.

In the methodology chapter, my design of the research is illustrated. In order to understand the phenomenon better, I chose two different specialized schools at Wits to do a comparative study. Being a student at Wits gave me the privilege of doing research at the university itself. I had the access to different schools and campuses at Wits and their students. Data collecting was unproblematic. After I received the ethical clearance, I collected the data using the instrument designed, which is presented in the chapter on methodology.

Studying the history of Wits gives me an insight to the Wits University of today. The policies of internationalisation at Wits show the route the university has taken in the process of internationalisation. Based on the contextual issues, I have realised that Wits has given positive responses to this trend in Higher Education and has its own understanding of this phenomenon.

Based on the data collected and documents analysed, I presented students' perceptions of social experience in two specialized schools through the respondent's voices in Chapter Six, as well as the different academic natures of the two schools. In the following chapter, I argued, based on the institutional and policy context, as well as the theoretical framework and respondents' voices, that there is a *unique distinction* in students' perceptions and understanding of the social space at Wits, when comparing the medical and business schools; this is explained by two main factors. These are the *nature* of the academic discipline and the *students' individual identities* within the distinct academic programmes.

8.2 Theoretical Insights

This study has focused on the social experience of internationalisation of the Higher Education process. The internationalisation of Higher Education is a very important phenomenon at the present time as a result of globalization, which is the main driving force. Drawing on previous studies, my literature review, policy documents and interview transcripts, this section emphasizes two theoretical insights as follows:

8.2.1 Internationalisation Experience and Social Interaction

Emerging from the literature review, it appears that most studies of internationalisation focus on the theory and policy issues without considering students' voices. Some studies have been looking at the students' experiences of academic and social issues separately but few have linked them together. From the literature on the internationalisation theory and policy, there is a tradition of focus on the student who is the main stakeholder of Higher Education. Two of the most popular terms used in the literature are "internationalisation at home" and "cross-border education", which provide evidence of this. The internationalisation process starts with scholar and student mobility and a key element of that process is the students' social experiences. Social interaction is an essential part of the internationalization process for students and as mentioned elsewhere, this issue is given less emphasis in the literature than other issues such as academic matters. This study has attempted to examine students' social experiences, bearing in mind the essential role that social interaction plays in the internationalization process. In this study, also, it is emphasized that there is a linkage between the academic and social experiences and that the nature of academia can shape the social experiences of students. This is further discussed in the following section.

8.2.2 Professionalism, Programme and Identity

Although the students' voices converge on the nature and understanding of their social experience in the previous section, I found that students perceive and understand social experiences differently in the two schools studied. As presented in the previous chapters, these students have shared the same institutional context and policy context. Based on the findings, the Social Identity Theory, which has been adopted as the conceptual framework of this study, ties them together. It is argued that students perceive and understand social experience based on the nature of the academic context and their individual identities. What is more significant, Social Identity Theory also explains how students been changed within the particular programme they are studying.

In view of the argument of this study, I aim to illustrate the relationship between professional, programme and identity. The identities one has can be changed within a given profession, through the programme of study. In other words, in a university context, students' individual identities can be shaped by the programme they are attending; for example, it is generally accepted that legal students are trained to conform with professional norms and conventions and any student failing to conform is quickly forced back into line with the sanction of

dismissal. This applies to all but especially to professions with traditions and codes of conduct such as medicine.

8.2.3 Implications for the Institutional Policy on Internationalisation

It is one of this study's findings that Wits has remained silent on the students' social interactions in the institutional and policy context and the internationalisation policy. This is understandable, since administrators are judged on their performance in administration of the university and their key performance areas are confined to measurables such as running the university on budget, on brief and on time. No administrator ever received a bonus for improving the social lives of students which is regrettable since I discovered during this study that academic structures and programmes can play an important role in shaping students' social interactions. Although administrators and policymakers do not pay much if any attention to enhancing students' social experiences, there is enough flexibility in the academic sphere of activity to do this, if only the willingness was there. One supposes that administrators and policymakers do not consider this to be part of their job.

This study illustrated that each of the two schools has its own distinct social culture and that students at the one school differ significantly from students at the other school insofar as their understanding of social space and social interaction is concerned. This difference exists even though the two schools operate within the same policy framework of Wits university and within the same administrative rules and practices. This illustrates the flexibility of current policy but in addition, might indicate a tendency, on the part of university administrators, not to become involved in students' private and social lives. In the current social and political climate any such interventions would be misinterpreted and would be resented as interference. "What we do in our own time is our own business".

REFERENCES

(2010). Wits students community.

Abdullahi, I., & Kajberg, L. (2007). Internationalisation of LIS Education in Europe and North America. *New Library World Journal,* 108(1/2), 7-24.

Altbach, P. G., & Knight, J. (2006). The Internationalisation of Higher Education: Motivations and Realities. *The NEA 2006 Almanac of Higher Education*

Altbach, P.G. (2007). The Internationalisation of Higher Education: Motivations and Realities. *Journal of studies in international education*, 11 (3/4), 290-305.

Association of Universities and Colleges of Canada, American Council on Education, European University Association (EUA) and Council for Higher Education Accreditation (2001) Joint Declaration on Higher Education and the general Agreement on Trade in Service. Geneva: EUA

Babbie, F. & Mouton, J. (1998). *The Practice of Social Research, 74-80.* Cape Town: Oxford University Press.

Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, Calif: Sage Publications.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education* (2nd ed.). Boston: & Bacon.

Brown, A., & Dowling, P. (1998). *Doing research/reading research: A mode of interrogation for education*. London: Falmer Press.

Campbell, J. & Li, M. (2008). Asian Students' Voices: An Empirical Study of Asian Students' Learning Experiences at a New Zealand University. *Journal of Studies in International Education,* 12(4): 375-396.

Cohen, L. & Manion, M. (1994*). Research Methods in Education* (4th ed). London and New York: Rutledge

Cross, M., & Mhlanga, E. (2009). Emerging Concept of Internationalisation in South African Higher Education- Conversations on Local and Global Exposure at the University of the Witwatersrand (Wits). *Journal for Studies in International Education.*

Damme, D. Quality Issues in the Internationalisation of Higher Education Higher Education Vol. 41, No. 4 (Jun. 2001), 415-441 Published by: Springer Article Stable. Retrieved from http://www.jstor.org/stable/3448132

Denzin, N. & Lincoln Y. (2000). Introduction: the Discipline and Practice of Qualitative Research. In: Denxin, N.K. and Lincoln, Y.S (eds.) *Handbook of qualitative Research* (2nd edition). 1-29. California: Sage Publications,

De Vos, A.S. (1998). *Research at grass roots*. Pretoria: Van Schalk

De Wit, H. (2005). Rationales for Internationalisation of Higher Education. Retrieved February 20, 2007, from http://www.ipv.pt/millenium/wit11.htm.

De Wit, H., & Jaramillo, I. C. (2005). Higher Education in Latin America: The International Dimension. Directions in Development, The World Bank.

De Wit, H. (2006). Changing dynamics in the internationalisation of higher education. In: Kishun, R. (ed.) *The internationalisation of higher education in South African*. Durban, South Africa: IEASA

Denzin, N. K., & Lincoln, Y. (1994). *The handbook of qualitative research,* Thousand Oaks: Sage Publications.

du Toit, A. (2001). *Commissioned Papers: Revisiting Academic Freedom in Post-Apartheid South Africa: Current Issues and Challenges*. Retrieved 24 December 2008, from www.chet.org.za/download/3968/DU_TOIT_2001_Academic_freedom_in_SA.pdf

Dunne, C. (2009). Host Students' Perspectives of Intercultural Contact in an Irish University. *Journal of Studies in International Education* 13(2): 222-239.

Enders, J. (2004). Higher Education, Internationalisation and the Nation-State: Recent Developments and Challenges to Governance Theory *Higher Education* 47(3): 361-382.

Fraenkel, J., & Wallen, N. (1996). *How to design and evaluate research in education.* New York: McGraw-Hill.

Frølich, N., & Veiga, A. (2005). *Competition, Cooperation, Consequences and Choices Internationalisation in Higher Education*. Paper presented at EAIE/EAIR Joint Seminar, Amsterdam 22-23, April 2005.

Gacel-Avila, J. (2005). The Internationalisation of Higher Education: A Paradigm for Global Citizenry. *Journal for Studies in International Education* 9(2): 121-136.

Golafshani, N. "Understanding Reliability and Validity in Qualitative Research." *The Qualitative Report,* 2003, *8*(4), 597–607.

Halualani, R. T., & Chitgopekar, A. (2004). Who's interacting? And what are they talking about?--intercultural contact and interaction among multicultural university students. *International Journal of Intercultural Relations* 28(5): 353-372.

Hellsten, M., & Prescott, A. (2004). Learning at University: The International Student Experience. *International Education Journal,* 5(3), 2004.

Hitchcock, G., & Hughes, D. (1998). *Research and the teacher: a qualitative introduction to school-based research.* London and New York: Routledge.

Hogg, M. A., & Abrams, D.. (2004). The Social Identity Perspective. *Small Group Research* 35(3), 246-276.

Hogg, M. A., & Terry, J. (1995). A Tale of Two Theories: A Critical Comparison of Identity Theory with Social Identity Theory. *Social Psychology Quarterly* 58(4), 255-269.

Huisman, J. (2007). *Research on the Internationalisation of Higher Education: The State of the Art*. Paper prepared for the Seminar on the Internationalisation of Higher Education, Department of Education, University of Bath, 4 July 2007. Retrieved July 17, 2008, from http://people.bath.ac.uk/edpjba/INT_seminar/Research_on_the_Internationalisation_of_Higher_Education.doc.

Kahn, D. L. (1993).Ways of discussing validity in qualitative nursing research.*Western Journal of Nursing Research*, *15*, 122-126.

Kanjananiyot, P. (2004). *Internationalisation of Higher Education: Concepts and Importance.* Retrieved July 17, 2008, from www.fulbrightthai.org/data/knowledge/intlization%20paper.doc.

Kehm, B. M., & Teichler, U. (2007). Research on Internationalisation in Higher Education. *Journal of Studies in International Education*, 11(3-4): 260-273.

Knight, J., & De Wit, H. (1997). *Internationalisation of Higher Education in Asia Pacific Countries.* Amsterdam: European Association for International Education.

Knight, J. (1995). *Internationalisation at Canadian Universities: the changing landscape*. Ottawa: Association of Universities and Colleges of Canada.

Knight, J., & De Wit, H. (1997). *Internationalisation of Higher Education in Asia Pacific Countries*. Amsterdam: European Association for International Education.

Knight, J. (1999). Internationalisation of Higher Education. Quality and Internationalisation in Higher Education. *OECD* 1999,13-28

Knight, J. (2003). Internationalisation of Higher Education Practices and Priorities: 2003 IAU Survey Report. Paris: International Association of Universities. Retrieved February 18, 2007, from http://www.unesco.org/iau/internationalisation/pdf/Internationalisation-en.pdf.

Knight, J. (2004a). Internationalisation Remodelled: Definitions, Rationales and Approaches. *Journal for Studies in International Education*, 8(1): 5-31.

Knight, J. (2004b). *Cross border Education in a Trade Environment: Complexities and Policy Implications*. The Implications of WTO/GATS for Higher Education in Africa. Accra, Ghana (27th - 29th April 2004), Association of African Universities (AAU): 59-105.

Knight, J. (2006). Internationalisation in the 21st century: evolution and revolution. In: Kishun, R. Ed. *The Internationalisation of Higher Education in South African*. Durban, South Africa: IEASA.

Knight, J. (2008). *The Internationalisation of Higher Education: Are we on the Right Track?* The Global University Retrieved 11 November 2008, from http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=1234&category=/issues/OCT2008.

Montgomery, C. (2009). A Decade of Internationalisation. *Journal of Studies in International Education,* 13(2), 256-270.

Moodie, G. C. (1994). The State and the Liberal Universities in South Africa: 1948-1990. *Higher Education,* 27(1), 1-40.

Murray, B. K. (1990). Wits as an `Open' University 1939-1959: Black Admissions to the University of the Witwatersrand. *Journal of Southern African Studies*, 16(4), 649-676.

Myles, J., & Cheng, L. (2003). The social and cultural life of non-native English speaking international graduate students at a Canadian University. *Journal of English for Academic purposes,* 2(2003), 247-263.

Ojo, E. (2009*). Internationalisation of Higher Education at the University of the Witwatersrand: A Phenomenographic Study of Students' Perspectives*. Educational Leadership and Policy Studies. Johannesburg, University of the Witwatersrand, South Africa. Master of Education (Dissertation), 165.

Ojo, E., & Booth, S. (2009). Internationalisation of higher education in a South African university: A phenomenographic study of students' conceptions. *Education As Change*, 13, 69-83.

Otten, M. (2003). Intercultural Learning and Diversity in Higher Education. *Journal of Studies in International Education,* 7(1), 12-26.

Perrucci, R., & Hu, H. (1995). Satisfaction with social and educational experiences among international graduate students. *Research in Higher Education*, 36(4), 491-508.

Plooy,GM Du. (2002). Communication Research: techniques, methods and applications. Juta & Co Ltd. Landsdowne

Qiang, Z. (2003). Internationalisation of Higher Education: Towards a Conceptual Framework. *Policy Futures in Education,* 1(2), 248-270.

Rouhani, S. (2004). *Towards a Policy on Internationalisation of Higher Education for South Africa: Global, National and Institutional Imperatives.* Retrieved January 31, 2008, fromhttp://download.che.ac.za/documents/d000085/papers/Towards_Policy_on_Internationalisation_of_HE.pdf.

Rudzki, R. (1995). The Application of a Strategic Management Model to the Internationalisation of Higher Education Institutions. *Higher Education,* 29(4), 421-441.

Sawir, E, Marginson, S., Deumert, A., Nyland, C., & Ramia, G. (2008) Loneliness and International Students: An Australian Study. *Journal of Studies in International Education,* 12(2), 148-180

Scheyvens, R., & Wild, K. (2003). International Students Pursuing Postgraduate Study in Geography: Impediments to their Learning Experiences. *Journal of Geography in Higher Education,* 27(3), 309-323.

Scott, P. (2000). Globalisation and Higher Education: Challenges for the 21st Century. *Journal for Studies in International Education,* 4(3), 5-10.

Scott, P. (2006). Internationalisation Higher Education - A global perspective. In: Kishun, R. Ed. The internationalisation of higher education in South African. Durban, South Africa: IEASA.

Stone, N. (2006). Internationalising the Student Learning Experience: Possible Indicators. *Journal for Studies in International Education,* 10(4), 409-413.

Summers, M., & Volet, S.E. (2008). Students' Attitudes Towards Culturally Mixed Groups on International Campuses: Impact of Participation in Diverse and Non-Diverse Groups. *Studies in Higher Education,* 33(4), 357-370.

Sawir, E. (2007). *How Can we Improve Standards in International Education?* Paper presented to the University of Melbourne Centre for Public Policy and Centre for the Study of Higher Education Symposium on 'Higher Education and the 2007 Federal Election: Global Market and Local Policy'. University of Melbourne, 5 June. Accessed 6 September 2007 at: http://www.cshe.unimelb. edu.au/ people/staff_pages/Sawir/ How_can_we_improve_standards.pdf

Teichler, U. (2004). The Changing Debate on Internationalisation of Higher Education. *Higher Education,* 48, 5-26.

Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer Press

Tynjala, P., Valimaa, J., & Sarja, A. (2003). *Pedagogical Perspectives on the Relationships between Higher Education and Working Life Higher Education,* 46(2), 147-166

Van der Water, J. (2006). *The Internationalization Process: Lessons Learned from the US experience,* Durban, South Africa: IEASA.

Van der Wende, M. (2001). Internationalisation Policies: About New Trends and Contrasting Paradigms *Higher Education Policy,* 14, 249-59.

Van Oudenhoven & van der Zee. (2002). Predicting multicultural effectiveness of international students: the Multicultural Personality Questionnaires International *Journal of Intercultural Relations*, 26, 679-694

Verma, G. & Mallick, K. (1999) *Researching education. Perspectives and techniques* (London, Falmer Press).

Volet, S. E., & Ang, G. (1998). Culturally Mixed Groups on International Campuses: an Opportunity for Inter-cultural Learning. *Higher Education Research & Development*, 17(1), 5-23.

Wächter, B. (2003). An Introduction: Internationalisation at Home in Context. *Journal for Studies in International Education*, 7(1), 5-11.

Wihlborg, M. (2005a). *Students' and Teachers' Experience of Globalisation/ Internationalisation of' Higher Education –Emphasizing a Pedagogical Stance in an internationalized teaching and learning context: Four Empirical Studies Conducted in Sweden*. Paper Presented at the AARE Annual Conference: Creative Dissent-Constructive Solutions, Sydney, Australia, 27th November – 1st December 2005.

Winter, G. (2000). A comparative discussion of the notion of validity in qualitative and quantitative research. *The Qualitative Report*, 4(3&4). Retrieved February 25, 1998, from http://www.nova.edu/ssss/QR/QR4-3/winter.html

University of the Witwatersrand (1999). "Policy on Internationalisation."

University of the Witwatersrand (2005). Internationalisation Policy: 2005 University of the Witwatersrand, Johannesburg

University of the Witwatersrand. (2006). *History of Wits*, Retreived from http://web.wits.ac.za/AboutWits/IntroducingWits/ HistoryofWits.htm.

Wier-Jenssen, J. (2008). Does Higher Education Attained Abroad Lead to International Jobs? *Journal of Studies in International Education*,12(2), 101-130

Yang, R. (2002). University Internationalisation: Its Meanings, Rationales and Implications. *Intercultural Education*, 13(1), 81-95.

Zhao, C. Kuh, G., & Carini, R. (2005). A Comparison of International Student and American Student Engagement in Effective Educational Practices. *The Journal of Higher Education.*76(2), 209-231.

APPENDICES

APPENDIX A

GAINING ACCESS TO CONDUCTING THE STUDY

APPENDIX A1

Formal Letter of Approval by the Human research ethics committee to conduct the study

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa

Tel: +27 11 717-3007 • Fax: +27 11 717-3009 •

E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

STUDENT NUMBER: 399572
Protocol number: 2010ECE181**C**

28 February 2011

Ms. Qishan Tang

gisantown@hotmail.com

Dear Ms. Tang

Application for Ethics Clearance: Master of Education

I have a pleasure in advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY

The Protocol Number above should be submitted to the Graduate Studies in Education

Committee upon submission of your final research report.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education

Cc Supervisor: Prof. M. Cross (via email)

APPENDIX A2

Application to the Human Research Ethics Committee (Non-Medical) For Clearance of Research Involving Human Subjects

HREC (2010)
UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Please complete this checklist prior to submitting your application form. Attach the completed checklist to the **FRONT** of your application form. Any incomplete applications will be returned.

The following documents must be included with your application as numbered appendices:

	No. of copies required
For all research:	
Completed Ethics Application Form	**3**
Copies of the research proposal	**3**
Copies of all questionnaires/interview schedules	**3**
A subject information sheet	**3**
Letter of permission from research site	**3**
Where applicable:	3
Interview consent form	**3**
Recording consent form (separate from other consent forms)	**3**
Guardian consent form (for subjects under the age of 14)	**3**
Minor assent form	**3**
Other (Please specify)	**3**
All appendixes must stapled to the ethics form	

Please note that applications will **NOT** be processed without signatures from supervisors (where relevant) and the Head of School/Unit.

HREC (2005)
UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

APPLICATION TO THE HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL) FOR CLEARANCE OF RESEARCH INVOLVING HUMAN SUBJECTS

Unless applications are received by the 15th of the month, they will be carried forward to the following month for consideration. Please note incomplete applications will NOT be considered at all.

PROTOCOL NUMBER (for office use only): _____

This application must be typed or handwritten in capitals

NAME :Prof/Dr/Mr/Mrs/Ms/Miss	MS. QISHAN TANG
DEPARTMENT/INSTITUTION	SCHOOL OF EDUCATION
FULL TIME OR PART-TIME	FULL TIME
TELEPHONE NO. AND EXTENSION	0788435980
E-MAIL	GISANTOWN@HOTMAIL.COM
Name and Tel number of Supervisor	PROFESSOR MICHAEL CROSS 011 717 3093

TITLE OF RESEARCH PROJECT

INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY

Is this research for degree purposes? If so, for what degree, and has it been approved by the relevant higher degrees committee or other relevant unit?

YES. MASTERS OF EDUCATION (M Ed). YES, IT HAS BEEN APPROVED BY MY SUPERVISOR AND EXTERNAL EXAMINER IN JULY 2010.

WHERE WILL THE RESEARCH BE CARRIED OUT?

THE UNIVERSITY OF WITWATERSRAND

OBJECTIVES OF THE RESEARCH (Please list)

- To help understand how students experience the social context of internationalisation of Higher Education at two different schools at the same University;

• To explore what their expectations are with respect to the social context of internationalisation of Higher Education at two schools*(Wits business school& Medical school)* at the same University;

• To help discover both the university's environment and personal factors which influence the social context of internationalisation of Higher Education at two different schools at the same university;

WHO ARE THE RESEARCHERS AND WHO WILL SUPERVISE THE PROJECT?

STUDENT/RESEARCHER: MS. QISHAN TANG

SUPERVISOR: PROFESSOR MICHAEL CROSS

Protocols submitted to the Committee must have the information that will enable it to judge the safety of procedures or confidentiality of information for research on participants.

The following questions have been designed for this purpose and should therefore be answered as fully as possible.

---

1. Give a brief outline of the proposed research including a definition of procedures

The proposed research examines the phenomenon of internationalisation of Higher Education amongst postgraduate students to explore their understanding of social interactions on two different campuses at the university. The procedure to collect the qualitative data will be through interviews which will be for an average of 30-45 minutes. The core research questions that will be explored are:

I. WHAT ARE POSTGRADUATE STUDENTS' PRECEPTIONS, AWARENESS, AND UNDERSTANDING OF SOCIAL CONTEXT OF UNTERNATIONALIZATION IN TWO SCHOOLS*(Wits School of Business & Faculty of Health Sciences)* IN TWO DIFFERENT SCHOOLS IN WITS?

II. WHAT SHAPES THEIR PERCEPTIONS, AWARENESS AND UNDERSTANDINGS?

III. HOW DO THEY COMPARE THESE THINGS IN TWO SCHOOLS*(Wits business school& Medical school)*?

2. What type of information is to be gathered? Where a scale, questionnaire or interview schedule will be used, please attach a copy

Students' conception about internationalisation in their social context, and how people think openly and accurately bout this phenomena will be examined. Ten interview questions are designed to ask students about their expectation, experiences and responses.

3. If you intend video-taping subjects, please provide a full motivation why such a procedure is considered necessary. Letters of consent should also indicate the necessity of using a videotape. It needs to be stipulated what the end-sue of the videotape will be.

Not applicable.

4. How will informed consent be obtained?

Through structured interviews

4.1 Please attach participants' information sheet, informed consent form and questionnaire or interview format if any

**** Kindly see the attached****

---

4. Who will the participants be?

5 local and 5 international postgraduate students from Wits School of Health Sciences.
5 local and 5 international postgraduate students from Wits Postgraduate School of Business

4.1 State the age ranges of the participants

20—50 years

4.2 How will the participants be selected and exactly what will they be told when asked to participate in the research?

Snowball/ purposeful selection.

That, this study is a Masters degree study which attempts to find out what they think about the social interactions at two different schools at the University of the Witwatersrand. That their names will not be mentioned and whatever comments they give will be hold in confidence and use only for academic purposes.

4.3 Are the participants considered to be vulnerable individuals (including pregnant women, orphans, etc)?

No

---

5. Will the research be of any direct benefit to the participants?

The research will not be of a direct benefit to the participants though they will be helping the study to find out more about their perspectives of the social interactions with respects to internationalisation at Wits.

---

6. Are there any risks involved for the participants? (For example – legal, psychological, financial or physical risks) If "yes", please identify them and explain how they will be minimized.

No

7. How is confidentiality to be guaranteed?

Participants will be informed of all aspects of the research before participation. They will for example be informed about the observation sessions to be organized, and will be told that all data will be kept confidential and anonymity will be ensured in resulting report, as the data will not be directly linked to individual participants' names but a secret code (a number or a nick name) will be used.

NB: While confidentiality may be desirable, it cannot be guaranteed in, for example, focus groups, or ethnographic observation. Similarly anonymity should be preserved in questionnaires, but cannot be offered in workshop methodologies, focus group research, etc. All data however should be kept confidential and safe from unauthorised access once it has been collected. Informants should have the right to remain anonymous in the final report, and this must be respected in handling of all data relating to them.

8. Has permission been obtained from the relevant authorities: e.g Gauteng Dept of Education? (Please attach copy).

Not Applicable.

---

9. What is to be done with the raw research data after completion of the project?

This being a personal research study, the research data will be safeguarded in the personal collection and preserved from unauthorised access

NB: 'Raw' or unprocessed data, especially **where the identity or personal data of research participants is included, must be safeguarded** and preserved from unauthorised access. Data may be destroyed after use, but **preservation in an archive or personal collection** may also be appropriate, desirable or even essential. For instance, data sets that contain **historically important information** or information that relates to **national heritage** must be preserved and should be placed in a public archive where possible and appropriate.
All data should be preserved in a way that **respects the nature of the original participants' consent**.

---

10. How will the end results be reported, and to whom?

The proposed study is for degree purpose. As such, it's strictly for academic purposes.

- **In signing this form, I, the supervisor of this project, undertake to ensure that any amendments to this project that are required by the Human Research Ethics Committee are made before the project commences.**

Please print name:

DATE : _____ SUPERVISOR'S SIGNATURE :
_____

DATE : _____ APPLICANT'S SIGNATURE :
_____

DATE : _____ DEPARTMENT/UNIT HEAD'S SIGNATURE :
_____

Revised November 2005

APPENDIX A3

LETTER TO THE HEAD OF SCHOOLS (FACULTY OF HEALTH SCIENCES & WITS SCHOOL OF BUSINESS)

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
WITS SCHOOL OF EDUCATION

Division of Educational Leadership and Policy Studies
Wits School of Education
Parktown.

9 August 2010

The Head

Faculty of Health Science,
University of the Witwatersrand
Johannesburg

Dear Sir/Madam,

REQUEST FOR INSTITUTIONAL CONSENT TO CONDUCT RESEARCH IN YOUR FACULTY

My name is Qishan Tang, a Masters student in the Division of Educational Leadership and Policy Studies of the School of Education. I am conducting research for my M Ed degree on topic "INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY". I wish to request your permission to use your faculty to collect data on my proposed research.

The participants will he observation sessions to be organized, and will be told that all data will be kept confidential and anonymity will be ensured in resulting report, as the data will not be directly linked to individual participants' names but a secret code (a number or a nick name) will be used.

(**NB**: While confidentiality may be desirable, it cannot be guaranteed in, for example, focus groups, or ethnographic observation. Similarly anonymity should be preserved in questionnaires, but cannot be offered in workshop methodologies, focus group research, etc. All data however should be kept confidential and safe from unauthorised access once it has been collected. Informants should have the right to remain anonymous in the final report, and this must be respected in handling of all data relating to them.)

If my request is granted, I would be conducting *in-depth interviews* with selected postgraduate students on their perspectives on their experiences on the interface between local and global concerns in the teaching and learning situations at Wits. The key criteria for selection of the participants will be (i) that each of the participants will be prepared to answer semi-structured interview which will take approximately 20-30 minutes and that (ii) should the researcher require further clarification the participants will be asked to respond in more detail. This research is for the purpose of my Masters degree. Data will be reported in an anonymous and confidential manner. This means that no name will be mentioned in the research findings.

Thank you

Yours faithfully

Qishan Tang Student No.399572

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
WITS SCHOOL OF EDUCATION

Division of Educational Leadership and Policy Studies
Wits School of Education
Parktown.

9 August 2010

The Head

Faculty of Commerce, Law and Management,
University of the Witwatersrand
Johannesburg

Dear Sir/Madam,

REQUEST FOR INSTITUTIONAL CONSENT TO CONDUCT A RESEARCH IN YOUR FACULTY

My name is Qishan Tang, a Masters student in the Division of Educational Leadership and Policy Studies of the School of Education. I am conducting research for my M Ed degree on topic "INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY". I wish to request your permission to use your faculty to collect data on my proposed research.

The participants will he observation sessions to be organized, and will be told that all data will be kept confidential and anonymity will be ensured in resulting report, as the data will not be directly linked to individual participants' names but a secret code (a number or a nick name) will be used.

(**NB**: While confidentiality may be desirable, it cannot be guaranteed in, for example, focus groups, or ethnographic observation. Similarly anonymity should be preserved in questionnaires, but cannot be offered in workshop methodologies, focus group research, etc. All data however should be kept confidential and safe from unauthorised access once it has been collected. Informants should have the right to remain anonymous in the final report, and this must be respected in handling of all data relating to them.)

If my request is granted, I would be conducting *in-depth interviews* with selected postgraduate students on their perspectives on their experiences on the interface between local and global concerns in the teaching and learning situations at Wits. The key criteria for selection of the participants will be (i) that each of the participants will be prepared to answer semi-structured interview which will take approximately 20-30 minutes and that (ii) should the researcher require further clarification the participants will be asked to respond in more detail. This research is for the purpose of my Masters degree. Data will be reported in an anonymous and confidential manner. This means that no name will be mentioned in the research findings.

Thank you

Yours faithfully

Qishan Tang

Student No.399572

APPENDIX B

RESEARCH INSTRUMENTS

APPENDIX B1:

CONSENT & INFORMATION SHEET FOR PARTICIPANTS

Qishan Tang
Masters Student /Researcher
Mobile: 078 843 5980

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION
PARTICIPANTS INFORMATION LEAFLET AND INFORMED CONSENT

10 February 2012~~09 February 2012~~

Dear Participant,

My name is Qishan Tang**,** a Masters student in the Division of Educational Leadership and Policy Studies, School of Education, University of the Witwatersrand, Johannesburg. I am conducting a research entitled, 'INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY for my Masters degree.

This is to invite you as a member of the Wits student population to participate in the research. The research will be conducted using interviews. Your participation in this study is voluntary and you can withdraw at any time from the research at any point. Responses could take a maximum of 30 minutes of your time.

You will not be paid to participate in this study neither will any other participant. All information obtained during the course of this study will be kept strictly confidential. Data that may be reported in the research report or any journal will not include any information that identifies you as a participant.

You as a participant in this research, the interview will be recorded. Responses could take a maximum of 30 minutes of your time. The recording will be transcribed and the transcription could be made available to you at your request

You will he observation sessions to be organized, and will be told that all data will be kept confidential and anonymity will be ensured in resulting report, as the data will not be directly linked to individual participants' names but a secret code (a number or a nick name) will be used.

(**NB**: While confidentiality may be desirable, it cannot be guaranteed in, for example, focus groups, or ethnographic observation. Similarly anonymity should be preserved in questionnaires, but cannot be offered in workshop methodologies, focus group research, etc. All data however should be kept confidential and safe from unauthorised access once it has been collected. Informants should have the right to remain anonymous in the final report, and this must be respected in handling of all data relating to them.)

Since students are key stakeholders in the teaching-learning process at the university, there is the need to find out their conceptions and experiences of the interface between the local and

global concerns within the University. Your perspective as a student and your experiences of aspects of internationalisation becomes a major factor as the University of the Witwatersrand strives towards the Wits 2010 vision.

Your participation in this study will contribute to literature from a *social relational experience based perspective* of internationalisation that could help the University in designing a better internationalisation policy and implementation guidelines. The result of the research could be made available to you at your request.

Thank you
Qishan Tang
Masters Student /Researcher
Mobile: 078 843 5980

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION

Research Topic INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY

PARTICIPANTS' INFORMED CONSENT

1. I hereby confirm that I have been informed by the researcher, Ms. Qishan Tang, about the nature of the study.

2. I have also received, read and understood the Information and Consent sheets regarding the educational study.

3. I am aware that the information I give regarding my sex, age and nationality will be anonymously processed in this study.

4. In view of the requirements of the research, I agree that the data collected during this study can be processed in a computerised system by the student.

5. I may at any stage, without prejudice, withdraw my consent and participation from the study.

6. I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study and voluntarily agree to participate in the study.

7. I am aware that my voice will be audio-recorded for the purposes of the research project conducted by Qishan Tang.

Participant's Faculty **……**

……

Printed Name **Signature** **Date and time**

Qishan Tang
Masters Student /Researcher
Mobile: 078 843 5980

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION
Recording Consent Form

10 February 2012~~09 February 2012~~

Dear Participant,

My name is Qishan Tang**,** a Masters student in the Division of Educational Leadership and Policy Studies, School of Education, University of the Witwatersrand, Johannesburg. I am conducting a research entitled, "INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY", for my Masters degree.

This is to inform you that as participant in this research, the interview will be recorded. Responses could take a maximum of 30 minutes of your time. The recording will be transcribed and the transcription could be made available to you at your request.

Your participation in this study is voluntary and you can withdraw at any time from the research at any point. Responses could take a maximum of 30 minutes of your time.

Your participation in this study will contribute to literature from a *social relational experience based perspective* of internationalisation that could help the University in designing a better internationalisation policy and implementation guidelines. The result of the research could be made available to you at your request.

Thank you.

Qishan Tang
Masters Student /Researcher
Mobile: 078 843 5980

Declaration of informed consent to be audio-recorded as student

I ……. (print first name)…….(print surname), hereby give my consent for my voice to be audio-recorded for the purposes of the research project conducted by Qishan Tang;

I agree to participate in his research project which is intended to investigate conceptualisations and pedagogical practices used in the teaching of academic literacy. I understand that my name will not be divulged unless I grant permission for this, and that I may, at any stage and without prejudice, withdraw my consent and participation in the interview sessions.

I am registered in the Faculty of ……, and my student number is ……

My contact telephone numbers are: ……(home)……(cell)

Place: ……..

Date: ……

Participant's signature…….

Researcher's signature……

APPENDIX B2:

STUDENTS' INTERVIEW SCHEDULE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION

Research Topic: INTERNATIONALISATION, PROFESSIONAL PRACTICE AND STUDENT CAMPUS LIFE: A COMPARATIVE STUDY OF TWO ACADEMIC DEPARTMENTS IN AN AFRICAN UNIVERSITY

INSTRUCTION: PLEASE TICK AS APPROPRIATE

Section A: DEMOGRAPHC DATA FOR PARTICIPANTS

A. Gender: ☐ Male ☐ Female

B. Race:

Black	☐
White	☐
Indian	☐
Coloured	☐

Other (please identify) ……

C. Age group:

20-30	☐
30-40	☐
40-50	☐

D. Nationality: ……

E. School : …….

F. Level of Study

Masters (F/P)	☐
Honours (F/P)	☐

Others (Please specify) ……

G. Average hour spend at campus everyday …….

H. Total Number of years of spent as a student at Wits ………

Questions:

General understanding of internationalisation of HE.

1. What do you think is an internationalized university or campus like (environment, pedagogical, structure)?

2. From what you experienced, do you think Wits can be called a internationalized university?

What are the postgraduate students' perceptions, awareness, and understanding of social context of internationalisation at two schools*(Wits business school& Medical school)* **in Wits?**

3. Why did you choose Wits for your studies?

4. Apart from getting your degree, what other expectations do you have in choosing Wits as the institution you want to study at?

5. What is your experience and what do you think about social life on and outside Campus?
- How do you spend your leisure time?
- Do you have close friends you relate with on campus?
- How do you choose your friends?
- Can you tell me what do you consider in the choice of your friends?

6. Do you have friends from other countries? If yes, what are the benefits of having such friends? If no, why? (Cultural aspects, exchange of goods, experiences, learning history and culture, etc)

7. Are all your expectations being met at Wits?

8. What changes will you expect the Wits' management to foster students' social interactions?

9. Do you feel that you are learning enough about regional and global issues? How? (through courses, interaction with other students, television, press, reading, etc; local students – global exposure and vice-versa).

What shapes their perceptions, awareness and understandings?

10. What you think will influence your interaction with other students and how? (E.g. age, cultural, language, majors)