

INTERNATIONALIZATION STRATEGY OF KOREAN HIGHER EDUCATION:
A CASE STUDY OF SKY
(SEOUL NATIONAL UNIVERSITY, KOREA UNIVERSITY AND YONSEI UNIVERSITY)

Miss Manipron Samart



บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)
เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ ที่ส่งผ่านทางบัณฑิตวิทยาลัย

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository (CUIR)
are the thesis authors' files submitted through the University Graduate School.

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in Korean Studies
(Interdisciplinary Program)
Graduate School
Chulalongkorn University
Academic Year 2015

Copyright of Chulalongkorn University

แนวทางการพัฒนาความเป็นนานาชาติของการศึกษาขั้นสูงในประเทศเกาหลี: กรณีศึกษา SKY
(มหาวิทยาลัยแห่งชาติโซล, มหาวิทยาลัยเกาหลี และ มหาวิทยาลัยยอนเซ)



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาเกาหลีศึกษา (สหสาขาวิชา)
บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2558
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

มณิพร ชามาศย์ : แนวทางการพัฒนาความเป็นนานาชาติของการศึกษาขั้นสูงในประเทศ
เกาหลี: กรณีศึกษา SKY (มหาวิทยาลัยแห่งชาติโซล, มหาวิทยาลัยเกาหลี และ
มหาวิทยาลัยยอนเซ) (INTERNATIONALIZATION STRATEGY OF KOREAN HIGHER
EDUCATION:A CASE STUDY OF SKY (SEOUL NATIONAL UNIVERSITY, KOREA
UNIVERSITY AND YONSEI UNIVERSITY)) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. เดือน
เต็ม กลุขดาธานนท์, 137 หน้า.

โลกในศตวรรษที่ 21 คือโลกยุคโลกาภิวัตน์และโลกาภิวัตน์ทำให้สถาบันอุดมศึกษาต่างๆให้
ความสนใจกับการพัฒนาความเป็นนานาชาติ (Internationalization)เป็นอย่างมาก ประเทศเกาหลี
ใต้เป็นหนึ่งในประเทศที่มีการพัฒนาความเป็นนานาชาติของการศึกษามาอย่างยาวนานและปัจจุบัน
รัฐบาลเกาหลีใต้ได้มุ่งเน้นพัฒนาโดยมีจุดมุ่งหมายสูงสุดคือการเป็นศูนย์กลางการศึกษาระดับโลก
(World-class Education Hub) รัฐบาลและมหาวิทยาลัยต่างๆในประเทศได้ออกกลยุทธ์ที่มี
ประสิทธิภาพและปฏิบัติได้จริงเพื่อนำความสำเร็จไปสู่จุดมุ่งหมายนั้น งานวิจัยนี้มีวัตถุประสงค์หลัก
เพื่อศึกษากลยุทธ์การพัฒนาความเป็นนานาชาติในปัจจุบันของมหาวิทยาลัยในเกาหลีใต้ โดยเป็นการ
วิจัยขั้นทุติยภูมิจากหลักฐานเชิงประจักษ์ผ่านกลุ่มตัวอย่างที่ได้รับการเลือก กลุ่มตัวอย่างนี้คัดเลือกมา
จากกิตติศัพท์ของมหาวิทยาลัย เช่น ประสิทธิภาพการดำเนินงาน ประวัติ และอันดับโลกขององค์กร
เนื่องจากปัจจัยเหล่านี้เป็นสิ่งที่แสดงให้เห็นถึงความสำเร็จของนโยบายมหาวิทยาลัย จากการศึกษา
พบว่าแนวทางการพัฒนาความเป็นนานาชาติในปัจจุบันของมหาวิทยาลัยในเกาหลีใต้คือการเน้นการ
ดึงดูดนักเรียนต่างชาติมาศึกษาในประเทศ การเสริมสร้างทักษะด้านความหลากหลายทางวัฒนธรรม
(Multicultural skill)เพื่อการทำงานในอนาคต และการพัฒนาโดยมุ่งเน้นสู่การเป็นศูนย์กลาง
การศึกษา (Education hub) โดยใช้วิธีการขยายพันธมิตรต่างชาติและเครือข่าย การเพิ่มจำนวนของ
หลักสูตรนานาชาติที่ใช้ภาษาอังกฤษในการเรียนการสอน การเพิ่มจำนวนนักเรียนต่างชาติ และการใช้
เทคโนโลยีสารสนเทศในการพัฒนาความเป็นนานาชาติของสถาบัน เป็นต้น

สาขาวิชา เกาหลีศึกษา

ปีการศึกษา 2558

ลายมือชื่อนิสิต

ลายมือชื่อ อ.ที่ปรึกษาหลัก

5787533620 : MAJOR KOREAN STUDIES

KEYWORDS: INTERNATIONALIZATION, GLOBALIZATION, KOREAN HIGHER EDUCATION, EDUCATION HUB

MANIPRON SAMART: INTERNATIONALIZATION STRATEGY OF KOREAN HIGHER EDUCATION:A CASE STUDY OF SKY (SEOUL NATIONAL UNIVERSITY, KOREA UNIVERSITY AND YONSEI UNIVERSITY). ADVISOR: ASSOC. PROF. DUANTEM KRISDATHANONT, Ph.D., 137 pp.

The world in 21st century is a world of globalization and many higher education institutions have been heavily influenced by the trend. South Korea is also one of the countries which have been experienced with the internationalization of education for a long period of time. Currently, the government is pursuing an ultimate goal of becoming a world-class education hub. The Korean government and domestic universities have designed effective and practicable strategies to reach a goal. The purpose of this research is to find current internationalization strategies used by the universities in Korea. This research is a study from the secondary resource through the empirical evidence of the samples. These samples are chosen base on university's reputations such as its performance, historical background, and world ranking because these are factors represented the success of institution's policies. The results indicated that the current trends of internationalization among Korean universities are 1) the attracting on the new shifting trend of international student mobility, 2) the increasing value of multicultural skills as a working skill and 3) the reinforcing positive brand image for the sake of becoming a world-class education hub. The internationalization strategies which have been used are such as the expansion of overseas partnerships and networks, the increasing of English-taught course, the increasing volume of international student and IT assisting to internationalize institutions.

Field of Study: Korean Studies

Student's Signature

Academic Year: 2015

Advisor's Signature

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my thesis advisor, Assoc.Prof. Duantem Krisdathanont, Ph.D. for her support and guidance throughout this research. Her continued support led me to the right direction. This thesis would not have been possible without her guidance and assistance.

I would also like to extend my appreciation to my committee members: Asst.Prof. Pataporn Sukontamarn, who is the chairman of my thesis examination, Asst.Prof. Wichian Intasi, Ph.D. and Prof. Tae Gyun Park, Ph.D. for their valuable advice, guidance, support and encouragement during my research.

My sincere appreciation is extended to Miss Nongluk Boonthiem for everything she has done for me along the way. I would also like to extend my deepest gratitude to my family. Without their love and encouragement, I would not have a chance to be at Chulalongkorn University. Finally, all of my best friends, classmates and colleagues who were always with me during the project.

CONTENTS

	Page
THAI ABSTRACT	iv
ENGLISH ABSTRACT	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Research Objectives.....	6
1.3 Research Questions.....	7
1.4 Hypothesis.....	7
1.5 Research Scope	8
1.6 Research Methodology	9
1.7 Conceptual Framework.....	10
CHAPTER II LITERATURE REVIEW	11
2.1 Internationalization in Education system.....	11
2.1.1 <i>Definition and concept of Internationalization</i>	11
2.1.2 <i>The difference between Internationalization and globalization</i>	13
2.2 Korean Higher Education in general	14
2.3 Characteristics of Korean education.....	15
2.4 Internationalization of Higher Education in Korea: A historical overview	24
2.5 The Issues of Korean Higher Education’s Internationalization Process.....	28

	Page
2.5.1 Marginalized of foreign academics	30
2.5.2 <i>The sense of inequality</i>	31
2.5.3 <i>Quality education</i>	32
CHAPTER III GOVERNMENT POLICIES ON INTERNATIONALIZATION OF EDUCATION.....	35
3.1 South Korean Education Plans: focusing on the internationalization	36
3.1.1 <i>President Lee Myung-Bak (2008 - 2013)</i>	36
3.1.1.1 2005-2012, the Brain Korea 21 Phase II	37
3.1.1.2 2008-2012, World Class University project (WCU project)	40
3.1.1.3 Disclosure of Higher Education Institution evaluations since 2011	43
3.1.2 <i>President Park Geun-hye (2013-2015)</i>	44
3.1.2.1 Study Korea 2020 Project, began in 2013	45
3.1.2.2 Brain Korea 21 Plus (2013-2019).....	47
3.1.2.3 The Enhancement of Creative University for Koreans.....	49
3.2 Analysis: the Internationalization Strategies Driven by the Government.....	51
3.2.1 <i>The increasing of incoming international student as an Internationalization strategy</i>	52
3.2.2 <i>The reinforcement of national research and development at university-level as an Internationalization strategy</i>	53
3.2.3 <i>The enhancement of creativity and character-building in domestic university system as an Internationalization strategy</i>	54
CHAPTER IV INTERNATIONALIZATION STRATEGIES AT SKY UNIVERSITIES	56
4.1 Background Information of Universities	56
4.1.1 <i>Seoul National University (SNU)</i>	57

	Page
4.1.2 Korea University (KU)	59
4.1.3 Yonsei University (YU)	61
4.2 Compare and Contrast on Internationalization Strategies at SKY universities ...	62
4.2.1 Academic strategies	63
4.2.1.1 International partnerships and networks.....	63
4.2.1.2 Research development	69
4.2.1.3 International Student.....	73
4.2.1.4 English-taught course.....	78
4.2.1.5 Area studies	86
4.2.2 Organization Strategies.....	91
4.2.2.1 Governance: President’s perspective	91
4.2.2.2 Operations.....	93
4.2.2.3 Services.....	95
4.3 Analysis: the Main Internationalization Strategies which are driven by SKY universities.....	110
4.3.1 <i>The expansion of university’s International partnerships and networks</i>	112
4.3.2 <i>The increasing volume of international students</i>	113
4.3.3 <i>The increasing numbers of English-taught course</i>	114
4.3.4 <i>The reinforcement of information technology service</i>	115
CHAPTER V CONCLUSION	118
5.1 The International Trends which Domestic Universities in Korea are currently pursued.....	119
5.1.1 <i>The attracting on the new shifting trend of international student mobility</i>	119

5.1.2 The increasing value of multicultural skill and international experience for students as a working skill in future	120
5.1.3 <i>The reinforcing positive brand image for the sake of becoming a world-class education hub</i>	122
5.2 The Future Trends of Internationalization for Higher Education in Korea	125
5.3 Limitation of the Research.....	128
REFERENCES	129
VITA.....	137



LIST OF TABLES

	Page
Table 1 Korean government spending during 2013-2014	18
Table 2 Korean Education expenditure 2012	20
Table 3 QS World University Rankings® 2015/16	23
Table 4 Expansion of University (Higher) Education (1945-2002)	28
Table 5 Number of incoming foreigners by Student visa to Korea(per Country).....	76
Table 6 English Taught Course 2016 UNDERGRADUATE	82
Table 7 The Summary of Academic strategies	111
Table 8 The Summary of Organizational strategies.....	112

LIST OF FIGURES

	Page
Figure 1 Number of Korean Students Abroad, 2006-2015	3
Figure 2 Numbers of Foreign Student in Korea, 2003-2015	4



CHAPTER I

INTRODUCTION

1.1 Background

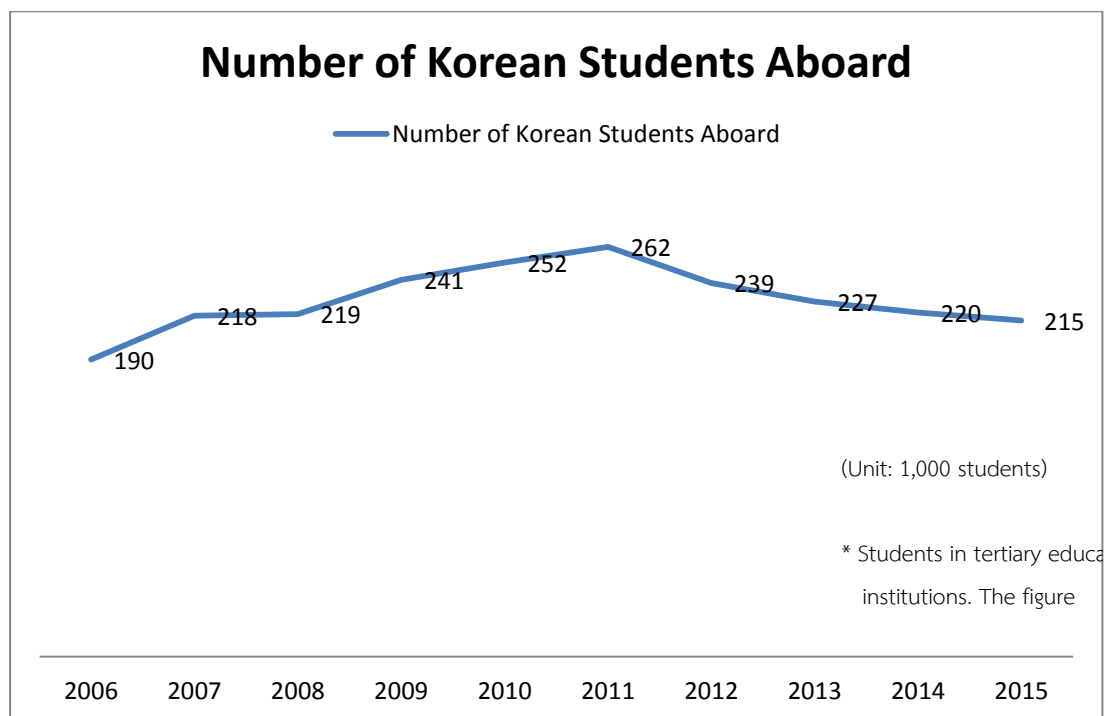
According to the survey provided by KOrean Statistical Information Service (KOSIS), more than half of Korean adults (30 years old and over) are preferred to send their children away for study abroad (55.6 per cent). Moreover, further deepening to when is the best time, 56.2 per cent answered that undergraduate period is the best time for children to study abroad(KOSIS, 2014b).

Another survey have also revealed the six main reasons why Koreans' wanting children to study abroad (KOSIS, 2014a). The majority of 44.7 per cent of Koreans indicated that study abroad will definitely broaden students' perspective of becoming a global talent. Koreans believe overseas education will enhance students' potentials, networks and visions more comparing to a domestic education. Also, students who study in foreign countries usually equip with second-language skills and multicultural skills which are an important requirement for living in today world. Apart from this, 23.1 per cent of Koreans suggested that study abroad allow students to merge their ability with the talents effectively as the education system is created base on the enhancement of students' preference and talent. 15.7 per cent said they have preferred children to study abroad due to the fact that they are

dissatisfied with the education system in Korea. The pressure of ‘education fever’, high competition for university entrance and lack of internationalization within Korean education are the reasons for causing the dissatisfaction. In addition, there are also other reasons such as the preference on foreign language immersion (11 per cent), the cultural perspective in Korea which is always praising a foreign academic background (4.3), the financial burden of private education expenditure (0.9 per cent) to emphasize what has been lacked about Korean education. These results provide confirmatory evidence that Koreans are regarded foreign-training as a better quality of education which can lead their children to a better opportunity of life, comparing to domestic education.

Not only that, but there is an additional factor which also contribute to the rising of Korean outbound student—the globalization. Koreans are aware of the influence of globalization in the society since the late 1990s when the events such as the 1986 Asian Games, the Seoul 1988 Olympic Games and the Korea financial crisis of 1997 have been occurred. After those incidents have been occurred, Koreans are widely realized the importance of living in multicultural society and speaking English for communication (Park, 2009). As a result, the numbers of Korean students study in foreign countries, especially the university-level have been raised continuously as seen on the figure 1.

Figure 1 Number of Korean Students Abroad, 2006-2015

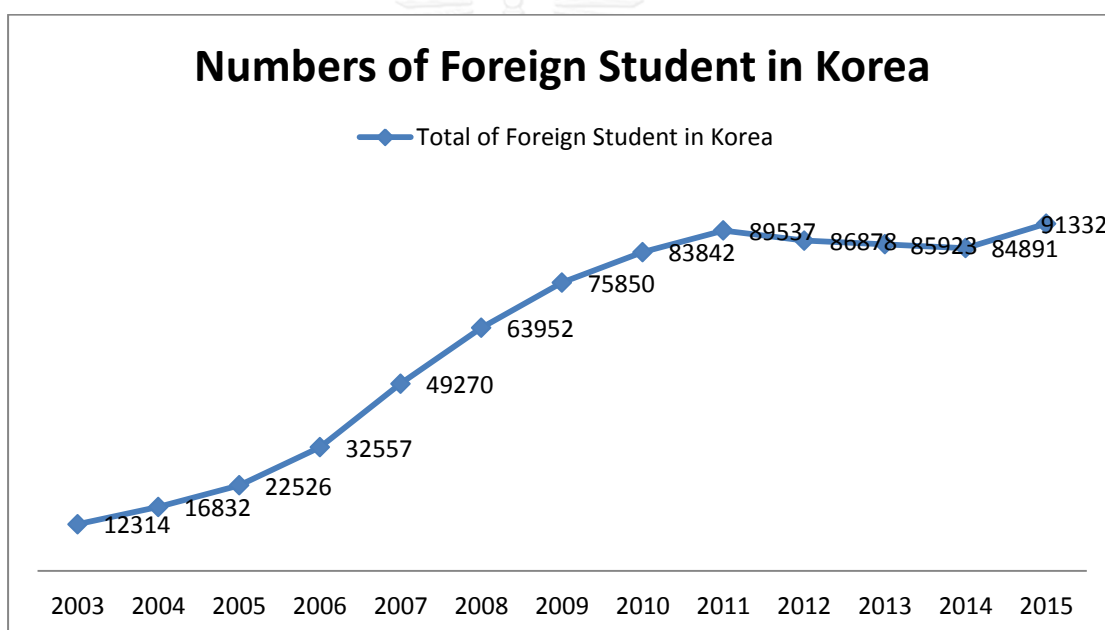


Source: (Education, investigations, Education, & System, 2015)

As most of domestic higher education institutions in Korea are privatized and relied on a tuition fee from students (S. Kim, March, 2012), the government then began to concern about the student shortage issue. As a result, they had introduced several reforms such as a May 31 Education Reform Plan in 1995 and also promulgated the programs to attract international students to domestic institutions such as 'Study Korea' program since 2004. The government aimed to marketize a concept of global competition to Korean higher education, reduce the outbound Korean students and increase the inbound international students. The plan is to replace the losing numbers of Korean student study overseas and replace it with the

increasing numbers of foreign students. After the programs and reforms have been operated, it seems like it is successfully attracting incoming foreign students to Korea as the numbers of foreign student in Korea began to increase after 2004 (figure 2). The majority of international students heading to Korea are from the countries such as China, the USA, Japan, and Vietnam (Department of Education, 2015; National Indicator System, 2010).

Figure 2 Numbers of Foreign Student in Korea, 2003-2015



Source: (Department of Education, 2015; National Indicator System, 2010)

There are several reasons behind the increasing of the numbers. Apart from the government initiative projects, Korean popular culture (also known as ‘Korean wave’) is also the factor which influences the increasing. Despite, the inbound foreign students are stably increased, the numbers of outbound Korean student is likewise

increased solidly—at least until 2012 (figure 1) when the numbers of Korean study abroad began to decline.

ICEF Monitor explains several factors which led to the decline, such as a declining birth rate and a losing economy for middle class households in Korea (ICEF Monitor, 2013). There is a prediction that almost half of all Korean middle class families may be faced with the poverty problem as the number of high-paying jobs from major business conglomerates are lessened. As a result, Korean middle class are paying attention more precisely on how to spend their cash compare to the past and for some, international schooling is no longer an affordable option. The decline of outbound students may seem to be against the theory of internationalization. In fact, it literally contributes to the internationalization process of domestic education for the case of Korea. Korean universities are known to be relied partly on tuition fees. Therefore, the more students they got, the more budgets they would receive.

Even though the outbound student mobility are known to be declined, the numbers of outbound student mobility are still remaining as a threefold of the numbers of incoming foreign students. As the incoming numbers of international students are not yet replaced completely by the numbers of inbound international students and the numbers of remaining Korean students, the Korean government has to again develop the booster packages for Korean education system. The

government is specially boosted up the quality of higher education sectors in order to preventing the upcoming student shortage problem. One of the key medium using is the internationalization. Their goals are to make Korean education become internationally recognized, so they can attract more international students and scholars around the world to Korea for the benefits on research and development. This is partly contributed to the ultimate goal of becoming a world-class education hub (Byun & Kim, 2011; Mcneill, 2008).

The recent succeed on becoming the best education system in the world and the rising of domestic universities' world ranking have been stacked the tower of confidence for Korean education-related sectors for pursuing the goal (Pearson, 2014; QS Top Universities, 2015/16). They has foreseen the opportunities to reverse the situation; from being a big importer to become a big exporter of education. Therefore, it would be worth to study the current development of Korean education system, especially focus on internationalization of domestic university level in order to see which direction they are pursuing and what strategies have been using in order to achieve the ultimate goal.

1.2 Research Objectives

- To find the international trends which domestic universities in Korea are currently pursued

- To find the main internationalization strategies among the samples (in this case is SKY universities) to be represented as Korean universities in general

1.3 Research Questions

- What are the international trends which are currently approached by domestic universities in Korea?
- What are the main internationalization strategies among domestic universities in Korea currently? a case study of SKY universities

1.4 Hypothesis

The current international trend which influences domestic universities in Korea; regardless of whether it is public or private institution is the use of English-medium education as a main medium (or language) in teaching. English is regarded as an international language. The Korean government, therefore, encourages every domestic university to internationalize and expand the English-taught course for every department. As believed by completely transformed the whole campus into an English-medium education, international students, academics, researchers and scholars will turn their interests to Korean education. This can lead to the expansion of research and development, contribute to the brand building of Korean education and finally, fulfilling the goal of establishing Korea as one of the world-class education hub.

1.5 Research Scope

1.5.1 Focus on internationalization of the following Korean Higher educational institutions

- Seoul National University #36 on QS World University Rankings® 2015/16.
- Korea University #104 on QS World University Rankings® 2015/16.
- Yonsei University #105 on QS World University Rankings® 2015/16.

Reason of choosing:

1. They are among the top five most prestigious universities in South Korea with a long history since its establishment so it would be clearer to see what is the problems which obstruct before and after the internationalization
2. The combination of private and public universities
3. Top 5 on QS World University Rankings® in Korea

1.5.2 Period of study: Since 2008-2015

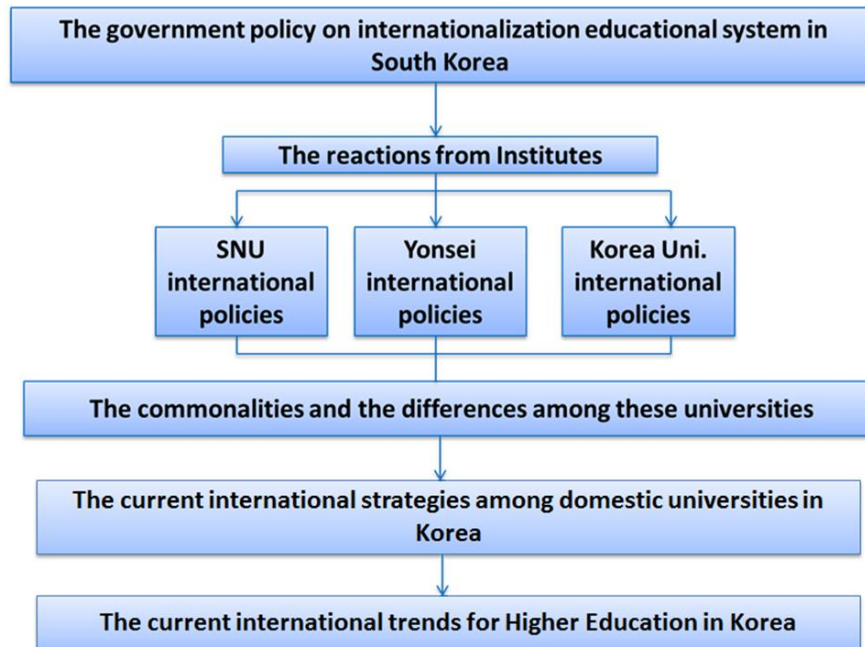
- President Lee Myung-Bak (2008-2012)
- President Park Geun-hye (2012-2015)

1.6 Research Methodology

This thesis was implemented to investigate the current trend and strategies of domestic universities in Korea for the sake of internationalization. It is a study from the secondary resources such as the official reports, books, journal articles and the empirical evidences of the samples. These samples are chosen base on university's reputations such as its performance, historical background, and world ranking because these are factors represented the success of institution's policies. The paper emphasized on the exploratory of the policies created by the Ministry of Education on the internationalization for domestic higher education and the analysis of the selected universities' policies from 2009 until 2015.



1.7 Conceptual Framework



CHAPTER II

LITERATURE REVIEW

2.1 Internationalization in Education system

After have been hit by the effect of globalization, many countries in the world began to concern about the rapid integration between different cultures and societies. In order to prepare, the internationalization of education is particularly needed. The following sections are the details about a definition and concept of internationalization. Also, the explanation on the distinction between two terms; globalization and internationalization is included.

2.1.1 Definition and concept of Internationalization

Definition

The definition of internationalization of education has changed recently in order to make it more comprehensive to current situation and challenges in the society. In the past, ‘internationalization’ was coined by Francis in 1993 as “...a process that prepares the community for successful participation in an increasing interdependent world. In Canada, our multicultural reality is the stage for internationalization. The process should infuse all facets of the postsecondary education system, fostering global understanding and developing skills for effective

living and working diverse world” (as cited in Knight, 1994, p. 3). This version of definition was widely used and cited. However, the problem of this particular version is not only because it is too inward and campus-focusing but also it is too specific as it seems relevant to Canadian society only.

Jane Knight, an adjunct professor at the Comparative International Development Education Centre, Ontario Institute for Studies in Education, University of Toronto 's indicates his own version of definition in 1994 as “the process of integrating an international or intercultural dimension into the teaching, research, and service functions of the institution” (Knight, 1994, p. 3). This definition is regarded as the most complete version and most cited by academic scholars. However, the new definition has been created in order to emphasize on the integrating of national, sector level, the diversity of new education providers, and delivery methods. As a result, the 21st century updated version of ‘internationalization’ by Knight is “a process of integrating and international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education at the national, sector, and institutional levels” (Knight, 2003, p. 2). Moreover, the synonyms which often use to represent the process of internationalization are the word such as transnational education, borderless education and cross-border education

Concept

Internationalization of education has the concept of ‘purpose, function, and delivery’ (Knight, 2003, p. 2). Knight has explained that purpose is a term referring to the roles, aims and objectives of higher education institutions. Function refers to the important factors that characterize a national postsecondary system or individual institution. It often includes the process of teaching, research, and service to society. Lastly, delivery refers to the process of offering courses and programs domestically and/or overseas. These three terms are used to replace the previous terms (teaching, research and service) as the new terms represent a more generic, while comprehensive.

2.1.2 The difference between Internationalization and globalization

There are several arguments on what to use between ‘globalization’ and ‘internationalization’ in the perspective of education. In general, globalization is a process of integration between the people, business companies, and governments of different nations, a process driven by international trade and investment and assisted by information technology. Globalization has a sense of “the flow of technology, economy, knowledge, people, values, and ideas...across borders (Knight, 2003, p. 3)”. While internationalization on the contrary, is italicized on the integration between two different cultures and societies or more within the one sector. In this case, internationalization is more compatible using as it is widely used when explaining

about the integration within educational sector. To sum up, internationalization is a process of changing the world of education, whilst globalization is impacting the world of internationalization (Knight, 2003).

2.2 Korean Higher Education in general

Nowadays, there are various types of higher education institutions in Korea. The category is divided into 7 types—colleges and universities, industrial universities, universities of education, junior colleges, broadcast and correspondence universities, technical colleges and other miscellaneous institutions such as Cyber Colleges and Broadcast University. A period of study is varying depending on the type of institution. For example, regular full-time college or university take a minimum of 4 years to study; this is also included industrial universities. While, junior colleges take only 2-3 years to graduate. According to the Korean Ministry of Education, there are totals of 1,360 higher education schools currently. The number distributed into 1,138 graduate schools and 222 undergraduate courses.

In addition, there are two types of system in Korean education—private and public school. Basically, both public and private schools have to follow the national curriculum framework provided and developed by the government (T. KIM, 2008). The differences between them are largely due to the academic performance and tuitions. Private institutions in particular, are considered providing the same level or sometime even better academic performance comparing to public universities in

Korea (Clark, 2013). Thus, unlike other countries around the world, 86.6 per cent of Korean higher education institutions in Korea are private (Department of Education, 2015). Another essential point is, according to the QS Top Universities Ranking (2015/16), eight out of the top ten best universities in Korea, are private and basically rely on tuition fees.

2.3 Characteristics of Korean education

Similar to the neighbour country like Japan, Korea is known as one of the most homogeneous society in the world. Regarding to the cultural, lingual and religious position, the population of Korea only consists of pure Korean ethnicity. There is almost non mixed-ethnicity (Moon, 2010). Although, a variety of different races such as European and Asian had migrated to Korea during the past centuries, they only resided in Korea temporarily. Until now, Korea still preserves their ethnic purity very strongly.

Also, Koreans are usually contributed to an important value of egalitarianism. Basically, it means all human are equal living in the respect to social, political and economic affairs. The ideology arrived in Korea since the beginning of nation's establishment after the Korean War when the western missionary began to introduce western knowledge and education to Korea (G. J. Kim, 2001; S. Lee, 1989). It had demolished some sort of Confucian values from the Korean society, such as a strong hierarchy. Egalitarian society contributes directly to the government's rapid success

on the nation-building. By comparing Korea with other nations with similar historical background, Korean government had simpler pathways to solve the post-war problems such as poverty and enable to establish a strong and stable nation in the blink of an eye, in some respect, egalitarianism in Koreans' mind is acknowledged (Adelman, 2002).

When talking about the characteristics of Korean culture and society, Confucianism is something should not be excluded. It is kind of difficult dating back when literally Korean society had been influenced by Confucianism. This sociocultural has played an important role in many aspects of Korean society; including family-oriented unit, community and state. Confucian's traditional values such as a filial piety, virtue, wisdom and benevolence have shaped Korean community to ensure people are living in harmony, both family unit and larger society.


Confucianism is also has a huge impact on Koreans' educational values. Education emphasizes the establishment of successful life, a guarantee of good future and also what they call "elite-image". Koreans really obsess with an image of educated person or wise scholar. This sociocultural value occurred since Neo-Confucianism was officially incorporated as primary ideology in the Joseon era (1392-1910) (Kim Renaud, 1991). During that time, people from a lower class such as peasantry and wage slavery must pay an absolute respect to persons from upper-

class. Education was a societal control system (J.-K. Lee, 2006). In order to maintaining the government power and providing the privilege to the upper-class, they were mostly required to obtain a high education, pass the state-examination and become government officers. State-examination (or *Kwa-keo*) system and the origin of birth are tools to classify classes among Koreans. Passing the examination required a great deal of knowledge, effort and wealth so usually one born wealthy can afford the study. That is why an upper-class basically refers to a person whom is an educated scholar or state administrator etc. Although after the end of the Joseon era when Neo-Confucian had no longer been a state-ideology, the existence of educational value are always remaining in Korean blood.

The cruel history of Korea (i.e. during Japanese colonization and Korean War) reemphasizes the significance of education. Koreans realized they should consider investing in the human development, rather than other areas like the infrastructure (G. J. Kim, 2001). Education was seen as a stairway to heaven, especially in the knowledge-based economy and one can conquer a social status though education. The reason why Korean people still devote themselves for the academic attainment is they are afraid of the hardship of living as an unknowledgeable poor. The stereotype continues from generation to generation till now.

Table 1 Korean government spending during 2013-2014

(Trillion Won, %)

No.	Sector	2013		2014 Budget	Increase Rate
		Main Budget	Suppl'ary Budget		
	 Total Spending	342.0	349.0	355.8	4.0
1.	Health/ Welfare/ Employment *Job Creation	97.4 11.0	99.3 11.2	106.4 11.8	9.3 7.8
2.	Education (Excludes Education Grants)	49.8 (8.7)	49.9 (8.8)	50.7 (9.8)	1.9 (12.9)
3.	Cultural/ Sports/ Tourism	5.0	5.1	5.4	7.7
4.	Environment	6.3	6.5	6.5	2.5
5.	R&D	16.9	17.1	17.7	5.1
6.	Industries/ SMEs/ Energy (SMEs)	15.5 (6.6)	16.7 (7.9)	15.4 (7.0)	^0.9 (5.9)
7.	SOC	24.3	25.0	23.7	^2.5
8.	Agriculture/ Forestry/ Fishery/ Food	18.4	18.9	18.7	2.0
9.	National Defense	34.3	34.5	35.7	4.0
10	Foreign Affairs/ National Unification	4.1	4.1	4.2	2.3
11	Public Order & Safety	15.0	15.2	15.8	5.1
12	General Public Administration	55.8	56.2	57.2	2.6

Source: "The Budget of Korea, 2014.3", P.72, Ministry of Strategy and Finance

Korean's love of education is to the point that the phenomenon can be called 'Education fever'. It includes all physical, psychological and financial harms over parents, students and even the government. Education expenditure is normally placed second on Korean government spending with the amount increasing every year. According to the Ministry of Strategy and Finance (MOSF), the cost of public expenditure was approximately 49.8 trillion won on Korean education, the second largest sum after the spending on health, welfare and employment in 2013. One year later, the expenditure increase by 1.9 per cent to 60.5 trillion won; 50.7 trillion won on education in general (i.e. institutions) plus 9.8 trillion won on education grants (i.e. government scholarships or research funding). This data shows that Korean government provides a plenty of financial support on the education.

Not only public support, there is also a strong private financial support on education in Korea. The total expenditure on education in Korea is 6.7 per cent of the total GDP (2012); this calculates from 4.7 per cent of public spending and 2 per cent of private spending. This might be seen unremarkable but if compare Korea with other countries, there is something to be surprised. The table 2 below shows Korea is the second highest spending in the private education among the OECD (The Organization for Economic Co-operation and Development) countries. Approximately 2 per cent of Korean GDP is on a private spending which apparently seem plentiful compare to others. For example, the United States which has a greater size of land

and population spent less amount of money than Korea on the total education expenditure (6.4 per cent of GDP) and also on private spending on education. This represents the seriousness over-education on Korean society. The additional question is where those huge amounts of private expenditure are coming from.

Table 2 Korean Education expenditure 2012

▽ Private Spending on Education (Primary to Tertiary, % of GDP, 2012)			▽ Public Spending on Education (Primary to Tertiary, % of GDP, 2012)		
Rank	Country	% of GDP	Rank	Country	% of GDP
1	Chile	2.2	1	Norway	6.5
2	Korea	2.0	2	South Africa	6.0
3	Columbia	1.9	3	Iceland	5.9
4	United States	1.7	7	New Zealand	5.4
5	New Zealand	1.5	9	United Kingdom	5.2
6	Japan	1.5	15	Switzerland	4.9
7	Israel	1.3	19	United States	4.7
8	Canada	1.3	20	Korea	4.7
9	Australia	1.3	21	Estonia	4.7
10	United Kingdom	1.0	22	Canada	4.7

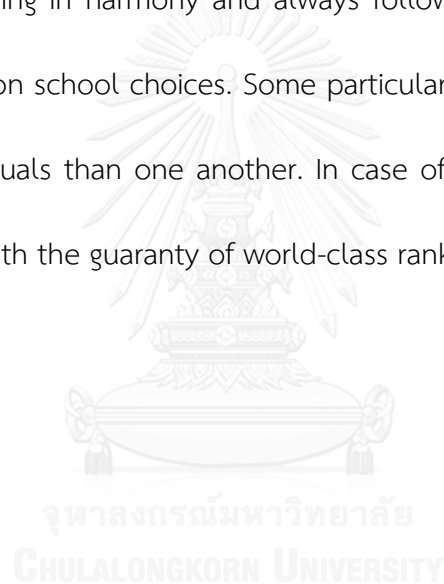
Source: OECD (2016)

The answer is very simple as almost half of the education spending come from 'Korean parents'. Korean parents have a huge burden on their shoulders from the children's education cost. An average household of two children has to spend more than 10 per cent of monthly income or basically 4 million won (\$3,946) on children's private education (Kwaak, 2014). This money is paid in order to ensure their children are still keeping track, especially during the high school period when students prepare for the college entrance exam. The exam only held once a year and it is regarded as a make-or-break moment for Korean students' lives. According to Salano (2004), as Korean parent are hoping to ensure their children will keep on track, they do not hesitate to pay large sum of money on their children's education and they can do due to the lower tax rate on education spending comparing to other OECD countries (as cited in Shin, 2012).

Not only parents, Korean students are also pressured by an intense competition of the college entrance exam. Korean children are physically harmed by a long hours study since a young age and continue until they graduated and enter a job market. Particularly those in their final year of high school have to spend more than 10 hours studying daily. According to BBC new published on December, 2nd 2013 (Chakrabarti, 2013), students generally start a school by 8 am and classes normally finish around 4-5 pm. After dinner, they either have a self-study at school or going to *hugwon* (also known as a private institution or a 'cram school'). Korean

students usually finish all their works around 11pm and the same routine will be started all over again the next day.

The hierarchy of university' ranking enhances more pressure on Korean students during the decision making for the universities. According to Greet Hofstede, the society of East Asian countries, Korea are highly influenced by the collectivism and power distance¹, (Breckler, Olson, & Wiggins, 2005). People are tended to cherish living in harmony and always follow the crowd. This is included the decision making on school choices. Some particular institution usually has higher influenced on individuals than one another. In case of Korea, people always prefer prestigious schools with the guaranty of world-class ranking performance.



¹ Power distance: the extent to which a culture accept an unequal distribution of influence within the society

Table 3 QS World University Rankings® 2015/16

	University	Location
1	Massachusetts Institute of Technology (MIT)	United States
2	Harvard University	United States
3	University of Cambridge	United Kingdom
3	Stanford University	United States
36	Seoul National University	South Korea
43	KAIST- Korea Advanced Institute of Science & Technology	South Korea
87	Pohang University of Science and Technology (POSTECH)	South Korea
104	Korea University	South Korea
105	Yonsei University	South Korea

Source: (QS Top Universities, 2015/16)

In accordance with QS World University ranking, there are five universities in Korea ranked in the top 150th best universities in the world. Three out of these five universities (known as ‘SKY’) are the most prestigious universities in South Korea—equivalent to the US ‘Ivy League’. The term ‘SKY’ stands for the first initial letter of Seoul National University, Korea University, and Yonsei University. Even though, another two universities have relatively shorter period of history but their capabilities cannot underestimate. Korea Advanced Institute of Science (KAIST) and Pohang University of Science and Technology (POSTECH) are young established universities

dedicates to research oriented in advance science, technology, and engineering. Koreans believe the image and reputation of the university will be a strong foundation of their bright future.

However, the enrolment quota of those prestigious universities is basically limited due to a high competition. Therefore, Korean students have to ensure they work harder than others in order to secure the place. All of these aspects of education fever brought Koreans a lot of social problems; physically, psychologically and financially. The examples of problems are— the rising number of youth suicide rate, the problem of myopia, internet addiction among young people and the inequity on quality of education between rich and poor.

These characteristics have shaped Korean education to what it is nowadays and some of them are still reflected on many aspects of current development, likewise, there is no exception on internationalization process of Korean higher education institutions. The next section is about a historical overview of internationalization of higher education in Korea, the motivation of approaching, and the issues of the past progress.

2.4 Internationalization of Higher Education in Korea: A historical overview

Basically, the history of internationalization in Korea is separated roughly in two or three stages depending on the scholars. Kiyong Byun and Minjung Kim separated the internationalization progress in two stages; the first is after the

liberation of Korea and the second stage is when the globalization wave hit Korea. They claimed that the earliest stage of internationalization Korean HEIs is after the end of the Japanese colonial period (1910-1945)—as they said “...internationalization played a critical role in responding to and supporting the processes of postcolonial reconstruction and nation building, by allowing Koreans to learn from developed countries. This took place mostly through government initiatives that sent students and scholars to these countries, study advanced knowledge and technology” (Byun & Kim, 2011). After graduated, those students have returned and become a strong force during the reestablishment of nation

Jeong-kyu Lee, on the other hand, argued that the pioneer of internationalization of Korean higher education occurred earlier than that. He explains Christian missionaries are the first group of people who bring internationalization to Korean education. It began since the late 19th century (1880-1900) when Christian missionary schools were first established. Some of them are remaining in Korea until now (Yonsei University, n.d.-d). Therefore, Christian missionary schools should be regarded as the internationalization education of Korea (J.-K. Lee, 2004). However, the development of Christian missionary schools and also Korean traditional Confucian schools had been struggled and discontinued during the Japanese colony. So the internationalization process was paused until the liberation of Korea nation had occurred in 1945 (Byun & Kim, 2011; J.-K. Lee, 2004).

Lee also emphasized on one factor which other scholar is not usually mention; it is the Korean War (1950-1953). In early 1960s, there were many foreign organizations such as United Nations Civil Assistance Command, Korea (UNCACK), the Korean Civil Assistance Corps (KCAC) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) actively participated in the development of Korea— including Korean education. A lot of Korean scholars received opportunities, granting from the organizations, to gain foreign academic knowledge and advanced scientific skills in other developed countries (J.-K. Lee, 2004). It was a great expanding period of internationalization in Korea, but mostly in terms of student mobility, not much progress on domestic institutions' development.

After mid-1980s, Korean domestic education has become heavily influence by the wave of globalization, so the government have introduced a numbers of programs and reforms to internationalized domestic education, included May 31 Education Reform Plan in 1995. The project has created a big change to Korean education. For example, it is mainly emphasized on the new college entrance examination, new age limit of teachers, marketization, privatization and global education (Yunhan Hwang, 2001). It began shortly after the 1988 Seoul Olympic when Korean people realized the importance of English language and multicultural society. The occurrences of the World Trade Organization (WTO) in 1995 and the

Asian financial crisis in 1997 were the second and third external factors to emphasize Koreans to the important of globalization.

Higher education on the other hand became a center of attention after UNESCO held the World Conference on Higher Education in 1998. The purpose was to disclose how effective a higher education is, to the development of an intellectual society in the 21st century (Kang, 2015). The government realized that in order to establishing a strong human-capital base and the effective national system driven towards innovation, higher education should be acknowledged as a pivotal component. Therefore, the government began to fully support the HEIs' development by internationalize the institution, focusing on decentralized, privatized and market-oriented aspects (Byun & Kim, 2011; Kim 2005).

The processes such as the loosening of university's policies on campus establishment and student quota were created the rapid expansion of Korean higher education. The numbers of small-sized, medium-sized private universities, and online universities were established. By doing this, Korean government aimed to 1) increasing global competition, 2) earning world recognition as 'world class universities', 3) receiving the respect as an elite university on the global scale and the ultimate goal is to make Korea become an education hub, not only in Asia but also in the world (Byun & Kim, 2011; Yong Ha Cho & Plamer, 2013).

The table below is the evidence showing how rapid universities in Korea have grown in its quantity. According to the Ministry of Education, the number of higher education expanded from 19 schools, 1,490 teachers and 7,819 students in 1945 to 1,303 schools, 86,441 teachers and 3,577,447 students in 2002. The growth rate was calculated equivalent to 6757 per cent, 5701 per cent, and 45653 per cent respectively. Therefore, basically the second stage of internationalization education in Korea is focus on the internationalization toward neo-liberal based on marketization (Byun & Kim, 2011; J.-K. Lee, 2004).

Table 4 Expansion of University (Higher) Education (1945-2002)

Year	1945	1960	1970	1980	1990	2000	2001	2002
Schools	19	85	232	357	556	1,184	1,261	1,303
Teachers	1,490	3,808	10,435	20,900	41,920	79,136	83,116	86,441
Students	7,819	101,041	201,436	601,494	1,490,809	3,363,549	3,500,560	3,577,447

Source: Ministry of Education, Republic of Korea

2.5 The Issues of Korean Higher Education's Internationalization Process

The loosen identity of Korean education is the newly concern for the internationalization process of Higher education institutions. Many scholars were aware that the current government's internationalization policy, in fact is the process of Americanization on Korean higher education; both systematically and

institutionally. One of the evidence which bring the issue out is the government's English Medium Instruction (EMI) policy. After the declaration, Korean students and professors simply find it more difficult and struggle to live up the expectation from the government. The policy creates a miserable life for them as English is neither a native language nor official language use in Korea so it seems a little too difficult using in daily life.

Therefore, instead of blindly follow the internationalized model from others, the government need to develop Korean version and ensure that it is best suited Korean culture and society; represent cultural uniqueness, while also emphasize a multicultural integration (Byun & Kim, 2011; Yong Ha Cho & Plamer, 2013). Social and cultural rationales should receive more attention compare to the past. Otherwise, people believe that the remaining of this EMI policy will definitely cause the loss of integrity and value to Korean higher education institutions.

'Eastern spirit western science' is often regarded as the academic culture and institutional identity of Korean universities (T. Kim, 2005; J.-K. Lee, 2004). Although universities in Korea, Korean domestic graduated professors are less than foreign graduated professors (especially the US graduates) in terms of quantity, there are not many multicultural attitude occur among Korean university academics. The reason is because the internal society within the contemporary universities in South Korea is remain very local in practice; as Confucianism ideology still leaves very strong in the

foundation of Korean society. Furthermore, Kim also specified that Korean students, who received overseas education, tend to become more Korean nationalistic and local mind comparing to those graduated domestically (T. Kim, 2005). Therefore in general, the character of Korean higher institutions' culture is relatively homogeneously in Korean.

2.5.1 Marginalized of foreign academics

The homogeneous culture of Korean higher education is limiting the advantage of foreign academics working in domestic universities. The scholars such as Terri Kim, John D. Palmer and Yong Ha Cho reveals that Korean university members did not always provide a positive welcome when they first encountered with overseas academics (Young Ha Cho & Plamer, 2012; Yong Ha Cho & Plamer, 2013; T. Kim, 2005, p. 94). The given examples given in the texts, disclosed that foreign academics working in universities in South Korea would not be fully accepted as a part of institutions. Even though, they have got an equivalent qualification (e.g. qualify professional degrees, using ability of Korean language, and even nationality) as a Korean-ethnic colleague, they were usually not getting an offer of place for tenure-track position, especially in the administrative and academic management positions.

Also, Korean university system does not provide an open route open for foreign academics to improve their career path. The limited criteria from being

foreign professors and lower salaries comparing to the offer from universities in other country also lessen the interest of foreign professors to come working in Korea. In general, foreign academics working in Korean higher education institutions are discriminated from things cannot be changed such as an appearance and ethnicity, rather than by working's capability or nationality (T. Kim, 2005).

2.5.2 The sense of inequality

In fact, the sense of inequality began in the recruiting process. Foreign academics often have an image of lesser qualified than Korean academics (Young Ha Cho & Plamer, 2012; T. Kim, 2005). Foreign scholars do not usually required to obtain the Ph.D. degrees to be eligible for teaching in the university—some got an offer a place while holding just M.A. degree. For example, foreigners who teach subjects like English as a second language, receive worse treatment comparing to one in professional academics. They are often treated as a functionary, rather than a professional (Young Ha Cho & Plamer, 2012; T. Kim, 2005). This is created an unequal feeling for both Korean scholars and foreign scholars. In Koreans' perspective, those foreign scholars are not even qualified to become university professors; the recruitment process is kind of double standard, whereas foreign academics feel like foreigners are often isolated from the tenured positions.

Not only foreign academics, Korean academics also feel the sense of inequality from their perspective. J. D. Plamer and Y. H. Cho explain that, Korean

academics are required to use both Korean and English teaching in class and when publishing the academic texts (Young Ha Cho & Plamer, 2012). While, foreign scholars are only require to finish all tasks using English language. So on the perspective of Korean academics, their works are double-loaded comparing to foreign academics.

Students, at the same time, also feel the sense of inequality due to the internationalization policy. In parallel to image of recruiting foreign academics, both Korean and foreign students face with the effects of the increasing quantity of foreign presence in Korean universities. Korean students believe that expanding the numbers of foreigner admission lead to the reduction of student's quality (Young Ha Cho & Plamer, 2012). As everyone knows, Korean students study very diligently in order to be accepted to the prestigious universities but the internationalization policy from government provides an easier pathway for foreigners. Therefore, the situation is created the distance among them and clearly shows the policy do not contribute to the development of multicultural in university.

2.5.3 Quality education

The quality of courses taught by Korean professors are also questioning among students. It is important to provide course not only with quality of materials but also the quality of the pedagogy (Young Ha Cho & Plamer, 2012). Most university is still struggling to find the proper solution to solve the issues for this as some

professors— specified to those graduated in Korea find it is uncomfortable to teach in English, especially when all students are Korean as well.

Additionally, Kim Ki Su also compiled more issues on internationalization process. He began point out the financial problems is a stressful problem among education institutions. Before there were a problem of intensified university entrance competition due to the high demand for higher education, so the government encouraged universities to internationalize and expand the place to support the large demand. However, the government was strictly control over institutions' revenue such as tuition fee and low education funding, therefore the infrastructure and facilities of university are degraded as time passes (Kim 2005). This caused a struggle to the university to which direction they should persist. In order to fix the problem, the government has to either provide more state funding to assist the institution or relaxing the regulations on university's income.

The Personalist Ethic is also another problem appeared after the reforms began. With the lack of state supervision and control, the corruption is frequently occurred due to the close relationship between state officers and specific public or private institutions. For example, when the quotas have been offered, such as new school and university licenses, increase numbers of student or financial funding—the approval sometime are sometime given to the institutions which did not process necessary requirement in infrastructure (Kim 2005) due to the personal connection.

This type of situation has reduced the quality of education expansion and constrained the education's development.

The above situations have a potential of diluting the significant of internationalization in Korean society. Some may cause the severance of relationship among Korean and foreign academics and some may cause the disadvantage to the development of the international education in Korea. Also, the effect of expanding the quantity of Korean education (e.g. the number of foreigners, English-medium instruction and publications in English) have capitulated the quality of the institutions (Yong Ha Cho & Plamer, 2013). So in order to prevent those issues from worsen, it is recommended to encourage the collaborative activities among domestic and foreign faculty, improve the relationship of Koreans and foreigners, including both students and faculty members, financially support their research projects in order to steady improving the higher education and establish a standard for evaluation to control the quality of institutions. For the sake of becoming the real internationalized campus, foreign faculty and Korean faculty will need to collaborate for the improvement of cross-culture/multicultural relationships.

CHAPTER III

GOVERNMENT POLICIES ON INTERNATIONALIZATION OF EDUCATION

As been told in the previous chapter, the turning point which brings the issues on internationalization became a center of attention among Korean Higher education is the establishment of the World Trade Organization (WTO) in 1995. After the Republic of Korea joined WTO on January 1st, 1995, Korean government under the President Kim Yong-Sam has concerned that Korea might be inferior due to the lack of competitiveness of Korean higher education. Therefore shortly afterward, the Government had introduced the May 31 Education Reform Plan, which prioritized deregulation, competition and marketization in higher education (Yunhan Hwang, 2001). It clearly stated that one of the reasons the plan was created is due to the effect of globalization. Ever since, internationalization becomes a part of education policies and plans until nowadays.

South Korea is considered as the most admirable example among the countries proclaiming the development of knowledge-based economy (Ozols & Ozola, 2010). The success of the education reforms have gone through the last five presidents of Korea. Internationalization exists in Korean education for more than a decade. In the past, the quality of internationalization was far from other western institution because Korea only focused on how to increase the number of

universities and students. There is not much concern on improving the quality of education (such as professors' skills, curriculums and classes). However, things seem to have changed since 2008 as Korean education began to focus on the qualitative development until it is praised as the best education in the world. This chapter indicated the education policies which designed to promote the internationalization and competitiveness in higher education institutions during the last two presidents: President Lee Myung-Bak (2008 – 2013) and President Park Geun-hye (2013-present) with their intension to expand creative education, enhance character-building and develop a world class education in Korea. The sections are separated into two main periods according to the presidential term in chronological order.

3.1 South Korean Education Plans: focusing on the internationalization

3.1.1 President Lee Myung-Bak (2008 - 2013)

President Lee Myung-Bak was the CEO of Hyundai Engineering and Construction, also the mayor of Seoul, before won the election and become the 10th President of South Korea from 25 February 2008 to 25 February 2013. Korean education under the President Lee is basically about the reduction of Government intervention in education, expansion of creative education and the enhancement of character-building for students. He has continued the plans of expansion the Korean science and technology research networks from the previous Government. As it is a

way to create a strong foundation for Korean education and its ranking. The two projects successfully contribute the ideas are Brain Korea 21 (BK 21) and the World Class University (WCU) Projects. The following sections are an explanation on those topics; including the detail of Korean new HEI evaluation method which has been introduced to Korean education from 2011.

3.1.1.1 2005-2012, the Brain Korean 21 Phase II

Brain Korea 21 project is literally began in 1999 and was separated into two phases. Phase I was introduced since 1999, and ended in 2005 with the budget funding around US\$1.4 billion—Phase II started from 2006-2012 with the total budget of US\$2.1 billion. The BK 21 was created with the aim to train and educate younger generation of scholars and researchers, both master's and PhD student, including fixed-term professors and post-doctoral fellows to become a powerhouse in terms of human resources (Seong, Popper, Goldman, Evans, & Grammich, 2008).

During late 1990s, Korea education was facing with issues such as a relatively low numbers of research and development, low competitiveness in domestic higher education, the deepened reliability on education & research support from foreign countries and the lack of creativity in education system. These issues have effected on the universities' world ranking. As universities needed to rely on the rank, the Government at that time decided to solve the problems by announcing the BK 21 II with the vision of “stronger with enhanced human capital”.

The primary objectives of the project were firstly, to develop world class graduate schools and nurture R&D manpower; secondly, to enhance research capability through financial support from the government; thirdly, to nurture specialized regional universities and strengthening industry-university ties; and lastly, to reform university system in order to nurture creative human resources. To be able to participate in the program, the participating university needed to reform their system according to the global standard (for example, university admissions, curriculums, and faculty and staff evaluation etc.)(Seong et al., 2008).

The focus areas for the program are varied from Humanities and Social Sciences; Professional Service Studies; Basic Science and Technology; and Applied Science and Technology. However, as most of the sub-programs focus mainly on science and engineering, the support funding is tend to lean on the side of science and engineer-related projects. In this case, the humanities and social sciences studies received the funding of 56,739 KRW which calculated as 4.2% of the total, while the funding for science and engineering study was 1,168,934 KRW or 87.1% of the total and 20 times double of Humanities and Social Sciences studies fund (Shin, 2009).

There were not much different between the first and the second phases in terms of programs are from the objectives and missions, funding regulation, and selection criteria. According to the journal “Brain Korea 21 Phase II: A New Evaluation

Model”, Phase II focuses more on department-level excellence and the university-industry link, rather than university-level excellence like Phase I.

In order to establish the research groups for granting the support, it was usually began by searching through the multiple universities where provided the same academic discipline and establish a research group out of those. During the operation, one of the universities in the group will have been chosen as a leading university among other participating universities. Phase II, in contrast usually form the research group base on a department of a single university (Seong et al., 2008). Apart from these points, there is no exceptional difference between Phase I and Phase II.

Even though BK 21 Phase II is not originally created by President Lee and his team, but the project is still received the continuous supports by his government. It was continued according to the previous plan until 2012 when President Lee began to gathering the scattered Korean educational programs and combined them into a new program. As a result, BK 21 program and World Class University Project have been collaborated and re-established under the name ‘BK 21 Plus’. However before go straight to that, the World Class University project has been waiting to be introduced.

3.1.1.2 2008-2012, World Class University project (WCU project)

In order to halt the brain drain abroad, the World Class University project has been established by President Lee's teams in 2008. It originally contained three main objectives(Suh, 2013):

1. To strengthen the capacity of Korean universities and research powerhouses by inviting foreign scholars who have great research influence and capacity,
2. To promote research that focuses on critical fields that are beneficial to the country's future development and finally,
3. To strengthen Korean professors' competitiveness

The research focus areas under the WCU projects are ranging from Humanities and Social Science, Natural Science, Engineering, Bioengineering and Innovative Technology. The WCU project is worked by granting the financial supports to the selected researchers to ensure that their research projected will be published with on difficulty and financial burden. This project is contributed a strong impact on the rapid increase of academic publications in Korea.

There are basically 3 types of research projects under the WCU project. The first type is the establishing of new department by allowing full-time foreign academics and Korean academics to coexist the work, with the aim to create new academic departments or specialized majors on future growth-generating. On the first

year in 2008, this type contained approximately 35 research teams from the local universities in Korea.

The second type is for inviting individual scholars to Korea. Basically, it means full-time foreign scholars will be invited to incorporate with the existing department in Korean university for teaching and/or producing joint research purposes. There were about 36 universities which began to incorporate with foreign scholars in 2008.

The last type is when the famous global scholars are invited by Korean domestic universities for a part-time position in teaching and produce research. In 2008, type III included 76 Korean universities which have invited world renowned academics to teach and research in their universities. Meanwhile, in order to gain the most out of it, the university consultation body for supporting foreign scholars and a WCU-Nobel Forum are set up and began to operate to ensure the quality of research products.

In case of the budget, the total budget for 2009 was about 160 billion won. The amount can support almost 284 top-notch international academics, including the Nobel Prize laureates in researching and develop a global academic network. In general, the ratio of government's subsidy was raising from 54.6 per cent in 2009 to 60 per cent in 2010. Also, the new fields of fusion technology have been added to the research covered areas. The sub units such as 'Global Research Networks' projects with the budget of 7.8 billion KRW and 'Global Research Lab' projects with the budget of 15.7 billion KRW were established in order to facilitate joint researches

and interactions between Korean and foreign scholars. The amount of 4.06 billion KRW is granted for assisting international exchange of university research. And another 16 billion KRW were granted to the public relation focusing on attracting foreign research institutes.

Also, with the creation of ‘open management system’, Korean research institutions were assumed to recruit more renowned scholars from abroad to coexist with domestic research institutes. And since each scholar will be received different amount of subsidy according to their level of performance, the high level of evaluation standard system was required.

In 2012, the Ministry of Education, Science and Technology began to shift the focus on fostering universities to be more emphasis on graduate school. They began with the consolidation of scattered government’s financial support projects such as the BK 21, WCU project, and other small projects to reform and re-systemize them into the BK 21 Plus—with the strictly evaluate the performance. Their new goal is to further increase the quality of education and research, especially on global research-focused universities, in order to grow the numbers of high level experts and academics. More details about the BK 21 plus is provided in the next section of President Park Guen-hye’s education policies

3.1.1.3 Disclosure of Higher Education Institution evaluations since 2011

Apart from the two explicit projects which introduced previously, there are also some Government's actions which indirectly contribute to the progress of internationalization in Korean higher education. Began in 2011, the Government has introduced the concept of standardizing domestic universities' admission in order to strengthen the global competitiveness of universities. The standardization of student selection system is needed and required every institution to provide. Also, the Government has to ensure that all institutions are followed the plan strictly. In this case, a high-quality admissions system for universities has been established. The new university admission should be provided with a simplified application process and the possibility to invoke private universities for selecting the admitted student diversely. A new system will be emphasized on a fair practice and solve plagiarism issue. The universities who found running the evaluation system "perfunctory" will definitely face elimination from every other Government's subsidy.

The ministry was also preparing for the revision of the College Scholastic Abilities Test (CSAT) in order to advance the college entrance process. The revision is focused on the test's questions, the test itself and the linkage between test's questions and Education Broadcasting System (EBS)². Questions should be based fundamentally from what schools have been teaching. Teachers who literally teach

² Education Broadcasting System (EBS) is an educational television and radio network for Koreans

the subject should participate in creating and reviewing process of the test. Moreover, the Government will be formed what is called “an inspection/analysis team linking the CSAT and EBS” as a tool to analyse and evaluate the successful and neglected feedback of the test for the sake of improvement.

In order to prepare for the reformation, the Government has surveyed the current third year of middle school at that time as an opinion-based consideration because they will be the first group using the new test. As CSAT system will be transformed into one center admission system, so the sufficient amount of care and consideration should be placed in order to settle measures for the CSAT 2014 academic year.

The idea of revising CSAT began since President Lee’s period and continues to reach its accomplishment later in President Park Geun-hye’s period. Therefore, for better understanding of the current Korean higher education’s internationalized strategies, next part is provided details about the next three years under President Park on her internationalized education strategies.

3.1.2 President Park Geun-hye (2013-2015)

President Park Geun-hye was the first woman to be elected as President in South Korea. She was also a first lady of the country during the period of her father, President Park Chung Hee’s incumbent. Since 25 February 2013, she won the election and become the 11th President of South Korea. According to her vision

“Happy Education for All: Creative Talent Shapes the Future”, Korean education under the President Park is generally put emphasis on a creativity-oriented education and cultural enrichment. She attempts to install the creativity and character’s building and make it become a fundament of Korean education. Further is the information about President Park’s projects on internationalized domestic higher education; the details included Study Korea 2020 Project, Brain Korea 21 Plus (2013-2019), and Creative University for Koreans.

3.1.2.1 Study Korea 2020 Project, began in 2013

After stepped into the position, President Park has promulgated the Study Korea 2020 project in 2013. It is a project that literally has been inspired by the previous Study Korea project operated in 2004 onward until 2012. The project basically aims to increase the numbers of qualified foreign student enrolments by 200,000 in 2020, as well as to decrease the outflow of Korean students who study overseas (B. K. Lee, 2013). Moreover, Bruce Lee from Korean Association of International Educators (KAIE), has added an additional aim which is to raise the national brand value, as well as increase international students’ satisfaction and performance of domestic higher education (B. K. Lee, 2013)

Although the previous project was considered success in terms of the enormously increased the inbound international students, there is also a downside. By only focused on raising the quantity of students, the numbers of lowly qualified

students are allowed to enter the country as well. Those students are usually one who violates the laws and regulations of Korea such as obtaining a student visa for the purpose of illegal employment(S. Bae, 2015). Therefore, the Government has planned to promote the recruitment of highly-qualified international students instead of promote randomly like the past.

There are basically consisted of three main strategies under the Study Korea 2020 project. Firstly, it is the increasing of international students' recruitment in domestic universities. This includes the process such as creating the expansion of employment opportunity for international student; revising and systemizing the international student recruitment and management system and reducing strictness on Student Visa restriction; Secondly, it is to decrease Korean students' outbound mobility by constructing world class research university, expanding the number of English-taught courses, and increasing the number of international school; and finally, it is the process of reinforcing the foundation of global education such as establishing new systems for recruitment, management legislation & organization, promoting more exchange opportunities for students between domestic and foreign universities, reinforcing the Korean Language education both within Korea and overseas, and establishing international education environments on Free Economic & International Education Zone in Songdo, Incheon.

3.1.2.2 Brain Korea 21 Plus (2013-2019)

BK 21 Plus is the new developed version of BK 21 Phase I and II projects. The project which the quality of graduate programs and researches, as well as university-based research centres in Korea are all required more improvement and strengthening, in order to contribute to the success of becoming the center of the performance management and research-oriented institutions to Korea.

The project consists of 3 goals; which these three are basically inspired by the previous phases. Firstly, is to encourage global research-focused universities in order to raise the university ranking of world best research institution. In 2012, there are 6 universities in Korean ranked in 2000 best research universities and with this project, the Government's plans to increase the numbers into 11 universities by 2019. The second goal is to advance academic expertise and field training by supporting approximately 15,000 post-graduate researchers every year. And finally, the Government has a plan to improve the quality of domestic universities and other research institutions. In this case, the ranking of research publications via the Science Citation Index (SCI) should be rising from 30th in 2011 to 20th or above by the final year of the projects.

The Government then, plan to enhance support on research projects between local universities and local Small and medium-sized enterprises (SMEs). Comparing to the previous BK21 projects, the subsidy is much larger this time. For

example during BK21 and WCU projects, the support on local universities is equalled to 24 per cent of the total project's cost, while for BK21 Plus the amount is increased to 35 per cent of the total cost. To be specific, the amount granting is calculated based on the current rate of inflation to make sure that all the researchers can live without worry. In this case, the scholarship for a master degree student is increased from 500,000 to 600,000 KRW a month, for a PhD student raises from 900,000 to 1,000,000 KRW and for a rising researcher increases from 2,000,000 to 2,500,000 KRW per month. Not only increase in the financial support, the number of research team also expected to increase; from 35 per cent to 45 per cent is expected.

Moreover, the ministry will be increased the industry-university cooperative in the postgraduate level. Graduate educational knowledge, research and industries' knowledge and technology are closely linked. If they are cooperated the work, the approach researches definitely bring to advance talent. The Performance Evaluation plan is another medium use to evaluate the quality of the publication. In addition, the Government is also established the Graduate School Improvement plan in order to strengthen the project management for improving quality graduate.

With all of these attempts, the Government expects to see the success on expanding the national research capacities, especially in science and technology innovation, together with the increasing of domestic universities' reputation and

ranking. However before these happened, the Government realizes the needed of restructuring Korean universities' fundamental system. Therefore, President Park starts several plans such as revising of CSAT, registering English as a permanent subject on the test, and reducing university's admission places. The below section is given more explanations in details.

3.1.2.3 The Enhancement of Creative University for Koreans

Due to the vision of “Happy Education for All, Creative Talent Shapes the Future”, President Park has put a lot of effort to emphasise a creative learning to Korean education. Her primarily intention is to create education which contribute to student's character building and nurture their creativity by improving an overall curriculum and college entrance system. In fact, the College Entrance Examination in Korea currently consists of the following four components: The College Scholastic Ability Test (CSAT), the student's high school academic record, an essay, and an interview.

The Government has been heavily influenced on the CAST for several decades as they have realized the burden of students, especially the final year students from the preparation of the college entrance period. So they endeavoured to reduce the pressure on students by revising the entrance process. As been told in previous section, the ideas of revising the CSAT began since the previous president, but the project is officially started in 2014. The current version of the test consists of

the subjects like Korean Language, Mathematics, English language, Social Studies/Science/Vocational Education, and Foreign language (selecting from Arabic, Chinese, Chinese Classics, French, German, Japanese, Russian, Spanish, and Vietnamese). Comparing to the previous version, this test is enhanced on areas which can further the knowledge for career and seeking student's creativity, talent and specialty. The Government believed by increasing of Korean education's standard, Korean education system will be proved as a high quality education system. This is definitely created a positive reputation and the raise of brand value, for the sake of attracting international network to Korea. One thing to be noted, the reformation is a mid-longer term plan so it will take a while for whole process to complete.

The available evidence seem to suggest that President Park's Government began the reformation through the actions such as putting English as a permanent subject in the test, restructuring the test score to be based on an absolute grading scale and adjusting test's question based on what actually been taught in the classes. This has done in a way to ensure that students can enter universities without having to seek help from the private education sector. The test will be created in order to enhance students' talents and abilities.

While the number of space available for universities will be slightly decreased in the respond of the declining population and new Government's policy of shrinking the size of recruitment to enhancing education's quality. According to University

World News, the Government has planned to decrease the numbers of university's places by three-stage. In 2016, 40,000 university places will be cut. And between 2017 and 2019, 50,000 university places will be eliminated as the second stage, and lastly, 60,000 places will remove between 2020 and 2022 (Tai, 2014). In order to encourage institution to reduce the size, the Government will provide financial support to any universities which voluntarily downsize.

In addition, the ministry declares the vision of enhancing universities' research competitiveness and commercialization. In order to upgrade competitiveness among higher education, the Government realized that universities needed to restructure and evaluate in the innovative way to meet with the demand of industries and local companies. Regional universities which transformed themselves to serve as hubs that produce well-equipped and skilled workers according to the demand of the employers such as local companies will be received financial support from the Government. In addition, the regional universities also have a task—given by the ministry, to create friendly environments in order to attract international students and accommodate overseas Koreans.

3.2 Analysis: the Internationalization Strategies Driven by the Government

After has been studied the education policies provided by the Ministry of Education, it seems like there are basically three main strategies which have been approached by the Ministry of Education under the two presidents; President Lee

and President Park. The three internationalization strategies included the strategies to increase the numbers of incoming international student, reinforce the national R&D at the university level and enhance more students' creativity and character-building. The following details are the explanations about each strategic approach.

3.2.1 The increasing of incoming international student as an Internationalization strategy

In past several years, the strong commitment to increasing the numbers of incoming international students is still remaining as one of the primary intentions of the Korean government. As everyone may be known already that, the ultimate goal of Korean government is to make Korea become the world-class education hub, so the assisting budget to support domestic institutions is highly demanded. Outside of Government's subsidy, domestic universities usually receive the financial budget from the student fee. Therefore after a demographic problem such as a low birth rate is occurred, together with the increase outbound student mobility, the prediction of student shortage in domestic universities has been worrisome. For the sake of preventing the problem to occur, the Government s have developed several projects to attract the international students, reduce the outbound Korean student and reinforce the foundation of Korean education system. In addition, the latest version of the policies has been changed from increasing only the quantity of

students to increasing quantity of qualified students in order to reduce the social problems which caused from the previous one.

3.2.2 The reinforcement of national research and development at university-level as an Internationalization strategy

The reinforcement of national R&D at the university-level is also another internationalization strategy from the Government for the pursuit of becoming a world-class education hub. The Government realized that for the sake of becoming world-class education, a strong capacity of national R&D is required for the competitiveness in the expansion of research partnerships. Nowadays every higher education institution in the world is particularly concerned about innovation and R&D, especially in STEM areas (Science, Technology, Engineering, and Mathematics). The reason is that the research publication on these fields is partly contributed to the increasing of the institution's world ranking and as the world ranking is represented how well is the particular university has been performed, so the reinforcement of R&D is necessary. This is related to the establishment of the branding image of the university. So having a positive image and high position in the world ranking are the competitive advantage of the university.

The above statement is the reason why President Lee have been established The WCU projects and continue the Brain Korea 21 II during his term and later when

President Park come to power, she still continues the ideas, although under the newly revised project—BK 21 Plus.

3.2.3 The enhancement of creativity and character-building in domestic university system as an Internationalization strategy

The final internationalization strategy introduced by the Government is the enhancement of creativity and character-building in Korean education system. This idea is not particularly related to only higher education but in fact, the education system as a whole.

Creativity is important in almost every aspect of life, likewise knowing your own self. For example, in university level, the creativity contributes to the well-performance of the research and development as it makes students think outside the box and beyond the book. So it is easy to come up with the new ideas and innovations. This is led to the contribution of increasing reputation of Korean R&D. The character-building after realized your own self is also significant as it leads students to the right direction of what they are faithful and capable with. The purpose is to increase students' happiness in the way of pursuing their dream and prevent students from only heading to the famous departments such as engineering, S&T, law and medicine without literally like the subjects.

As to prepare students to engage the workforce are one of the university's goal, so the new version of College Scholastic Ability Test (CSAT) is targeting to put

the emphasis on workforce skills more, comparing the past version. For instance, the second and third language skills are required for admission in order to prepare students for a multicultural society.

The strengthening of exam's quality in order to ensure student's quality in the domestic university is also an influential method of internationalization. A quality student represents a quality institution and being a quality institution is similar to being a quality R&D as it is reflected a positive brand image. This is contributed to the increasing of market advantage and competitiveness of the institution and also the expansion of university network.

So even it is unlikely that the Government 's enhancement of creativity and character-building in Korean education system will be related to internationalization, but as a matter of fact, it contributes marginally to prepare the student for globalized society in which consist with the multicultural and diversity.

After examined the three sample universities, it is seemingly that all of these three Government's strategies have visibly seen on the SKY universities' internationalization strategies. The next chapter is to analyses the SKY universities' policies.

CHAPTER IV

INTERNATIONALIZATION STRATEGIES AT SKY UNIVERSITIES

This part presents the analysis of three selected universities—Seoul National University (SNU), Korea University (KU) and Yonsei University (YU), based on the empirical data collection. The data has been collected from Internet research and the analysis through university's official web pages and online publications such as university's magazines, brochures, and newspapers. In general, the chapter begins with the background information about these three universities. And later the exploration of internationalization strategies on each university is provided. The aim of this part is to examine the strategic trends or methods used by universities in Korea for the sake of becoming global education.

4.1 Background Information of Universities

There are two main parts in background information section. The information on the institution's purposes of an establishment and its historical development are given in the first part and the second part is an overview which providing a broad information on each university's facts at the present time (2015). The information provided in an overview part included details such as the numbers of college (undergraduate and postgraduate level), the numbers of student and faculty (domestic and international), and the current university's ranking (regional and

worldwide). All fragments are given with the aim to present each university's identity, general interest and specialty from the past till now.

4.1.1 Seoul National University (SNU)

Historical Background

Seoul National University (SNU) was established and opened as a first national university in October 1946 under the support of Korean officials working at the Department of Education of the United States Army Military Government in Korea. When first operated, there were nine colleges with one graduate school—covered the areas of the Liberal Arts and Sciences, Engineering, Agriculture, Law, Education, Commerce, Medicine, Fine Arts, and Dentistry. The university was built with the purpose of establishing the first national university in Korea, despite the fact that there are opposition movements against the national university's establishment. Korean War had then suspended and discontinued all the university's activities until 1953 when SNU was re-opened again. After that, SNU soon began the restoration process with the same goal of building the best national university. It was determined to be the premier institution of higher education that could represent the country, and further, enrich the future of the nation.

Overview

Today, Seoul National University has sixteen colleges, one graduate school, and ten professional graduate schools. The Graduate School of Practical Engineering is the most recent school opened in March 2016. Comparing to other domestic universities in Korea, SNU is ranked first in almost every area of study, but particularly in S&T and engineering departments. At the moment, there is a total of 135 research institutes and all of these, including colleges and graduate schools are distributed within three campuses. The main campus (Gwanak Campus) locates in an area called Gwanak-gu. It is where most of the colleges and schools are located and another is Yeongeon campus, a home of the medical school and university's hospital. In 2014, a newly established campus has opened under the name 'SNU Pyeong Chang Campus' in Gangwon Province. Its purpose is to create the university-industry cooperation complex in green biotechnology.

SNU has a student enrolment of 28,490 students in 2015. The number is a combination of 16,511 students at the undergraduate level, 8,309 students at the Master degree program and 3,670 students in Doctoral Program. The university also has 1,185 international students enrolled in a degree program. 5,878 faculty members are appointed at SNU, in which more than 200 of them are international faculty members. Currently, there are 330,000 SNU alumni play a leading role in every sector of South Korean society and now in the world ranking, Seoul National

University is ranked with the outstanding of 10th Best University in Asia and the 36th Best University in the world by QS World University Rankings® 2015/16.

4.1.2 Korea University (KU)

Historical Background

Korea University was established in 1905 under the name as “Bosung College” by Lee Yong-ik, who was a treasurer of the Royal Household, using the royal grant from Emperor Gojong (1852-1919). The college has undergone with many hardships from the repression by Japanese colonial government and the internal financial difficulty. Therefore they began to provide English classes in 1915 with the aim to prepare students for the international scale. This is regarded as a very first attempt to internationalize the institution. The hardships are continued until the institution was taken over by Kim Seong-su (1891-1955) in 1932.

Kim Seong-su who regarded as the first President of Bosung College had built and expanded the infrastructure of the college with the aim to develop it into the first genuine Korean university. Regrettably, his plan was suspended due to the colonial government intervention. The college was placed under the Japanese authorities until the Independence of Korea in 1945.

A year later after the liberation, the status of Bosung College was elevated into a university and renamed as Korea University. Korea University has represented

as a symbol of the spirit of resistance, manifesting the conscience of the nation and critical intelligence.

Overview

Korea University is a private university, consisting of 35446 students; 25,515 undergraduate students and 9,931 graduate students in 2015. Additionally, there is the total of 2,716 international students including language, exchange and visiting students. The faculty members are currently 4,977, in which 112 or 6.60 per cent of the total are international full-time faculty members. Korea University basically consists of two campuses. The main campus called 'Anam campus' and it is a location of 16 undergraduate school and 18 graduate schools. The second campus named 'Sejong Campus' is included 6 schools for bachelor degree and 5 graduate schools.

Korea University is considered as one of the most prestigious university in Korea, especially the College of Law which regards as the best law school in the country. In the world ranking, Korea University is ranked with the outstanding of 16th Best University in Asia and 104th Best University in the world by QS World University Rankings® 2015/16.

4.1.3 Yonsei University (YU)

Historical Background

The History of Yonsei University starts on April 10th, 1885, when Korean first medical missionary Dr. Horaces N Allen established '*Gwanghyewon*', Korea's first modernized hospital. Due to this evidence, it seems that YU is the first institution which related to internationalization among the three, as their first generation professors were westerners. Later *Gwanghyewon* was transformed to '*Jejungwon*' by Dr. Horace G. Underwood and Dr. Henry G. Appenzeller, two medical missionaries who taught the western medicine to Korean students at *Jejungwon*. In 1900, *Jejungwon* was re-established as Severance Hospital and 8 years later the hospital issued the first medical doctor license in Korea

Moreover, in 1915 Dr. Underwood found the first Christian institute of Higher Education in Korea under the name 'the Chosun Christian College', despite the opposition from Japanese imperial government. The college consisted of the wide range of subject areas such as Liberal Arts, Mathematic& Physics, Business Management, Agriculture, and Theology. The Chosun Christian College was re-transformed again into 'Yonhee College after two years as the first private professional college in Korea and later in 1957, both Severance Hospital and Yonhee College were consolidated into Yonsei University.

Overview

Yonsei University currently consists of 39,402 students which can be separated into 27,444 undergraduate students and 11,958 graduate students. There is a total of 4,983 faculty members across the three campuses and one Medical Centre: 2,007 full-time professors, 1,424 visiting professors, and 1,552 instructors. Yonsei campuses are located in 3 different locations; one in Shinchon, Seoul is the main campus, Maeji campus in Wonju and a newly established, Songdo campus in Incheon. The university now offers 7,397 courses for both undergraduate and graduate levels and in both Korean and English languages. The providing subject areas are various such as Liberal Arts, Business and Economic, Science, Engineering, Life Science and Biotechnology, Social Sciences, Law, Music, Medicine, Dentistry, Nursing etc. Yonsei is considered as one of the most prestigious universities in Korea with the outstanding of 18th best University in Asia and 105th best university in the world by QS World University Rankings® 2015/16.

4.2 Compare and Contrast on Internationalization Strategies at SKY universities

The following sections are the examination on the progress of internationalization strategies at SNU, KU, and YU. The following internationalization strategies at the national level are written separately into 2 main parts; academic strategies and organizational strategies. The main resources of the thesis are the

secondary resources such as official publications, electronic resources and official webpages provided by the institutions.

4.2.1 Academic strategies

Academic strategies are basically divided into five sections including the university's international partnerships and networks, research development, International student, English-taught course, and area studies. The details about each section are provided in the following.

4.2.1.1 International partnerships and networks

After examined through the available information about an exchange program from SKY universities, it seems all of the universities have started the internationalization efforts by expanding the volume of overseas partnerships. The purposes are to increase the partnership network for a studying abroad, student and faculty exchange and visiting programs. The cooperation is created through the Memorandum of Understandings (MOU) between the university and its partnerships.

Private universities such as KU and YU began the establishment of partnership and networks slightly earlier than public university like SNU. The first cooperative agreement between YU and the overseas partner began in 1958 when Washington University and the Yonsei College of Business have signed a treaty of assistance together (Yonsei University). Since then, the numbers of the agreement are

continuously rising. Currently, Yonsei maintains the international network with over 650 partner institutions in 70 countries in 2015. These numbers make YU has claimed as the most extensive international network in Korea (Yonsei University).

KU likewise, maintains about 615 university-wide bilateral agreements and 191 college-level bilateral agreements in 65 countries around the world(Korea University, n.d.). The first MOU agreement signed with Waseda University in Japan on March 19th, 1973. In addition, KU has signed an agreement with 8 International Organizations for the sake of expanding and developing the partnership network. This included International Institute for Applied Systems Analysis, APRU (Association of Pacific Rim Universities), U21 (Universitas 21), Study Abroad Foundation, ACE (American Council on Education), ISEP (International Student Exchange Program), Asia-Europe Foundation and Nutrition and Education International. Three out of eight organizations are dealing with the regions in America, two for the global region in general, one for Europe-Asia and one for each Europe and Asia. According to this, it seems like USA is a popular destination for KU students and faculties who participating in Exchange and Visiting programs.

On the other hand, SNU began the first student exchange agreement with the University of Tokyo in 1995. As one of the most prestigious universities in Korea, there are 273 institutions in 56 countries currently have collaborated in the exchange agreement MOU and the additional of 199 universities in 47 countries and for non-

degree international programs for visiting & exchange students(Seoul National University, 2016c).

Exchange/Visiting Programs

The SKY's common natures of Exchange program are quite identical. The program provides a student with one or two semesters study in university partners. The credits taken from classes can be transferred to their home institution. Before enrolling, the candidates must be officially nominated by their home institution and pay the tuition fee to their home institution. Visiting Program has a similar nature. The only differences is that Visiting program is for a student who belonging to the university which do not have a partner agreement with SKY universities. So students have to register and pay the fees directly to SKY universities. When the program finished, the official transcript will be sent to student directly. All three universities also offer on-campus housing and Korean language courses to both Exchange and Visiting students but the cost is usually subjected to individual preference.

According to the evidence, YU was the first institution among the three to participate in international student exchange agreement. The reason is due to the fact that YU is established as the modern medical school run by Western missionary. In the early years, when the institutions were a Severance Medical Hospital and Yonhee College, there are several presidents who are European ethic (Yonsei University, n.d.-c).

Even though KU have been established its first exchange agreement much later than YU, they are ended up with similar amounts of partnerships now (Korea University, n.d.; Yonsei University, n.d.-a). This is represented how important the internationalization through the expansion of partnership is. These two universities are a private university so they have more independent, autonomous and private control of the organization rather than a public university like SNU. So any decision regarding the change within the organization can be made faster with less pressure from the Government authority applied. However SNU, on the other hand, did not appear to worry about the amount of agreement. Instead, the institution tends to put more emphasis on the benefits they will gain from the agreement and the reputation of who they partnered with. The examples of partnerships of SNU are UCLA, Cornell University, The University of Oxford, University of Edinburgh, National Taiwan University, The University of Tokyo, The National University of Singapore and Peking University. In addition, they have. Its official website indicated that SNU is currently consisted of more than 800 academic exchange agreements with foreign countries around the world (Seoul National University, 2012).

Non-Degree Programs

Apart from a degree program, SKY universities provide non-degree programs to attract international students as well. ‘SNU in World Program’ was initiated in 2011 in order to cultivate new global leaders who consist with a greater perspective of the

world. The program is giving a chance to SNU students to deepen their understanding of major countries around the world. The cities participated in this study abroad program included Beijing, Tokyo, Washington, Moscow, Paris, Berlin, and Madrid and it is expected to expand further in near future. Since its establishment, there are more than 300 students participated in the program per year. These students will receive a support on accommodation expenses and cultural visits from SNU, but other fees are relying on students. From this program, they will be received a variety of lectures and classes about society, culture, and language in the selected country during summer and winter vacation. This program is very good in expanding students' knowledge and awareness of different culture and society in other countries (S. H. Bae & Yoon, 2015; Yoon & Bae, 2015).

KU and YU also provide similar summer school program for an exchange student. YU's version is called "Yonsei International Summer School" and it was established in 1985. Two years later, KU's version has been created in 1987. The program is known as "International Summer Campus". Unlike SNU, these programs allow international exchange students to study non-degree courses at their campus during the summer break. The purpose of the program is to contribute a new experience for international students to live and learn in Korea and the programs also provide a chance for students to build new networks, while also expand and deepen the academic and cultural knowledge. The program has been restructured

this year to put more emphasis on the rising interested topics such as Arts, Culture, and Humanities and the most advanced classes in Management and Economics, Global Issues, History and Social Sciences, and Science and Technology.

It is apparent that all of these programs have contributed as a part of internationalization process from the universities. It allows students to experience the new culture, language and friends. Students who participated in these programs always have developed their self-esteem, maturity and awareness on different culture and society, all of which are a requirement for being a person in 21st century.

America is seemingly the most preferred country for Korean universities to cooperate on the exchange agreement and this condition also applied to SKY universities. According to the information provided by these three institutions, the majority of overseas agreements are created with the universities and institutions from the USA. The reason is that Korean is very obsessed with everything related to America and this ideology seems to exist in South Korea for a very long time. Therefore, the USA is the first country for Korean students to think about when planning for study abroad.

To concluded, the evidences provided by SKY universities make it looks like that the private institution like KU and YU have more freedom in the internationalization process. Despite there is a data indicated that all of these three are continuously raising at the similar rate, their statistics which have provided about

the numbers of students, faculty, and programs can be seen that KU and YU are expanded further away in terms of quantity comparing to a public university like SNU. SNU is slowly but solidly developing the partnership network. They are likely to pair up with renowned overseas institutions in order to secure benefits. Therefore, in terms of quantity expansion, the award is given to KU and YU.

4.2.1.2 Research development

The expansion of international partnerships and networks is not only related to study abroad programs but also the research and scholarly collaborations of the institutions. Regardless of being public or private, SKY universities as a research university seem to be splendidly expanded the research cooperation. This action is due to the fact that their recent goal of the education development is to be regarded as the “world-class research university”.

The Korean government has realized in order to raise the positive branding and competitiveness of Korean universities, the expansion of research development is required. In order to support the research development, SNU, KU and YU’s are particularly set up the research office to support and affiliate all activities related to the university research.

SNU and YU’s version are created under the name as ‘the Office of Research Affair’, while KU named the organization as ‘KU Research Management System’. The motivation of these programs is also very similar such as: to connect the research

networks, fostering research-friendly environments, supporting research activities and guiding future research directions. However, the difference between the Office of Research Affairs from SNU and YU, and KU Research Management System is that KU's version has separated all research activities and management from the main administrative system under the name.

In 2014, SNU received 435,783 million won from the government's subsidy (8 per cent increased from 2009) to support 2,499 research projects. However, there are additional of 60,180 million won granting to support 620 university-industry collaborative research projects (32.8 per cent increased from 2009 (Seoul National University, 2013)) and 2,319 million won from international organizations for 34 research projects. In addition, the large amount of internal financing is also spent. The institution spends around 13,708 million won to support 345 projects within the university at the moment (Seoul National University, 2016b).

As there is not necessary for a private university to publicizing their internal information about the university's research, so it is slightly difficult to find the data about financial supports on YU and KU research. There is evidence showing that these two universities have received a substantial amount of financial supports from both governments and external organizations, but the details about the amount have not been provided. The significant projects which granting the subsidy supported by the Government for universities' research were BK 21 II and World

Class University project and these two have been combined to BK 21 Plus since 2013.

Regarding the volume of research, SNU has currently fostered 25 large research groups and 13 small teams under the BK21 Plus project (Seoul National University, 2013). Meanwhile, KU and YU are consisted of totals of 26 and 20 large project groups respectively. For the small research group, there are 10 groups for both of them (Korea University).

SNU, KU, and YU's research projects consist the areas from basic science, applied sciences and interdisciplinary fusion, humanities and social, professional services like medical and business, and others such as industrial engineering, forestry, foreign language, linguistics , and physics.

After comparing the three universities, it seems that the directional approach of the research pursuing each university is depending on the institution's specialty. SNU is renowned for the field of studies such as Chemical Engineering(1st), Pharmacy & Pharmacology(2nd) and Materials Sciences(3rd) (Seoul National University, 2013). Due to a long history of Medicine Studies as its origin of the establishment of the Medical school, YU, in contrast, consists 24.1 per cent of their research projects in Medical related field. Other than that, there is 12.2 per cent for Engineering, 9.2 per cent is Biochemistry and Genetics, 8.8 per cent in Materials Science, and 8.7 per cent is Physics and Astronomy. Finally in case of KU, their research interests are applied in

the areas such as Law, Humanities and Social Science, Applied Sciences and Interdisciplinary Fusion, and others (Yonsei University, n.d.-g).

As you may notice, SKY universities basically focus on the different directions depending on university's strengthened fields. However, every university has paid particular attention to the research publications on Science and Technology related fields. The reason is that these areas are contributed significantly to the world ranking mechanism. As the world ranking is part of the reputation building strategy, which again contribute to the expansion and strength of the university's network. This is the reason why an expansion and development of research projects are necessary for internationalization process.

In accordance with the data provided, SNU has successfully published the highest quantity of articles in both SCI and NRF Publication. In 2012, SNU published the total of 8,799 articles (Seoul National University, 2013). The number is increased by a double from 2007; when published up to 4,219 articles. KU and YU, on the other hand, have evidence that they also published the large amounts of publication. In the case of KU, there was 1,780 articles published in 2007(Seoul National University, 2015) and YU have a total of 2,193 articles published in 2007. Later the number has increased to 5,261 articles published in 2014 (Yonsei University). Therefore in 2015, SNU, KU, and YU are ranked in the 51st, 154th, and 191st

most published academic papers in the world respectively by National Taiwan University (NTU) Ranking (2015).

To review, SNU seems to have been developed the most in terms of research development comparing to the other two institutions. This is due to the fact that, SNU as the most prestigious national university, have been received large amounts of support by the Government and other private organizations for research and development. KU and YU on the other hand, have developed in similar level. All the universities seems to have their own strengthened fields for research projects but in fact, one field they are all pursued is Science and Technology related areas.

4.2.1.3 International Student

As can be seen, the numbers of foreign student coming to Korean institutions are increasing every year since the turning point like 'Study Korea' has been established in 2004. Apart from this program, there is also the expansion of Korean entertainment industry or also known as 'Korean wave' are the direct factors insisting the growth. The Government has subsidized college education in order to improve the universities' performances and aim to raise the world recognition. Recently, President Park's government has retrieved the Study Korea project in order to further increase the number of inbound international students to Korea.

Study Korea project is partly the reason why the numbers of international student in domestic universities are continuously increased. However, if study closer,

the data indicated that the private university, in this case: KU and YU have been suppressed by the public university like SNU in term of the number of international enrollments. In 2014, KU's enrollment reached almost 1,743 students. The number has increased 17 per cent since 2012 (Korea University). YU did not provide the update data for 2014, but there is evidence showing that the enrollment has reached 1,578 in 2013--3.1 per cent increase from 2012 (Yonsei University, 2014). However, the gap between their total is not particularly wide. In fact, there is around 2,042 degree-seeking international students enrolled at SNU in 2014 and it is 7.8 per cent growing (Seoul National University, 2015). Please note that the data above does not apply when talking about the number of exchange/visiting students.

In terms of Exchange and Visiting students, there were 733 exchange students had been studied in SNU during March 2013 to February 2014(Seoul National University, 2016a). It was almost 18 per cent increased from 2012. While, the number of exchange students studied at KU is also significantly increasing. Literally, KU has double number of exchange students compare to SNU. In 2014, there were 1,582 students exchanged to KU and this was 25 per cent increased from 2012. Unfortunately, YU did not provide clear statistic information about the number of exchange students within the university. The only information found is from the Vice President's greeting page which saying that there are approximately 1,200 outbound Yonsei students and over 1,500 inbound students through the exchange programs.

Therefore in terms of the volume of inbound and outbound exchange students, KU and YU are still remaining ahead of SNU.

This evidence can lead to the conclusion that long-term international students seems to be attracted by the university ranking, academic reputation and other services so they have made the decision enrolling at SNU. KU and YU need to working harder, especially in the world ranking in order to be attractive. However, for short-term international students like exchange student, private university seems to be more enthusiastic increasing the number of exchange students comparing to the public university like SNU. One of the reasons is probably because they usually offer an easier pathway for student admission and larger in enrolment quota. In addition, American students also likely to have an exchange experience in Korean universities. The data provided by KU showing that in 2015, there are 1,150 students participated in the International Summer Campus program (non-degree) of KU and 83 per cent of the totals are the US residences.

Table 5 Number of incoming foreigners by Student visa to Korea(per Country)

	China	Japan	USA	Vietnam	Other	Total
2000	782	170	117	82	551	1702
2001	1082	248	142	94	600	2166
2002	1535	306	225	124	759	2949
2003	2152	362	221	168	1206	4115
2004	4187	371	283	250	1738	6784
2005	5632	494	333	466	1898	8823
2006	8490	503	358	1042	2332	12725
2007	10189	536	380	863	2905	14873
2008	9696	546	442	524	3495	14703
2009	9426	602	492	525	3800	14845
2010	9375	683	616	674	5416	16764
2011	7403	815	738	635	6043	15634
2012	6557	775	792	621	6610	15355
2013	8493	1010	873	716	8059	19151
2014	9904	1003	1015	833	9176	21931
2015	10186	991	1006	991	10218	23392

Source: Korean Statistical Information Service

According to the table above (table 5), the majority of foreign students coming to Korea are literally from four countries; China, Japan, the United States of America, and Vietnam. For the reason why these four countries are the countries which sending students and scholars to Korea the most is explained as the following.

Foreign students who are coming to Korea are usually by two way of financial supports; self-funding and scholarships granting. Korea currently provides many scholarship programs such as the GKS (Global Korea Scholarship) program in which to attracting students especially from the countries which can grant benefits to Korea. This is the reason why it has to be China, Japan, USA and Vietnam. In case of China, as China market is the largest market in the world currently. In order to support the foundation of economic development, the establishment of human resources who are equipped with language and multicultural skills are highly required. The same reason has applied to other countries as well. For instance, in case of Japan is due to the demanding on entertainment industry development as the entertainment product is currently one of the biggest export products.

In addition, an international student in general, especially those who are self-funding are the source of financial support to the institution. This argument also applies to the case of Korea. The reasons why these universities have been encouraged to increase the numbers of international student are not only due to the fact that it is contributed to international image, but also the financial support

demanded. It is widely known that the fee-paying by the international student is double or even triple from what domestic student needed to pay. For this reason, the rising numbers of international students in Korean domestic are contributed to assist the financial exercises of an institution.

To summarize, all of sky universities are pursuing to increase the incoming international students to reinforce the internationalization of institution in various ways such as financial exercising and brand-building. This is not the process operated by institutional sector but the national sector also has contributed to the process such as granting the scholarships. So it can be concluded that the increasing of international students is one of the important strategies for internationalization.

4.2.1.4 English-taught course

English-taught program is an important strategy in the process of developing students' communication skill. As English is regarded as an international language nowadays, in order to be able to communicate with people from different countries around the world, knowing at least English can be very useful. Therefore Korean Government has been introduced the English-medium instruction (EMI) policy and attempt to adapted to higher education system. The policy has been started from 2004 onward with the financial supports have been granted to universities which strictly followed the Government 's policies (J. Kim, Tatar, & Choi, 2014).

English-medium instruction policy becomes more and more important especially after President Park has introduced the Study Korea 2020 project. As been told in chapter III, it is a program encouraging foreign students coming to Korea for educational purpose. Since Korean language is a very unique and not many outsiders know the language—the Government then encourages every domestic university to provide more class taught in English for the sake of supporting and attracting those international students.

SKY universities have been responded very well to the Government's plan as can be seen on the increasing numbers of department which provide English-taught courses; the increasing numbers of English-taught courses itself; and the increasing numbers of foreign faculty. At undergraduate level presently, SNU has around 88 departments under 16 undergraduate colleges and 6 main departments within one interdisciplinary program where provide courses teaching in English. On the other hand, the private universities such as KU and YU have number of departments. There are 67 departments from 14 colleges in English-taught courses for the undergraduate level in KU, while YU has 66 departments within 14 colleges provided classes teaching in English.

In terms of the numbers of international faculty, YU hired 202 international faculties in 2009. Out of 202 people, 98 of them are in the full-time position and the rest are either part-time of visiting members of the university. In 2015, the rate is

raised to 298 members—or 67.8 per cent within just a half of the decade. (Yonsei University, 2009, 2015). SNU, on the other hand also have recruited more international faculty members to serve the demanding of English-taught courses. SNU has recruited 230 faculty members in 2014 (Seoul National University, 2015), 61 per cent increased from 2009 (142 members)(Jang, 2012). Unfortunately, KU is the only one institution where do not publish the data about this in public. However, it can be assumed that KU's numbers of international faculties are not so different from SNU and YU.

In terms of quantity of courses, YU seems to be in the lead. In 2014, there is 33.76 per cent of English-taught course provided by Yonsei for graduate and undergraduate level, while SNU only provides 15 per cent of courses in English (Seoul National University, 2016c). The most popular colleges among international students are the Business, Science, Engineering, Humanities and Social Science as these colleges provide the majority of English-taught courses.

Due to the fact that neither of these institutions provides the total numbers of English-taught courses, so I decided to search and collect the data directly from the university's Course Registration System³ by selecting them from seven different

³ the Course Registration System : Seoul National University

(<http://sugang.snu.ac.kr/sugang/co/co010.action?lang=eng>), Korea University (<http://sugang.korea.ac.kr/index2.jsp>) and Yonsei University (http://ysweb.yonsei.ac.kr:8888/curri120601/curri_new.jsp#top)

schools. According to the table 4 below, SNU and YU seem to provide the largest amounts of English-taught courses among the three universities. Moreover, SNU is not only expanded the amount of courses, but also extended the diversity of courses as well. Unlike the others, SNU provided the English-taught courses in areas which found limited in other universities. At YU and KU, there is no course related to Medicine, Nursing and Fine Arts, for example, providing to students. However, the numbers of course per department is still lack because they only open less than ten courses per academic year and they are basically a general course (Stage I).



Table 6 English Taught Course 2016 UNDERGRADUATE

Department	Number of courses in SNU	Number of courses in YU ⁴	Number of courses in KU ⁵
College of Business Administration	38	40	47
College of Engineering	178	181	122
College of Social Science	28	31	nil
College of Law	4	3	0
College of Medicine	7	0	0
College of Nursing	8	0	1
College of Fine Arts	7	-	-
total	270	255	167
Source: the Course Registration System : Seoul National University, Korea University, and Yonsei University			

According to the argument above, it is likely that those foreign students will not be able to finish the degree without Knowledge on Korean language. However, in

⁴ http://ysweb.yonsei.ac.kr:8888/curri120601/curri_new.jsp#top

⁵ <http://sugang.korea.ac.kr/index2.jsp> และแคตสปริง

fact, the cases of KU and YU, students from highly internationalized department such as International Studies, Engineering or Business Studies are possible to graduate with all courses taught in English—other than these are still limited. This argument is not yet to be confirmed for SNU.

After the Government has introduced the new policy such as the Study Korea 2004 program, the number of international students in Korea is seemingly increased rapidly. This is partly resulted of the new shifting trend of international student mobility. According to the International Trends in Higher Education 2015 published by the University of Oxford and the ICEF Monitor, indicated that 53 per cent of international students in the world is Asian; more specifically, one in six students is Chinese. These also have applied to the case of Korea, as according to the table 5 above, proved that the majority of international students in Korea are Chinese.

With this result, there is the evidence that English-taught classes may not be the right choice of internationalization strategy for promoting the Korean domestic students. The Government, as well as the institutions should not be particularly pay attention to the English short courses because the majority of incoming students are not literally from English speaking countries. Looking closely at the table above, excluding the US, the top four countries are non-English speaking countries. Therefore, EMI course might not be the most preferable and necessary.

There are several pieces of research to support the argument that not every international student, as well as Korean students are appreciated with the English-taught course. Jae-Eun Jon, Jenny Lee, and Kiyong Byun identified that international students, especially those from non-English speaking countries such as China, Japan, and other South East Asian countries find the EMI as the obstacle for their goals (Jon, Lee, & Byun, 2014).

This problem occurs since the beginning of enrollment process. Many universities in Korea require a sufficient knowledge of English language in order to entrance the university; hence every international student who comes from non-native English background is required to pass at least the minimum criteria of English proficiency tests in order to be eligible for an enrollment and also for graduate. The given argument indicated the reasons that non-native English speaking students have decided to study in Korea because of the quality of education, cost efficiency but also the hope of learning the second or third languages—which is not English. Those students claimed if they would like to study or be fluent in English, why they do not choosing a country with the native-English speaking background instead.

Equally important, there is an argument that not only foreign students feel the difficulty keeping up an expectation of the university, Korean students are even worse. Korean students in general feel burden on the strictness of EMI class, especially when either or both students and a professor are lack of English-

proficiency (Byun et al., 2011; D. W. Cho, 2012; J. Kim et al., 2014). They explained that instead of strict EMI course, Korean students prefer courses with more flexible in a teaching environment. For example, the course should be provided in both Korean and English and/or the material for the classes should be available before the class start. The reason is that Korean student is very serious about academic the academic attainment. This research has proved that Korean students are clearly shown their lack of confidence to participate in English-taught courses and their need of local language is due to their concern of academic achievement.

The number of English-taught course from these universities are rising every year as the higher authority believed it will help attracting more foreign students and academics to the institution. However, it is still a little unexpected evidence proving that the argument is not completely corrected. Not every foreign student is happy with the plan, as well as Korean students. Therefore instead of increasing the numbers of EMI classes; hence omitting Korean-taught course, the mixing balance of an English and Korean-taught class might be a better solution.

After examining through this information, it can be concluded that each university has different reasons in the development of English-taught course. SNU is excellent in using the strategies to increase the numbers of international faculty and a variety of courses. The numbers of international faculty usually contribute to the risen of university's world ranking. And like in the circle, high ranking contribute to

the positive reputation of institution's branding and positive reputation can attracting the international student and faculty to the institution.

KU and YU, in contrast are pursuing the same direction. These two universities attempt to increase the numbers of course in particular areas. The areas chosen to develop have been selected based on the current and future global interests. However, due to the lack of financial support, KU and YU seem to expand slower comparing to SNU. All SKU universities have the same aim to expand the English-taught course, which is to use them to attract and support inbound international students. So according to all aspects which have been examine, it is indicated that the increasing of the English-taught courses is another strategy using by SNY universities to response with the internationalization policy of the institutional and national sectors.

4.2.1.5 Area studies

In order to understand multicultural society, the comprehension in culture diversity is needed. This is why many universities are particularly paying attention to the area studies. Students are learning about cultural diversity and multicultural society through an Area studies SNU, KU, and YU are also applied to the statement as there are the evidence that SKY universities have been developed Area studies in graduate degree for the sake of providing knowledge about background, culture, tradition and history in particular areas depending on the institution.

SNU is provided the master's degree program with the title as 'International Area studies Major' under the Graduate School of International Studies (GSIS). The program consists of subjects related to the issues on European regions and East Asia countries, in particular, China and Japan with the general courses such as International Economic Relations, International Cooperation, and Understanding East Asia. The general courses are established in order to provide students' general ideas and knowledge about Area studies related issues. In addition, GSIS has also established the specific major, called 'Korean Studies' for students who interested in Korean culture, tradition, history, society and economy in particular. Students under this major will study the same general courses as students from International Area studies major. However, their major courses will be everything related to Korea. The courses are related to the areas such as Korean Society from Pre-modern Korean History to the present time; Korean politics and social issues in Korea.

KU on the other hand, provides Area studies for both degree and non-degree program. For the degree program, they provide as a major under the GSIS, same with SNU's version. According to the official website, KU's Area studies program is divided into two courses which are East Asian Studies and European Studies. For East Asian Studies course, students have to choose one from East Asian Trade & Investment, East Asian Economy, Environment & Development in China/East Asia, and Korea & APEC. European Studies, in contrast, offers the topics related to the area

like EU Economy, Trade & Investment in the EU, and Politics of the Korea-EU Relations. The program is also provided special topics in Russian Studies.

Apart from degree programs, KU is provided a non-degree program related to Area studies as well. The program is named as ‘KIEP-KUGSIS GRADUATE PROGRAM FOR AREA STUDIES (GPAS)’. It is designed for students who prefer to study in the specific regions and countries, such as Southeast Asia, Japan, and Africa and the program is sponsored by a government-funded research institution called the Korea Institute for International Economic Policy (KIEP). The courses provided will contribute both domestic and international students to understand further about the global diversity and society as these are the factors which may be led to the different behaviours of people, especially in today global world.

In the case of YU, unlike the other two, the institution provides the Area studies program under the Graduate School of Area Studies (GSAS). As it is an interdisciplinary program, the program’s courses are established from the collaborations between four different colleges; which is the College of Humanities, the College of Law, the College of Social Sciences, and the College of Business Administration—plus the Graduate School of International Studies. There are five programs consisted in the program, from Chinese Studies, Japanese Studies, Southeast Asian Studies, European Studies, to Russian Studies.

Regarding the Korean studies, YU have provided two programs which are so similar, yet so different to each other. One of them provides as an interdisciplinary program under the graduate school. The program was first introduced in 1996 with the purpose to support the students, especially international students who interested in this area of pre-modern Korean studies.

Alternatively, there is another Korean studies course created under the GSIS in 1997. As the program was named as 'Institute for Modern Korean Studies' (IMKS), this program has been seemingly focused on the modern Korean-related issues. This is different from one provides by the graduate school which is particularly focused on the topics like Korean Traditional Society and Culture, Korean Modern Society and Culture, Korean Language Education. The IMKS, on the contrary, provide the research areas such as Modern Korean Political History; Modern Korean Entrepreneurial History; History of Korean-American Relations; Student, Agrarian, and Labour Movement; and Modern Korean Thought.

After been thought all information published by the SKY universities, it can be seen that the area studies provided by domestic universities in Korea are seemingly limiting—especially, in terms of the variety and quantity of subjects. All of them only provide limited numbers the courses and they only consist of the areas like Asian and European issues. There is no evidence regarding the courses about other regions of the world.

Korean is a good place to learn about Korean studies, especially, the modern history of Korea. However, the courses about the pre-history of Korean are also available. Only one thing to be concerned is these courses are not English-taught courses; the courses which are not provided by the GSIS in particular. Therefore, in order to pursue the Korean studies, non-Korean native speakers are required to have a certain amount of Korean language skill.

The intentions of the establishment of Area studies are; for a Korean student is to educate and familiarized them with multicultural skill and the understanding of cultural diversity. International students who participated in Area studies are also applied the same rule. In addition, students; both international and native who take a Korean studies program are expected to be the representative of Korea. As these courses provide deep knowledge about Korea, so graduates are expected to spreading the positive image of Korea. There are many scholarships granted for foreign students to study in Korea by the government authority and the government also established the organization such as the Academy of Korean Studies in order to promote Korean studies among foreign students. Therefore, area studies program is one of the strategies which domestic universities in Korea have used for the sake of internationalizing the students.

4.2.2 Organization Strategies

Apart from the academic strategies, there are also organization strategies which use to analyse the organization approach to the internationalization. In the case of SNU, their organization strategies can be divided into 3 sections; governance, operation, and services.

4.2.2.1 Governance: President's perspective

The commonality from the three presidents is the dedication to fulfill their goals as the creator of world's leader who is based on creative knowledge. Another word, SKY universities gave a purpose of preparing their students to become global leaders with a strong sense of competitiveness, talent, and creativity.

The internationalization of organization in Korean education seems to arrive at the next pit stop. When the development of quantity is no longer enough, the development of the quality is required. According to the influence from the Government , SNU and KU are quite clear in their presidents' message that they will cultivate talents out of individual students and transform them to be a world leader with a knowledge capacity and global-mindedness and for the institution. This process is contributed to the goal of striving to become a world-class university.

“...SNU with the World – we are dedicated to become a world-class university... We will continue to cultivate a vibrant intellectual community by fostering creativity,

scholastic pursuit and global-mindedness in our students. We endeavour to educate students as global citizens who will share our contributions on the world stage.”

Nak-in SUNG

The 26th President of Seoul National University, (2014)

“We resolve that Korea University will arise to be the iconic institution of true higher learning that charts the course through the 21st century. Going above and beyond the University that represents Korea and its history, we will transform ourselves into a university that fosters talented individuals who will lead the world into the future... We will become the University that creates and leads our future.”

Jaeho YEOM

The 19th President of Korea University, (2016)

YU’s president, on the contrary, proclaims that the institution did not only pursue the goal of preparing students to be the world leader, besides that ‘Yonseians’ must be equipped with the sense of sharing as well. As President Yong-Hak KIM said “...The founders of Yonsei planted the value of going beyond simply sharing material resources and capabilities by sharing leadership; challenge and creation, communication and empathy, sharing and consideration, servitude and respect. These are the values that we carry with us as leaders of the future, and will practice and uphold as Yonseians...”(Y.-H. KIM, 2016). They believe with a sense of

caring and sharing of the Yonseians, they will go beyond the limit of global leader—becoming the leader with kindness, have an open mind and be respected.

According to the message from the three presidents, it is quite explicit that SKY universities are currently following the education policies from the central Government. President Park's education policies since her election campaign are to enhance students' creativity and character-building for new innovative research and development of Korea. This idea has transformed solidly to the development of the university's policy and it further contributes to the internationalization within the organization. In order to produce a world leader who has academic skills and global-mindedness, internationalized educational institutions are needed. Although Research and Development is in fact the main priority process among universities in Korea at the moment but Internationalization also assists to the enhancement of organization's competitiveness and strengthening the university's network. Hence it can be concluded that there is a strong sense of willingness from the SKY presidents to use internationalization as key strategies for the development of the institution.

4.2.2.2 Operations

International campus

The recently internationalized trends which become famous among Korean universities are the establishment of the international campus. On the basis of the evidence currently available, the numbers of international students are continuously

increased since the last decade and do not seem to be slow down in short period of time as the Government is still carried on the support of attracting inbound student mobility. Among the three samples, YU has obviously represented the argument with their new establishment of international campus at Songdo Global Academic Complex, Incheon. The aim is to become an international research complex for universities around the world to gather and exchange the knowledge and innovation in Korea. The complex was built in the Incheon free economic zone with the area of 614.654 m² or approximately 152 acres, equipped with global-friendly environment—inspired by Oxbridge and the Ivy Leagues style of a residential college. The campus consists of Global Academic Village, Joint University Campus, R&D Campus, Culture Zone, Sport Complex and Residential Zone.

Its grand opening was in 2012 and there are several colleges and programs have moved from Yonsei main campus to relocate here, such as the Residential College (RC), Underwood International College, and the school of Integrated Technology. Not only internal colleges, there are several overseas partners to open the branch and created the joint/dual program with YU. For instance, the ‘Yonsei-CalArts School of Arts (tentative name) which cooperated with the California Institute of Arts (CalArts), the East Asian Education Base under the cooperation with UC Berkeley.

The other two universities, rather than establishing the new campus, they seem to internationalize their main campus instead. For example, SNU has a newly established building named CJ International centre. The building was built for the purpose of relocating the OIA offices after the office has been expanded its size and also being the centre for international members of SNU community.

Therefore, out of the three, YU seem to have more advanced in development of campus. The reason is because it is the first institution that plan to gather and establish the international only campus. This is likely to be the very new idea of internationalization of higher education in Korea. In my point of view, this development of international campus is likely to be a new trend among universities in Korea.

4.2.2.3 Services

The Office of International Affair (OIA)

The development of the Office of International Affair (OIA) is also another method to internationalize the organization of SKY universities. Basically, OIA is responsible for the coordination and consultation of international students. SKY universities established the OIA with the goal to provide the best and simple service as possible to international students.

The roles of OIA from these three universities are very similar. Basically, their OIA office acts as the main hub of all international-related affairs within the university in order to maintain interrelationship between the institution and its partnerships, academic exchange agreement and international research and curricula. The office deals with a variety of issues; for example, the coordination of exchange/visiting programs, joint/Double-degree programs and overseas visiting lecturers and scholars, and including English-taught courses, International students, and scholars. In addition, OIA also provides popular student support programs for international students such as Buddy program, in order to assist international students to adjust quickly to the new environment.

As a global diversity becomes an important issue, the improvement of OIA's services quality is essential. For example, SNU has relocated the OIA offices at the newly established building named CJ International center. The building was built for the purpose of creating international members of SNU community. Also, the SNU OIA has been restructured and increased the number of OIA staffs to ensure they can provide the best possible services. There are four teams within the office: 1) Planning and Coordination team is for the purpose of planning and organizing international conferences, overseas business trips, and international visitor protocol affairs. 2) International Exchange and Education Team is for dealing the issues on planning and coordinating international Exchange/Visiting program and running the SNU Buddy

Program 3) International Office is the place where providing information for international faculties, students, and their families, pre-arrival/Settling-in Information, visa related counseling and guide to school administrative affairs. And finally, 4) Administration & Finance Team is for dealing with the management of official documents, human resources, scholarships, international housing and statistics on international students.

Korean University's the Office of International Affairs, in contrast, divided into 5 sectors. First is the International Mobility & Cooperation Team which is a team to be responsible for issues such as supporting and managing International student Exchange program, including the exchange agreements with overseas partners. Second, the Centre for International Students & Scholars is a sector where the programs like International Summer University, the International Winter University, and International One-Stop Service Centre to be managed. The third is Global Leadership Development Centre which is the center for the development of global leadership training courses and education programs. And finally, it is the International Education Team under the Institute for International Education. It is a team responsible for the international student admission and foreign teachers support.

The International Affairs of Yonsei University is initially divided into 2 main teams; international team and international education team. The International team is issued with the topics related to global alliances, bilateral partnerships, exchange

student program, international student services, international faculty services and global lounge. On the other hand, International Education team deals with the programs such as regular semester program, Exchange/Visiting program, Summer/Winter program and short term programs.

The additional 'I-Office' has been subdivided from OIA main offices with the intention to serve the foreign students and faculty with both on and off campus related matters such as visa, housing and document related issues etc. YU also have a similar service called 'I-Help'. KU, on the other hand, has established the Centre for Int'l Students and Scholars (CISS), in order to assist international students for better adjustment to school life at KU. The service included the assistance on immigration and visa affairs, issuance of various certificates, language translation, course registration, as well as the support on personal issues counselling service.

International offices in overseas

In order to increase the external relation, SNU has established their international offices in foreign countries such as the US China and Japan—in consideration of providing an easier pathway for foreign students to reach the institution. The first overseas offices which established by SNU is located in Los Angeles, the USA in May 2009. In 2012, the branch in Beijing has been opened and finally, Tokyo branch is a recent established in June, 2014 (Seoul National University, n.d.). The purpose is to promote the institution in these countries and shorten the

areas, facilitate information exchange with the local universities and strengthen networking with university partners and global cooperation around the region.

In the other hand, there are two overseas offices have been created by YU (Yonsei University, n.d.-f). The first one is located at Mita Campus, Tokyo, Japan. It has been established in May 2012, under the name “Yonsei Tokyo center”. October following year, the second branch has been opened within the Global Studies Institute, the University of Geneva in Switzerland. The purpose of these overseas offices is similar to SNU’s version. It is for the sake of facilitating faculty and student exchanges, supporting scholars' research activities and to create joint research centres on each university's campus.

In the case of KU, there is no official information about the international office in overseas.

All of these efforts by SNU and YU are mainly related to the advertising of institution. These two have used an international office to connecting between overseas students to the campus in Korea. In the author’s opinion, the reasons why SNU have chosen the US and China as countries for branching is because they are ranked in the top three countries for inbound international students.

For YU is slightly different. The reason for choosing Japan as a location is same with SNU’s choosing China and the US. According to the table 10, Japan has ranked 2nd for the highest number of incoming international students. However, the

reason behind the choice of Switzerland is different. It is likely that YU has chosen to locate the international offices in Switzerland because it is a country which well-known for the specialized in medical technology and pharmaceutical. According to the World Factbook, the main export products of Switzerland are 1) Pharmaceuticals, 2) Clocks and watches, and 3) Medical, technical equipment (Agency). As YU which specialize in medicine, is currently advancing Pharmaceutical and Medical Technology, therefore the establishment of international office is needed in order to facilitate and support the connection between Switzerland and Korea.

To conclude, the academic strategy is seemingly the main part of internationalization of the SKY universities. It has been created in order to approach to the international level, strengthen the competitiveness in the world, market sector, and contribute to the brand-building process of the organization. Although there are slightly different between the SKY universities; for example, in terms of volume but basically they have been using similar methods approaching and those methods are mostly influenced by the institutional sector. Therefore, it can be concluded that in terms of academic strategy for internationalization, domestic universities in Korea have basically been followed and adapt the Government's policies to suit with their own specialty for the sake of pursuing the same goal of becoming a world-class education hub.

Student housing

SNU are known for providing housing for most of their international students with an affordable price comparing to other housing options in a neighbour. As the dormitory complex at the main Gwanak campus is an account to house almost 5,000 students and they practically granting the priority to the international student so international students usually do not have a problem with housing in SNU. The dormitory basically separated according to education level; undergraduate student, graduate student, researchers, and faculty, with the additional subdivision of graduate student with a family. The uniqueness of SNU on-campus accommodation is the policy of mixing international students and domestic students within the same dormitory. Another word, the dormitory management system do not categorize students by nationality as they prefer international students and Korean student to mingle together, in order to enhance their intercultural experience. In addition, SNU OIA can give the advice and recommendation to international students in the reference to off-campus housing but there is not as an agency relationship.

For YU, there are two places to provide on-campus housing; SK Global House and International House. These two building can be accommodated up to 880 students a time. And there is an addition of the Mu-Ak dormitory, but the eligibility is only for students from Underwood International College (UIC), researchers and professors. So comparing to the number of international students enrolling at YU, the

serious concern about the availability arises all the time, even though the priority are given to international students on the first-come-first-served basis (Yonsei University).

According to the issue stated, the university also coordinated with an off-campus housing called DMC Ville, to provide an accommodation for International Students who enrolled in the YU. However, compare to the on-campus housing, the place is more expensive. Otherwise, there are other options provided by a private or family business around the campus; such as boarding houses (Hasukjip), private studios and temporary housing or guest housing. Also, similar with SNU, YU OIA only provides the information about types of accommodation, average pricing, and tips before leasing—as there is no agency relationship between YU and those private enterprises.

However, the recent established Yonsei International Campus in Songdo also provides the housing facilities to international students. The on-campus dormitory established to support approximately 5,300 students. Currently, there are about 4,700 students occupying the dormitory at YIC. This new dormitory seems to enable to solve the problems of lacking on-campus housing. However, it is still not completely as the distance between the main campus in Shinchon and Songdo International campus are relatively far, with approximately one and a half hours by public transportation.

In the case of KU, there are two dormitories, which called CJ International House and Anam Global House, providing for international students with an affordable price. CJ International House is mixed dorm housing for 230 students and Anam Global House is housing for another 406 students. As same as YU, there is always a problem on the lack of spaces available comparing to the demand.

Due to the limited spaces for on-campus accommodation, KU OIA provided the information for off-campus housing through the websites such as (<https://goshipages.com>) for the room type called *Goshitel*, (<http://homestaykorea.com/>) for homestay seekers and (<http://global.seoul.go.kr/index.do>) for general housing in Seoul.

Providing services on and off-campus housing is one of the effective strategies attracting international students. International students tend to find it is easier to make the decision on where to study if the university equipped with accommodation choices. Comparing to these three institutions, SNU seems to rank first in terms of the housing service. SNU dormitory always provides enough rooms and priority given to international students so there is not many housing problems for inbound students of SNU.

The recent established of the international campus of YU has raised its ranking higher than KU. However, the problems still have not solved completely as the location of the new campus are relatively far from the main campus. Therefore, international students study at the main campus did not receive the best benefit out

of it. This problem seems to be visible after several departments which plan to move to the new campus have already done moving.

Out of the three, KU seems to struggle the most in terms of housing provide for international students. They have not found any other solution rather than providing off-campus housing service.

Since there is no evidence to prove which one type of accommodation; on or off-campus; is mostly preferred by international students in Korea. Base on author's experience of being an international student, it has been reckoned on the perspective that international students are preferred on-campus housing rather than off-campus housing. The reasons are that on-campus housing usually cost reasonableness, the simple process of renting, closer to other facilities such as library and classes, and guarantee a safe environment for living. So the author tends to give a positive view to the university where to provide the on-campus housing more than others.

Information technology

The providing of Information Technology (IT) service is essential in today's world. The internet has made the world smaller. It has transformed the distribution of information to almost as fast as the speed of light or sound. And thanks to the internet, people are now can access information anywhere in the world through the

monitor screen at a home or workplace. This is the reason behind the development of IT service in SKY universities.

Currently, all SKY universities have provided the administrative services such as Course enrolment, course change, course withdrawal, and course evaluation; applications for leave of absence, return, and scholarships; check grade, tuition fee statement print out and classroom reservation for group studying, through the online portal, with both English and Korean language options to be chosen. This is very convenient for students as they can access the required information anywhere and anytime. In the 21st century, the online portal for administrative service is a fundamental structure of every internationalized university.

Korea is known for the super-fast internet providing throughout the countries—so why not in the universities. In the past several years, universities in Korea, including SKY have spent a large sum of money to develop the internet service within a campus. Nowadays, students of SKY universities are able to access the wireless internet through students' personal devices everywhere in their campus. Also, there are computer labs provided around the campus for an educational purpose.

In addition, there are other IT services provided to contribute students both domestic and international students included e-Teaching, online library service, university domain address (e-mail). The aim is to enhance the creative and learning-

friendly environment. The E-learning service which receives a lot of attention recently is the development of Korea Massive Open Online Course or K-MOOC program.

Massive Open Online Course or MOOC is a program which provides a long distance learning to anyone who interested about the particular area of study and some courses are provided free of charge. The idea was first introduced in 2008 and Korea began to establish the K-MOOC in September 2015. There are 11 universities have been participated in the program at the moment and all SKY universities are parted of it. In future, the number of participators seems to be increased shortly.

In accordance with the information above, the development of IT services is likely to contribute to the internationalization process of the organization. Unfortunately, the comparison between three institutions to see which one have a better quality and quantity of IT is not possible due to the lack of information provided. However, the evidence is proved that IT system assists students, including international students to be able to access the services anywhere and anytime. This is created more flexible exercises for every student. In the past, many students, especially those who participating in the exchange program, for example always faced difficulties when dealing with administrative issues at home institution while residing in overseas.

Also, IT services have reduced the necessary of traditional university lecture style which students have to attain a class physically. Even though the benefit of E-teaching and learning is to expand the distance learning and increase an access on educational resources for Koreans, there is also a side benefit which should not be neglected. The services allow international students to access the classes and resources from anywhere in the world. Therefore, it can be claimed that IT has made the world smaller.

Library

As Walter Cronkite once said "Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation", this shows how important the library is as resources of the research centre. SKY universities have followed the pattern by continuous develop and expand the library resource collections. SNU library is currently holding a collection of 5,015,649 books and electronic books, 101,984 periodicals & Newspapers and 225,469 Non-book Materials. Apart from the main library located at the centre of Gwanak main campus; there are also several sub-branches such as GSIS library, engineering library and education library locating within the college areas (Seoul National University, 2016a). SNU library is regarded as one of the country's most prestigious libraries.

YU library has a long history since its first establishment in 1915 with the founding of Yonhee College. The development of the library is never stopped. In

2008, the YU Library, the combination of the Central and Yonsei-Samsung Libraries, was completed and became the main library of YU. There are the collection 2,193,798 resources provided in the main campus library. An additional of three libraries located each in Medical Centre, Wonju Maeji, and Wonju Ilsan campuses. Medical Centre has a collection of 210,148 books in the library. Also, there is an additional of 522,865 and 93,374 books hold in Wonju Maeji campus library and Wonju Ilsan campus library respectively. Therefore, YU libraries are holding the collection of 3,020,185 books in total.

In the case of KU, their library is holding about 3,181,798 hard copy materials now. The collection can be divided into 2,151,706 books, 598,366 periodicals, 238,305 dissertations, 106,273 antique books in Chinese characters, and 87,148 non-book materials. Also, there are additional of digital contents, which KU is holding about 420,134 materials. In order to be specific, the number includes 59,721 e-journals, 269 web databases 69.607 paper and 252,156 e-books.

Comparing the SKY, SNU seems to have the biggest collection of resources. The reason is probably because it is the most prestigious national university in Korea, so the institution has received a lot of supports from the Government , alumni, and private sectors. On the other hand, KU and YU did also not lack in terms of the quantity. They have very similar amount of library resources.

Counselling service

As an international student who lives in a completely new culture, new environment, new tradition, and new language use, so there is a chance for them to be faced with a stressfulness and hardship. The causes might be varying—from academic difficulties, relationship problems between colleague, and other psychological concerns. Therefore, the counselling center is needed in place to provide support for psychological health and happiness of life for every international student.

SKY universities all have their own counselling center to provide assistances. In fact, these services are not only created for international students but basically, it is for all students in needed. The center provides services such as individual counselling, group counselling on a specific purpose or topic, Psychological Tests, Leadership Development Program, volunteering services and mentoring program for first-year students. The purpose of the establishment is to strengthen students' personal, academic and career potential during their school year. And in the reference to international students, the counselling service is regarded as a place for students to rely on when they have faced with difficulty.

In conclusion, the services providing for international students, it seems like they have been using all of these strategies to pursue the brand-building. The Korean Government has the plan to turn the education as one of the export products with

the goal to become a world class education hub. Therefore, a successful affiliate market strategy is needed. SNU, KU, and YU are likely to approach the goal of becoming world-class education. In order to do that, the universities are required to increase the brand value of organization—especially from an international perspective. They have attempted several developments to create the quality services provide such as OIA, housing, information technology, library, counselling service, and visa issue. The reasons why these services have been concerned are because they affect the decision-making of international student and faculty when choosing a destination for study and also contribute a positive brand value. International students and faculties are always looking for a good reputation institution where also provided appropriate services. Therefore, these services are strategies which cannot be pretermitted in the internationalization process.

4.3 Analysis: the Main Internationalization Strategies which are driven by SKY universities

Overall, the internationalization strategies driven by the Seoul National University, Korea University and Yonsei University can be summarized as the two tables below.

Table 7 The Summary of Academic strategies

Academic strategies		SNU	YU	KU
Academic Programs	International partnerships and networks: Study abroad/ Student exchange programs, non-degree programs	😊	😊	😊
	Research development	😊	😊	😊
	International student			
	- Long-term student	😊	😊	😊
	- Exchange/visiting students	😊	😊	😊
English-taught course	- Quantity of international faculty	😊	😊	?
	- Quantity of the course	😊	😊	😊
	- Diversity of subject filed	😊	😊	😊
	Area or thematic studies	😊	😊	😊
	- Korean studies	😊	😊	😊
<indicators>	<p>? = No information provided;</p> <p>😊 = lack of amount;</p> <p>😊 = average amount;</p> <p>😊 = comprehensive amount</p>			

Table 8 The Summary of Organizational strategies

Organization strategies		SNU	YU	KU
Governance	massage by the presidents	☹️	☹️	☹️
Operations	International campus	☹️	😊	☹️
Service	The Office of International Affair (OIA)	☹️	☹️	☹️
	- International offices in overseas	☹️	☹️	-
	International student housing	😊	☹️	☹️
	Information technology	😊	😊	😊
	Library resources	😊	☹️	☹️
	Counselling service	☹️	☹️	☹️
<Indicators>	? = No information provided; ☹️ = lack of amount; ☹️ = average amount; 😊 = comprehensive amount			

According to the summary tables (table 7 and 8), there are four strategies which indicate as the main internationalization strategy of SKY universities. The explanation about each strategy is indicated as the following.

4.3.1 The expansion of university's International partnerships and networks

The expansion of university overseas partnerships and network is one of the earliest internationalization strategies uses by Korean universities. Usually, it has been done through the MOU agreement on a program such as a student exchange/visiting

program, joint/dual courses, and joint/dual research program. The aim is to expand the relationship with overseas universities and institutions, forming a network in order to develop the collaborative activities such as student exchange and visiting programs.

Comparing the SKY universities, a private institution like KU and YU are seemingly to develop the international partnerships quite earlier and larger in quantity (such as in the volume of inbound and outbound students) comparing to a public university like SNU and. Apart from the reasons that they have a longer history of establishment, also a private university is more independent, autonomous and privatized than a public or national university. SNU is likely to build up their network in the past decade and the partnerships chosen seemingly base on the quality.

4.3.2 The increasing volume of international students

The numbers of international student in the institution are one of the keys to indicate the level of international. Not only the institutions which have been created several methods to attract international student but the Government as well. After the promulgation of Study Korea 2004 until the recent Study Korea 2020, the numbers of international students have increased significantly. The benefit from the rising numbers of international students is not only the international image of the institution but also the financial assisting on the development of Korean education. As a lot of universities are relied on the student fees and international students

unusually pay double or triple comparing to domestic students so the increasing numbers of an international student is an important strategy for the internationalization of the institution.

4.3.3 The increasing numbers of English-taught course

The expansion of English-taught course is also an important method using by Korean domestic universities after the increasing of inbound foreign students in Korea. As Korea's national language is Korean and many incoming foreign students do not know Korean. So in order to attract more foreign students to Korean domestic universities, more English-taught courses are provided in many departments.

English-taught courses become a popular internationalization strategy among domestic universities in Korea; at least until the shifting trend of international student mobility have occurred. As nowadays the majority of international students in Korea are from non-English speaking background so they not find the English-taught courses very useful, instead the courses are given a lot of pressure and burden to students (Jon et al., 2014). There are academic researchers such as Jae-Eun Jon, Jenny Lee, and Kiyong Byun and others who have been studied on the issue and provide the support evidence on the argument. They claimed that instead bluntly increase the numbers of English-taught course, the universities should provide the balance between English-taught courses and Korean-taught courses; otherwise using

both English and Korean languages in the same course (Byun et al., 2011; D. W. Cho, 2012; Jon et al., 2014).

4.3.4 The reinforcement of information technology service

The reinforcement of Information Technology is another development strategy which partly contributes to the internationalization of university's system. The reason is that IT can narrow down the communities, increase global connectivity, and make it possible to access information anywhere and anytime in the world through the monitor screen. All of these are the reason why SKY universities have contribute to the reinforcement of information technology service in campus.

At the moment all the administration services can be process online at SKY universities. The three universities also provide in e-Teaching, online library service and online-resources. This is created the convenience for students as they can access the required information anywhere and anytime.

In addition, there is a newly introduced E-learning service called 'Korea Massive Open Online Course' or 'K-MOOC' which has been received a lot of attention recently. The program is currently on the process of development and expansion and all of SKY universities have been chosen to be part of the development progress. The benefit of the program is that to provide a limitless education of everyone, especially one living in a long distance. The IT service at domestic universities in Korea can be developed successfully in short period of time

thanks to the effective building of infrastructure and technology development support by the Government.

To sum up, all of these four points are the main strategies in which the three universities are earnestly strived in order to internationalize the institution are the first is the expansion of university's International partnerships and networks and secondly, it is the increasing volume of international students. The advantages of the expansion of international networking and international members are basically due to the purpose of reinforcing the quality of education system, research and development and development of the new curriculums. It is also contributed to the building of brand image of the university.

Likewise, the benefit of the increasing of incoming international students is also related to the reinforcing of the education's system quality and brand image. The numbers of international members such as academics and students in campus are used to represent how well the institution is internationalized. Therefore, universities in Korea are currently striving to increase the amount of foreigners.

Also, the arrival of the international faculties, academics, and students are regarded as the 'brain gain' to the institutions as they are the manpower for the R&D. These are the reason why many new innovative research institutions or universities usually use the expansion of partnerships and the increasing of international

members as an international strategy to contribute the process of creating and nurturing the university's brand value.

The third one is to increase the numbers of English-taught course. The benefits of the increasing numbers of English-taught courses are disputable. The strategy was created with the aim to attract and support the incoming international students in Korean domestic universities and to improve the English skill of Korean students participated in the courses. However, there are an argument by several scholars that this is type of course in fact, created a burden to both Korean and foreign students.

Finally, the reinforcement of information technology service is the only organization strategy using by the SKY universities and have been selected as one of a main strategies. The reason is that IT services can contribute to the building a strong foundation of off-campus education and distance education services. Education in the future is expected to available anywhere any time and for everyone. As a result, this is the support indirectly to the internationalization of the universities.

However, it did not mean that the other internationalization methods or strategies using by the SKY universities are not important. In fact, all of them have their own strength in which contribute to the pursuing of becoming world-class university. This section has been studied only to find the core strategies among all strategies using by the SKY universities.

CHAPTER V

CONCLUSION

The objective of this research was to find the international trends which domestic universities in Korea are currently pursued. These trends have been discovered after the internationalization strategies from the Ministry of Education under the last two presidents; Lee Myung Bak and Park Guen-hye and the internationalization strategies from SKY universities have been identified the linkage. To remind, the internationalization strategies which are currently driven by the last two Government s are generated into three points. Firstly, it is a strategy aiming to increase numbers of incoming international students. Secondly, it is a strategy aiming to reinforce the national research and development at university-level. And finally, it is a strategy to enhance the creativity and character-building in domestic university system.

SKY universities have responded to the Government policies and internationalize accordingly to the Government's plans and strategies. After analysed, the main internationalization strategies of SKY universities can be identified into four points. It is included the strategy to continue expanding international partnerships and networks; the strategy to increase the volume of international students; the strategy to increase numbers of English-taught courses; and the strategy to reinforce

the information technology services in campus. All of these strategies led to the conclusion of this study. It has been shown that, there are currently three trends among domestic universities in Korea. The details about each trend are explained as the following.

5.1 The International Trends which Domestic Universities in Korea are currently pursued

5.1.1 The attracting on the new shifting trend of international student mobility

According to the International Trends in Higher Education 2015 published by the University of Oxford and the ICEF Monitor, there is the evidence seem to suggest that the current trend of international student mobility has been shifting (Monitor, 2015; Oxford). From the past, students usually preferred western countries like USA, UK, France and Germany for study abroad. However, the mobility has been changed recently as the international students now prefer new destinations such as Australia, Canada, alongside with Japan and Korea (Oxford).

After realized the fact, Korean government has declared the Study Korea 2020 program in 2013 to attract the international student mobility to Korean domestic institutions. The methods which are used include the granting of scholarships, the losing of visa restriction, and the increasing of job quotas for graduates. According to the table below, it seems like the program is having a good start as the number of foreign students have increased since the program began. In

fact, 53 per cent of the international students in the world currently is Asian (Oxford)—Chinese, for more specific. These international students are seemingly preferred to study in cheaper places and closer to hometown, rather than being very far away. So it creates an exploiting opportunity for Korea as their location is extremely closer to each other. Also, these two countries have a similarity in culture and tradition background.

Not only the Government but the domestic universities also contribute to the success of the program. The universities have been internationalized both their academics and organization in order to prepare for the incoming students. Therefore, it can be concluded that the current internationalization trends among domestic universities in Korea are to attract the international student mobility which has been shifting away from the traditional route.

5.1.2 The increasing value of multicultural skill and international experience for students as a working skill in future

As the world in the 21st century is the globalized world, people from different places around the world become increasingly integrated and form a community—to what can be called ‘multicultural’ society. The value of multicultural becomes increasingly important more and more each day, to the point that it is a part of the skilled requirement for working which every graduate should have. That is the reason why many universities in Korea, including the SKY universities, have been encouraged

their students to learn and experience the international environment before graduated. The easiest way for students to learn a multicultural skill is to apply for study abroad programs during their academic years because SKY universities have been striving to expand the international partnerships and networks diligently from the past until now.

Students, who underwent study abroad program, usually equipped with valuable employability skills such as inter-cultural communication, openness to new challenges, problem-solving and decision-making skills. The programs also provide students with the wider network and connection.

Not only study abroad, but joint programs between the university in Korea and other foreign partnerships can also contribute a multicultural skill to students. Apart from multicultural skills, students from a joint program usually have a higher chance of students to invent the new theory or innovation as well. It is because they are specialized in two or more in different fields of study.

For those students who have no opportunity going abroad, the SKY universities also have provided the international opportunity by internationalizing the campus. As been told, the process is done in two ways; create a new international campus and internationalize an existing campus. Therefore, the internationalized the domestic campus is not only for support incoming international students but also encouraging domestic students to be familiar with a diverse society. As nowadays,

multicultural skill and international experience are highly required by the employers, the Government, therefore, is encouraged domestic universities in Korea to internationalize in order to increase the value of multicultural skill and international experience for a new generation of workforce.

5.1.3 The reinforcing positive brand image for the sake of becoming a world-class education hub

There are several internationalization strategies used by both Korean government and SKY universities which reflected the trend and indicates they are currently striving for the reinforcement of Korean education's brand image. The positive brand image is all about the satisfactory of members of the universities included professors, students, staffs and also other outsiders. Therefore in order to raise the positive brand image, the organization is required to develop according to those preferences.

The Government's projects have introduced several projects such as BK 21 Plus, Study Korea 2020 and the enhancing of creativity and character-building and they are all contributed to the raising of positive brand reputation. For example, BK 21 Plus is created in order to strengthen the research capacity and its network. It is contributed to the improvement of the quality of R&D in Korea.

Domestic universities have also pursued several internationalization strategies such as expanding the international network both curriculums and research projects,

enhancing international campus, and increasing IT assisting in a campus in order to reinforce the brand value to Korean education in order to increase the institution's quality. The positive brand image is leading to the international recognition. It is a tool to prove the quality, experience and reliability of the institution. So for the sake of pursuing the next step of becoming a world-class education hub, Korea needs to solidify the positive reputation of the education.

Becoming world-class education hub is a trend among developed countries currently, including Korea. The reason which makes Korea preferring to become an education hub is that Korea wants to turn the education into one of their export products. Also, education can be a soft power in order to spread culture, tradition, and language to the outside world. So in order to continue the raising trends of Korea such as K-wave which currently going in, the Government have to develop the strategies further and education is seemingly the next strategy to be used. After having been praised as the country with the best education in the world, Korea has gained the confident and began develop and internationalize the education system heavily, especially in higher education level. According to this, it can be proved that the universities in Korean are currently under the development of brand image for the sake of becoming a world-class education hub.

To sum up, the international trends which have been influenced by the internationalization strategies from the Government and domestic universities can be

generated into three trends. First is the new shifting trend of international student mobility which has been influencing both Government and institutions to pursue the internationalization process. Their aim is to attract those students to Korean education. Korea is currently aware of the problem of student shortage and a new shifting trend is a fortunate event for them. Secondly, the increasing value of multicultural skill and international experience for students is encouraging the Government and institutions to internationalize their systems, expanding the network and develop the curriculum in order to prepare students for the working environment. It is a way to increase the competitiveness of the countries. And finally, the Government and Korean domestic universities are internationalized in order to reinforce positive brand image for the sake of becoming a world-class education hub. As becoming a world-class education hub is a trend among developed countries at the moment, especially those who are excellence in education, so there is no exception for Korea. Becoming a world-class education hub is an ultimate goal for Korean education at the moment and both Government and education sectors are on the way to achieving it using the internationalization as one of the medium to pursue.

5.2 The Future Trends of Internationalization for Higher Education in Korea

There are several institutions such as the University of Oxford, European University Associate, and the United Nations Educational, Scientific and Cultural Organization that have suggested the future trends of internationalization for higher education. After examine those trends, it has been found that some of the trends are applicable to the future of Korean universities. First of all, Information Technology (IT) is becoming increasingly central to education worldwide; this included the case of Korea (Altbach, Reisberg, & Rumbley, 2009; Oxford; Sursock, 2015). South Korea is renowned for high technology and innovation. It is a country which provides the best broadband service and the fastest internet speed. In addition, the changing of traditional campus-based culture into virtual learning environment has been changed way of learning. Students and lecturers will no longer have to come to the campus; instead they can watch classes from anywhere in the world, same with the lecturer who providing the class. For this reason, the next trend of internationalization in Korean education should be done through the widen access of education through IT assistance.

Secondly, it is the trend of internationalization through the institution-industry partnerships overseas. Nowadays, Korean universities have developed their research capacity using the collaboration between them and domestic industries. However, in order to expand further, domestic industries may no longer be enough. So many

domestic universities in Korea, especially the research university, are expected to expand and strengthen their research capacity and diversity through the linkage with overseas industry partnerships. Apart from developing the research capability, this can also be regarded as the internationalization of institutions.

The last future trend to be suggested is the enhancing of Korean identity and culture diversity within organizations. According to some research provided in Chapter II, there are several researchers who concerned about the losing identity of Korean education due to the internationalization process. The current internationalization strategies have been questioned about how it actually functioned; whether or not the current process can be called as internationalization or instead, it is supposed to be Americanization. Therefore, the future development trend should be emphasized more on the identity of Korean. In addition, the institutional sectors should be more concerned on the culture diversity within the organization. The increase of outsiders/foreigners in the organization is widen the cultural diversity so in order to prevent or reduce the issues, the enhancing on multicultural skill to the members of organization maybe a useful solution.

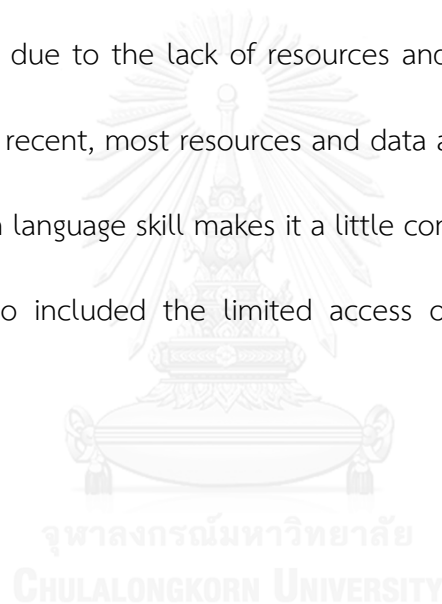
In conclusion, there are three trends which are predicted to occur in the future of internationalization process for Korean universities. These trends are predicted according to the past experiences, issues, circumstances and natures of Korean universities' internationalization process in the past. The extension of IT

service for education is predicted from the high interested of technology development in Korea and global trends of education. Korean's earnestness of R&D development and the expanding of research network together can lead to the prediction of future expansion of institution-industry partnerships overseas. And finally, the long issue of culture diversity between members of organization and the losing identity of Korean should have been solve in the future internationalization process of Korean universities.

According to the bloomberg.com, Korea is regarded as a country which provides the best postsecondary education in the world(Coy, 2015). It would be benefited to study how Korean higher education institutions have approached to the Government's aim of becoming the world-class education hub. The reason is that Thailand has recently joined the ASEAN Economic Community (AEC), so internationalization of academic institutions and curriculums are very important, especially in higher education level. Therefore, Korea's internationalization strategies and experiences might be a good guideline for the development of Thailand's higher education system.

5.3 Limitation of the Research

Although the research has reached its goal, but there are several limitations on this research. Firstly, it is the samples size is relatively small. Despite the fact that all the three selected universities are a combination of private or public university, they are all located in metropolitan city. So it would be too neglect to claim the sample of SKY universities as a representative of whole domestic universities in Korea. Secondly, it is due to the lack of resources and data in English language. As the topic is relatively recent, most resources and data available are basically Korean. The limited of Korean language skill makes it a little complicated to further the study in depth. This is also included the limited access on information from the SKY universities.



REFERENCES

- Adelman, I. (2002). Contributive Conflicts, Collective Action, and Institutional Economic: Comment. In J. Stiglitz & G. M. Meier (Eds.), *Frontiers of Development Economics: The Future in Perspective* (pp. 586). New York: Oxford University Press, Inc.
- Agency, C. I. The World Factbook. *Country Profiles*.
<https://www.cia.gov/library/publications/the-world-factbook/geos/sz.html>
- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). Trends in Global Higher Education: Tracking an Academic Revolution. Paris: the United Nations Educational, Scientific and Cultural Organization.
- Bae, S. (2015). An Analysis on the International Student Recruitment and Management Policies in South Korea *International Journal of Education and Research*, 3(9), 331-342.
- Bae, S. H., & Yoon, J. (2015). SNU in Beijing, Tokyo, Washington and Moscow. *News*. 2016, from <http://en.snu.ac.kr/snunews?bm=v&bbsidx=121691>
- Breckler, S. J., Olson, J., & Wiggins, E. (2005). *Social Psychology Alive*. Belmont, CA: Thomson Learning Inc.
- Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011). English-medium teaching in Korean higher education: policy debates and reality. *Higher Education*, 62(4). doi: 10.1007/s10734-010-9397-4
- Byun, K., & Kim, M. (2011). Shifting Patterns of the Government's Policies for the Internationalization of Korean Higher Education. *Journal of Studies in International Education*, 15(5), 467-486.
- Chakrabarti, R. (Producer). (2013, December 02). BBC News: South Korea's schools: Long days, high results. Retrieved from <http://www.bbc.com/news/education-25187993>

- Cho, D. W. (2012). English-medium Instruction in the University Context of Korea: Tradeoff between Teaching Outcomes and Media-initiated University Ranking. *The Journal of AsiaTEFL*, 9(4), 135-163.
- Cho, Y. H., & Plamer, J. D. (2012). South Korean higher education internationalization policies: Perceptions and experiences. *Asia Pacific Education Review* 13, no. 3, 387-401.
- Cho, Y. H., & Plamer, J. D. (2013). Stakeholders' view of South Korea's higher education internationalization policy. *Higher Education* 54, no. 3, 291-308.
- Clark, N. P., Hanna. (2013). WENR: Education in South Korea. Retrieved 10, December 2015, from <http://wenr.wes.org/2013/06/wenr-june-2013-an-overview-of-education-in-south-korea/>
- Coy, P. (2015). The Bloomberg Innovation Index. from <http://www.bloomberg.com/graphics/2015-innovative-countries/>
- Department of Education. (2015). *Brief statistics on korean education(English)*: Department of Education.
- Education, K. E. D. S. Y. o., investigations, t. M. o. o., Education, t. N. I. f. I., & System, t. B. o. K. E. S. (2015). *Statistics indicated: International Status*. Retrieved from: http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=1534
- ICEF Monitor. (2013). ICEF Monitor: South Korean student mobility takes a dip. 2016, from <http://monitor.icef.com/2013/08/south-korean-student-mobility-takes-a-dip/>
- Jang, H. (2012). SNU Internationalization Chart. *News*. 2016, from <http://en.snu.ac.kr/snunews?bm=v&bbsidx=114847>
- Jon, J.-E., Lee, J. J., & Byun, K. (2014). The emergence of a regional hub: comparing international student choices and experiences in South Korea. *High Education*, 691-710.
- Kang, J. S. (2015). Initiatives for Change in Korean Higher Education: Quest for Excellence of World-Class Universities. *International Education Studies*, Vol. 8, No. 7, 169-180.

- Kim, G. J. (2001). Education Policies and Reform in South Korea. *Secondary Education in Africa: Strategies for Renewal*. World Bank, 29-40.
- Kim, J., Tatar, B., & Choi, J. (2014). Emerging culture of English-medium instruction in Korea: experiences of Korean and international students. *Language and Intercultural Communication*, 441-459.
- Kim, K. S. (2005). Globalization, Statist Political Economy, and Unsuccessful Education Reform in South Korea, 1993-2003. *Education Policy Analysis Archives*, Vol. 13, No. 12, 1-25.
- Kim Renaud, Y. K. (1991). The Role of Education in Korean Society. *Int. J. Educational Development*, 11(4), 295-313.
- Kim, S. (March, 2012). Public and Private Endeavours to create World-Class Universities in Korea. *Journal of International Higher Education*, 5(2), 74-78.
- Kim, T. (2005). Internationalisation of Higher Education in South Korea: Reality, rhetoric, and disparity in academic culture and identities. *Australian Journal of Education*, Vol. 49, No. 1, 89-103.
- KIM, T. (2008). Higher Education Reforms in South Korea: public-private problems in internationalising and incorporating universities. *Policy Futures in Education*, 6(5), 558-568.
- KIM, Y.-H. (2016). Welcoming Remarks/Profile. from http://www.yonsei.ac.kr/en_sc/intro/greeting_2016.jsp
- Knight, J. (1994). Internationalization: Elements and Checkpoints. *CBIE Research No.7, Canadian Bureau for International Education*, 1-15.
- Knight, J. (2003). Updated Definition of Internationalization. *International Higher Education*, 33, 2-3.
- Korea University. BK 21 사업단(팀) 현황. 2016, from http://rms.korea.ac.kr/nsys/nrpt/contentBk.do?menu_pgm_id=BKPL02.NRPT20340.00&

- Korea University. World's Leading International Exchange Programs. *International*. 2016, from http://www.korea.ac.kr/mbs/home/mbs/en/subview.do?id=en_030301000000#
- Korea University. (n.d.). Partner Univ., 2016, from http://oia.korea.ac.kr/listener.do?layout=itn_1
- KOSIS. (2014a). *Reasons for Wanting Children to Study Abroad* Retrieved from: http://kosis.kr/eng/statisticsList/statisticsList_01List.jsp?vwcd=MT_ETITLE&parmTabld=M_01_01#SubCont
- KOSIS. (2014b). *Views on Study Abroad for Children (30 years old and over)*. Retrieved from: http://kosis.kr/eng/statisticsList/statisticsList_01List.jsp?vwcd=MT_ETITLE&parmTabld=M_01_01#SubCont
- Kwaak, J. S. (2014). The Wall street Journal: Korea Realtime. Retrieved 10, October, 2015, from <http://blogs.wsj.com/korearealtime/2014/08/28/south-koreas-18-billion-education-problem/>
- Lee, B. K. (2013, November 27). Study Korea 2020 Projects: 2013-2020.
- Lee, J.-K. (2004). Globalization and Higher Education: South Korea Perspective. *Globalization*, 4., 1-28.
- Lee, J.-K. (2006). Education Fever and South Korean Higher Education. *Revista Electronica de Investigacion Educativa (REDIE)*, 8(1).
- Lee, S. (1989). Emergence of the Modern University in Korea. *Higher Education*, 18(1), 87-116.
- Mcneill, D. (2008). South Korea Seeks a New Role as a Higher-. Education Hub. Retrieved 21, 2008, from <https://chronicle.com/weekly/v54/i28/28a00104.htm>
- Monitor, I. (Producer). (2015, November 5). The state of international student mobility in 2015. *ICEF Monitor*. Retrieved from <http://monitor.icef.com/2015/11/the-state-of-international-student-mobility-in-2015/>
- Moon, K.-H. (2010). EAST ASIA FORUM: The challenge of becoming a 'multiethnic Korea' in the 21st century. Retrieved 10, October, 2015, from

<http://www.eastasiaforum.org/2010/03/18/the-challenge-of-becoming-a-multiethnic-korea-in-the-21st-century/>

Nak-in, S. (2014). Message from the President. from

<http://en.snu.ac.kr/president/message>

National Indicator System. (2010). 2010년도 국내 외국인 유학생 통계. South Korea.

NTU Ranking. (2015). 2015- Overall Ranking: Top Universities in South Korea.

Performance Ranking of Scientific Papers for World University. from

http://nturanking.lis.ntu.edu.tw/DataPage/OverallRanking_Countries.aspx?query=&country=SouthKorea&y=2015

Oxford, U. o. International Trends in Higher Education 2015

Ozols, A., & Ozola, E. (2010). Competitiveness Development in Higher Education:

South Korean Approach. *Ekonomika ir vadyba: aktualijos ir perspektyvos*, 114–122.

Park, J.-K. (2009). English fever' in South Korea: its history and symptoms. *English*

Today, 25(01), 50-57.

Pearson. (2014). Index - Which countries have the best schools? , from

<http://thelearningcurve.pearson.com/index/index-ranking>

QS Top Universities. (2015/16). QS World University Rankings® 2015/16. 2016, from

<http://www.topuniversities.com/university-rankings/world-university-rankings/2015#sorting=rank+region=+country=106+faculty=+stars=false+search=>

Seong, S., Popper, S. W., Goldman, C. A., Evans, D. K., & Grammich, C. A. (2008). Brain

Korea 21 Phase II: A New Evaluation Model. *RAND EDUCATION*, 248.

Seoul National University. (2012). Exchange Programs. 2016, from

<http://www.useoul.edu/apply/exchange/programs>

Seoul National University. (2013). 2013 Research Activities- Seoul National University.

In S. N. University (Ed.), (Vol. 11). Seoul: Office of Research Affairs.

Seoul National University. (2015). Leading the Way, in the Korea and Worldwide. In

Seoul National University (Ed.), *Brochure Seoul*

- Seoul National University. (2016a). ABOUT SNU- Fact. 2016, from <http://en.snu.ac.kr/facts>
- Seoul National University. (2016b). Research Funding. *Stats & Report*. 2016, from <http://www.useoul.edu/research/facts>
- Seoul National University. (2016c). SNU AT A GLANCE 2016, from http://oia.snu.ac.kr/01introduction/0103_01.html
- Seoul National University. (n.d.). International Office. 2016, from <http://oia.snu.ac.kr/01introduction/0102.html>
- Shin, J. C. (2009). Building world-class research university: The Brain Korea 21 project. *High Education*, 669-688.
- Shin, J. C. (2012). Higher education development in Korea: western university ideas, Confucian tradition, and economic development. *Higher Education*, 59-72.
- Suh, G.-S. (2013). The Korean Government's Policies and Strategies to Foster World Class Universities :Nurturing Graduate Schools. 2016, from <http://www.shanghairanking.com/wcu/wcu5/4.pdf>
- Sursock, A. e. (2015). Trends 2015: Learning and Teaching in European Universities. Brussels: European University Association asbl.
- Tai, C. (2014). Plan for dramatic university cutbacks causes disquiet. *University World News*.
<http://www.universityworldnews.com/article.php?story=20140309162215189>
- YEOM, J. (2016). Message. 2016, from http://www.korea.ac.kr/mbs/home/mbs/en/subview.do?id=en_010201000000
- Yonsei University. (2009). YONSEI UNIVERSITY. In Yonsei University (Ed.), *Brochure* Seoul: the Department of Pubric Relations.
- Yonsei University. (2014). YONSEI UNIVERSITY 2014. In Y. University (Ed.), *Brochure* (pp. 1-34). Seoul: the Department of Pubric Relations.
- Yonsei University. (2015). YONSEI, where we make history. *Brochure* (pp. 1-22). Seoul the Department of Pubric Relations.
- Yonsei University. (n.d.-a). About Yonsei. 2016, from <http://oia.yonsei.ac.kr/intro/abtYonsei.asp>

- Yonsei University. (n.d.-b). FAQ. from <https://ih.yonsei.ac.kr/?code=0505>
- Yonsei University. (n.d.-c). History of the Presidency. 2016, from http://www.yonsei.ac.kr/en_sc/intro/president1.jsp
- Yonsei University (Producer). (n.d.-d). History of Yonsei. Retrieved from http://www.yonsei.ac.kr/en_sc/intro/history1.jsp
- Yonsei University. (n.d.-e). History of Yonsei: Chronology. 2016, from http://www.yonsei.ac.kr/en_sc/intro/history2.jsp
- Yonsei University. (n.d.-f). Overseas Offices. *Office of International Affairs* 2016, from <http://oia.yonsei.ac.kr/partner/oversea.asp>
- Yonsei University. (n.d.-g). Research. 2016, from http://www.yonsei.ac.kr/en_sc/research/research.jsp
- Yoon, J., & Bae, S. H. (2015). SNU in Paris, Berlin and Madrid: Europe's Role in a Globalized World. *News*. 2016, from <http://www.useoul.edu/snunews?bm=p&bbsidx=121842&print=yes>
- Yunhan Hwang. (2001). Why do South Korean students study hard? Reflections on Paik's study. *International Journal of Educational Research*, 35, 609-618.



APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

VITA

MANIPRON SAMART

Date of Birth: 07 February 1991

EDUCATION

Master's degrees in Korean Studies

Chulalongkorn University— Pathumwan, Bangkok

2014 – 2016

Bachelor of Arts in Chinese and Korean Studies (Double majors)

The University of Auckland – Auckland CBD, Auckland

2010 – 2012

The GCE Advanced Level and the General Certificate of Secondary
Education

ACG Strathallan -- Hayfield Way, RD1, Papakura, Auckland 2580

2007 to 2009