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Exploring Intercultural Competency in the Undergraduate Students' Educational Experiences within Transnational Higher Education Institutions

by

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A DISSERTATION

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초국적 고등교육 기관의 학생들의 교육 경험에 나타난 상호문화역량 탐색

Exploring Intercultural Competency in the Undergraduate Students' Educational Experiences within Transnational Higher Education Institutions

2018년 2월

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Abstract

Exploring Intercultural Competency in the Undergraduate Students' Educational Experiences within Transnational Higher Education Institutions

The purpose of this study is to explore the intercultural competence of student in transnational higher education institutions in South Korea. In particular, the emphasis is on demonstrating how undergraduate students at these transnational higher education institutions experience the process of adaptation in respect of intercultural situation and recognize of intercultural competence. In recent 20 years transnational mobility has been intensified in higher education. Korea also adopted a variety of transnational higher education institutions through its policy of attracting foreign universities around 2010. Through this policy, the State University of New York (USA), University of Utah (USA), George Mason University (USA) and Gent University (Belgium) have established the Songdo branch campus in Korea. In this transnational higher education environment, how students view educational practices and how they perceive their mutual cultural capacity through educational practice is a problem.

In this study, we investigated transnational higher education which has important characteristics as research field through theoretical discussions about intercultural competence and transnational higher

education, and explored intercultural competence which is an important topic of research. This provided a theoretical framework for interpreting students' experiences based on the importance of intercultural competence in transnational higher education.

In this study, in-depth interview was the main research method. First, I selected the type of branch campus as one of the types of realistic interaction and communication among transnational higher education institutions in Korea. Based on the convenience and similarity of the research, four universities located in Incheon Global Campus were finally selected. After that, the members of the campus of this university were divided into two groups and selected as study participants. One group was selected as a group of students who had actual educational experience and distributed in-depth interviews with 10 students until the data was saturated. Other groups used the in-depth interviews with the students to understand the overall situation of the university and actively communicate with the students to supplement their interviews. In-depth interviews were conducted from March 2017 to May 2017, with face-to-face interviews limited to 40-60 minutes per session.

The collected data were transferred and analyzed according to the research problem. In order to derive the educational experience of the students at the transnational higher education institutions, which is the first research problem of this study, chapter 4 analyzes the educational experiences and presents them through nomadization. The second research question is how they perceive the intercultural competence through experience We have interpreted it in chapter 5.

As a result, transnational higher education students have chosen transnational higher education because of previous migration experiences, advantages of the overseas education system and cultural

diversity, and they have developed an unfamiliar educational environment and diverse cultures and members coexisting within it, And so on. However, we have overcome difficulties by actively participating in various activities that enable mutual cultural communication, have experienced the importance of communication in a cross-cultural environment in a transnational higher education environment.

Participants in the study were developing their awareness of intercultural competence in the educational experience in the transnational educational environment. Intercultural competence is expressed through the relationship between the other and the subject. As a result, the intercultural competence for the research participants was recognized as the ability to change the frame of reference, the ability to interact with people of other cultures, and the process of becoming a global citizen. Each topic was sub - classified into three intercultural competency elements.

This study reveals the educational experience of students in the phenomenon of transnational higher education, which has not been studied much yet, and interpreted the intercultural competence in their experience and practice. As a result, students were communicating with each other through various systems and various curriculum and out-of-school activities with various members of the school, thereby developing a unique perception of intercultural competence.

Keywords: Intercultural Competence, Transnational Higher Education, University Students, Educational Experience, International Branch Campus

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CHAPTER 1 Introduction

1.1 Background of the Study

Korean society continues to welcome immigrants for various part of society from many regions of the world. Accordingly Korea population is increasingly diverse and includes a wide variety of racial, ethnic, language, and religious groups, as well as socioeconomic levels, giftedness, disabilities, gender, and sexual orientation.

This diversity is also illustrated by rapid changes in student population of the higher education sector. Many colleges and universities have welcome diversity of student population through embracing diversity of students caused by different ethnic, national, religious, cultural or educational background. According to a report of Korea Education Development Institute (2017), the number of international student of Korean higher education institution has remarkably increased, from 63,952 in 2008 to 104,262 in 2016. Also, most of universities' policies targeted to these diversities has been continually updated to keep pace with changing environments of higher education.

This change has been shown all over the world. According to OECD (2016), the internationalization of higher education has gone hand in hand with its expansion. The number of students enrolled in higher education outside their country of origin or citizenship has sharply increased over the last decades, reflecting the expansion of higher education systems worldwide and the globalization of economies and

societies. The number of students enrolled in higher education outside their country of citizenship has sharply increased more than threefold, from 1.3 million in 1990 to nearly 4.3 million in 2011, representing an average annual growth rate of almost 6%. Within the OECD, in 2014 6% of the students enrolled in higher education were international students. Also, students from Asia represent more than half (53%) of international students enrolled in OECD countries (OECD, 2016).

As the degree of student mobility and the number of international student have been increased, higher education have exposed to student's racial, ethnic, cultural and religious diversity. People of different social groups with different cultures and languages, values, beliefs, behaviors have to interact and communicate with each other. Higher education institutions needs to help student to understand these diversity. As the higher educational site filled with diverse members, students may inevitably experience "certain cultural overlapping situations of inherent culture and unfamiliar culture, and also learn how to act" under these situations (Erll & Gymnich, 2010: 36). This is experienced by not only foreign students or immigrant students, but also every student.

In this context, many universities have embarked upon the internationalization of higher education (Knight, 2004) or 'policies and programs that universities and governments implement to respond to globalization' (Altbach, Reisberg & Rumbley, 2009: 7). The emerging phenomenon of transnational higher education, driven by more connected economies and communication technological development occurs all over the world. Higher education is becoming more transnational through various forms including distance learning, crossborder delivery of academic programs and offshore satellite campuses.

Also, more importantly, the increasing competition among universities in both domestic and international market has changed internationalization policy of university from focusing on inbound to outbound. Most of them have faced difficulties recruiting students due to reduction of the student population caused by population aging and low birthrate. In these sense, many universities entered to relatively new strategy to survive in this competition.

They provide educational service moving across national boundaries with physical or non-physical presence. Though transnational higher education is relatively new phenomenon compared to inbound internationalization of higher education, transnational higher education has already been widespread and many students has enrolled in these institutions.

In this context, important contextual issue concerning transnational higher education is cultural gap among faculties and students, flying faculties and local faculties, and provider institutions and host institutions. According to McBurnie and Ziguras (2007: 12), "transnational higher education arouses intense concern about the cultural impacts of the flow of ideas and techniques across borders, particularly from higher-income to lower income countries." In fact, many of the internationally traded services including education are closely intertwined with cultural content.

Like this, in transnational higher education institutions crossing the national boundary, intercultural competence has been rising as a major competency. In higher education, the discussion of intercultural competency has been continued for last 20 years. Researchers have looked at the development of intercultural competence, its consequences, and its implications for individuals and groups (Kim & Ruben, 1992; Byram, 1997; Deardorff, 2004; Borghetti, 2011).

Also, discussions of intercultural competence are continuously suggested at higher education in Korea as well (Chung, 2011; Oh & Kim, 2016; Yi & Han, 2016, Kang & Oh, 2017; Yi at al, 2017). Universities suggest the cultivation of intercultural competence for students as a learning goal because they have to enter the multicultural society where they have to live together with immigrants with diverse backgrounds, instead of Korean society represented as the existing single culture.

Furthermore the importance of global competence is emphasized for young generations that should crisscross the global market after exceeding the Korean market. Everyone agrees that the intercultural competence to understand cultural differences and to recognize the value of each other is an essential competence to draw successful dialogues from people with different cultural backgrounds as a core qualification for global competence.

This study focuses on the increasing diversity of higher education and the increasing number of higher education in the form of transcending national boundaries. Korea's higher education has been actively engaged in internationalization to replace the shrinking number of students or to have global competitiveness. As a result, transnational higher education institutions are on the rise and this trend is expected to continue for the foreseeable future.

The need for intercultural competence is emerging as a direction for adapting to the changing environment of higher education and for preparing students. a conceptual and practical approach to how cultural issues or diversity issues affect students' accomplishments and how they should be approached is needed. The intercultural competencies provide a useful framework for examining their educational experiences in transnational tertiary education where diverse cultures interact in a

variety of contexts; diverse actors (teachers, learners, employees), educational contents (systems and educational resources), and diverse cultures.

1.2 Problem Statement

Transnational higher education is still a new concept in Korea. The policy of attracting overseas higher education institutions has been actively promoted by the Korean government around 2010.

In March 2008, Shipping & Transport College Korea (STC-Korea) was established in Gwangyang with the support of Jeollanam-do, Gwangyang Bay Free Economic Zone Authority and Ministry of Maritime Affairs and Fisheries to train port logistics experts as the first foreign university branch in Korea. It was closed in 2013 (Ministry of Education, 2008), and a branch campus of Friedrich-Alexander University Erlangen-Nurnberg (FAU: Germany) opened in Busan in September 2010, which was hosted by Busan-Jinhae Free Economic Zone.

In addition, the Incheon Free Economic Zone Authority has promoted the Incheon Global University campus project, which aims to establish a global educational environment and establish an Asian educational hub as an education sector project, attracting Extended Campus of the world's most prestigious universities. The University of New York was established in 2012, and George Mason University in the United States, the University of Utah , and Ghent University in Belgium were established in 2014.

Although the branch campus of overseas universities is operated in Korea, research on this area is still limited. Researches on the policy dimension such as overseas university campus attracting policy (Ju et al, 2009; Chae, 2010) and the current status of attracting policy (Lee & Kang, 2008) were conducted.

Transnational higher education is a structure in which foreign education systems are provided locally and the cultures of both countries coexist. In addition, there are unique characteristics in that members of higher education institutions such as professors, students, and faculty members have diverse cultural backgrounds. While providing a variety of benefits to countries where overseas universities are located, they have raised new issues that have not been existed before (Knight, 2006). First and foremost, the most important issue is crossing the question of how to manage and overcome the cultural disparities between the two countries and the cultural differences among members of these institutions.

In the context of transnational higher education, students inevitably experience cultural diversity and feel cultural differences that they have not experienced in previous education. For this reason, the difficulties students experience in transnational higher education institutions are different from the difficulties faced by Korean students in domestic universities.

Santos(1999: pp) criticized the fact that most transnational education institutions reflect Western educational culture and adapt or conform students to Western models of education. To overcome this perspectives, he argued that "inclusive multicultural education is needed to acknowledge and foster this diversity", "increasing understanding across cultures is needed", "contextual understanding of the meaning and usefulness of knowledge is required."

Although there are studies pointing to cultural difficulties that students may experience in the context of transnational higher education, it is important to understand what cultural challenges students have experienced, how they overcome them, There is still a

lack of research on the process they experience difficulties and overcome the difficulties and competence needed in this process.

It is necessary to look at the educational experience of students in specific context, because the educational experience of students varies depending on the cultural differences in the national context in which the home campus and branch campus of the transnational higher education institutions are located, the difference in the education system between the two countries, and the cultural background of the members. This study can reveal the cultural difficulties experienced by students at transnational higher education institutions and the need for intercultural competence in overcoming them. Like this, considering complexity and dynamic of transnational higher education phenomenon, it is necessary to take into account how intercultural competency is applied and what understand on intercultural competency is needed.

In transnational institutions of higher education, students are able to reveal the intercultural competence they perceive and develop as they learn how to recognize and interact with each other in educational experience. By doing so, it is possible to suggest a direction for the members of transnational higher education institutions to manage the intercultural context on an individual level. In social level, this study can play a role as a case to apply how intercultural competence is demonstrated and how it relates to the educational experiences.

1.3 Purpose and Research Questions

The purpose of this study is to explore the intercultural competence of student in transnational higher education institutions in South Korea. In particular, the emphasis is on demonstrating how undergraduate students at these transnational higher education institutions experience the process of adaptation and recognize of intercultural competence.

In the transnational higher educational institutions, there have been much discussion of the importance and necessity of intercultural competency due to the special context of crossing border. Especially, students learning under this educational environment should be able to critically introspect how to apply cultural differences to learning and how to maintain the culturally-equal attitude, to communicate by finding things in common and differences between cultures, to introspect their own acts in the aspect of different culture, and to critically understand/acknowledge other cultures (Kim & Choi, 2016)

Even though the transnational phenomenon is rapidly increasing in the global higher educational sites, and Korea is also attracting foreign universities and even expanding to overseas market, still, there are not much interest in researches on how intercultural competency is experienced/perceived/developed in the place of transnational higher education. Moreover, considering the different contexts of transnational higher education of Western countries and Korea, it is urgently needed to have researches on how students overcome cultural conflicts, how they cultivate intercultural competency, and how they perceive intercultural competency, under the context of transnational higher educational institutions of Korea.

This study could work as a cornerstone to develop students in the

transnational higher educational sites into global experts equipped with intercultural competency required for the global stage.

Research questions are as follows.

First, what educational experiences do university students at transnational higher education institutions in South Korea have?

Second, what are the intercultural competences perceived as necessary by the students of transnational higher education institutions in the intercultural context?

In relation to the first research question, the educational experience in this study includes whole educational experiences not only the teaching and learning activities in the class, but also student activities outside of class, exchange activities on the main campus for one year, and dormitory activities. The reason why we look at educational experiences not only in class but also in various activity areas is to consider various aspects of learning: formal learning, non-formal learning, and informal learning.

In relation to the second research question, I identify the intercultural competence of students in the intercultural context which construct to interaction among students and faculties. Intercultural competence is emerged as an ability to manage this intercultural context within TNE settings. In particular, researcher interpret these students' adaptive abilities through educational experiences in perspective on intercultural competence.

In order to solve these research questions, this study provides the concept and components of intercultural competence and intercultural competence models as framework to understand students' intercultural

competence. In addition, it is explained that cultural issues and discourse on intercultural competence in the area of transnational higher education. Based on it, four transnational higher educational institutions at Incheon Global Campus in South Korea were selected for the qualitative study, and the actual educational practice related to intercultural competency was researched in research sites through in-depth interviews with faculties and students. Thus, this study suggested intercultural competency for transnational higher educational institutions for the cultivation of students' intercultural competency.

1.4 Organization of the Study

This dissertation is organized into Six chapters. The present chapter provides a broad introduction to the study and reviews the contextual issues and background relative to the phenomenon of transnational higher education and research on intercultural competence in higher education sector. Chapter 1 includes a discussion of the problem, the purpose of the study, introduction of research questions, and organization of the study.

Chapter 2 explores the literature regarding on intercultural competence and transnational higher education in more detail. First, I draw upon the competency based education as a grounded discussion. And then, I review theories of intercultural competence to explain what is intercultural competence, what are its characteristics and how is it constructed. In addition, I explain concept, character, typology and issues on transnational higher education to understand this phenomenon which is relatively new in Korea.

Chapter 3 outlines the qualitative methodology applied in conducting this study. In-depth interviews of faculties and students were applied in conducting this study because such methods might be the most appropriate to generate rich data for exploring perceptions on intercultural competence in educational practice on transnational higher education institute in Korean context. This chapter details the research design which is combination of literature review and in-depth interviews. I also indicate the procedures of selection of participants, data collection for gathering evidence to conduct the qualitative study, data analysis, ethic and validity issue.

Chapter 4 carefully examines, in detail, results of the qualitative

in-depth interview. By analyzing results of interviews of 14 participants, I demonstrated what do students of transnational higher education institutions experience educational activity. As a result, the three main theme were categorized as 'motivation to choose transnational higher education', 'difficulties on adaption to campus practice', 'process of adjustment and overcome.' First, students had motivations to choose transnational higher education which are 'immigration background', 'improvement of foreign language ability and intercultural communication ability', 'institutional and Environmental advantage.' Second, students experienced difficulties which are 'academic difficulties', social difficulties' and 'adaptational difficulties on environments and culture of universities.' Last, they challenged on these difficulties by 'engaging in various activities on campus', 'communicating each other', and 'accepting other perspectives.'

Chapter 5 contains what are the perceptions on intercultural competencies of students in transnational higher education institutions based on results of in-depth interviews of faculties and students. This chapter consists of three parts. First part describes one aspect of perceptions on intercultural competence which is the 'ability to shift frame of reference.' This part consist of three components. The sub-themes are 'flexibility', 'empathy', 'adaptability' and 'multi-perspecives.' Second part explains another aspect of perceptions on intercultural competence which is the 'ability to interact effectively with people from another country and culture.' This part consist of three components. The sub-themes are 'respecting cultural identity', 'effective and appropriate intercultural communication', and 'interacting without judging', 'finding Commonalities', 'understanding meaning of cultural diversity.'

Chapter 6 concludes with a broad discussion concerning the implication of perceptions on intercultural competency for transnational higher education. I summarized the main findings and delineated salient features from data analysis. Based on these findings and reflection, I provided realities of experiences of students and their perception on intercultural competence in transnational higher education in Korea. Also, a number of policy recommendations for improving or envisioning intercultural approach to transnational higher education curriculum to both policy makers, administrators, faculties and students.

CHAPTER 2 Theoretical Background

This Chapter contains reviews of concepts, components and models of intercultural competence and provides framework to understand intercultural competence for undergraduate students' at transnational higher education institutions in South Korea. Also this chapter provides salient issues in the literatures regarding on higher education and intercultural competence.

2.1 Intercultural Competence

2.1.1 Concepts and Components of Intercultural Competence

(1) Definitions

In multicultural societies, one of the central aspects of education for democratic citizenship with its emphasis on learning and living together democratically must be education for intercultural competence. Intercultural competences are abilities to adeptly navigate complex environments marked by a growing diversity of peoples, cultures and lifestyles, in other terms, abilities to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself (Fantini & Tirmizi, 2006).

Also, the report *Learning: The Treasure Within*, prepared by the International Commission on Education for the Twenty-First Century (UNESCO, 1996), identified four pillars as the foundations of education:

learning to know, learning to do, learning to live together, and learning to be. Intercultural competences obviously play an integral role in learning to live together. Learning to live together in an increasingly globalizing world, and thus at risk both of cultural homogenization and cultural fragmentation, means that everyone should be able to understand the stakes behind cultural differences and the potential benefits of cultural change.

Learning to live together, which consists in developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 2013).

To understand better the concept of intercultural competence and the various ways in which intercultural scholars have conceptualized this concept to date, it is helpful to explore briefly definitions, dimension and components on intercultural competence. Likewise, there have been various discussion to figure out the questions like: What is intercultural competence?

Intercultural competence for living together is the ability to accommodate cultural differences into one's reality in ways that enable an individual to move easily into and out of diverse cultures and to adjust naturally to the situation at hand (Bennett, 1993). Hammer and Bennett (1998) defines intercultural competence as the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.

Also, intercultural competence has approached in communication area. Chen and Starosta (1996: 28) define it as "the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse

environment." Wiseman (2001) also suggests that intercultural communication competence is comprised of knowledge, skills, and motivation needed to interact effectively and appropriately with persons from different cultures.

In addition, Intercultural competence in interpersonal approach can be defined as an attitude of openness towards the other, manifested in an open-minded perspective and a willingness to question and compare the beliefs and behaviors of different cultures (Deardorff, 2006). In other words, intercultural competence encompasses the attitudes, skill, and knowledge that allow one to assess and respond effectively to the interpersonal, emotional, educational, and professional requirements arising from cultural diversity (Byram, 1997).

So far As a result of reviewing how intercultural competence has been defined, intercultural competence has been defined as focusing on aspects of adaptation, communication, and interpersonal relationships. The intercultural competence described in terms of adaptation focuses on adapting to and acting on the cultural differences found in the new environment. Intercultural competence, defined in terms of communication, has begun to be studied in the field of foreign language education, and it explains the cultural capabilities that people of different cultures need to communicate. The intercultural competence presented in terms of interpersonal relations emphasized the ability to focus on the interaction of members of different cultures. There have been various discussions about what the intercultural competence is like, and these discussions did not converge to one definition. However, in 2006, there was an attempt to establish the concept of intercultural competence based on these discussions.

In recent, Deardorff (2006) conducted comprehensive study providing such a research-based framework of intercultural competence. In his

study, he provided broad consensus definition of what intercultural competence means. Intercultural experts who participated in this national study agreed upon the definition as "effective and appropriated behavior and communication in intercultural situations." Specifically, there are 7 concepts of intercultural competence with 80% to 100% agreement among top intercultural scholars.

(1) Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes
(2) Ability to shift frame of reference appropriately and adapt behavior to cultural context; adaptability, expandability and flexibility of one's frame of reference/filter
(3) Ability to identify behaviors guided by cultures and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
(4) Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation
(5) Ability to achieve one's goals to some degree through constructive interaction in an intercultural context
(6) Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate
(7) Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion toward cultural difference)

Consequently, in the perspective of this study, intercultural

competence is required in diverse context of intercultural situation to interact with individuals and environments effectively and appropriately based on one's intercultural knowledge, skills, and attitudes. Intercultural situation is relating to cultural peculiarities of environments, individuals, and systems, situational conditions and actors involved.

(2) Stages, dimensions, and components

As reviewed above, intercultural competence is required in diverse context of intercultural situation to interact with individuals and environments effectively and appropriately based on one's intercultural knowledge, skills, and attitudes. Specific discussions are needed to explain or apply this intercultural competence. This discussion begins with the following questions: What are its characteristics? How is it classified? How is each dimension constructed?

Research and literature on intercultural competence was initially focused on the identification of predictor variables. In other words, what factors and elements could predict an individual's success, especially on overseas assignments? Thus, a discussion of intercultural communication competence has usually involved a list of dimensions or components or elements (Deardorff, 2004).

UNESCO report (2013) classified intercultural competence with three steps. UNESCO (2013) reported that intercultural competences are closely integrated with learning to know, do, and be. Learning to know about cultural others provides the first step in gaining intercultural competences, a step that can never be complete, for there are always still more others to meet. Learning to do serves as the active step of interacting with cultural others; through such interactions people both

apply knowledge already gained, and acquire more, learning from interactions with others in the past, and designing future interactions. Learning to be relies upon the reflective step of thinking about one's social self as having a place in the global world. A culture of peace relies upon intercultural dialogue, as well as conflict prevention and resolution, and so UNESCO is committed to promoting intercultural competences, making these common competences to be studied, taught, and promoted not only at a theoretical level but as a way to approach a wide variety of diverse situations in daily life.

Similarly, some scholars defined intercultural competences into three dimensions: the cognitive dimension (knowledge about cultural issues), the affective dimension (motivation or willingness to act in intercultural situations), and the behavioral dimension (skills and abilities related to intercultural situations) (Gudykunst, Ting-Toomey & Wiseman 1991; Kim, 1991; Grunzweig & Rinehart. 1998; Deardorff, 2004; Williams, 2009).

According to Williams (2009: 290), The cognitive dimension refers to possessing knowledge about cultural norms, values, behaviors, and issues. Having appropriate knowledge of the country and culture and being open to new information and perspectives is commonly cited as important to intercultural competency (Gudykunst, 1991; Kim, 1991; Deardorff, 2004; Jackson 2005).

The affective dimension (motivation or willingness to act in intercultural situations) relates to the flexibility to adapt to new situations and open-mindedness to encounter new values. Flexibility, adaptability, and ability to deal with stress and ambiguity are often noted as a necessity for intercultural competency (Dignes 1983, Gudykunst 1991, Brislin & Yoshida, 1994, Kelley & Meyers, 1995, Ting-Toomey 1999, Deardorff 2004, Jackson 2005). In addition,

openmindedness, respect, and cross-cultural empathy are noted by many as important to intercultural competency (Dignes 1983, Gudykunst 1991, Brislin & Yoshida, 1994, Kelley & Meyers, 1995, Ting-Toomey 1999, Deardorff 2004).

Within the behavioral dimension, critical skills, such as resourcefulness, problem-solving skills, and culturally-appropriate people skills are relevant. Resourcefulness, self-reliance, creative thinking, analytical skills, behavioral adaptability and culturally appropriate social skills recur throughout intercultural communication competency research (Dignes 1983, Gudykunst 1991, Brislin & Yoshida, 1994, Kelley & Meyers, 1995, Ting-Toomey 1999, Deardorff 2004, Jackson 2005).

In a related development, three main incremental dimensions, or different levels, can be distinguished in the process of acquiring intercultural competence. At the first level, there is the dimension of acquiring general knowledge about the culture and the socio-historical frame. It also gathers geographical, historical, demographic, and sociological contexts. At the second level is the dimension of specialized knowledge in detailed area studies, with interests in socio-linguistics and instrumental topics, such as economy, commercial relations, innovation, etc., and with a special mention to geopolitical concrete scenes. At the third level, there is the intercultural self-awareness, introducing into the curriculum the dimension of openness and recognition of the global systems and the interconnections, active listening, respect for diversity, analysis, relation of elements, critical thought, and ethno-relative view.

In another perspective, Stier (2006) suggested that intercultural competence can be divided into content-competencies and processual competencies. First, Content-competencies predominantly have a

one-dimensional or static character and refer to the knowing that-aspects of both the 'other' and the 'home' culture. They include knowledge of history, language, non-verbal behaviour, world-views, 'do' s and don' ts, values, norms, habits, customs, taboos, symbols, behavioural patterns, traditions, sex roles etc. Typically much of such cultural 'knowledge' stems from 'reductions' or stereotypes and are attributed positive or negative value and emotional colour (Allport, 1979).

Content-competence does not ensure full culture functionality. The term processual competencies considers the dynamic character of intercultural competence and its interactional context (Hall 1976; Stier 2003/2004b/c). Such competencies are relative to the cultural peculiarities, situational conditions and actors involved. This knowing how-aspect of intercultural competence, involves intrapersonal and interpersonal competencies. Intrapersonal competencies involve cognitive skills, that is to say, placing oneself in the position of the other (perspective-alteration), viewing oneself 'from the outside' (self-reflection), alternate between and acting according to 'insider' and 'outsider' roles (role-taking), coping with problems originating in intercultural encounters (problemsolving) and keeping an open, receptive mind and noticing cultural peculiarities (culture-detection), without valuing them automatically and uncritically (axiological distance).

Intrapersonal competencies also pertain to emotional skills, i.e., understanding why feelings occur and their implications (Ruben 1977; Triandis 1984), coping with diverse feelings (e.g., xenophobia, uneasiness, uncertainty, ambiguity, frustration, anger, ethnocentrism,) triggered by unknown cultural settings (Bochner 1982; Gudykunst 2003), and preventing them from automatically determining one' s

actions or interpretations of behaviour or events.

Interpersonal competencies refer to interactive skills, that is to say, detecting and accurately interpreting variations in non-verbal cues, subtle signals and emotional responses (interpersonal sensitivity), mastering verbal and non-verbal language, turntaking (Ruben 1977; Triandis 1984), cultural codes surrounding conversations and being aware of one's own interaction style (communication competence) and adequately responding to contextual meanings (situational sensitivity).

According to Koester and Olebe (1989), the eight components of intercultural competence are display of respect, orientation to knowledge, empathy, interaction management, task role behavior, relational role behavior, tolerance for ambiguity, and interaction posture (cited in Lustig & Koester, 2003: 72). This model moves beyond the standard delineation of skills, knowledge, and attitudes and notes components not mentioned by others such as respect, task role behavior and interaction posture.

After that, Lustig and Koester (2003) used the term intercultural competence and stressed three key elements of intercultural competence: interpersonal and situational context, the degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions. Specifically, they emphasize that competence is dependent on the relationships and situations within which the communication occurs. Also, They argued that intercultural competence is not comprised of traits or individual characteristics, but rather, a characteristic of the association between individuals. They conclude that there is no prescriptive set of characteristics that inevitably guarantees intercultural competence. This means the challenge inherent in intercultural experts arriving at a specific set of characteristics that constitute intercultural competence.

As with what the intercultural competence is, how the intercultural competence is structured is still controversial. ntercultural competencies have been distinguished according to stages of development, and they have also been classified according to the area of competence. In addition, differentiation according to the characteristics of competence was applied. Despite the differences in the method of classification, the specific components covered in it are not significantly different. Therefore, this study summarizes the previous studies and assumes that intercultural competence affects intrapersonal competence and interpersonal competence in the context of interaction. Accordingly, I propose the components according to the classification of Stier (2006) classified as content competence and processudual competence. The reason for this is that the intercultural competence in the educational experience of transnational higher education institutions that we intend to reveal in this study has to be considered in contextual and interactive aspects. The components of the intercultural competence adopted in this study are firstly, contents competence dimension includes knowledge of history, language, non-verbal behaviour, world-views, values, norms, habits, customs, taboos, symbols, behavioural patterns, traditions, sex roles and knowledge of the world's peoples, economies, environments, and political and social system, and their interdependence; gain understanding of culture, its values and norms and differences between cultures.

secondly, intrapersonal competence dimension includes perspective-alteration, self-reflection, role-taking, problemsolving, culture-detection, axiological distance, emotional skills, adaptability, flexibility, empathy, ethnorelative view.

Lastly, interpersonal competence dimension includes interpersonal

sensitivity, communication competence, situational sensitivity.

To sum up previous discussion on nature of intercultural competence which is related to cultural peculiarities, situational context and actors involved, the following conclusions are reached. Intercultural competence is a process. It is a lifelong process. There is no one point at which an individual becomes completely interculturally competent. Thus, it is important to pay as much attention to the development process of how individual acquires the necessary knowledge, skills and attitudes in the real context.

Intercultural competence needs for integrated approach. Intercultural competence cannot be transmitted through exposure in the form of content, lectures or a single class (Mayhew and DeLuca Fern□ndez, 2007). Developing intercultural competence requires integrated process wherein students are provided with regular opportunities across the curriculum to engage in intercultural interactions.

Intercultural competence is a learning goal. Intercultural competence does not just happen for most. Instead, it must be intentionally addressed and developed (Kohls, 1996; Storti, 1997). Intentionally addressing intercultural competence development at the higher educational level, especially within the international or transnational learning environment is essential for students who are successfully working with people who have diverse cultural background.

Intercultural competence is contextual. Intercultural competence framework which has studied in specific context especially on Western perspective brought a question what are other cultural perspectives on intercultural competence. Some argued that it is very important to consider the relationship in intercultural competence including historical, social and economic context especially in immigrant societies and those with a history of colonialism. For example, Yum (1994) identifies

elements of Korean communication competencies as empathy, sensitivity, indirectness, being reserved and transcendentality. Often, the unit of analysis in Asian cultures is not the individual but rather the group or one' s interpersonal relationships (Miyahara, 1992; Yum, 1994). In this context, this study focused on specificity of institutional context which this study focused and uniqueness of intercultural competence developed within this institutional context.

2.1.2 Intercultural Competence Model

Intercultural competence has been defined and explored with various concepts. It means that there is not conclusive agreement on the use of terminology. While many scholars agree that intercultural competence is comprised of knowledge, skills, and attitudes, further delineations of these constructs vary by scholar. Hence, In order to understand intercultural competence, we need to understand the relationship between components. The intercultural competency model provides an understanding of intercultural competence. Spitzberg and Chagnon (2009) examined prominent models of intercultural competence (<Table 1>).

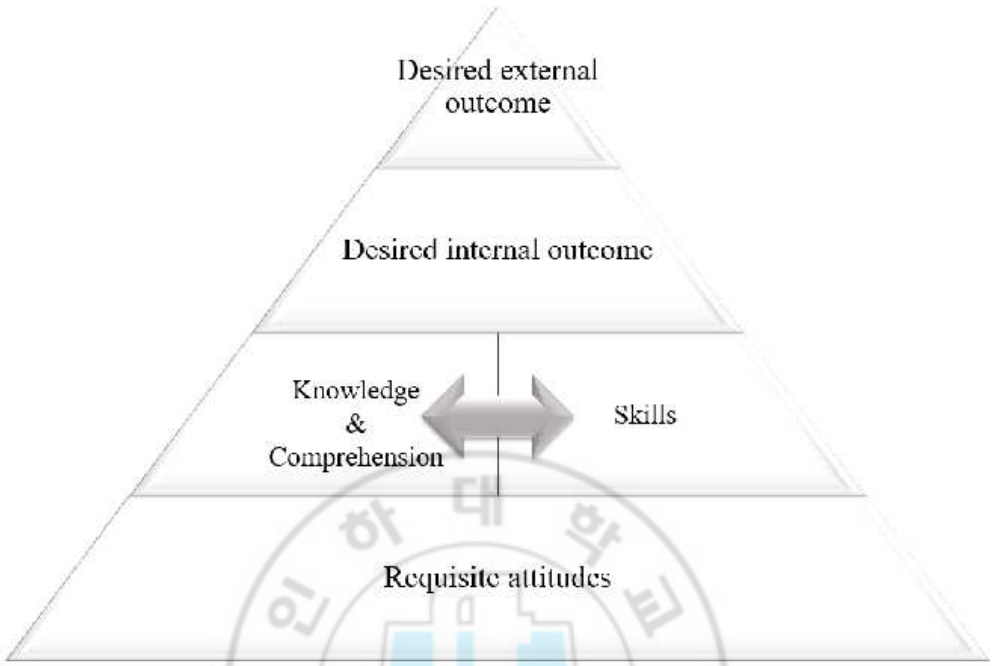
<Table 1> Model of Intercultural Competence

Model	Definition	Example
compositional model	the conceptual or empirical components of intercultural	facework (Ting-Toomey & Kurogi, 1998) pyramid (Deardorff, 2006),

	communication competence	global (Hunter, White, & Godbey, 2006) competence models
Co-orientational model	the achievement of overlap in symbolic meanings across interactants	Fantini (1995) Byram's (1997) intercultural competence model Rathje's (2007) coherence-cohesion model Kupka's (2008) intercultural competence model
Developmental model	to identify phases, stages, or timelines along which certain changes are likely to be marked in the process of adapting to another culture.	Bennet (1986) King and Baxter Magolda's (2005) intercultural maturity model Lysgaard's (1955) well-known U-curve model
Adaptational model	a process of one communicator adjusting behavior to the host or other interactant's culture.	Kim's (1988) ICC model, Gallois, Franklin-Stokes, Giles, and Coupland's (1988) accommodation model, and Navas et al.'s (2005) relative acculturation model
Causal model	to predict particular concepts as they relate to one another and collectively predict an outcome for the intercultural system or relationship	Arasaratnam (2008), Griffith and Harvey (2000), and Ting-Toomey (1999). Deardorff (2006)
Relational model	focus their outcomes on relationship formation and development	Imahori and Lanigan (1989)

First, compositional models represent the conceptual or empirical components of intercultural communication competence. These models do not specify the nature of the interrelationships among these components, at least not in a manner that could be directly falsified. For example, Howard Hamilton (1998) proposes three basic components: attitudes, knowledge, and skills. Attitudes that promote ICC include awareness of cultural values, understanding and devaluing ethnocentrism or discrimination, and appreciation of the value of risk taking and cross-cultural interaction.

Knowledge includes an awareness of self, an understanding of oppressions, and an appreciation of the nature of social change and the effects of cultural differences on communication. Skills include an ability to engage in self reflection, identify differences, take multiple perspectives in multiple contexts, and challenge discriminatory acts. These components collectively comprise ICC, but their specific relationships to one another or to other types of processes, functions or outcomes are less articulated. Other typical models that fit the compositional category include facework (Ting-Toomey & Kurogi, 1998), pyramid (Deardorff, 2006), and global (Hunter, White, & Godbey, 2006) competence models.



[Figure 1] Pyramid model of IC (modified from Deardorff, 2004)

Co-orientational models of ICC focus on the achievement of overlap in symbolic meanings across interactants. These models presume that a product of the process of ICC is greater commonality of meaning, understanding, accuracy, or mental content. Such models often value clarity, directness, feedback processes, or facilitators of overlap in symbolic meanings. For example, Fantini (1995) proposes that as two communicators interact, their use of pragmatic actions in a given sociocultural context link with symbol and form systems such as verbal and nonverbal messages, and also with semantic principles of meaning attribution. These links of pragmatics, symbol systems and semantics, when engaged in ongoing interaction, allow two distinct worldviews to achieve increasing correspondence in reference to a "cosmovision" of

common reference and orientation. Other exemplars of co-orientational models include Byram's (1997) intercultural competence model, Rathje's (2007) coherence-cohesion model, and Kupka's (2008) intercultural competence model for strategic human resource management.

Developmental models are distinguished by their emphasis on a chronological process of change or evolution. Developmental models tend to identify phases, stages, or timelines along which certain changes are likely to be marked in the process of adapting to another culture. For example, Bennet (1986) hypothesized the two broad stages of ethnocentric processes and ethnorelative processes.

[Figure 2] Developmental Model of Intercultural Sensitivity(Bennet,1986)

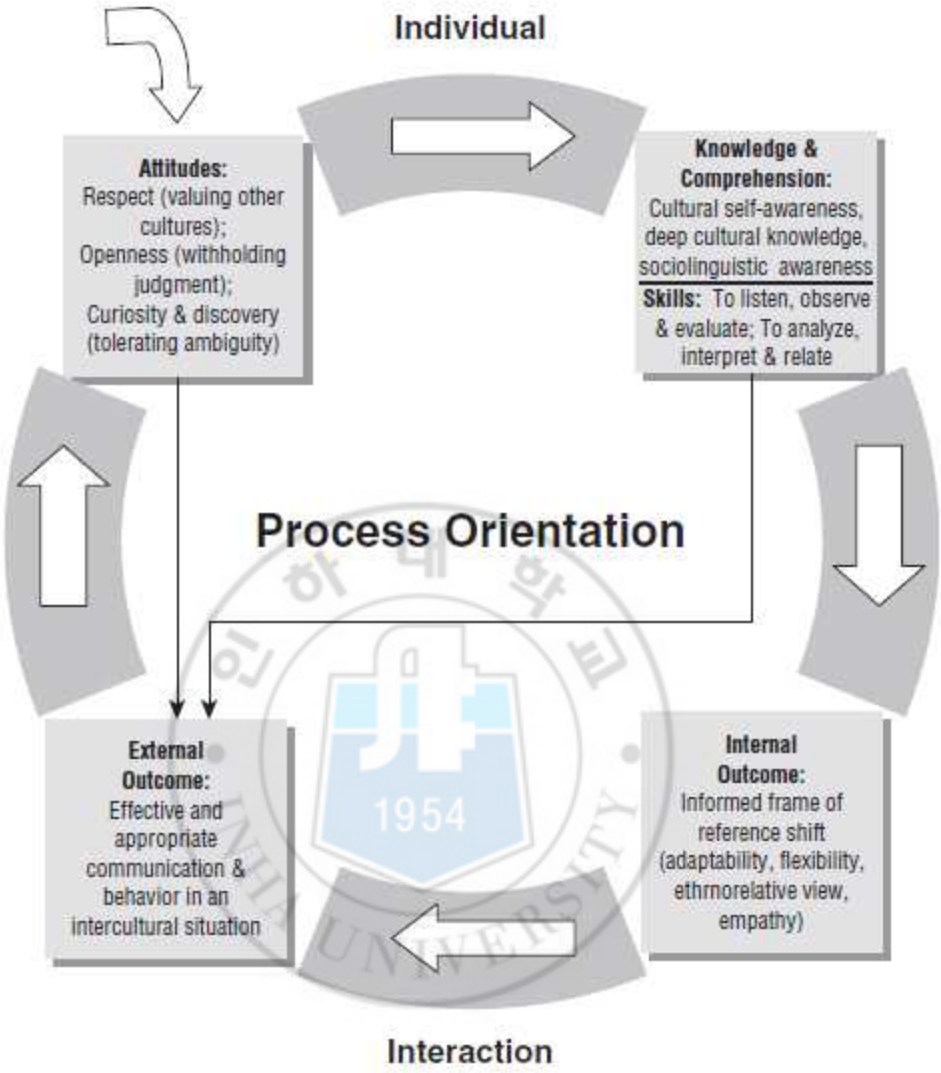
When a communicator first experiences another culture, there is some denial of its value, then some defense or reversal of this view, and then some minimization of the relevance or importance of differences between the native and new cultures. The communicator is expected eventually to experience a shift into more ethnorelative stages, in which acceptance of the new culture in its uniqueness occurs, followed by adaptation and then integration. Other prototypes of developmental models include King and Baxter Magolda's (2005) intercultural maturity model and Lysgaard's (1955; see also Gullahom & Gullahom, 1962) well-known U-curve model.

Adaptational models are generally similar to compositional models, but

are extended from a relatively individual perspective to a dyadic or group perspective. Adaptational models also tend to focus on a process of one communicator adjusting behavior to the host or other interactant's culture. Berry, Kim, Power, Young, and Bujaki (1989), for example, anticipate that there are four basic styles of attitude acculturation, defined by the answers to two questions: is maintenance of relationships with other groups valued, and is maintenance of cultural identity and characteristics valued? A communicator who values neither maintenance of relationships nor identity will engage in a marginalizing style of communication. A communicator who values identity but not relationship maintenance will lean toward a segregationist or separatist style of interaction. A communicator who values the maintenance of relationships but not self-identity will be inclined to assimilate, whereas a communicator who values both identity and relationship maintenance will pursue a style of communicative integration with the culture. Other prototypes of adaptational models include Kim's (1988) ICC model, Gallois, Franklin-Stokes, Giles, and Coupland's (1988) accommodation model, and Navas et al.'s (2005) relative acculturation model.

Causal models are typically designed specifically for a quantitative test of specific relationships among proposed Intercultural competence components. These models tend to predict particular concepts as they relate to one another and collectively predict an outcome for the intercultural system or relationship. Hammer, Wiseman, Rasmussen, and Bruschke (1998), for example, hypothesized four clusters of initial predictors: interpersonal saliencies like intimacy attraction; intergroup saliencies such as cultural identity, knowledge of host cultural similarity; message exchange like passive strategies, interactive strategies, selfdisclosure, language proficiency; and host contact

conditions such as host attitudes, favorable contacts. These concepts are expected to predict satisfaction with the interaction and relationship, but this influence is expected to occur through processes of attributional confidence and anxiety reduction. That is, favorable conditions for an intercultural relationship to be satisfying depend on the confidence of the communicator in the other culture, and the ability to manage the experience of anxiety about the other culture. Other causal path models include studies by Arasaratnam (2008), Griffith and Harvey (2000), and Ting-Toomey (1999). Deardorff (2006) also proposes a model that, although circular in visualization, proposes a particular outcome such as effective and appropriate intercultural communication) at the end of a path of individual (i.e., attitudes and knowledge) and interaction (i.e. adaptability, flexibility, empathy, ethnorelative views) processes.

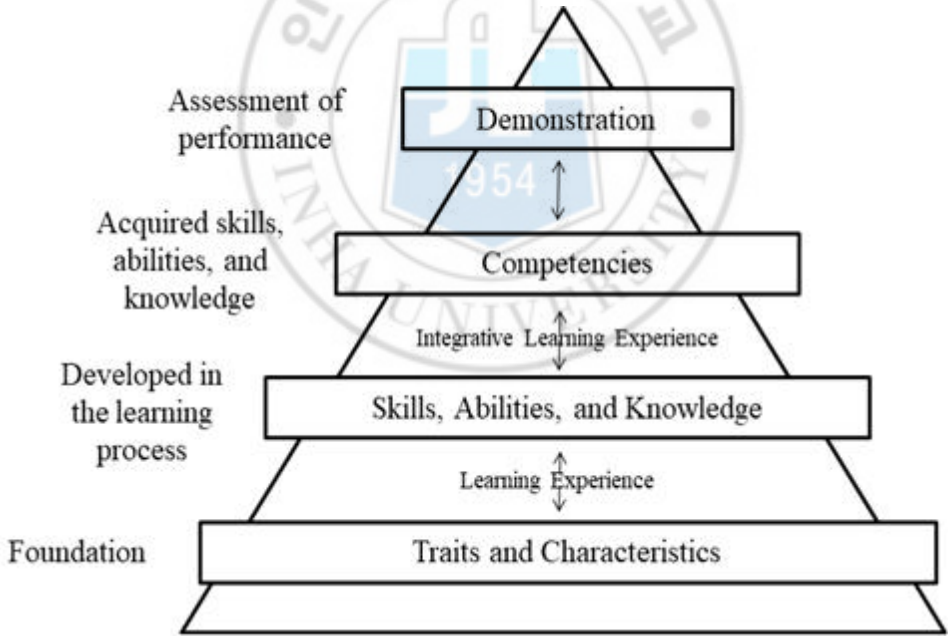


[Figure 3] Process Model of Intercultural Competence (Deardorff, 2006)

Relational models take on many of the features of adaptational, developmental and causal models, but explicitly focus their outcomes on relationship formation and development. Such models emphasize that communication is at some level what a relationship consists of, and it is the competence of that communication that is likely to determine the

progression of that relationship. Typical of this category is a model by Imahori and Lanigan (1989), which hypothesizes that a sojourner's motivation, knowledge, skills, experiences and goals will interact with a host national's motivation, knowledge, skills, experiences and goals to predict a variety of relational outcomes. The relational outcomes include intercultural effectiveness, communication effectiveness, relational validation, intimacy, relational satisfaction, relational commitment, relational stability and uncertainty reduction.

This study views intercultural competence with the tool of relational model of intercultural competence. Competence has a hierarchical relationship with personal traits and characteristics, skills, abilities and knowledge, and demonstration ([Figure 4]).



[Figure 4] Hierarchy of competence

Thus, exploring intercultural competence which students' of transnational higher education institutions developed can be

demonstrated with certain outcome. In this context, some concepts such as global citizenship or intercultural effectiveness can be discussed in relationship with intercultural competence.

2.1.3 Higher Education and Intercultural Competence

This section contains a literature review of how intercultural competences have been studied in the area of higher education.

In the course of internationalization, it was specified that universities not only have to take care that their students gain expert knowledge, but also that they acquire soft skills. Whatever is meant by this is the subject of ongoing expert discussions. The fact is, alongside skills in leadership and social intelligence, intercultural competence is currently one of the most required soft skills for all students (Friedman/Berthoin Antal 2005).

During the past 20 years, researchers have looked at the development of intercultural competence, its consequences, and its implications for individuals and groups relating to higher education (Sandell & Tupy, 2015). To be specific, studies have examined the development of intercultural competence for college and university students.

This concept that is called 'interculturality' emphasizing the meaning of ‘interity’ in the aspect of between cultures (Demorgon, 2006). This concept could have two attributes like the cultural phenomenon as a fact in the meaning of desirable expansive convergence between cultures, and the ethical/practical aspect as the appropriateness (Park, 2010). Those two attributes of interculturality could be applied to the

intercultural competence discussed in the higher educational area. In the higher educational area, the intercultural competence has been largely discussed as a learning goal in the ethical/practical aspect in one way and as a learning outcome in the aspect of cultural phenomenon or learning phenomenon in another way.

First, intercultural competence as a learning goal was originated from the perspective that the intercultural perception and attitude would be essential for university students or preservice teachers who should live in the future global society with the intensified diversity. Especially, owing to the opening of higher educational market, universities in the whole world faced a task to bring diverse student populations, and in the appropriate aspect, the intercultural competence has been set up as a learning goal.

This study is significant as an attempt to establish the theoretical basis of intercultural competence. Concretely, it also opened a prospect to understand the composition of intercultural competency required for university students. However, it did not include the experiential aspect like how intercultural competence would be experienced/learnt in real conditions. To overcome this limitation, the discussion of intercultural competency as an attribute of learning outcome has been developed as well.

Already, universities in the whole world have studied the intercultural competency as a desirable learning result for university students participating in programs like overseas language training, overseas cultural experience, and international exchange student, besides the regular curriculum. On top of revealing the intercultural competency model, the international interest in the development of intercultural competency through specific learning process is high. In relation to this, a preceding research revealed the positive effects (Williams,

2009; Braskamp, Braskamp & Merrill; 2009, Stebleton, Soria & Cherney; 2013) of participation in overseas exchange student program, multicultural education course, and cultural exchange program on the development of students' multicultural competency.

Riley (2007) addressed the connection between intercultural competence and students' college experiences (Community College Survey of Student Engagement; CCCSE, 2005). There was a strong correlation between intercultural competence and active and collaborative learning, academic challenge, student-faculty interaction, and student effort. There were few meaningful differences between any of the subgroups (gender, ethnicity, full-time status, first-generation status, and length of time in college) when related to the students' engagement and intercultural competence. Riley reported that student respondents thought their intercultural competence was related to group work contributions, international events, sharing of traditions, a diverse faculty and student body, and opportunities for study abroad.

Also, Carter-Merrill (2007) focused on the relationships between students' background characteristics, precollege experiences, college experiences, and the development of intercultural competence, as measured by a survey, the Intercultural Development Inventory (Hammer, 2009a). Activities thought to contribute to higher levels of intercultural competence including study abroad, participation in discussions, relationships with people different from self, exposure to a diverse campus especially international students, community engagement and involvement, and participation in a student media organization. Fraternity or sorority memberships were found to have had a negative influence on the development of intercultural competence. However, the investigator concluded that significant characteristics and experiences seemed related to minimal student

growth within ethnocentric stages of cultural orientation. Few students in Carter-Merrill' s study shifted beyond the minimization orientation to deeper understanding and acceptance of cultural differences and similarities.

According to Braskamp, Braskamp, and Merrill, (2009: 10), education abroad has become an increasingly important educational program and experience in global learning and development, intercultural competence, intercultural maturity, and intercultural sensitivity of students. The authors opted to explore developmental processes from three domains: cognitive (cultural knowledge, global awareness), intrapersonal (identity, emotion), and interpersonal (behaviors, skills sets, and social responsibility). They concluded that study abroad is an effective educational experience for students, especially if the objective is to help students to develop holistically and globally, noting that student engagement in education abroad experiences enhances global learning and development.

The insight is that intercultural competence doesn't develop automatically. In multicultural setting, contributions and engagements of members are important. Group work contributions, international events, sharing of traditions, a diverse faculty and student body, and opportunities for study abroad, study abroad, participation in discussions, relationships with people different from self, exposure to a diverse campus are related factors with intercultural competence, but simply these factors do not guarantee building intercultural competence.

Intercultural competence do not acquired passively or automatically (Alger and others, 2000; Denson and Chang, 2009; Gesche and Makeham, 2008; Marin, 2000; Otten, 2003). Rather, diversity must be actively engaged (Williams, Berger, and McClendon, 2005; Wong, 2006). These findings are important in that they suggest the

importance of intentionally designed and actively facilitated intercultural interactions. Neither the institutional culture nor its participants and representatives (faculty, staff, administrators, students) are automatically willing or inherently competent to engage diversity effectively. It is also important to note that several studies have concluded that it is important to provide sustained and coordinated efforts across and throughout the undergraduate experience in order to maximize the benefits of diversity on student development and learning (Gottfredson and others, 2008; Gurin, Dey, Hurtado, and Gurin, 2002).

Like this, the discussion of intercultural competence as a learning outcome is significant to draw the meaning of intercultural competence through a specific educational context or experience. However, just as revealed by preceding researches, just like diverse programs with the same goal of intercultural competency do not bring about the same learning outcome, there could be differences in learners' experiencing or signifying intercultural competence depending on the curriculum of programs, educational environments, members' diversity and specificity of activities. In this perspective, this study focuses on intercultural competence as the aspect of learning outcome, thus this study looks into students' educational experience in specific context.

2.2 Transnational Higher Education

In this chapter, the concept and type of transnational higher education is presented to promote understanding of transnational higher education institutions. Also, this chapter contains cultural issues and discussions on intercultural competence presented in transnational higher education sector.

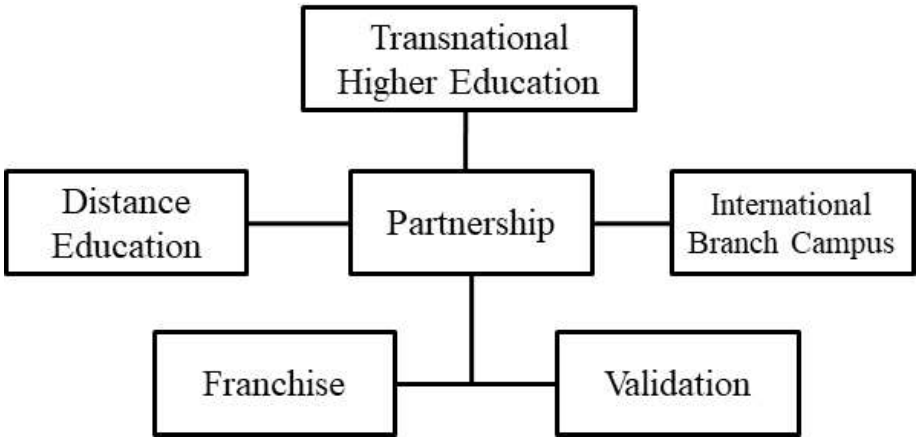
2.2.1 Transnational Higher Education

Over recent years, cross-border education has increased substantially (Naidoo, 2009). This increase stems from a global environment defined by the massification of higher education and an increased demand for and supply of education as a tradeable commodity; an economic climate operating through internationalized labour markets and highly skilled knowledge workers; and falling costs of transport, information and communications technologies (Organisation for Economic Cooperation and Development [OECD], 2004). Concurrently, some countries, including South Korea, saw public funding per tertiary-level student fall, making international student fees an attractive means of compensating for a loss of revenue (Enslin & Hedge, 2008; OECD, 2004). For a long time, the dominant form of cross-border education has been through student mobility, with an estimated three million students studying outside of their home country in 2007 (OECD 2009: 309).

As trade in higher education develops, it is likely that cross-border education will broaden from a focus on the mobility of students to the mobility of programmes and institutions (Naidoo, 2009). There is

already evidence of the growing prevalence of such transnational education, which relates to 'all types of higher education study programmes or set of courses of study, or educational services…in which the learners are located in a different country from the one where the awarding institution is based' (UNESCO / Council of Europe 2000: 2). Transnational education, which can encompass validation, progression and retention, franchising, distance learning, flying faculty, joint/dual awards and research degrees (Drew et al. 2006: 9-12), has 'grown exponentially' (Naidoo, 2009: 326).

The Quality Assurance Agency (QAA) uses a typology that distinguishes between three main types of transnational higher education and two sub-types: (1) distance-learning, (2) IBCs and (3) partnerships, which are sub-divided into (3a) franchises and (3b) validated centers. This basic typology is widely used in the TNE literature (Knight 2007; Drew et al. 2006, 2008; Ziguras and McBurnie 2008; Middlehurst et al. 2009; Naidoo 2009). Although there are a variety of other forms of transnational academic cooperation (e.g., articulation/progression agreements, joint, dual and double degrees), these are essentially institutionalized forms of international student exchange and are excluded from the definition of TNE for present purposes (Healey, 2015: 3).



[Figure 5] Type of Transnational Higher Education

First, distance-learning was carried out using 'correspondence' courses. For example, the University of London has been providing international distance-learning degrees since 1858. Since the advent of the internet in the early 1990s, textbook-based correspondence courses have been steadily replaced by on-line provision (Altbach and Knight 2007). In principal, the university could retain complete control over the admission, teaching and assessment of students, but in practice distance learning often requires a network of local partners or agents to market degrees and provide local support for students.

Second, international branch campus (IBC) is a foreign satellite campus, which delivers and awards the degrees of the university. Getting a clear-cut definition is, as Lane and Kinser (2012) note, 'a fairly slippery subject', as IBCs vary from full-blown satellite campuses to small executive education training centers. The Observatory for Borderless Higher Education (OBHE) regularly surveys and reports on trends in IBCs (Garrett 2002; Garrett and Verbik 2004; Larsen et al. 2004; Verbik and Merkley 2006; Gore 2012; Lawton and Katsomitros 2012).

Most IBCs operate with a local partner, often a property development company which provides and maintains the physical infrastructure. To keep down operating costs, a proportion of the academic staff are normally locally employed. The IBC is typically subject to the quality assurance regime of the host country. These features necessarily reduce the control of the IBC by the home university.

Third, partnership is categorized into two sub-types; franchise and validation. Franchise is commonly called 'twinning' (Edwards et al. 2010). In a franchise, foreign partner is authorized to deliver the university's degree on its behalf (Yorke 1993). With a 'pure' franchise, the degree title, syllabus, teaching materials and assessment are all closely aligned with that of the 'mother' degree on the home campus. In practice, the university may allow variation to accommodate local circumstances like modules on local business law to reflect the different legal environment. Critically, however, the home university cedes much greater control to the partner than in an IBC, since the managers and the academic and administrative staff are employees of the partner organization.

Also, in a validation, a foreign partner develops and delivers its own degree which is 'validated' by the university. Validation goes beyond accreditation, since the university is authorizing the partner to offer its own programme as if it were a degree of the awarding university. Validation involves the greatest transfer of control from the awarding university to its overseas partner, since the latter determines the curriculum, admission, teaching and assessment (subject to oversight by the awarding university) as well as employing the staff.

Various type of TNE has been growing although because few governments record the enrollments of TNE students by their home universities, reliable data are scarce (Naidoo 2009). Like most other

countries, South Korea do not also provide precise data regarding TNE. However, it is true that recently South Korea is expanding transnational higher education rapidly.

In addition to providing revenues and joint degrees through the cooperative management of domestic universities and foreign universities, higher education is being actively marketed, such as attracting overseas universities, in economic aspects such as creating conditions for attracting foreign investment (Kim, 2011). The Ministry of Education, Science and Technology (MEST) has also established an 'Out-Bound Policy' such as supporting the establishment of overseas branches as well as in-bound policies such as attracting foreign students by establishing 'Strategy for promoting higher education internationalization' in 2012 (Ministry of Education, Science and Technology, 2012).

Collective Action for Mobility Program of University Students in Asia (CAMPUS Asia) policy promotes joint or dual degree program among Northeast nations such as Korea, China and Japan. This project initiated to improve understanding and interaction among Korean, Chinese and Japanese students by utilizing exchange among northeast Asia students and joint or double degree program. In addition, Inha University in Incheon built a branch campus in Tashkent, Uzbekistan in 2015.

In CAMPUS Asia project, universities have provided joint or dual degree program with foreign higher education institutions and branch campuses beyond the internationalization policy based on student mobility such as student exchange or study abroad programs. Korea tried to tighten economic cooperation relations with ASEAN nations, so people are required to be familiar with languages and cultures each other.

This project was adopted in the China-Japan-South Korea trilateral summit in 2010 Seoul and was conducted for six years from 2012 to 2017. In 2015, Korean government had provided 85 hundred million won for 4 years and had produced 2000 exchange students and 39 students who earned double degrees.

Also, to decrease a deficit of the trade balance among study abroad sector, the government has implemented to attract foreign institutions to meet local students' needs. In this process, many foreign higher education institutions open their branch campuses in Korea. Friedrich-Alexander University Busan, State University of New York Korea, University of Utah Asia Campus, George Mason University Korea, and Ghent University Global Campus opened their global campuses in Korea.

In Korea, transnational higher education is a relatively new phenomenon. Korea have tried to attract overseas educational institutions to free economic zones such as Jeju Island and Songdo. It is true that attracting overseas universities (branch campus) is one of the effective solutions to alleviate the deficit due to the surging overseas study and English education expenses, and to prevent the outflow of talent overseas. However, it is time to need a new perspective on how transnational higher education institution can settle in Korea. The key to settlement lies in the management of the cultures for new environment.

2.2.2 Cultural Issues on Transnational Higher Education

'Though the phenomenon of 'Transfer of Program and Institution'

has brought diverse benefits to various countries and institutions, it has raised new issues that never existed before. In particular, cultural imbalance has been raised as an important issue, and this is attributable to the fact that the transfer of higher educational institutions and programs mainly occurs uni-directionally from advanced countries to developing countries. In such context, the effectiveness of experiencing and learning intercultural interaction in the field of transnational higher education has been discussed importantly. Such discussion, mainly includes researches on the following issues: what learners and teachers experience in a new cultural context(Bovill, Jordan, & Watters, 2015; Bodycott & Walker, 2000; Dunn & Wallace, 2004; Debowski, 2005), how students adapt to exported educational programs/models(Smith, Yue, & Todd, 2006; Smith, 2007), cultural issues occurring due to interaction between teachers and learners(Crabtree & Sapp, 2004; Leask, 2004), and quality of education in a new context where mutually different expectations, learning trends and communication cultures are contained (Gifr, Leo-Rhynie, & Monquette, 2006).

Transnational higher education arouses intense concern about the cultural impacts of the flow of ideas and techniques across borders, particularly from higher-income to lower-income countries. Questions of cultural globalization are directly relevant to higher education to the extent that it engages in the production, preservation, transmission and innovation of cultural values and practices. In particular, there has been much discussion of the appropriate level of adaptation of content and pedagogy of foreign programs, and on the impact of foreign providers on the culture of students and, in the longer term, the nation.

According to McBurnie and Ziguras (2007), there are two aspects to his first concern regarding the cultural appropriateness of transnational

curriculum and pedagogy. One is to ensure that the content and methodology are suitable for successful learning on the part of the student.

In this regard, a principle widely applied in quality assurance regimes mandates that "materials and learning resources used should normally be adjusted to be culturally appropriate to the range of students to whom the courses are being offered." Strategies include providing sufficient context and explanation for examples and concepts which may be unfamiliar, supplementing or substituting foreign examples with local examples, providing a range of international content in addition to examples from the home and host countries.

Second, a concern in relation to cultural appropriateness is the anxiety that the presence of foreign providers which are usually Western may constitute a form of educational imperialism or neocolonialism, damaging the character, or undermining the values of the local culture.

Transnational higher education is often criticized as a form of cultural imperialism by commentators. The term imperialism is often used to describe a commercial orientation to the export of education. The term refers to the transmission of Western (usually, but not always) curriculum from the provider country into non-Western (usually, but not always) host country. Educational imperialism is said to ensue if Western transnational higher educators expect their usually non-Western students simply to adapt or conform to Western models of education (Evans, 1995).

Chambers (2003) describes forms of transnational education that privilege the language, knowledge system and educational practices of the institution as cultural imperialism, and she contrasts this with pluralistic approaches that aim to cater to diverse student groups in an

inclusive manner. Also, Ess (2000) advises users of computer-mediated communication across diverse cultural settings to address the social context of use, so as to avoid the cultural imperialism that follows from ethnocentrically presuming that one's own cultural values and communicative preferences are universally shared.

Bovill, Jordan, and Watters (2015) pointed out that the higher education sector has become marketised through the influence of dominant economic governance models in the Western. They highlighted that understanding different culture is of paramount importance and suggested challenges that arise from implementing cross-cultural approach in teaching and learning.

(1) Curriculum

Transnational higher education has the capacity to broaden access for those that can afford private higher education and at the same time provide students with exposure to ideas and influences from other parts of the world. A common approach to developing international programs that are attractive to students from different countries is to globalize the curriculum so that it is largely independent of the local context of the student (Ziguras & Rizvi, 2001).

This relies on removing specific references to local experiences and examples that may confuse or distract remote students, and focusing on universal approaches that can be applied in any context. Transnational higher education has commonly involved Western educators exporting a locally developed curriculum, albeit with local references removed (McLaughlin, 1994). In this context, the interrelationship between universalistic form of knowledge being taught and the particularistic experiences of students is a major issue for

curriculum development.

Students read texts with a concern to create meanings that are relevant to their particular experiences. Local teaching staff in offshore campuses plays a more important part in localizing generic international courses and can help their students participate in an international environment. However, they usually have little control over the content and form of generic study materials, which are often produced in the central campus by teachers with little familiarity with offshore students (McBurnie & Ziguras, 2007: 67).

When internationalization is treated as only a process of bolting local component on universalistic curriculum, students will notice the difference between the universalistic core and localized peripheral material in a course.

(2) Teaching and learning style

The methods of teaching and learning are another key focus of cultural politics in transnational higher education. There are cultural differences on teaching and learning style in different social and economic backgrounds. Asian international students, for example, are often characterized by Western lecturers as being less self-directed learners who defer more to the authority of the teacher and prefer more structured learning environments (Smith & Smith, 1999).

While educational technologies and the flexibility they bring may be welcome by Western students, these observations would suggest that students from Asian countries may not be so comfortable with such innovations.

There is a compelling argument that flexible learning is not as appropriate in Asian countries as it is in more individualistic education exporting countries. By expecting offshore learners to conform to

Western expectations of student behavior, multinational educators are engaging in a form of cultural imperialism, seeking to assimilate a diverse student body into an ethnocentrically defined norm. Smith and Smith (1999) argued that it is prudent to consider adjusting teaching and support strategies to reflect those cultural differences.

Biggs (1997) has argued that cultural differences can be overcome by applying the same universal principles of good teaching wherever a course is taught. However, Western educational approaches such as the flexible and student-centered approach are simply not the triumph of good teaching.

(3) Subject mix

At undergraduate level, the disciplinary mix of courses studied by students in transnational programs is similar to those undertaken by international students who go abroad to study: chiefly business, IT and other professional or vocationally oriented courses, with small percentages studying arts or humanities.

One of the factors influencing the course of study is the likely financial return on the investment in education. Because of the costs involved, transnational higher education are thus much more instrumental, geared to providing a qualification that will boost the student's earning capacity as efficiently as possible. Those aspects of higher education that are not valued by the market tend to be left out.

In transnational higher education institution, totality of university such as literature and history are almost abandoned. McBurnie and Ziguras (2007) described some ways to prevent this phenomenon. Another is to reserve the right to stipulate the mix of disciplines that foreign providers can teach. Second is to influence subject mix as well as curriculum content is for the government to set requirements on the

language of instruction. The other is to require students to undertake compulsory subjects.

2.2.3 Transnational Higher Education and Intercultural Competences

The phenomenon of transnational higher education creates the potential to research unique educational experiences. Transnational higher education involves stakeholder groups such as learners, educators, administrators, curriculum planners, and policy makers (Mizzi, 2015). New challenges are created when understanding differences in knowledges, languages, practices, identities, value systems, and cultures of these stakeholders (Mizzi & Rocco, 2013). For example, there can be research in how students perceive the transnational educational experience and how transnational learning and teaching interact with students.

Students of transnational higher education institution who come from non-western backgrounds may have difficulty adequately preparing for and adjusting to a western style of education and, in turn, adapting learned skills and understandings to their home context.

Also, educators who cross national borders need to sharpen their intercultural communication skills to respect learners' identity backgrounds such as gender, sexual orientation, race and value systems. Educational practices such as teaching, learning, leading, advising, recruiting, and planning need to now take transnational realities into account.

Through transnational education, both learners and educators have an opportunity to learn new languages and customs, strengthen

intercultural competences, develop teaching, learning, researching, and leading practices in different cultural contexts, and then adapt and apply these skills elsewhere if they choose to cross borders again.

In this context, intercultural competence is one of the most important research topic in transnational higher education sector. In this sector, intercultural competence has mainly been explored through two educational phenomenon such as transnational teaching and learning. Therefore, intercultural aspect of TNE has been discussed on experiences of faculties and students.

Sia (2015) investigated some of the cross-cultural challenges faced by faculty members teaching transnational higher education in a foreign country. It employed the intercultural competence process model and attempts to provide some best practices that are already implemented in an international branch campus (IBC) in Uzbekistan. This study developed intercultural competence and better prepared transnational faculty members to be more efficient and effective in motivating students in transnational education programs.

Smith (2014) captured the lived experiences of flying faculty teachers through the stories they told of their visits. These flying faculty teachers were thrown into culturally different environments for brief, intense periods of time. The brevity of the experience meant that during their visits they were often captivated by the new culture, new sights and new sounds. The interviewees themselves made little attempt to deal with culture shock within the academic environment by adapting either their teaching content in response to learner needs. Non-adaptation strategies were often justified through discussions around equivalence, equity, quality assurance and the maintenance of standards. Therefore the author concluded that intercultural adaptation can be fostered through ongoing intercultural exchanges between flying

faculty teachers and local tutors, within intercultural communities of practice (Dunn & Wallace 2008) or truly collaborative transnational teaching teams (Leask 2004).

There is mention in the literature on the need for intercultural competence in academics teaching on transnational courses (Leask 2008; Ziguras 2008). It is recommended that educators have an understanding of the prevailing culture in the host country and its influence on the expectations of the students in terms of teaching practices rather than placing the load on students to adjust to the culture of the providing university.

Also, there has been discourse on the need for intercultural competence in the perspective of students. Arunasalam (2016) interviewed to student of TNE in Malaysia. In this study, students outlined important considerations that needed to be given before teaching on TNHE courses: 'If they want to teach, they need to know our culture. Only then we can feel we can trust, easy to talk.' They had a desire to make transparent the culturally sensitive insights and the extent to which these hidden differences affected nurses' learning in the classroom. For example, the academics were not aware that teaching and learning patterns in Malaysia were mainly supported by the traditional teacher-oriented mode. Conclusion was that attention should be given to identifying and working with cultural differences in Western teaching and learning relationships with international students.

Heffernana, Morrison, Basu and Sweeney (2010) attempted to understand the differences in culture and learning styles between Chinese students of TNE in host country and Australian students of home campus. This study concluded that the existence of differences in learning styles suggests that teaching strategies generally used for Australian students should be modified for Chinese students.

Pimpa (2009) discussed the concept of learning in transnational MBA programmes in the Thai business training and cultural context. By investigating experiences from students, the study highlights various problems related to learning style and culture. This study critically pointed that the transnational programmes do not take account of local learning styles and assume that promoting Western learning and training style will be automatically transferred to the learners in the non-Western context.

As can be seen from previous studies, intercultural competence is a very important aspect in transnational higher education. At the same time, intercultural competence is needed to be clarified in more detail. It is important for teachers how to teach with intercultural competence, but it should not be overlooked how college students who will work in a multicultural society learn intercultural competence.

2.3 Summary

In Chapter 2, I present a framework for identifying the intercultural competence of students from branch campuses of overseas universities located in South Korea. First, in the first part of Chapter 2, I present how we define intercultural competence in this study, and I have raised the viewpoint of how the intercultural competence is structured. In addition, this study suggests what kind of intercultural competence model is adopted as a method to apply for this study.

In this study, intercultural competence is required in diverse context of intercultural situation to interact with individuals and environments effectively and appropriately based on one's intercultural knowledge, skills, and attitudes. Intercultural situation is relating to cultural peculiarities of environments, individuals, and systems, situational conditions and actors involved.

Also, in the view of this study, components of intercultural competence are classified with three dimensions; firstly, contents competence dimension includes knowledge of history, language, non-verbal behaviour, world-views, values, norms, habits, customs, taboos, symbols, behavioural patterns, traditions, sex roles and knowledge of the world's peoples, economies, environments, and political and social system, and their interdependence; gain understanding of culture, its values and norms and differences between cultures. secondly, intrapersonal competence dimension includes perspective-alteration, self-reflection, role-taking, problemsolving, culture-detection, axiological distance, emotional skills, adaptability, flexibility, empathy, ethnorelative view. Lastly, interpersonal competence dimension includes interpersonal sensitivity, communication competence, situational sensitivity.

This study also adopted the relational model of intercultural competence in order to exploring intercultural competence which students' of transnational higher education institutions developed in relation of the demonstrated certain outcome.

In the second part of Chapter 2, I present a framework for understanding and analyzing the transnational higher education institution, which is the head of this study. First, I explored the concept and type of transnational higher education, and I understood the IBC of this study and explained why intercultural competence should be sought and pursued in transnational higher education. Transnational higher education has an intercultural context that is derived from this cultural diversity on the overseas branch campus because the education system, the education culture, and the education that people move across national boundaries. In this intercultural context, intercultural interaction takes place and it is necessary to understand the intercultural competence as a process and result.

CHAPTER 3 Methodology

Chapter three illustrates the research design and method used to address the research questions on the intercultural competence at transnational higher education context. This chapter contains a description on the appropriateness of the method and design, the institutional context, and participants for this research. Also, a description of data collection and analysis is included in this chapter. Lastly, research ethics and the issue of validity were addressed.

3.1 Research Design

3.1.1 Appropriateness of Qualitative Research

The purpose of the research was to explore intercultural educational experience of students who studies in transnational higher education institutions and find out their intercultural competences that were developed trough educational experiences. Qualitative research concerns striving to understand meaning, and understanding of what is occurring. Qualitative research is more appropriate for thorough exploration and rich descriptions (Creswell, 2013). When a study strives to understand meaning of lived experiences, compares perspectives, processes, or outlooks of a culture or group, rather than focuses on quantities and numerical information, the viewpoint of the research is qualitative. Qualitative study allows for in-depth study to discover the meaning of peoples' lives, represent their perspective, and contribute insight into emerging concepts (Yin, 2011). Qualitative designs pursue knowledge

that fosters understanding of an individual, or group' s perspectives or experiences. Patterson and Krouse (2015) note a qualitative design allows for a comprehensive summation of phenomena. Individuals shared their perspectives, actions, experiences, and their meaning. Interpretation of a unique group' s perspectives required a qualitative design.

The purpose of this research is to explore, in the setting of transnational higher education, how students experience their learning in perspective of intercultural competence and how they recognize intercultural competence required in their lives regarding specific situations. In the past, in the field of higher education, intercultural competence has been studied through diverse research methods. Many scholars have focused on developing conceptual frame of intercultural competence to apply and evaluate them to general students in the field of education through conducting mainly quantitative research in large number of research subjects. However, it is difficult to find out the specificity on how intercultural competence experienced, perceived and developed on certain context or situation by these quantitative approaches.

For instance, a quantitative research on intercultural competence development was mainly used to examine the effectiveness of programs as well as to examine the relationship among factors influential on such programs. Pillay and James(2015) conducted a survey among students to explore, in the intercultural educational environment, how students recognize the effectiveness of face-to-face learning and blended learning in terms of intercultural competency development.

Also, Stebleton, Soria and Cherney (2013) explored the relationship between five different types of travel/study abroad participation and college students' development of global and intercultural competencies

through the survey for undergraduate students across twelve large, public universities.

Carter-Merrill (2007) focused on the relationships between students' background characteristics, precollege experiences, college experiences, and the development of ICC, as also measured by a survey.

On the other hand, qualitative inquiry that focuses on emergent understanding and perspectives based on participants' experiences. Friesen and Ingram (2012) explored Canadian engineering employers' perceptions of and experiences with internationally educated engineers (recent immigrants to Canada) employed in their organizations from a perspective of intercultural competence.

Also, Williams (2009) provided a reflective model of intercultural competence by conducting a qualitative research. This qualitative method made participants to reflect and contextualize their experiences, so that the students themselves articulate their own growth towards intercultural competence These qualitative researches on intercultural competence provided more rich data to illustrate and demonstrate what participants gained in the specific context.

This research initiates based on the prerequisite that intercultural competence is an important ability required for living in a multicultural society. In particular, taking into consideration that there is an exclusive learning context where intercultural competence can be developed, the purpose of this research was to explore how undergraduate students' educational experiences at transnational campuses and signify intercultural competence in their learning process. To emphasize the significance of individual experience, a qualitative research method was selected in this research. Namely, an approach was made not only to understand the environment and context in which the main agents acquire such experience, but also explore subjective

perceptions and meanings through such understanding.

3.1.2 Institutional Context

Since 2005, the project to attract foreign universities has been promoted under the leadership of six Free Economic Zone Authorities under the auspices of the Ministry of Land, Transport and Maritime Affairs. However, except for one university in Busan, the Incheon Free Economic Zone Authority' s Songdo Global University Campus (SGUC) project can be seen as a representative example of attracting overseas universities.

The Incheon Global Campus project to attract overseas universities is not to support exchange of overseas universities with domestic institutions or to award diplomas that distinguish them from the university, but to establish an Extended Campus for overseas universities. Therefore, the Incheon Global Campus students who graduate from overseas universities who are residing in Korea will be awarded with the same degree as the home university, not a Korean campus degree.

For this reason, it is required not only to obtain approval from the government of the country but also to receive the approval of the Ministry of Education of Korea. Therefore, it is characterized by complex procedures and long period of effort similar to establishment of a general university in Korea. Attracting foreign universities is of primary importance in establishing a global educational infrastructure, but it is also a bridging bridge between foreign countries and Korea. For example, as a result of the opening of Ghent University in global

campus, there has been a significant increase in exchanges between Belgium and Korea, and the agenda of the two countries is always covered by the Ghent University.

In this context, I selected four transnational higher education institutions in which learners are located in a country other than the one in which the awarding institution is based: State University of New York Korea, University of Utah Asia Campus, George Mason University Korea, and Ghent University Global Campus based on the criteria.

In this study, the case selection is purposeful. I particularly looked for a so-called 'typical' type of transnational higher education institute, such as international branch campus which has physical presence.

The reason is that this type of transnational higher education mainly generates intercultural interaction among faculty, student, and system. Another reason is that this type of transnational higher education program identifies goal, vision and curriculum for education compared to single cultural exchange program or degree program.

Considering these reasons, I selected four transnational higher education institutes in which learners are located in a country other than the one in which the awarding institution is based: State University of New York Korea, University of Utah Asia Campus, George Mason University Korea, and Ghent University Global Campus.

(1) State University of New York Korea

SUNY Korea was established in March 2012 as the first American university founded in Korea's city, Incheon Songdo. It is also the first global campus inaugurated at the Incheon Global Campus and of SUNY and Stony Brook University (SBU) built outside of the US in an effort

to provide global education to students. Every year, SUNY Korea continues to expand its program offerings in a variety of academic fields such as engineering, fashion, science, and more.

Currently, SUNY Korea is offering undergraduate and graduate degree programs in Computer Science, Mechanical Engineering, Technological Systems Management, Applied Mathematics and Statistics, and Business Management from Stony Brook University (SBU) and Fashion Design and Fashion Business Management from Fashion Institute of Technology (FIT). The students in these programs have a chance to take courses both in Korea and the US. To ensure identical quality of education, all program courses are the same as that of the home campuses and taught by their faculty. Upon graduation, all students receive a diploma issued by their respective institutions.

To accommodate students from around the globe and to make their college life memorable, SUNY Korea offers affordable on-campus housings, a wide variety of scholarships, and student activities. Students also have opportunities to form a global network with students from neighboring universities on the Incheon Global Campus.

(2) University of Utah Asia Campus

The University of Utah Asia Campus is founded at Incheon Global Campus. Students from around the world have convenient access to the University of Utah's faculty, staff, and academic culture at the Asia Campus. The University offers several undergraduate and graduate degrees to students from around the world. Currently, the University of Utah Asia Campus offers five undergraduate majors in communication, psychology and social work, films & media arts, urban ecology and one graduate major in public health.

All students at The University of Utah Asia Campus receive a University of Utah degree, while being taught and mentored by qualified faculty appointed at the University of Utah in South Korea. The undergraduate students will spend three years studying at the University of Utah Asia Campus in South Korea, and one year studying in the Salt Lake City campus in Utah. Graduate students will also spend one year at the Asia Campus and one year in the Salt Lake City campus to complete their degrees.

(3) George Mason University Korea

George Mason University founded their extended campus in 2016 in Incheon Songdo, South Korea. It is the fundamental goal of George Mason University to prepare its students to be critical thinkers and active citizens who have the skills and knowledge-base to make a lasting contribution to society.

In fall 2016, the number of enrollment is 290 including 172 female and 118 male and among them 28 students are international student. Students at George Mason University Korea will literally enjoy a world of opportunities. This unique program is based in two dynamic nations (Korea and the United States) on campuses less than an hour away from two national capitals (Seoul and Washington, D.C.). One of the many attractive features of the academic program is that students will spend several semesters at Mason's main U.S. campus in Fairfax, Virginia. All courses are taught by Mason credentialed faculty. Faculty for the program is drawn from Mason's distinguished professoriate, which includes senior Mason faculty who come from the US to teach and do research at George Mason University Korea and they are joined by outstanding colleagues from around the world. Students will receive

the same George Mason University degree as students who spend all four years on one of our three US campuses.

The mission is to prepare a diverse student body to succeed in a global environment. Through the faculty' s creation and dissemination of knowledge, practice, and pedagogy, the university enable students to develop analytical and communication skills and to practice ethical behavior.

(4) Ghent University Global Campus

Ghent University is the first European university to become part of the Global Campus in Incheon, South Korea. Incheon Global Campus was established with the aim of producing next-generation global talents that will lead the world' s industries based on knowledge, culture and arts. The IGC hosts a total of 10 world-leading universities to offer premium higher education to domestic and international students and attract outstanding students from abroad. Ghent University Global Campus offers three bachelor degree programs: Molecular Biotechnology, Environmental Technology, and Food Technology.

Ghent University Global Campus offer English-taught courses and same degree as main campus. Graduates of Ghent University Global Campus will receive the same "Bachelor of Science" degree as the main campus. The three educational programs are focused on the fields of study in the categories of science, technology, engineering, and mathematics. From day one, students focus on these fields of study which will give them a competitive advantage in their future careers in industry or as master student and researcher. Students in their 4th year will mandatory spend one semester at the main campus.

The characteristics of four universities are suggested as below <Table 2>:

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<Table 2> The characteristics of four universities

Category	State University of New York Korea	University of Utah Asia Campus	George Mason University Korea	Ghent University Global Campus
Curriculum	·Same curriculum as home campus ·The Program in Academic English ·1 year studying at home campus	·Same curriculum as home campus ·1 year studying at home campus ·Global Citizenship Certificate	·Same curriculum as home campus ·1 year studying at home campus ·Common subjects: communication, global understanding, art, and literature	·Same curriculum as home campus ·1 year studying at home campus ·English is main language in curriculum
Educational Environment	·Sharing square, gym, library, and hall ·communication lounge ·innovation lab	·Sharing square, gym, library, and hall ·student lounge	·Sharing square, gym, library, and hall ·student lounge	·Sharing square, gym, library, and hall ·student lounge
Student Activity	·Various Club Activity ·Learning Korean culture and language through volunteering activity	·Various Club Activity ·Peer mentoring ·RA(Resident Advisor) activity	·Various Club Activity ·Cultural exchange ·international peer mentoring program	·Various Club Activity ·Cultural Festival
Population	·40% of Korean student 60% of International student ·faculty from home campus	·60% of Korean student 40% of International student ·faculty from home campus	·90% of Korean student 10% of International student ·faculty from home campus	·60% of Korean student 40% of International student ·faculty from home campus

3.1.3 Participants

In this research, a strategic sampling method was used to select the research participants. Such strategic sampling method forms a contrast with the probability sampling method usually used in a quantitative research, and is a method used for selecting the research participants capable of comprehensively solving research problems within the appropriate scope. Research participants are classified in two groups. First group is students group and the second group is composed of member of staff in these institutions.

The criteria for selecting the research participants of first group were as follows: first, undergraduate students who attend the transnational higher education institutions in Incheon Global Campus and who acquire educational experiences more than 1 semester and participate in diverse extra curricular or students' activities were selected.

Second, individuals capable of well delivering their thoughts and experiences based on not only their abundant experience in interacting/cooperating with people with different cultural backgrounds, but also their background knowledge on intercultural characteristics were selected as the participants. based on such criteria for selecting the research participants, in this research, 10 undergraduate students of 4 transnational campuses in Incheon Global Campus, South Korea were selected as the research participants, and a total of 10 sessions of in-depth face-to-face interview were conducted in May 2017. The characteristics of the research participants who participated in this research were as follows.

<Table 3> Characteristics of Participants : group 1

Participant	Affiliation	Major	semester	Gender
A	State University of New York Korea	Computer Engineering	1	female
B	State University of New York Korea	Computer Engineering	2	female
C	State University of New York Korea	Technological Systems Management	3	male
D	Ghent University Global Campus	Science Molecular Biotechnology	1	female
E	University of Utah Asia Campus	Communication	4	female
F	University of Utah Asia Campus	psychology	1	female
G	University of Utah Asia Campus	Communication	1	female
H	George Mason University Korea	Economics	3	male
I	George Mason University Korea	Economics	2	female
J	George Mason University Korea	Economics	2	female

Student participants are 10 and they are affiliated to university in Incheon Global Campus: State University of New York Korea, Ghent University Global Campus, University of Utah Asia Campus, George Mason University Korea. 8 in 10 participants are female and two participants are male. Their nationality is South Korea and they have immigration background. Their experiences in aborad were various from 1 year language study to 8 years to 13 years.

Specifically, the migration background of the study participants is as follows. Participant A participated in a language training program in the United States for one year at elementary school and participant B graduated from middle and high school in England. Participant C participated in elementary school for two years in the United States and participant D lived in the United States for one and a half years for elementary school to learn language. Participant E, who lived in Singapore for nine years, graduated from middle and high school and transferred to this campus after attending Singapore University for two years. Participant F lived in the United States for about five years, when she were in middle and high school. Participant G was born in the United States and returned to Korea one year later. She went to elementary school in England for two years because of the parents' move to overseas branch office. Participant H lived in Canada for three years and graduated from high school. Participant I graduated from high school in the United States. Researcher J went to Canada when he was 4 years old and went to Canada from the first grade of elementary school to the second grade of high school. She studied the university in the United States for a year and then transferred to this campus. Although the country, period, and time of migration were all different, the participants all had backgrounds of migration in English-speaking countries (including Singapore). Their majors are various from science such as computer engineering, technological systems management and science molecular biotechnology to social science such as economics, communication, and psychology.

In order to obtain deeper understanding of students' perception of intercultural competence in transnational higher education institute, I selected second research participant group of staff to supplement interview findings of students. Based on a review of literature and the

focus of the research questions, I determined the criteria of the second group of participant' s selection. At the first time, the first criterion is that participant is the staff of the selected universities who has a knowledge and experience on transnational higher education sector. Specifically, I selected the second group participants who have experienced educational practice and overall administration in transnational higher education institutions.

<Table 4> Characteristics of Participant : group 2

Participant	Affiliation	Status	Career
1	A University	Staff	Admission and Enrollment Academic Affair
2	B University	Staff	Admission and Enrollment
3	C University	Staff	Admission and Enrollment
4	D University	Staff	Academic and Student Affair

The reason for using interviews with staff members as supplementary data for this study is that they do not only look at the educational experiences of students as formal learning in class but also from various aspects such as student activities, program participation, and dormitory life. Four campuses, which are the research field of the study, opened in 2012 and have a very small number of students compared to domestic universities in Korea. Therefore, the interaction between staff member who manage students' program and students is frequent and campuses provide various program and support students' activities for enhancing cultural adaptation and cultural exchanges. In this context, I tried to improve the validity of interpretation of students' educational experiences by crosschecking with mentions of

staff members of these campuses.

3.2 Data Collection and Analysis

3.2.1 Data Collection

This study uses triangulation by doing interviews and analyzing data regarding on students' educational activities to explore their intercultural experience and perception on intercultural competence. Triangulation involves using multiple perspectives to interpret a single set of information. This study added interviews of administrative staffs of the institutions to examine participants' educational engagement.

Collected documents were used to supplement interview findings. The documents include printed documents as well as electronic resources from the websites. Since the topic of transnational higher education is comparatively new, newspaper articles, program homepage, and program brochures were also used in addressing research questions.

This study uses in-depth interviews as a primary method for data collection. Interview is used as a method for examining and collecting the experiential story-based data from the participants who serve as the sources that allow an abundant and in-depth understanding of the involved phenomenon. In addition, interview can be used as a tool for developing an I-thou relationship with the interviewees as to their experiential significance (Manen, 1990).

The interview questions are open-ended and semi-structured so that the interviewee can reconstruct his or her experience within topic under study (Seidman, 1991). Bogdan and Biklen (1998: 2) indicated that the flexible nature of interview allows the participants to answer from their own frame of reference rather than from one structured by prearranged questions. The flexible nature of interviews, including the

change of interview questions during data collection is also considered as an advantage of the in-depth interview.

The in-depth interviews were conducted by the Kvale's (1996) seven stages; thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting (see <Table 5>).

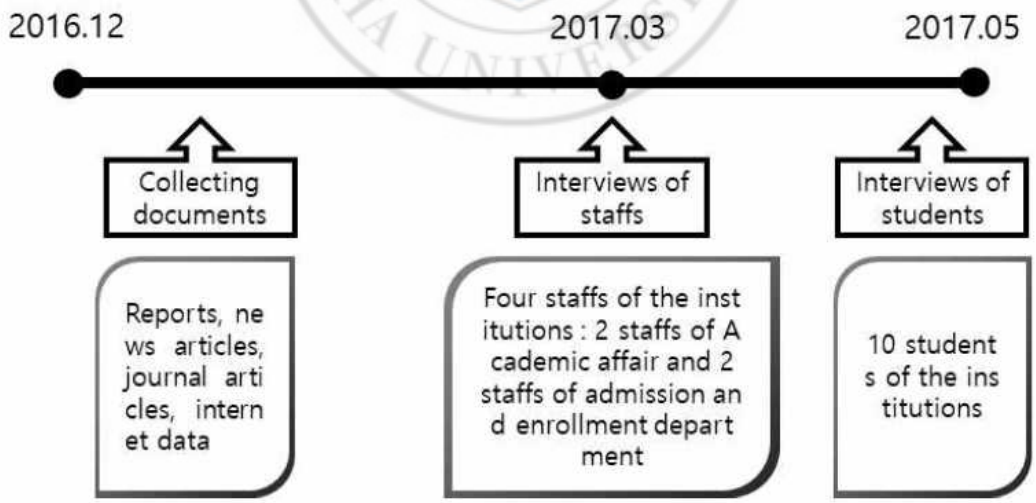
<Table 5> Kvale's seven stages of in-depth interview

Kvale's seven stages of in-depth interview		
1 Stage	Thematizing	to clarify the purpose of the interviews
2 Stage	Designing	to design a way to elicit this information through the interview process
3 Stage	Interviewing	to listen and observe as you guide the respondent through a conversation until all of the important issues on the interview guide are explored
4 Stage	Transcribing	to create a verbatim text of each interview by writing out each question and response using the audio recording
5 Stage	Analyzing	to identify themes emerging from the respondents' answers
6 Stage	Verifying	to check the credibility of the information gathered and a method called triangulation is commonly used to achieve this purpose
7 Stage	Reporting	to share results from the in-depth interviews with internal and external stakeholders through a written or oral report

The data collection lasted for approximately 6 months from December 2016 to May 2017. Data on the educational activities demonstrated by the transnational higher educational institutions selected from 2016

were collected through the internet and field survey. This advance data collection included an interview with administrative employees from each institution. This interview was conducted to enlarge the researcher's understanding of the research participants' experience through confirming not only the curriculums demonstrated by the transnational higher educational institutions, but also the student activities executed in such institutions.

After collecting the data on the field of education where the transnational higher educational institutions are involved, an in-depth face-to-face interview with the students were conducted for 2 months from April 2017 to May 2017. One interview session lasted for approximately 40-60 minutes, and the interview process was recorded under the consent of the researcher. In addition, taking into consideration not only the rapport formation between the researcher and the research participants, but also the balance of data per each research participant, the interview was conducted individually. The outline of such data collection is as shown in [Figure 6].



[Figure 6] Outline of Data Collection

Before starting interview, I explained to all the participants about the use of the recorder and the confidentiality of the data. It is critical to receive permission for recording by explaining the purpose of recording.

In-depth interviews were conducted in cafeteria and student lounges in Incheon Global Campus. Interview questions is composed of personal information, academic activity, student activity, and intercultural practice. The question is semi-structured question and was asked followed the interview guideline. However, In the process of in-depth interview, the sequence of the questions was changed and interview questions also were changed by the situations. The outline of semi-structured interview questions were as followed <Table 6>.

<Table 6> Outline of Interview Question

Question	Participants Group 1	Participants Group 2
Personal Information	Migration background Major, Gender, Age, Motivation	Career Status
Academic Experience	Classroom practice : group work, discussion, presentation Educational experience Exam	Curriculum Students' performance Other programs Localization
Student Activity	Club & activities Living on campus	Student' activity Campus environment
Intercultural Practice	Relationship Collaboration Cultural diversity	Intercultural program

In-depth interviews began with questions about their personal characteristics at the stage of understanding the students who participated in the study. First, I looked at my personal motives for choosing transnational higher education, and then asked about the strengths, weaknesses, difficulties, and coping processes that they felt in thier experiences. Also, in order to interpret the practice of intercultural interaction in educational experiences, I focused on various educational activities and change of perception in this process. In addition, perceptions of intercultural competence perceived by undergraduate students of these campuses were examined and interpreted through their educational experiences.

3.2.2 Data Analysis

Coding is a general term that refers to diverse processes including disassembly, conceptualization and re-arrangement of data. In such instance, open coding is a coding method used for expressing data or phenomena into a form of concept (Stake, 1995). The codes acquired through such open coding were arranged and a category was formed based on such arrangement.

The information recorded during the in-depth interview was converted into transcribed data and translated in English by third person, and such transcribed data were analyzed. At first, in-depth interviews were conducted in Korean to promote understanding between the researcher and participants and to enable participants to explain their experience more in detailed. The reason that third party translated the transcription is to prevent deterioration of the interview

data by preventing the researcher's point of view or interpretation from being entered during the translation process. All the information were concealed according to the principle of confidentiality of the research participants should be anonymous.

In the process of analyzing such data, the recorded files were repeated played and the information was classified per each significance through the re-writing process. As a result of classifying the experiences from the transcribed data into each significance and topic, the researcher not only extract the words and phrases that can be used to generate a significance unit, but also examined the significance of such words and phrases. The researcher extracted, from the transcribed data, the words and phrases that can generate a significance unit through the classification.

In Chapter 4, to draw various aspects of educational experiences, the first research problem set in this research. In addition, how intercultural competence shown through experiences is recognized, the second research problem, was interpreted.

Hernandez (2010) noted that data analysis needs to be done by the researcher because immersion in the data is essential for the researcher to discover codes that emerge from the data, and that analysis should be done from the moment the first interview begins until it ends. Data gathering, and analysis occur simultaneously in constructive design using comparative analysis to validate data (Charmez, 2006).

According to Stake (1995), qualitative research requires a special emphasis on interpretation. Being in the field for interview enables the researcher to record objectively what is said and simultaneously examines its meaning. Some researchers might misinterpret data from interview and create different meaning for it. As an effective guideline

for the analysis of data, I follow the five primary steps that Stake (1995) proposed. First, review raw data under various possible interpretations. Second, search for patterns of data whether or not indicated by the issues. Third, seek linkage between program arragements, activities and outcomes. Fourth, draw tentative conclusions, organize according to issues and organize final report. Fifth, review data, gater new data, deliberately seek disconfirmation of findings.

After transcribing all the interview data, I started with a summary of the findings of each sub-case. This summary contains the code of participant, the time and location of the interview.

According to the above strategies of Stake (1995), transcribed interview data were coded by paragraph and identified with categorization. After that categories were narrowed down for sub-codes under the major code categories by themes. For the student respondents, personal information such as migration background, age, and gender is provided to illustrate their experiences in transnational higher education institutions.

In chapter 4, students' educational experiences in transnational setting were categorized into three themes and each theme has three sub-themes. In chapter 5, the researcher tried to interpret students' perception regarding to intercultural competence through analyzing their educational experience. Thus, students' perception were described as three main themes and each theme has three sub categories.

3.3 Ethics of the Study

Cohen et al (2011) state the researcher has a moral and intellectual responsibility to ensure the validity and reliability of their research. Formal written approval was obtained from the researcher' s university ethics committee. The Institutional Review Board of Inha University advice about ethics was also acknowledged in the work: the voluntary participants were informed of the study' s aims, the potential risks associated with collecting personal data and the use of a voice-recorder for the interviews, and measures were taken to avoid these risks.

Anonymity was assured by use of a system of mixed-number coding to safeguard and conceal their identity, ethnicity and university. The only link between the demographic and interview data was a common code number. All data held on computer complied with the requirements of the Data Protection Act 1998 and were password protected. The demographic questionnaires and consent forms were stored in a locked drawer. Interviewees' permission was gained to read, comment on and/or amend statements on their transcripts, which were sent via email for verification to ensure rigour.

In this research, the data collection was conducted through an in-depth interview with university students from 4 transnational higher education institutions located in Incheon. Since it is necessary for an interview to select human beings as its interviewees, the research participants' rights were protected to the maximum extent possible. In addition, as far as the research participants were concerned, the researcher sufficiently considered ethics as well.

Initially, prior to the interview, this research was sufficiently

explained to the research participants. After having the research participants sign the research participation consent form(2 copies) prepared by the research in advance, the researcher and research participants were provided with a copy each. The research participation consent form specified not only the purpose of this research, but also that any research participant who decides to not or no longer participate in the interview will be authorized to not or no longer participate in the interview, and that all the interview participants will be provided with a small honorarium. In addition, it also specified that the data acquired through such in-depth interview will not be used to serve any purposes other than this research, that the research participants, anonymity will be guaranteed, and that the research participants will be exposed to no future disadvantages. It was explained that the research data acquired through such in-depth interview will be disposed of after a set amount of time, and that the research participants have rights to not respond to the questions asked during the interview.

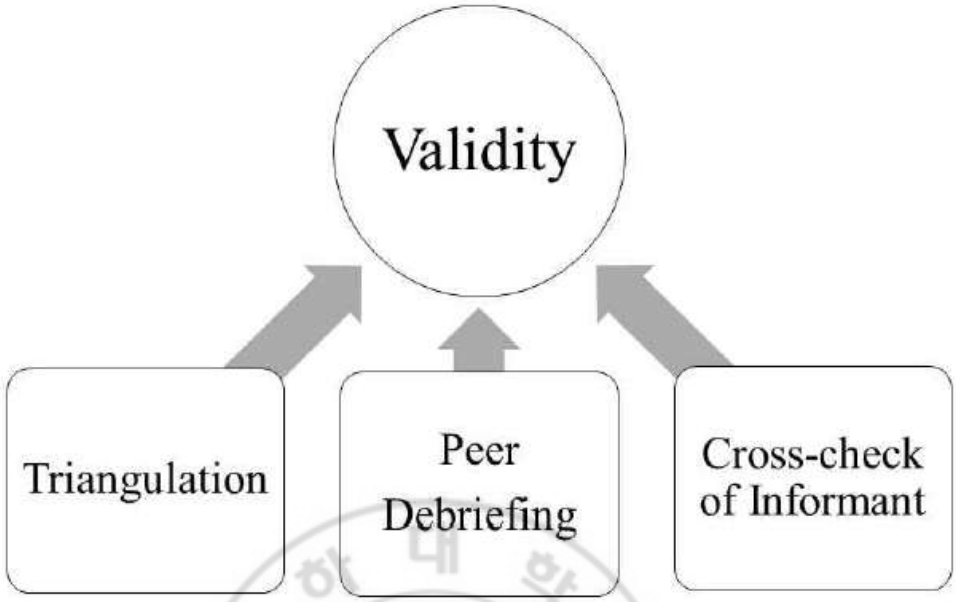
This research was approved by the IRB(Institutional Review Board)of Inha University Hospital, and its IRB Number is 160527-2A. The research participant consent form included the followings: research details, research methods, research ethics, in-depth interview details, etc..

3.4 Validity Issue

According to Maxwell (2005), validity deals with issues of correctness and credibility of a description, conclusion, and interpretation. To avoid validity treats from researcher's personal bias, three strategies as Maxwell (2005) argued will be used to decrease this validity issues. The strategies are triangulation, peer review and comparison.

Also, Lincoln and Guba (1985) provided five strategies to evaluate trustworthiness, credibility, dependability, transferability, and confirmability. Initially, it is possible to acquire reliable knowledge based on the triangularization among steady observation, diverse methods, research and data. Secondly, having periodic meetings with people who are not directly related to one's research helps reveal weak points and verify hypotheses and intermediate results of one's research. Thirdly, analyze the cases that do not satisfy set hypotheses. Fourthly, set the standards suitable for interpretation and evaluation. Fifthly, to confirm the conversation-based validity, meet up with the information provide and verify the validity of data and interpretation (Flick, 2009).

In this research, the following 3 verification procedures were executed to secure the reliability of this research [Figure 7].



[Figure 7] Methods for Validity

First, triangulation adds rigor, breadth, complexity, richness and depth to inquiry (Denzin & Lincoln, 2007). In this study, data were collected via recorded interviews, and documents including printed documents as well as electronic resources from the websites. Since the topic of transnational higher education is comparatively new, newspaper articles, program homepage, and program brochures were also used in addressing research questions.

In addition, in order to increase trustworthiness and provided a more rich picture, this study added interviews of administrative staffs of the institutions to examine participants' educational engagement.

Second, through peer debriefing, I discussed findings with colleagues who are familiar with this topic to help me to examine the raw data and assess whether my interpretations based on the data are believable. In the phase of planning the thesis, the goodness-of-fit and

reliability of this research was reviewed through an interview with the academic advisor. Not only such interview was executed weekly, but the process of this research was presented through the academic community seminar held in the laboratory. In addition, starting with the propose of the thesis, the thesis progress was disclosed monthly through the academic community seminar, and the thesis was modified and complemented through debating with designated debaters and collecting colleagues' questions and opinions.

Thirdly, to verify the accuracy of data and the validity of interpretation, the research transcribed the recorded interview file and provided the results to the information providers. Through this process, the information providers not only confirmed whether or not their provided information was accurately delivered, but also corrected the incorrectly delivered information and added an additional explanation to clarify the unclear matters. This process was executed through emails.

CHAPTER 4. Aspects of Educational Experiences

This research illustrates what types of educational experiences are experienced by university students enrolled in transnational higher educational institutions located in Korea in such educational environment. Transnational higher education is a relatively unfamiliar concept. From students' perspectives, it refers to higher education in which students receive foreign or partly foreign education without having to move abroad. Not only the overseas educational system is transferred, but also contents and members of the overseas educational institution such as administrators, staff, and teachers and students as well are transferred. Thus, educational environment where members with diverse backgrounds are able to interact with each other is established.

In such transnational educational environment, it is necessary to take into consideration that diverse learning experiences experienced by undergraduate students including the intercultural aspect. In this research, an open coding method was used to reveal the concepts and categories related to students' educational experiences. Their educational experiences were explored and categorized. The data acquired from the interview with the research participants were continuously compared/analyzed. Through this process, the concepts were set and the similar concepts were grouped and categorized. Based on the categories set, the concepts were found, developed and coded. Through the process of categorization, the upper categories that include concepts were classified, and the lower categories under such upper categories were classified to sustain the significance of the original data.

As a result, as shown in <Table 7>, the experiences were classified into 3 lower experience topics respectively set under each of 3 upper experience topics.

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<Table 7> Categories of students' educational experience

Theme	Sub-theme	Concept
Motivation to choose transnational higher education	Uniqueness of migration background	Difficulty of adaptation to Korean universities, Insufficient Korean language, Difficulty in entering Korean universities
	Improvement of personal ability	English language skill, Cultural competence
	Institutional and environmental advantage	Low cost, Location, 1 year studying at home campus, US or European education system
Difficulty in adaptation	Difficulty in Academic Adaptation	English skill, Teaching and learning style, Cultural understanding of the case
	Difficulty of social adjustment	Cultural differences between students, Differences in perspective of student differences, Differences in teaching methods, Grouping by background
	Difficulty in adapting to campus environment	Campus culture; membership training, dining together, orientation etc
Process of adaptation and overcoming	Engaging in various activities	Student activities, Extra-curricular activities
	Importance of communication	Communication in dormitory, Conflict prevention through communication, Communication with professor
	Accepting different perspectives	Flexible thinking, Accepting different teaching and learning style, compromise and negotiation

4.1 Motivation to Choose Transnational Higher Education

University students started acquiring their educational experiences as they selected their transnational higher education. In previous studies, motivations to choose transnational higher education include (a)foreign culture and foreign teaching methods, (b) advanced foreign knowledge and concepts, (c) improvement of foreign language ability and cross-culture communication ability, (d) degrees of Chinese partner universities, (e) chances to study abroad, (f) location of programs, (g) degrees of foreign partner universities, and (h) cultivation of an international person. Other pull factors include preparation for further study abroad, labor market oriented majors, easy access and good family background of the students in programs. Through examining their motivation to applying for such transnational higher education institutions, it is possible to not only get a glance of what university students expect from their transnational higher education, but also provide a background that can be used to understand their educational experiences.

In this research, the motivation for selecting transnational higher education was set as the upper category, and the following factors were set as the lower categories which are uniqueness of migration background, language competency, cultural diversity and institutional environment. As a result, the categorization is as shown in <Table 8>.

<Table 8> Motivation to choose transnational higher education

Concept	Sub-theme	Theme
Difficulty of adaptation to Korean universities Insufficient Korean language Difficulty in entering Korean Universities	Uniqueness of migration background	Motivation to choose transnational higher education
English language skill Cultural competence	Improvement of personal ability	
Low cost Location 1 year studying at home campus US or European education system	Institutional and environmental advantage	

4.1.1 Uniqueness of Migration Background

The undergraduate students who participated in this research have migration backgrounds. Their experiences in living abroad, studying abroad and even getting enrolled in overseas universities served as the important motivation for selecting transnational higher education. In particular, when they choose to enter there campuses, they perceived that they might experience difficulty to adapt to Korean university because they have formed different learning culture through their experience on abroad. Also, some participants thought that their Korean language skill is insufficient to study higher education because they have learned basic concept of academic in another language. In addition,

they have had a difficulty entering Korean universities which they want to enter. Particularly, some students who studied secondary education abroad could not prepare to enter Korean universities regarding to entrance examinations.

Participants B , H and J are the research participants who studied abroad longer than other research participants. Participants B, H and J graduated from overseas middle and high schools. The motivation that they applied for an transnational higher educational institution was that they thought that it would be difficult to adapt to the Korean universities. Participant B mentioned that she lived overseas long time so she felt hard to adapt to Korean universities. Participant H also stated that it is not ease to accept culture of Korean universities because he though studying at higher education institution is beyond to prerequisite to get a job.

> "I lived overseas before I came to Korea. Because I lived overseas for a long time, I had too much to adapt to and found it difficult to apply for a Korean university. After hearing about an overseas university in Korea, I applied for it." *(Participant B, 170527)*

> "I thought that culture of Korean universities is like.. Students run into get a job instead of study something deeply. I would like to study my major academically not just for getting job." *(Participant H, 170528)*

Participant J had experience international high school in Korea and she though this school managed in Korean system. In this school she had difficulty to adapt to Korean culture which affected to relationship among students.

> "I used to go to international school for a year in Korea, but since I

never got used to the environment, I thought it would be better to study on my own, prepare for the exam and go to university. Because I never went to school in Korea before, the cultural difference was quite significant. Because I was used to playing with my foreign friends, I was shocked by the jokes Korean friends make and also by the fact that guys hang out with guys and girls hang out with girls(…) As far as the school system is concerned, it was odd that the students had to be quiet when the teacher is teaching. It was difficult to adapt to the pop culture in Korea as well. The things that students talk about were different. Korea has a big market for its idols and pop culture. That seemed to be the main topic they talked about. Because students in overseas countries such as Canada, are very active, they visit places, go to movies and play sports. However, in Korea, the girls mainly talked about makeups and celebrities. The topics they talked about were very different. In addition, I found out that Korean people watch so much TV. They watch a lot of Naver Webtoon and stuff." *(Participant J, 17050)*

In particular, Participant J left canada and came to Korea while she was a high school student and went to international school for 1 year. She said that it was difficult to adapt to the Korean school culture. In particular, she said that it was difficult to adapt to the vertical culture between teachers and students, and that the peer culture. She thought pop culture influenced to students life a lot but this culture is not familiar with herself.

Another common motivation to choose these transnational campuses was related to their Korean language skill. It was difficult for Participant I to speak Korean fluently since she spent most of her school years in an overseas country. Though they are Korean, having a good command of Korean language for higher education is not easy for them.

"I went to high school in a overseas country. I prepared for a Korean university. I applied and got accepted, but I was not confident enough to study in a Korean university. This is because I studied all subjects using English in a overseas country, and I thought I would not be able to do well in writing if I had to write in English..." *(Participant I, 170528)*

"The reason for going to an overseas university in Korea is because my Korean is not fluent enough to take classes in Korean. This is why I was unable to select a Korean university. *(Participant J, 170530)*

Although participant I used Korean language in daily life, participant I mainly studied using English during secondary education, so that it would be difficult to use Korean or writing in Korean used in some parts of higher education. In addition, for the case of participant J, she is unable to speak Korean fluently so it was impossible for participant J to take the high school qualification exam, and this served as a barrier that did not allow participant J to go to a Korean university. The other motivation to choose these campuses was that they could not earn acceptance from Korean universities. Although participant J wanted to go to a Korean university, the high school qualification exam which she took in the United States was not accepted by Korean universities.

"I was home-schooled and passed the school qualification exam in the United States. Not the one used in Korea. The exam is called GED, but I heard that GET is not acceptable in Korean universities. I was told to take the school qualification exam used in Korea, but since I don't known Korean, I was unable to take such exam and was unable to go to a Korean university. That is why I selected this school, and since it is

possible to earn credits and transfer to another school." *(Participant J, 170530)*

To gain better academic opportunities, Korean students choose to study abroad. Parents may also let their children study abroad as a way to send a good university in Korea. However, graduating from a high school abroad does not mean that all of them will enter a high-ranking university in Korea.

"I graduated from a highschool located in Canada. In Korea, I was unable to find a university that I can get into, and there was no university in Korea that I wanted to get into. After hearing about this university, I applied for it without any hesitation and got accepted." *(Participant H, 170528)*

The situation encountered by the students who return migrated to Korea can be seen as the characteristics of their migration background. The following themes serve as the motivation that explains why such students select a university other than Korean universities: They had difficulty adapting to the culture of Korean universities because they have experienced different educational culture in overseas schools. They had difficulty using high-level Korean while solving/conducting difficult problems/studies such as concept, vocabulary and logic in higher education level. Also, they had barriers to enter Korean universities caused by some 'blank' years in education in Korea.

4.1.2 Improvement of Personal Ability

In interviews, participants chose transnational higher education institutions to improve their personal ability. As shown in precedent researches, promoting foreign language competence and intercultural competence served as the motivation that explains why university students select transnational higher education. In this research, participants had motivation to improve English skill and cultural competence though studying at transnational higher education institutions.

The four branch campuses within the Incheon Global Campus in Korea provide education across the national boundary. Therefore, not only all their curriculums provided are identical to those provided in their home campus located in the Unites Status or Belgium, but also their teaching staff is exchangeable. All the educational contents are provided in English, and all the classes are taught in English. University students who select such transnational higher education expect to better their English skills.

> "Because all the classes are taught in English, the vibe itself is very foreign and I thought that I would be able to better my English significantly." *(Participant B, 170527)*

> "I thought that it would be better to be taught in English as to the curriculums provided in universities although my English is not that fluent. So I had my expectations." *(Participant H, 170527)*

Although participant B graduated from middle and high schools located in an overseas country, she had desires for enhancing her English skills because English is not the first language. Participant B had expectations to better English skill since all classes in this campus are taught in English and there are a lot of foreign students. In addition,

those students with migration background were quite comfortable with English. Participant H said that he is not fluent in English, however he thought that it would be more comfortable to learn in English than in Korea.

University students selected transnational higher education not only because of their desire for enhancing their language competence, but also because of their desire for cultural competence. The research participants preferred the environment of transnational higher education where diverse cultures can be approached. Participant B was aware of the members' diverse backgrounds. Although approximately 70% of the students of campus are Korean, she thought that it would be possible to acquire cultural knowledge through their experiences since more than half of them had experience of living abroad.

> "I believe that having a lot of foreign friends means having a lot of opportunities to experience diverse cultures. That attracted me the most." *(Participant A, 170527)*

> "Although 70% were Korean students, since half of them had experience of living abroad, I believe that I learn a lot from their experiences even though these students are not actual foreigners." *(Participant B, 170527)*

The research participants thought that being able to exchange cultures with the members with diverse backgrounds would serve as a strength in order to enhance cultural competence. In addition, being able to interact actively with students from diverse background can be one of advantages to improve cultural competence. was one of the motives for selecting transnational higher education. Participant E focused on the fact that she can exchange culture with students of this

campus. Also, participant G mentioned that she can make interaction with foreigners within this environment. Participant F explained that her main motivation for choosing this campus is being able to interact with foreign friends.

> Going to an overseas university in Korea would mean that there will be foreign students and professors. I was able to make friends from diverse countries as I stayed abroad. Because there are diverse cultural exchanges, I thought that I would be able to continue cultural exchanges in Korea, and that this would serve as an advantage if I happen to go work overseas. I though that this would be an opportunity to learn new cultures, and that I would be given more opportunities." *(Participant E, 170527)*

> "What I expected the most is that the educational system designed by the United States would allow me to interact with foreigners more actively." *(Participant G, 170527)*

> "I used to live in the United States before I came to Korea. The main purpose for selecting this school was to use English to interact with foreign friends." *(Participant F, 170527)*

Improving English skills and cultural competence was found as crucial motive to choose these campuses. The economic, political, and socio-cultural dimensions of globalization have promoted the use of English as a language for communication among individuals or groups who do not share a common language. Also, globalization facilitates interaction or communication among people from different backgrounds. In these social requirements, participants perceived environments to use English and meet foreign students of transnational campus as

advantages.

4.1.3 Institutional and Environmental Advantage

The institutional and environmental aspects of transnational higher education serve as one of the motives that explains why university students select this school. In aspect of institutional advantage, participants chose the transnational campuses with motives of curriculum including the factors of one year studying at home campuses and providing U.S or European education system. Also, in aspect of environmental advantages, participants had motives to choose transnational campuses which are low cost and its location.

First of all, participants thought that 1 year studying at home campus is advantage of studying at transnational higher education and they also thought that they get education from the U.S or Belgium. This means that they can experience different style or quality of education from Korean universities.

The students who go to the 4 transnational higher educational institutions located in Songdo, Incheon are required to complete an year of their 4-year curriculum at the home campus located in the United States. A member of the teaching staff from the A university who participated in an interview explained the purpose of the 1-year exchange program by saying, "First of all, it would not make sense to visit the home campus if you are being granted a degree from the United States. Secondly, another purpose is for the students to properly experience what diversity is. In the academic perspective, as I mentioned earlier, it could be an opportunity for the students to compensate for their lacking liberal arts." The fact that the students

are able to study at the home campus located in the United States had a positive influence on their decision of selecting transnational higher education.

> "In my case, I went to international middle and high schools located in Korea. I applied for a number of universities located in the United States and in Korea. My parents told me that this school operates based on the overseas educational system and that this school includes a year of curriculum taught in the United States. That is the reason why I came to this school." *(Participant G, 170527)*

> "Although the actual campus is located in Korea, the condition that I get to study at the home campus located in the Unites States for a year allows me to apply for this school since it could be an opportunity for me to make my way overseas." *(Participant B, 170527)*

Participant B recognized a year of studying at the home campus located in the United States as an opportunity to make one's way overseas. Actually, through an interview with a member of the teaching staff from the B university, it was confirmed that the students return to Korea after building diverse careers through the 1-year exchange program.

> "Some students work as interns in the United States and some students complete their internship within one year. Since there are two vacations throughout the year, those who go early spend 3 vacations in the United States. The students travel a lot. They acquire proper experiences." *(Paricipant 1, 170426)*

One research participant said that the reason for selecting this school

is because it provides diverse experiment-based sessions in comparison to other Korean universities located in Korea.

> "I focused on the fact that, different from the Korean universities, it provides diverse experiment-based sessions that would allow me to learn more." *(Participant D, 170527)*

Environmental aspect such as coat and location also affects the motive of participants. The cost is more advantageous in comparison to the universities in the United States. Since Korean students with Korean nationality do not hold US citizenship even after they graduate from a high school located in the United States, they are required to pay the school expenses to be covered by international students. However, going to a US university located in Korea requires relatively low school expenses because they pay fee of the local student.

> "I liked this major, and it costed less than studying abroad.." *(Participant A, 170527)*

> "I wanted to go to high school and university in an overseas country, but the school expenses were too high. After hearing about the overseas university campus located in Korea, because the school expenses were relatively low and I was able to receive scholarship, I decided to come here." *(Participant F, 170527)*

> "In the process of preparing for a university located in the United States, I applied for many scholarship programs, but they did not work out. I found out about the US university located in Korea, and I was not only able to receive scholarship, but also accepted by this school." *(Participant I, 170527)*

I would like to go to this school. The problem is that the cost is a bit expensive, and I have not decided what I should do for my junior and senior years. Because the cost is expensive in the United States, I' m not planning on returning to the United States (…) My first reason was because the school expenses were lower compared to the main campus. The expenses were only 1/3. In addition, since can work in Korea, I am able to earn my school expenses. However, going abroad with F1 VISA means that no working is allowed. Such reasons led me to this school." *(Participant J, 170530)*

Participants A, F, I and J all said that they selected this university because of its low school expenses. They focused on that this university is located in Korea and that the school expenses are lower in comparison to studying abroad at an overseas university. In addition, a scholarship served as one of the motives for selecting this university. Participant I said that Participant I applied for a number of scholarship programs provided at US universities, but because they never worked out, Participant I selected a US university located in Korea that provided a scholarship. Participant J mentioned that Participant J would be able to work legally as Participant J goes to a university in Korea. Participant J said that going abroad with F1 VISA to go to a university located in the United Status means that it would be difficult to earn one' s school expenses because such VISA will not allow Participant J to work legally.

Going to the Korean campus of a university located in the United States served as an advantage for some research participants. Participant D said that one' s parents were not positive about Participant D studying abroad alone Because Participant D is a female, her parents worried about her living abroad alone. For Participant E,

having a background of being apart from one's family for a long time as one went to high school and university in an overseas country served as a significant motive. Participant E said that if given an opportunity to stay with one's family in Korea, Participant E would live with one's family and go to university.

> Although the campus is in Korea, I applied for it since the condition of having to study abroad for one year at the campus located in the United States would be a good opportunity to make my way overseas." *(Participant B, 170527)*

> "Since I used to live abroad, I spoke fluent English for a natural sciences major. However, because I am a daughter, my parents did not want me to go to an overseas university. Not alone. although I was a repeat examinee, the results were not that good. So I decided that it would be better to go to an overseas university located in Korea rather than studying abroad or becoming a repeat examinee for another year." *(Participant D, 170527)*

> "I went to an overseas university as I studied abroad, but my parents wanted me to return to Korea and go to university in Korea. Because my parents knew that it would be difficult for me to adapt to a Korean university as we did our research, my parents recommended me to go to an overseas university located in Korea since this would benefit from my experience of studying abroad. That is the reason I came to this university." *(Participant E, 170527)*

It is the unique strategy of transnational higher education that provides the same curriculum as home campus and provides them the opportunity to study one year at home campus. The participants thought that even if they did not go abroad, they could get the same

education as studying abroad, and they considered the one year exchange program as an attractive factor. In addition, because the school was located in Korea, it could be an alternative to parents who have difficulty sending their children to study abroad alone, and their cost was half the cost of this campus, which motivated them to choose this campus.

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4.2 Difficulty in Adapting to University

Adjustment refers to an interaction between individual and environment, and refers to the two processes: a process where an individual changes and adjusts oneself to the given environment, and a process where an individual actively changes the environment to achieve one' s desires (Lee, 2012: 123-124). Namely, adjustment to university refers to the two: a process where the environment and individual interact, and a process where the challenge of starting a new journey begins. Successful adjustment to university refers to a process where socially different student become integrated, participate in university activities, satisfy academic requirements, and have attachment to and show dedication to their university (Mooney, Sherman, & LoPresto, 1991: 3).

Traditionally, Baker and Siryk (1984) divided adjustment to university into the 4 categories: academic adjustment, social adjustment, personal-emotional adjustment and environmental adjustment. Academic adjustment refers to a field of activities related to academic performance such as class ann test, and social adjustment refers to a field of interpersonal relationships shared with colleagues and professors. Personal-emotional adjustment refers to a field where psychological stress is dealt with, and environmental adjustment refers to a field where attachment, dedication and fellowship are developed (Baker & Siryk, 1984). The 4 categories of adjustment to university proposed by Baker and Siryk (1984) were used to construct the sub categories of adjustment to university experienced by the students enrolled in transnational higher educational institutions as follows: difficulties in academic adjustment, difficulties in social adjustment and

difficulties in environmental adjustment <Table 9>.

<Table 9> Difficulty in adapting to universities

Concept	Sub-theme	Theme
English skill Teaching style Learning style Cultural understanding of the case	Difficulty in Academic Adaptation	Difficulty in adapting to universities
Cultural differences between students Differences in perspective of student differences Differences in teaching methods Grouping by background	Difficulty of social adjustment	
Campus culture; membership training, dining together, orientation etc	Difficulty in adapting to campus environment	

4.2.1 Difficulty in Academic Adaptation

The 4 transnational higher educational institutions selected as the research subjects use English as their official language. The academic difficulties experienced by the research participants included English-related difficulties. Participant D experienced difficulties in that the terms studied in Korea had to be studied again in English. Because all the classes were taught using English, some students experienced

difficulties in that English was used to share discussions during class. Since the majority of students were Korean, Korean was used for group discussions, but the groups having foreign students as their members had to use English for discussions. Therefore, it was inevitable for those students not fluent in English to invest their time in enhancing their English aside from their major studying.

> "The subject itself was difficult, but there were language difficulties as well. For example, in biology, the terms I learned in Korean had to be learned again in English, and this process not only took up a lot of time, but also was difficult." *(Participant D, 170527)*

> "All the classes are unconditionally taught in English, but when the students were told to share discussions, most of the Korean students shared discussions in Korean. English was used when there were foreign students participating in the group." *(Participant G, 170527)*

> "Those who are not fluent in English and have not studied abroad experienced difficulties in keeping up with the classes even when the professors provided their explanations in an easy-to-understand manner. The students seemed to be studying English aside from their major studying." *(Participant H, 170528)*

The students not only experienced difficulties because of their lacking English skills, but also experienced difficulties because of their professors' English skills and styles. Participant H said that Participant H experienced difficulties in studying because the terms used by the Korea and foreign professors were different.

> "I prefer foreign professors. Although Korean professors are smart, professional and well-informed, there is a Korean professor whose

English is not very fluent. That Korean professor manages to teach in English. He explains nicely when I visit him separately, but it is just so difficult to understand that professor' s English. Recently, I have adjusted myself to that professor' s English. Even when the same matter is discussed, it is quite difficult to understand it since there is a difference between the English used by foreign professors and the English used by Korean professors." *(Participant H, 170528)*

Although English played an important role in keeping up with the studies, as described by a member of the teaching staff from the C university, speaking English fluently did not always result in excellent academic performance. The research participants experienced difficulties in studying their major. In particular, Participant D experienced difficulties in the experiment-based sessions included in the curriculum.

"Students come from general high schools as well, but the problem is that all the classes are taught in English. There is a course that allows us to get into this school regardless of our English skills. Adjusting to this curriculum is more advantageous to those students with migration background. Because they speak English. However, English is not the only thing that counts when it comes to grades. Those self-initiated students seem to be doing better."

"Studying is still difficult. I still have not decided whether or not I want to change my major. Since economics is close to pure science, there are many things to learn, and most oof the connected subjects are very difficult. Economics is a field of study where there are no fixed answers. That makes economics more difficult." *(Participant H, 170528)*

"I never studied economics in depth. I studied basic economics during my high school years, and I chose to become an economics major because I was very interested in it at the time. The classes cover basic stuff during the freshman year. It is essential to learn things gradually. However, having to deal with difficult stuff in the beginning required me to learn this and that, and not knowing this and that required me to do additional studying, and this was quite difficult." *(Participant I, 170527)*

"Having to participate in too many experiments was very difficult. There were two experiment-based sessions per week. Sufficient time was given and the experiments themselves were very entertaining, but they were a bit difficult. Having to learn in English was difficult since I never studied abroad." *(Participant D, 170527)*

In addition, the research participants experienced difficulties in adjusting to the difference between teaching style and learning style. The difference between teaching style and learning style in transnational higher educational institutions were pointed out in many researches. The Western teaching method heavily considers communication with students and their active participation in class, whereas the Eastern teaching style is a lecture-based format that allows students to develop a passive learning style. Participants H and E pointed out this matter.

Participant H experienced difficulties in adjusting to the class atmosphere where the professor throws a lot of questions at the students and the students are encouraged to actively participate in class. Because Participant H preferred studying and taking exams based on the notes taken during lectures, Participant H experienced difficulties in such class atmosphere where the students were encouraged to actively participate in class.

I cannot really tell the difference since I never received higher education in Korea. Based on what I have heard, its only the professors that talk during class in Korea. I' m not sure whether it is because the number of students is quite small or because of the style of the professors or because it is a US university, but the students seem to participate in class more actively. The students ask a lot of questions, and even the professors require a lot from us. The professors require us to do group activities and I' m not that used to such atmosphere. I prefer listening, taking notes and studying for my exams based on my notes taken, but since I' m asked questions frequently during class, it is sometimes difficult to adjust to such class atmosphere." *(Participant H, 170528)*

Participant E is a student who graduated from middle and high schools and went to a university for approximately 2 years in Singapore before transferring to this school. Although Participant E studied at an overseas university, Participant E experienced a difference between the teaching method used in Singapore and the teaching method used at this school. In particular, Participant E focused on the part that was associated with the professor' s attitude towards presentations conducted during class. In the university in which Participant E was enrolled, the classes rather acknowledged students' diverse perspectives than required them to provide correct answers. Through such process, the students were able to freely think and express their opinions. Not only in the process of giving a presentation, but also in the process of writing an essay, the students focused on rather coming up with opinions than finding correct answers. Participant I, having experienced the two teaching styles respectively demonstrated by Korean professors and foreign professors, was able to adjust

oneself to the teaching styles that varied depending on class.

"I left Korea to move to Singapore during my first year of middle school. I don't know if it is because the both countries are within Asia, but I didn't enjoy giving a presentation in front of class because I was afraid that I may have incorrect answers that would cause the teacher to respond negatively. I don't know if it is because of the cultural difference, but I managed to give presentations comfortably as I took classes taught by foreign professors at this school. Even when I came up with wrong answers, the foreign professors tried to acknowledge and understand my opinions instead of correcting them. I think this was the reason that I managed to give presentations comfortably. Recently, there was an assignment where I had to write an essay in a form of review on what is learned during class. Because I thought I must come up with a well-written essay, I did a research and wrote my essay based on the researched data. However, the professor provided a feedback stating that it is my thought that matter, not the data. Having received such feedback asking me to focus on expressing my thoughts, a couple of things have been on my mind." *(Participant E, 170527)*

"A lot of Korean professors teach economics. Because the rules, answers and styles vary within economics, despite what the textbook says, it seems as though it is more reasonable to follow the opinions given by the professors. I took economics taught by a Korean professor during my first semester, and I take one taught by a foreign professor. The difference is that, when I take an exam, the Korean professor comes up with multiple-choice questions, whereas the foreign professor comes up with essay questions. It seems like Koreans tend to prefer questions with answers. Korean professors have their preferred answers and want students to get them right, whereas foreign professors acknowledge other opinions as long as they are logical and clear. That

seemed to be the difference." *(Participant I, 170527)*

Through the experiences acquired at this school, Participant D felt that even the students had different learning styles. Those students who received secondary education in Korea excelled at memorizing and applying formulas, whereas those students who received secondary education in an overseas country excelled at understanding the process and coming up with their own methods. Participant D experienced that how Koreans memorize formulas and solve problems is not the best fit for the teaching style demonstrated at this school. Moreover, the exam problems were in a form of drawing and proving the process instead of solving problems. Participant D experienced difficulties in making adjustments as Participant D initially approached such new method, but managed to learn a new thinking process through such new teaching/learning styles.

> "Let's say that I took a math class. Those students who studied in Korea are very good at solving problems. They excel at getting to the answer. Those students who went to school in an overseas country are not as good as those students who studied in Korea, but most of them are well aware of the process, and the way the professor teaches is different from how formulas and memorized in Korea. The professor tends to focus on explaining the process of how that formula is applied rather than that formula itself. Of course, the foreign professor solves problems as well. However, when I took an exam, I was shocked when I read a problem telling to prove the equation, but I've been managing to adjust to such style. I'm able to learn a new thinking process." *(Participant D, 170527)*

Participant E who experienced difficulties in understanding given

lectures experienced difficulties particularly in understanding proposed cases. The teaching staff from transnational higher educational institutions mostly consists of foreigners. Accordingly, such teaching staff must take into consideration the local situations and cultural contexts prior to delivering its educational contents. However, it is impossible to completely neglect the cultural background of the person delivering knowledge in the process of knowledge delivery. A case considered adequate in one's cultural context is frequently proposed to the students, and the students experienced difficulties in understanding such case due to their growth and learning environment differences.

> "I experienced difficulties when the professor from the United States gave examples based on one's experience in the United States. For example, the professor from the United States explains about a case where persons from the Unites States are involved or situations that occurred in the United States are involved. Because I'm not familiar with those persons or situations, I experienced difficulties in empathizing with such case." *(Participant E, 170527)*

> "The foreign professors make efforts to add local cultures to their teaching. For example, in biology, a lecture was given on the fermentation process, and the professor described the manufacturing process used in the chocolate factory located in Belgium. Even when an experiment-based session was given on Kimchi, the professor instructed us to bring Kimchi from home, find out microbial characteristics, execute a microbial cultivation and write a report. Being able to approach such diverse cases serves as a strength." *(Participant D, 170527)*

Such cases to which cultural characteristics are applied are

considered a barrier to learning, but are considered a factor inducing interest in learning as well. Through the diverse cases involving the cultures from various countries, Participant D was able to acquire a better understanding of the learning process.

4.2.2 Difficulty of Social Adjustment

The students enrolled in transnational higher educational institutions who were selected as the research subjects experienced difficulties in socially adjusting to the two domains: a relationship with students and a relationship with professors. This university is a place where students with diverse nationalities and cultural/educational backgrounds are gathered to acquire learning. Sometimes, the cultural differences that exist between the members made it difficult for the students to make social adjustments. Participant I experienced cultural differences with a foreign student, and also experienced difficulties due to the following stereotype created by such cultural differences: 'That is how Koreans are'.

> "When I first came to this school, I shared a room with a foreigner and felt that the cultures were different. The way we explained things. I tried to make my way around, but this friend was straight forward. He was very excited to b e here and his expectations for Korea were very high. He said that his reasons for coming to Korea are because Korea is a mysterious place and he wanted to make Korean friends. After he experienced quite a bit of Korea, he had his positive and negative sides to how he recognized Koreans. For example, while sharing conversations in the dormitory, I often heard foreign students say 'oh, typical

Koreans'. I made a lot of efforts to fix that." *(Participant I, 170527)*

As a member of the staff from the D university explained the relationship among the students, it was found that the member was aware that the students were grouped into Koreans and foreigners, and that they do not communicate well with one another. How Koreans and foreigners are divided into two different groups was a phenomenon experienced by the research participants as well.

> "Because foreign students become a minor group, sometimes they tend to form a group of their own. Korean students tend to form a group of their own when they to study abroad. That is the exact case here except for that the group members are foreign students. However, there are Korean students who are unable to speak any language other than English because they lived in an overseas country for too long. There are Korean students included in and excluded from that foreigner group. Such phenomenon occurs at this school as well. It would be a lie to say that such phenomenon does not exist." *(Participant 4, 170412)*

Such grouping sometimes served as a barrier to the communication between cultures. Although the research participants contended that the students are not taking sides nor avoiding other students, they talked about the atmosphere where Koreans are not able to get along with foreigners.

> "Because there are more Korean students than foreign students, the atmosphere is quite similar to that of a Korean university. Language-wise, the students tend to use more Korean than English. Foreigners tend to hang out with foreigners, and Koreans tend to hang out with Koreans. Such phenomenon is not so hard to find." *(Participant*

G, 170527)

"Koreans tend to hang out with Koreans. It is not that Koreans are avoiding foreign students, but foreigners tend to hang out with foreigners. They say like attracts like. It is not that they take sides and avoid each other." *(Participant H, 170528)*

"I think Asian people have this culture where they bond better with Asians. Once they form a group, the group members are all they hang out with. That is why foreign students are left with no other choices but to hang out with other foreigners. There seems to be this barrier that still stands in between, this atmosphere where they surround their own group with a barrier that does not allow others to approach the group. That seems to be the reason why foreign students hang out with foreign students. Not only because they feel more comfortable, but also because they share the same stance in that they are from an overseas country, they tend to bond well and things like that." *(Participant J, 170530)*

The research participants experienced miscommunications due to cultural differences as well. Cooperation is a challenge faced by many university students who are assigned with a lot of team assignments. In the process of cooperation, the cultural knowledge differences, perspective differences and attitude differences among the members serve as very important factors. In the process of cooperating with people with diverse cultural backgrounds, Participant D not only experienced conflicts, but also experienced how to resolve such conflicts.

"It is an important attitude to just let someone be that person even if that person doesn't really seem to be cooperating. Otherwise, conflicts may be caused. Although that was not the main issue, there were times

I couldn't understand why someone was acting weird." *(Participant D, 170527)*

In addition, Participant I experienced difficulties due to perspective differences on historical facts. How a person acknowledges the historical fact that Korea used to be a Japanese colony is attributable to the context learned and experienced by that person. Participant I thought that foreign students must consider Korean people's emotions when they talk about issues like this.

"In some cases, they talked about sensitive things like it was not a big deal. For example, although the relationship between Korea and Japan is quite sensitive, they told me that it is nothing to be serious about and that I should move on. They talked about it that easily. From their perspective, since they were not directly involved, they may see it that way, but that is not the case for us. So, I thought it would be nice to consider that others can be more sensitive to certain issues when it comes down to historical facts." *(Participant I, 170527)*

The staff involved in transnational higher education is just as diversified as the student. It consists of Korean professors, Caucasian professors from the United States, and people from the various countries of Asia and Europe. Participant B experienced difficulties due to the cultural differences resulting from the relationship with the professor during class. From the perspective of a student who used to study under the Korean culture, Participant B felt that the teaching method used by the professors from the United States was strict.

"There are overseas Korean professors who lived abroad for a long time and full Caucasian professors and foreign professors who came to

Korea from other countries. The difference is that, because overseas Korean professors share the same ethnicity as us, they tend to consider us a bit more. However, foreign professors are very strict. They tells us that their rules must be followed strictly. For example, if students fail to submit their assignments within the given deadline, this may not be it, but should I say they are a bit too strict? Yes, something like that. In particular, although students may be absent due to their sickness, there is this one professor who never accepts students' explanatory statement. He says that any absence is an absence. Foreign professors seem to be very strict when it comes to systems. From our perspective, it is sometimes difficult to understand it." *(Paricipant 1, 170426)*

On the other hand, Participant J who lived abroad for a long time said that the way that foreign professors evaluate is not strict but standardized. Participant J recognized such requests made by Korean students as an irresponsible behavior. Students like Participant J experienced difficulties in adjusting to the classes taught by those professors who were not so strict.

"In overseas countries, professors never remind their students of the given assignments. In Korea, I was shocked when one Korean student made an excuse that he was not able to submit the assignment because the professor failed to remind him of it. I mean, this is a university.. In overseas countries, not being able to take an exam due to sickness is considered one's responsibility. It is one's responsibility to take good care of one's own physical conditions until the date of exam, and, therefore, no make-up opportunity is given whatsoever. However, in Korea, the students beg their professors for another chance when they get sick. Some good professors provide them with a second chance, but this does not work with foreign professors who stick to he foreign system. In overseas countries, since your sickness is of your own

responsibility, no make-up opportunity is given." J

"Since I studied abroad, I feel cultural differences when professors demonstrate their Korean-style teaching. One Chinese teacher told his class that they will be having a quiz that day, but about 5 students never showed up. However, this teacher allowed those 5 students to take the quiz the next day. The rest of the students who took the quiz a day earlier thought that it was not fair for them since those 5 students were given an extra day to study. In overseas countries, you fail unless you show up. In Korea, they tend to allow excuses. Having experienced such excuses, part of me gave up being enthusiastic since it does not seem to really matter here." *(Participant J, 170530)*

In some cases, small cultural differences caused miscommunications in a relationship with professors. Participant D wrote short mails because of one's lacking English skills, but the professor who received the mails thought that Participant D was rude. Participant D thought of this as a behavior that never took into consideration the language/cultural differences in terms of communication.

"I'm not saying that I'm the case, but those students who never studied abroad lack language skills. When they tell their professors that they lack English skills, their professors take that into consideration. However, because the professors are not aware of their students' backgrounds in the beginning, when the professors receive short-written mails from their students, the professors think of these students as rude students. There was one time where the involved student had to explain the case. In terms of communication, it would be nice if professors can take into consideration the language/cultural differences." *(Participant D, 170527)*

4.2.3 Difficulty in Adapting to Campus Environment

Most student participants have experienced foreign educational system. When they come to transnational campus in South Korea, they experienced some difficulties to adapt university' s culture and life in Korea. Gaw (2000) studied the process of student who return to their own country and found that they need to readjust new environment. Reverse culture shock is the process of readjusting, re-acculturating, and reassimilating into one's own home culture after living in a different culture for a significant period of time. Students may have some problem at least for some, including academic problems, cultural identity conflict, interpersonal difficulties and new culture of campus.

Participants also experienced some problem with campus culture. The campus culture is neither culture of Korean campus nor that of American campus. The campus culture is complex by integrating and influencing to foreign education system. At the same time, the campus culture has been formed by the member of community.

Some students experienced that participating on membership training was hard to them because of drinking alcohols. They felt they could not join that culture when they reject to drink alcohols.

> "The MT culture was very odd. The drinking culture and stuff. There is this culture where you have to drink along to get along. When I went on this MT, I opened up the refrigerator and found out that its top and bottom were both filled with drinks. I looked at it and I was like, I like cider better.. " *(Participant F, 170527)*

> "I wasn' t pleased by the fact that you have to drink to get along and that you are categorized as a geek if you cannot drink. Even when you

go to a club party, you are almost required to drink and you have to have a drink. There is this atmosphere where you are required to be there and drink along. This is because there are way more Koreans. Because most of the students who come to this school in the spring semester are those who graduated from a Korean high school.." *(Participant E, 170527)*

Participant E added a comment that there is culture to join the meeting after some activities because there are many Korean students in the campus. The difference in cultures has subtleties and ambiguity and this property may not be easily recognizable as people grow up different value system. Students who study at transnational higher education institution are placed in twofold situations. Although they study as a member of university which comes from home university, they must understand culture of region where the extended campus located.

"But first, I have been here for a long time, and I see many students who are expecting something like a Korean university when I see students who are enrolling for the first time. There are a lot of people who are confused because it is different from what I thought. I think there is such a part. For example, if you come in for freshmen, you will have a lot of welcome parties. But we did not have that. So, I wanted to make an orientation and make a group chat room as if I wanted to be a new Korean student, but I do not think there is any difficulty except for those parts." *(Participant H, 170528)*

In other way, participant H commented the viewpoint of Korean students. Korean universities provide orientation to freshmen, but this university does not provide this kind of activity so Korean students

who are familiar with Korean culture of university student may have difficulties to adapt this university environment.

4.3 Process of Adaptation and Overcoming

Taylor(1983) views adjustment as a cognitive process. The process of adaptation and overcome to the challenges has interpreted into three aspects. First, adaptation is the process of searching meaning. The searching for meaning involves not only understanding why the event occurred, but what its implications for one' s life are now. Second, adjustment process is gaining a feeling of control over the threatening event so as to manage it or keep it from occuring again. Third, adjustment process is to enhance and restore self-esteem. Even when the events can be legitimately attributed to external forces beyond the individual' s control, there is often precipitous drop in self-esteem. After experiencing such a drop, many individuals then initiate cognitive efforts to pull themselves back out of their low self-regard.

In this study, the researcher views one part of students' educational experience as the process of adjustment and overcome the difficulties they faced. Thus, 'the process of adjustment and overcome' was established as a main theme and 'engaging in various activities', 'importance of communication', 'accepting different perspectives' were categorized as a sub-theme (<Table 10>).

<Table 10> Process of adaptation and overcoming

Concept	Sub-theme	Theme
Student activities Extra-curricular activities	Engaging in various activities	Process of adaptation and overcoming
Communication in dormitory Conflict prevention through communication Communication with professor	Importance of communication	
Flexible thinking Accepting different teaching and learning style compromise and negotiation	Accepting different perspectives	

4.3.1 Engaging in Various Activities

Passivity does not fit well with educational expectations of transnational higher education institutions. Some stressed that some factors such as low proficiency of language skill or lack of preparedness influence on passive participation on educational practice. However, participating in interaction is important component that cannot be ignored. Learning through interaction was described as intercultural competence (Deardorff, 2004).

"There is this program called RC. It requires you to participate twice a week on Tuesdays and Thursdays. On Tuesdays, all the participants are taught lectures and on Thursdays, all the participants conduct

activities. All the students and foreign students from different departments conduct activities together. They mostly participate in activities such as voluntary service and dance, and I was able to communicate a lot as I participated in such activities." *(Participant B, 170527)*

"A Actually, when new students comes to our school, throughout their very first week known as the new students welcome week, they are required to live together and participate in activities. That is how they make adjustments. They make friends through this process." *(Participant A, 170527)*

"Our school has no grade classifications. New students are of different ages. They are given an opportunity to get along as they participate in such activities regardless of their age, gender and nationality." *(Participant B, 170527)*

In order to facilitate interaction among students, students participated in various activities. Participant B said that she had a chance to make a positive relationship with students regardless of age, gender, and nationality through various activities.

Student activities interconnected to curriculum can promote students' intercultural competency. Actually, peer mentoring programs are also widely used for interactions among foreign students and Korean students in domestic universities. In Incheon Global Campus, SUNY Korea, UAC and GMU Korea has peer mentoring program: peer mentoring of SUNY, peer advisor of UAC, and international peer mentoring of GMU. Peer mentors' role is to serve as helping and resource person for students, and students who participate in this program can experience and exchange their knowledge and culture. It

can promote an environment that fosters global-mindedness, educational achievement and personal growth.

Also, all universities has student club for media, sports, music, art and so on. They voluntarily bring together regarding on various topic and interact and do something together. In this process, they can jump over boundaries of race, nationality, culture, class, religious, and gender.

Four universities in IGC are residential college system. UAC and GUGC has residential program for students. With regard to intercultural competencies, these programs can develop skills that enable one to recognize, appreciate, and accept differences in others. These programs provide an opportunity to witness, experience, or discuss an event which positively impacts our community. Examples of program topics: ethnicity, gender, age, race, politics, and religion.

In addition, students participated in diverse extra-curricular activities to adapt new educational environment. Four universities in IGC provide counseling service for all students. Also, they took part in other programs for adaptation such as orientation or immersion summer school.

Universities try to help for international student to understand Korea culture and Korean language. Some activities are provided through Korean culture center or provide opportunity and resource for organizing activities by students. Students have also experienced diverse field works including internship affiliated to company which is related to major. Students including Korean and international students can understand emotion and work environment of Korea.

4.3.2 Importance of Communication

Students have experienced the importance of communication. Universities operate residential housing for all students. This residential environment is useful resource for fostering intercultural competency for students. Students have opportunities to communicate with people who have diverse racial, religious, cultural, national identities.

The students experienced the importance of communication in the dormitory life. In order to live with students from various cultural backgrounds, communication was important. Participant B explained that there was a role of 'residential assistant' in coordinating the conflict in the dormitory. Students adapted to the new culture by following each other's rules and communicating immediately through the RA when problems occurred.

> "RA lives in our school dormitory. RA is a student in charge of dormitory management, and RA takes a roll call every evening and inspects cleanliness of each floor kitchen. Because cleanliness-related troubles may occur, RA periodically inspects cleanliness to prevent students from causing troubles to other students. So we experience no troubles. We do what we need to do." *(Participant B, 170527)*

> "RA in charge of my floor is a student from India and each floor shares a Kakao talk channel. For example, in case the kitchen drain is clogged, RA writes a message and we go clean the kitchen. We communicate on a real-time basis to resolve problems immediately. We communicate well." *(Participant A, 170527)*

Students have adapted to the new environment through face-to-face

communication as well as online communication.

> "Sharing a Kakao talk channel makes it convenient to communicate with others. There is one channel shared by the entire school, one channel shared by the female dormitory, and one channel shared by the floor. In case even a small problem occurs, we communicate right away through the channel and resolve problems immediately. Because we live on the same floor, the room next to yours can be a bit noisy in the evening. Then we write a message to point out that it would be nice to keep it down and consider others. Those who read the message try not to make the same mistake again. Because we communicate well, we cause no troubles." *(Participant B, 170527)*

Communicating with people of diverse cultural background is unavoidable in transnational higher education institutions. It is very important to create space to promote intercultural communication in this environment. Participant D said that the coffee meeting are an opportunity to make horizontal communication with students and professors.

> "We have this monthly coffee meeting held in the school lobby where professors, teaching assistants and students communicate over coffee and snack. I think it is usually very casual. Any problems brought up to the professors are immediately corrected For example, in case the previous professor operated the previous semester in an open-book format and the current professor is not aware of that, we ask the current professor to consider operating this semester in an open-book format and the current professor actually considers this matter. We come to an agreement through such process. Even when we don't have enough credits and it is necessary to retake the course, the professors freely share their opinions on how we should adjust our schedule. I think free

communication is very important." *(Participant D, 170527)*

4.3.3 Accepting Different Perspectives

All the extended and branch campus in South Korea are valuing the diversity of members. The academical, social and cultural difficulties that were experienced in the early years were overcome through experiences that accepted different perspectives.

> "It is about flexibility, an ability to accept other opinions. Because I' m enrolled in college of engineering, except for some experiments, group work is not really required. Accordingly, I think being flexible to a certain extent would be enough to make adjustment." *(Participant D, 170527)*

Participant D said that if she had the flexibility to accommodate different opinions she could adapt to transnational campus. Accepting other perspectives have experienced in the classroom practice.

> "I' m required to write essays frequently. I' m required to write one at least once a week, and I participate in this activity known as peer review where the students exchange essays and share opinions prior to submitting it to the professor. Through this activity, I' m able to write my paper through adding not only my thoughts and professor' s thoughts, but also other students' thoughts." *(Participant F, 170527)*

Participant F learned that there were different ideas by conducting an assignment, writing the essay, and learned how to use different ideas to the assignment. Accepting others' perspectives led to an experience

of understanding different teaching and learning styles. Participant A realized that other people have also experienced the difficulties she had experienced when adapting themselves to different teaching and learning cultures. Through this experience, students learned that the process of accepting different teaching and learning styles and culture as well is a process of compromise and negotiation.

> "However, it seems that they are adjusting to our school students in their own ways. In some cases, those professors who come from the home campus return after teaching for a year or two. However, since most of the students are Korean students, the professors probably experience difference as well. From their perspective, I think they are making efforts to make adjustments in their own ways. In the beginning, they were stressed out by the fact that their students don't reply back. Those professors who have been teaching in Korea for a long time seem to be making gradual adjustments. However, those professors who just got here are difficult for us to get used to, and I think those professors are not really sure about how to communicate with us. It is certain that Korean students tend not to reply back." *(Participant A, 170527)*

4.4 Summary

This chapter provided the answer of the research question one: what are experiences of students in campus of transnational higher education in South Korea? As the answer of this question, this chapter illustrated aspects of students' educational experiences in transnational higher education institutions which are international branch campuses in South Korea. This study focused on three area where student experience the learning: area of class, area of extra-curricular activities, and area of living. Through in-depth interview of students, what are difficulties they have and how is the process of overcoming these difficulties in three area. As a result, students' educational experiences started from motivation to choose the transnational higher education to difficulties in adaptation and its overcoming process.

First, students chose these campuses by the factors which are 'uniqueness of migration background', 'improving personal ability', and 'institutional and environmental advantage.' The uniqueness of the migration backgrounds that these students have faced has led them to face cultural and institutional difficulties in entering Korean university culture. In addition, they were motivated to learn English and cultivate their skills, to study at the school for factors such as opportunities to study at home campus, experiences abroad curriculum, and low cost and location.

Second, this study analyzed their difficulties in adaptation into three categories: academic adaptation, social adaptation and adaptation to campus environment. In this part, their difficulties are mainly related to culture. Especially, cultural difficulties emerged in the gap of cultures. They faced cultural gap among students and faculties, and they also found cultural aspects on academic things, educational system, and

campus environments.

Third, students experienced to deal with such difficulties and they developed the process of overcoming. This process were analyzed as ‘engaging in various activities’, ‘importance of communication’, ‘accepting different perspectives’ They engaged in students’ activities or extra-curricular activities to interact with students from diverse background. they also communicated with students and faculties who have different culture or perspectives to promote intercultural communication and overcome problems caused by misunderstanding of culture. Thus, they accepted different opinion or perspectives from them so they broaden their horizon of academic, social and environmental adaptation.

In summary, the specificity of students experience is the intercultural context caused by transnationality of these higher education. People such as students and faculties have different cultural background like nationality, migration background, educational background and so on. In this situation, students have experienced cultural difficulties on education and they have overcome these difficulties with the concept of intercultural competence. In next chapter, I interpret their perception of intercultural competence developed in the experiences on education.

CHAPTER 5 Meaning of Intercultural Competence

In previous chapter, I examined the diverse aspects of educational experiences of undergraduate students who participate in the study in regarding to the motivation for selecting higher education, the difficulty of adapting to college, and the process of adaptation and overcoming. If the previous chapter describe the aspects of the student's educational experiences and found intercultural situations they faced, this chapter seeks to interpret how these students perceive the intercultural competence through their educational experience.

Recently, increasing student mobility and institute or program mobility has contributed to growing importance of intercultural competence. Especially in transnational higher education sector, intercultural competence is indispensable for students who work in global society with diverse cultural backgrounds and are effective in another culture. Also, it is not only the objectives of transnational higher education but also outcomes of interaction and practice. Developing interculturally competent student is meaningful outcome of learning practice and experience in TNE.

In this chapter, I provide students' intercultural competence based on the findings from interviews. Also I delved meaning of intercultural competence in transnational higher education setting.

Participants of this study have developed the intercultural competence in the educational experience in the transnational educational environment. Intercultural competence is expressed through the relation

between the other and the subject. Intercultural competence which students have developed was focused on the relation culture of providing institution and that of host institution. This relation can be represented to culture of faculties who are from country of providing institution and students who are from host country.

In this relation, as a result, intercultural competence was signified as 'ability to shift frame of reference', 'ability to interact effectively with people from another country and culture.' Each theme could be sub-categorized into four or five intercultural competence elements, and it was possible to reveal what these intercultural competence elements means. This classification is shown in <Table 9>.

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<Table 11> Meaning of Intercultural Competence

Category	Component
Ability to shift frame of reference	Flexibility
	Empathy
	Adaptability
	Multi-perspective
Ability to interact effectively with people from another country and culture	Respecting cultural identity
	Effective and appropriate intercultural communication
	Interacting without judging
	Finding commonalities
	Understanding value of cultural diversity

5.1 Ability to Shift Frame of Reference

Students of the transnational higher education institution recognize intercultural competence as the ability to shift frame of reference. Sandell and Tupy (2015) pointed that it is crucial to understand of their own frames of reference such as culture, gender, language, abilities, ways of knowing and know the potential biases in these frames. Students have perceived ability to shift frame of reference as four sub-categories; 'flexibility', 'empathy', 'adaptability', 'multi-perspective.'

5.1.1 Flexibility

Flexibility is cognition and behavior beyond understanding the other. Wiseman(2001: 10) listed research on other behaviors related to intercultural communication competence which include behavioral flexibility (Bochner & Kelly, 1974) Also, Pusch (2004) cites the work of Gudykunst (1994) as outlining the most important intercultural skills to have which include those of cognitive flexibility. Bennett, Fennes and Hapgood (1997), also said that inherent in this process flexibility and adaptability of one's frame of reference. This component confirms the writing of Deardorff (2004), in which he argues that cognitive skill including cognitive flexibility importance of process in acquiring intercultural competence.

In transnational higher education setting, students meet diverse culture and perspectives from various members of the institution. In

this experience, they grow acceptance toward cultural diversity. They recognized intercultural competence is enhancing flexible thinking.

> "Like I mentioned before, it feels natural for me because there are a lot of foreigners at the school. From this, I feel like I will be able to adapt and accept any type of diversity if I travel or live in any foreign country aside from Korea. If you study only among Korean students in Korea without any foreign exposure, it could be hard for you to adapt in a foreign country in the future since it will be different from your native nation. But at this school, you can learn and experience the diversity of cultures, so anywhere I go, I feel like I could be more understanding of the foreign cultures." *(Participant B, 170527)*

> "I am currently majoring in psychology and for those majoring in psychology, they must attend graduate school to get a job in the future. I went to high school in a foreign country and since I am attending an English university, I have to study in English. Psychology is a study that does not have a single, right answer, but comprises a broad range of opinions, beliefs, and debates. In these aspects, I think I' m really improving by listening to diverse opinions from my foreign professors and my friends from various backgrounds. I believe it is important to have an open mind. Instead of persisting on a single perspective, I think it is necessary to have the ability to perceive from different perspectives because there can always be numerous cases and reasons." *(Participant F, 170527)*

The research participant B seems to define intercultural competence as an ability to understand the differences that exist between cultures. Research participant F especially seemed to view that the intercultural competence learned in campus is needed in his/her future profession, and that instead of focusing on a single perspective, it is essential to

be able to view from different angles via diverse experiences and reasons.

As we enter a multicultural society, students are in a situation where they interact with people all over the world. Cultural diversity is becoming an inevitable characteristic of society. Flexible cognition and flexible behavior make students to have ability to apply what they learn at this university to new environment or system.

> "Since it' s broadcasting, the Korean system will be different form the American system. Because we are studying in an American school, we can take a closer look at the American system. I am not sure if it was because of the difference in the broadcasting systems, but it has been easier for me to adapt to new systems. I can even apply the newly learned American system into the Korean system." *(Participant E, 170527)*

> "That is why, even though we are learning everything in English in an American institution, we seem to be using Korea for many of our case studies and examples. There is a single project that we work on through the whole semester in which we focus on the problems that Korea is facing. We have to identify these problems as well as the solutions for them. Although the focus is Korea, I think it is good to go back and forth from using either systems." *(Participant F, 170527)*

They had have many challenges toward cultural diversity and transnational situations through education experiences. Especially, university constitute foreign educational system and is located in South Korea. Also, this education system is operated on the basis of Korean culture. Accordingly, there are gap in cultures including teaching and learning culture. Students have many opinion and culture based on their

cultural, national and educational experiences. Flexibility in cognition and behavior is salient for shifting frame of reference. This flexibility is needed in the situation of discussion.

> "Intercultural competencies shine when students discuss on topic academically. Even Korean has different perspective or ideology depending on region or parents' bias but Korean who had experiences in other cultural area has distinct perspectives with others. For example, Korean may naturally agree on the issue on national security but students who have different cultural and national background may have different opinions. Therefore, students embrace broaden spectrum of perspectives through discussion among students with diverse backgrounds." *(Paricipant 3, 170426)*

The staff of the university added that students get an ability to embrace broaden perspectives through academic experiences. As he mentioned, intercultural competence can be developed when students discuss on topic academically, because they understand that there are diverse opinions on the issue which are different from them.

5.1.2 Empathy

Bennett, Fennes and Hapgood (1997) stated that the process of intercultural competence and intercultural learning involves acquiring the ability to empathize with other cultures. Empathy refers to feel the other' s cultural behavior as if their own one (Yi & Han, 2016). Hence, empathy means ability to decentre cognitively. On the base of

this meaning of empathy, there is a premise that all individual are have a cultural diversity. Hence, people can know that they are a minority in other culture so, they view the other as global human being.

Students of four universities in Incheon Global Campus have an opportunity to study abroad at home university. They can experience as a minority in home campus. Houser (2008) designed to promote critical consciousness and multicultural understanding for undergraduate and graduate students. It is called multicultural immersion experience which refers to involved intense exposure to social and cultural settings in which students' norm are clearly in the minority.

The results of the research found out that this approach may provide opportunities for critical growth and multicultural development. Similar situation was found in the practice of case universities. Four universities in Incheon Global Campus take 3+1 curriculum. This one year provides experience to shift from majority to minority for Korean students, and conversely it can be experience to shift from minority to majority for international students. They may consider and understand each other's position.

> "Being a part of minority. Our students have to study one year at home campus in the U.S. In Korea, Korean students belong to majority group but in the U.S. they become a minority group. Reversely, our students from other countries are relatively minority group in terms of culture and language but they become a minority in the home campus. All students are required to adapt this role change and in this process they may understand students from other culture. Therefore they can help each other wherever they are located and eventually understand each other, achieve academic goals and overcome difficulties they face on the journey of life." *(Paricipant 4, 170412)*

Empathy is a meaningful component for their everyday life in Campus. Most students have a migration background and educational experience from abroad. They added their educational experience before which enable them to put themselves in another's place.

"When I was in Singapore, although the majority of the people were Singaporeans, there were many other ethnicities like Chinese, Indian, and Malaysians, in which the Chinese had a bigger population. I mostly hung out with Chinese-Singaporeans. When we were all together, the Chinese-Singaporeans would speak back and forth from Chinese and English, but since Chinese was more comfortable for them, they most spoke in Chinese in which I couldn't join in the conversations most of the time because I didn't speak the language. I tried to catch some words from here and there, guessing the topic of the conversations. But I honestly thought it would have been nice if they were considerate and spoke in English for me. And because I have experienced this before is why I think I am able to understand how the international students feel at this school; the discomfort of not understanding the language. No matter how populated the school is with Korean students, if there is even a single foreigner, people should be considerate and thoughtful to explain and converse in English. I think it is not right for people to assume that since there are many Koreans around campus, someone is probably translating it to the foreigners." *(Participant E, 170527)*

"When I was in a club, there was a foreign member. However, when the Korean club members were giving presentations, it was all in Korean in which the foreign student could not understand what it was about. Not only that but when the foreign student actually asked for a translation, the members told her to "hold on a minute" but in the end, the translations never took place. As for me, because I am fluent in both English and Korea, I never had difficulties, but in the case of the foreign

student, I assumed that it must have been really uncomfortable for her. Unlike the foreigner, when I lived abroad without knowing a single word in English, the school I was attending at the time did not have many Koreans. But despite the fact that I could not speak English, they didn't jeer at me and actually took the time to answer all my questions. I was really grateful towards them but... " *(Participant G, 170527)*

In this context, empathy is defined as the ability to experience some aspect of reality differently from what is 'given' by one's own culture. Bennett is careful to note that empathy involves a frame of reference shift in being able to comprehend another's perspective (1993: 53).

5.1.3 Adaptability

Students of transnational higher education institution are faced with several difficulties, which are some exclusive to them by the unfamiliar educational environment. They encounter curriculum and language which can be strange to them and they need to adjust academically to the teaching and learning culture delivered from home university. Adapting new academic environment is crucial competence to achieve academic goals in University.

There have been debates on which learning and teaching modes are efficient for building intercultural competencies for students. In addition, learning and teaching modes relates to enhance personal competencies such as adaptability, flexibility, resourcefulness, tolerance for ambiguity, and cultural self-awareness (Pillay & James, 2015).

For example, use of group work in culturally diverse cohorts

enhances students' intercultural competences and sense of belonging (Pillay & James, 2015). This part focuses on intercultural practice on teaching and learning in transnational higher education institutions. In this process, students have built adaptability to different teaching style of faculty from home campus and to diverse opinions on discussion among students who have different educational backgrounds.

> "In class there are discussion and debates. Also question and answer leads the class. In mid of class, students can easily ask questions. Some students have difficulties to adapt to this atmosphere of the class. Some even retention or drop out the course. One or two student in a year I think. However, almost student adapt to the diverse teaching and learning style. They take into account appropriate teaching and learning style in this institution." *(Paricipant 3, 170426)*

> "Korean student go through trouble with unfamiliar teaching methods for a while. Um … Maybe one or two semesters. They give up to engage in the class because they afraid to misuse English. They do not talk in English in the class. They have to overcome this fear. They challenge this unfamiliar environment in the extended campus in Korea and then go to the U.S. campus. They face bigger challenge at home campus. If they survive this environment, they come to maturity. It is really challenging process." *(Paricipant 1, 170426)*

Students learn diverse teaching and learning style from each other. Participant J stated that she experienced diverse lecture styles and she also experienced students' response to this diversity. She noted that she realized students have different preference on teaching and learning style by what they have experienced through educational practice.

"My school also emphasize the importance of looking from different viewpoints. Our school consists of a variety of people: foreign students, students who studied abroad, Korean domestic students, and various professors. We have some professors who teach in a very Korean university-style way while other professors who teach in a very American standard way. From my experience, I think students who studied abroad like the Western style of teaching while the students who studied domestically in Korea like the Korean style way of teaching. From this experience, I was able to reconfirm that environment plays a big role in how people establish their viewpoints." *(Participant J, 170527)*

Also, she added both professors and students have to learn intercultural competence to negotiate different culture and teaching and learning styles. There is a need for commitment to 'cultural adaptation by all who are involved' and a 'more culturally pluralistic perspective from staff and local students' (Sanderson, 2003:145).

"If foreign professors were to teach in Korean universities, it is important for them to understand and consider the Korean culture. But since this is an American school, rather than adapting to the Korean culture, I think it is important for the professors to have the cultural competence to find an equilibrium for the Korean and the American culture. And this applies to the students as well." *(Participant J, 170530)*

Adaptability does not mean one way adjustment. Rather adaptability means two-way adjustment to new cultural environment. In transnational higher education environment, students recognized different learning and teaching style able to exist and this gap is from cultural background they have grown. In this situation, they have built adaptation to different teaching and leaning style and recognized that

adaptation to different culture of teaching and learning can be applied to professors.

5.1.4 Multi-perspective

Students of transnational higher education institution engage in class discussion as well as extra-curricula activities with friends. They gather multiple information with variety of source and learn to express their opinion considering outside perspectives or respect other opinion of student who have different social and educational background. One participants said that respect other' s opinion is salient to maintain and develop transnational higher education.

Skolnikoff (as cited in Cole, Barber & Graubard, 1994) posits that American students' interaction with international students, scholars, and visiting researchers from various countries often serves to infuse classes with different perspectives and stimulate intellectual learning. Likewise diverse members contribute to broaden perspectives.

> "There is something different about the place where the kids lived and things like this. How did you study? The attitude toward the same theme or approach was slightly different. So, if you have to write an official house or a calculator to see the test, it is not your friends who studied in Korea have never written it before. If you do not give me a test, how do you look at the test? We tend to have something like programming. My Korean friends tend to coded their codes, and my friends who have lived in foreign countries have moved their heads a lot. It should be creative. There was such a thing. I feel that there is a lot of difference in learning method. Let' s say that I took a math class.

Those students who studied in Korea are very good at solving problems. They excel at getting to the answer. Those students who went to school in an overseas country are not as good as those students who studied in Korea, but most of them are well aware of the process, and the way the professor teaches is different from how formulas and memorized in Korea. The professor tends to focus on explaining the process of how that formula is applied rather than that formula itself. Of course, the foreign professor solves problems as well. However, when I took an exam, I was shocked when I read a problem telling to prove the equation, but I' ve been managing to adjust to such style. I' m able to learn a new thinking process." *(Participant D, 170527)*

Participant D had experience in teaching experience at a transnational higher education institution that students had different attitudes and approaches to the same subject. This can be seen as a difference in learning methods, but to understand more deeply, this is a new way of thinking. Participant D said he was able to learn a new way of thinking in friends who had different educational experiences.

The intercultural competence learned through the process of class discussion, presentation and presentation at this school can be recognized as recognition of various thoughts. Participant F said that friends and foreign friends who have lived in a foreign country for a long time had a more positive culture to express their opinions, so that they could have a more diverse view on a topic.

"If you are a group of Koreans and you have a discussion, whoever gives you an opinion, that's okay. It's okay. It's like this. If you have been living in a foreign country for a long time or if you are with foreign friends, you can actively come up with a lot of opinions and think like that. I could contact you." *(Participant F, 170527)*

In addition, I learned the value of various opinions during class. Participant F developed the ability to listen to and accept opinions from me and others in the process of submitting assignments and reviewing peer reviews of the assignments. Furthermore, he acknowledged that accepting diverse opinions made his opinions more logical and enriched.

> "I' m required to write essays frequently. I' m required to write one at least once a week, and I participate in this activity known as peer review where the students exchange essays and share opinions prior to submitting it to the professor. Through this activity, I' m able to write my paper through adding not only my thoughts and professor' s thoughts, but also other students' thoughts." *(Participant F, 170527)*

This perception of diverse opinions can also be found in study participant I. She learned about the advantages of various perspectives. I was able to get away from the old way of looking for a correct answer, and there could be many correct answers rather than a single correct answer, and I learned the importance of finding their own correct answer through it.

> "There are foreigners, some Koreans who have lived in foreign countries, and Koreans who have lived in Korea only. Even though I have the same sentence, I think so and I think so. I feel like I have some thoughts. I am surprised. I think that I need to make my answer. I think this is the right answer. I am not the other person. I can think like this. There was a group discussion on English class time and I was thinking about it, but there was one foreigner in the group. The foreigner said that he thinks that he thinks that he is persuasive. So I developed my opinion and made a presentation, but my professor heard and liked it

very much. It's open minded to other opinions and I think I can accept other opinions." *(Participant I, 170527)*

Also, I thought that students could not take advantage of various points of view in the class style that had a correct answer. The intercultural competence is to communicate with people of various backgrounds, and it is difficult to communicate with the thought that there is one correct answer. Intercultural competence begins with accepting diverse ideas from my narrow viewpoint.

"I was rather a difficult Korean professor. I am familiar with foreign professors' style by teaching in foreign countries, but the style of professor in Korea is different. There is an authoritative, self-fulfilling answer that can be bad in some ways. The professor of foreign professor thinks that it is good even if there is any opinion. It is also good. If it is said that there is no answer, the Korean professor tells me to say anything, but in fact, you have the answer that you want in your heart. So, in the end, the student who says the answer gets a good score. I honestly do not think it 's good. The answer is that the idea of a person can come out in a variety of ways. I think that giving a good score to a person who thinks he/she has a narrow viewpoint is frankly." *(Participant I, 170527)*

"I think it would be nice if I could open a lot of events. If we leave it together, Koreans would like to have a chance to make something together like Koreans, foreigners among foreigners, and so on. We would like to have a group project and various members. I wish I could. I think it will spread a little more. Because we have something like that out of our frame, but foreigners can think of it as saying it does not make sense, so you can think like this while talking. You might think that. You

can talk." *(Participant I, 170527)*

For these multi-perspectives, various members need to collaborate. Participants I participated in the study were able to accept diverse opinions through the exchange of various members.

5.2 Ability to Interact Effectively with People from Another Country and Culture

Many researchers argue that face-to-face interactions need to be planned and incorporated within curriculum to make interculturally competent students. In fact, intercultural competencies and understanding evolve through interaction with others (Barro, Jordan, & Roberts, 1998). According to Barro, Jordan and Roberts (1998), culture is not something prone, waiting to be discovered but an active meaning-making system of experiences, which enters into and is constructed within every act of communication.

Through interaction, students become more aware of own culture. This implies that students activities in transnational higher education institution to foster face-to-face interaction among students who have different cultural backgrounds. This part describes how they make perceptions on intercultural competence through intercultural interaction in campus practice. The detailed themes are 'respecting cultural identity', 'effective and appropriate intercultural communication', 'participating interaction actively', 'finding commonalities', 'understanding meaning of cultural diversity.'

5.2.1 Respecting Cultural Identity

Students of international branch campus are located in cross-cultural boundaries during social and academic activity. In this process, according to Jenkins (2004), identity is constructed in transactions at

and across the boundaries. During these transactions, a balance is struck between internal group identification and external categorization by others. To achieve such a balance, the social actor is constantly engaged in a process of identity negotiations (Jenkins, 2004).

Students of case universities choose the institutions with various motivations such as language, prior educational experience, immigration background, and brand value of university. Compared to domestic students choose university according to score and major, students of transnational higher education have more complicate and intricate educational background. Learning process in transnational higher education institution make them aware their own identity and the other's identity. Students have usually demonstrated a personal identity change, refining and modifying ideological values that individual acquired form social and cultural background.

When it comes to intercultural competence, ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment is vital part of it (Chen & Starosta, 1998/99).

> "Students who have experienced education in other countries including international students and Korean students have usually demonstrated a personal identity change. This is because they had lots of difficulties in unfamiliar educational environments. Like am I Korean, for example, or am I America something like that. In case of Korean students who have grown up only Korea and have educated in Korean system, they are not used to concern about their identity. However, in this education system, in diverse students' population, they change and negotiate their identity by others. They have to learn and do social activity with people who have diverse background in English. They are confused about their academic and identity." *(Participant 3, 170426)*

Because students may suffer from identity confusion, universities in IGC provide counseling programs for all students. In addition, B University provides independent counseling service for student once in a semester.

> "B University provides personal counseling program for all students. It is face to face counseling. Counselors meet all students once in a semester. It cannot be helped when individual refuse to be consulted. I think this service can help student to adapt to this institution. Furthermore, all students have to stay residential housing in the campus so they have to interact with diverse people and have to be separated with family. In case of an international student, it is not easy to meet family even during the vacation. In unfamiliar situation they can easily be confused and have difficulties, so universities try to reduce these identity problems." *(Participant 2, 170426)*

Students from transnational higher education institutions often have educational experience abroad in their teenage years when identities are established. Because of this, I have also experienced identity confusion. The education of foreign systems in Korea as Koreans provided an opportunity for them to experience their identity clearly.

> "I heard that students who studied and lived abroad for many years in which they were exposed to a lot of Western culture have some kind of prejudice or preconception of Korea. Because they were mostly educated in the United States, they tend to have more of a Western mindset. This is not surprisingly since most of these students have lived abroad ever since they were young. The one advantage of this school is that not only can we learn from an American institution that includes people from different cultures that we can interact with but also maintain our Korean

identity in which the school incorporates a bit of Korean-ness. Even if I work in a foreign country in the future, I still want to maintain this mindset. I also used to live abroad when I was young, and I remember I went through an identity crisis after I came back to Korea. Now, my mental state is stable and I have established my identity, where I hope this stability continues on. I realized the difficulties people go through when they experience identity crisis. You don't which category you belong to." *(Participant B, 170527)*

Research participant B explains that he/she was able to find his/her identity through studying together with a diverse group of people. The important point to note is that the research participant B was able to overcome the identity crisis that developed from transnational educational environment.

5.2.2 Effective and Appropriate Intercultural Communication

Intercultural Communication is a process of interaction between peoples of different cultural origins. It is, thus, interpersonal as well as intercultural and includes the interactions between groups of people who are culturally different. It takes into account many variables related to the political, economic, social, context and other conditions that surround the situation in which the interaction occurs.

"I think communicating and understanding one another is the most important aspect. In my opinions, cognitive dimension is not as important as much as we think. Of course, we can be more considerate and thoughtful towards the foreign students that came to Korea if we had more knowledge about their countries or the students themselves, but

even without the background knowledge, the foreign students and even the domestic students already know that the culture here in Korea will be different from their native places. So, for example, even if someone acted rudely, knowing that they did not do such a rude act on purpose, and later told us in our country that they do not do it. I do not know. This is because we cannot know the culture from every single country. In our dorm, each floor has a group chat. Despite the fact that our RA is a student from India, we can communicate without problems. For instance, if our floor kitchen sink gets clogged from not cleaning, our RA uploads the post in the group chat in which the person responsible for it goes and cleans it. In this way, everything gets solved without any conflict because we communicate with each other upon incidents." *(Participant A, 170527)*

"Communication is comfortable via a single group chat. There are group chats for the entire school, for the girl's dorm, and for each floor. In this way, we can solve any type of issues by posting messages and notifications on the group chat. After all, since we live on the same floor for example, minor conflicts like people living next door being loud in the middle of the night could occur from having too much fun. In these cases, we post message on the group chat telling people to be quieter at night and to be more considerate towards others. Then, people would read the messages, take note of their mistakes, and try to create a peaceful environment, where troubles rarely arise." *(Participant B, 170527)*

There is a difference on relationship among faculty and student. In Korean culture, a teacher merits the respect of his/her students and they usually take teacher-centered education. In this situation, students expect teacher to initiate communication and they speak up in class only when invited by the teacher. However, on the Western culture, a

teacher should respect the independence of his/her students and usually prefers student-centered education. Teachers expect students to initiate communication in class and students may speak up spontaneously in class (Gu, 2009).

> "Students from Korean culture express respect to faculty and feel difficulties to communicate with faculty. In case of international students usually view teacher as equal person and get close each other. For example, Korean students use the term 'professor' instead of 'name' when they write e-mail or call faculty. On the other hand, international students express like "hello first name or hi first name". *(Paricipant 4, 170412)*

> "They (faculty and student) have very close relationship. Professors have strong mission on education. Sometimes, a professor call me and ask about their student' background. "Why she/he have difficulties in learning. Can you give me a hint to understand the students? " It means that they give a personal attention to their students." *(Paricipant 3, 170426)*

Students also recognized the intercultural competence as horizontal communication ability through the horizontal relation with the professor. The students talked about the importance of communication.

> "Another important thing is that there is office hour where we can have the time to communicate with the professors. I go there to ask questions but there are times I visit their offices just to chat with them. During those times, we can talk about our own country. For example, there was a Taiwanese professor. Because I was not too familiar with Taiwan, I used to visit the Taiwanese professor' s office to chat where we would have a good time together. I was able to try a Taiwanese tea.

Similarly, I was also able to share about my hometown, Jeju Island. Since Jeju Island is a place that many foreigners are interested, she was delighted when I told her I would love to show her around the island if she ever visited. I visited the professor whenever I had the time. I am not really the type to ask questions during class because I could be disturbing others in the class. Instead, I visited the professor during his/her office hour to ask questions. At first, the purpose of my visits was to get answers for my questions. But as I continually visited, I was able to blur the evident professor-and-student line, and was able to communicate in more of a human-to-human interaction. In this aspect, I was able to have casual conversations, get closer, and learn more about the professor's personality. That is why I think communication is the most important. I try to have conversations as much as possible. I can approach different types of friends and professors without being shy. Although I am in Korea, I want to learn about different cultures. This is an American school located in Korea. Thus, I want to use this opportunity to learn about the diversity of the world while I have the chance. Through this, I can interact more with the foreigners and make a bigger connection. This is why I believe communication is the most important factor." *(Participant J, 170530)*

In addition, students facilitate intercultural communication competence through peer mentoring activity. Cross-cultural mentoring involves an ongoing, intentional and mutual enriching relationship with someone of a different race, gender, ethnicity, religion, cultural background, socio-economical background, sexual orientation, or nationality (Cruther, 2014). Two universities provide peer mentoring program called 'international peer mentoring.' A mentor give advises to a mentee in academic area as well as in psychological and emotional area. Also, they facilitate this program to understand each other that have different cultural background. Students who participate in this

program can experience and exchange their knowledge and culture. It can promote an environment that fosters global-mindedness, educational achievement and personal growth.

> "We have it often. We have peer mentors who literally mentors other students. We have continuing students who are like mentors to the new students, and the student council organize little parties where people can participate and connect with each other. There is even a club that partners the foreign students to the Korean students, and when the school provides the club fees, those students get together and go grab something to eat where they can share their cultures." *(Participant F, 170527)*

> "I think mentors will be helpful for those foreign students trying to adapt into the Korean culture. Without mentors, the foreign students may only hang out amongst themselves, so mentors can works as the bridge to connect the foreign students to the Korean students in which the they both can have interaction, allowing for a chance to exchange and share one's own culture." *(Participant E, 170527)*

> "I think that background knowledge is getting broader by talking to each other through peer mentoring.I think that background knowledge is getting broader by talking to each other through peer mentoring." *(Participant G, 170527)*

Participant F, E and G mentioned peer mentoring activity. Mentors build a medium for students with different background and cultures to communicate with each other. Through this medium, students can listen to stories and experiences, sharing their culture, cultural capacity of communication is enhanced through the development of mutual cultural communication skills

5.2.3 Interacting without Judging

Bowser, Danaher and Somasundaram (2007: 678) have endorsed the notion of respect for "difference", while others have encouraged lecturers to 'pause for thought' in order to avoid stereotyping their interactions with people from other ethnicities. Most are agreed that an increasingly globalised world demands knowledge and awareness of diversity (Milner, 2010) and heightened metacultural sensitivity (Louie, 2005) if the 'pedagogic action' is to represent everyone and not just the interests of the dominant players (Bourdieu & Passeron, 1977: 9).

> "Our school is filled with people from different nations. There was an incident before when an American professor was biased towards China while giving his lecture, and there happened to be a Chinese student in the class. If it were me, I would have felt offended. Because our school is filled with various people from different backgrounds, I think it is not right to expose your prejudice towards a certain culture so blatantly." *(Participant G, 170527)*

The students recognized that holding a judgment was very important in the transnational higher education environment. This school is divided into a majority of Korean students and a minority of foreign students. Although there is a small population of foreign students, they are a diverse group with their own distinct culture. Therefore, they were sensitive to the negative perception of a specific culture.

They also recognized intercultural competence as having no preconceptions or stereotypes. Participant B said that communicating

with prejudice is the same as breaking a wall.

> "I think it's important to not have any preconception. If you have a prior judgement of something, you would perceive other cultures or people from different background with kind of assumption. But I think it's not really necessary to be prejudice because with... If I have that idea, I can not help but deal with it differently.. Also, because my own opinions may not always be right, being prejudice is like having a wall between you and other cultures. Thus, I think the situation can change depending on how impartial you are." *(Participant B, 170527)*

There are a large number of Korean students in transnational higher education institutions. The lack of prejudice in the process of mutual cultural communication between Korean students and foreign students is an important issue. The study participants G recognized that prejudices that foreign students have about Koreans are a hindrance to positive communication. Prejudices about culture have a negative effect on promoting mutual cultural competence by preventing mutual sympathy.

> "We had a foreign student before who used to hang out with the Korean students. But the student was prejudice against Korean people, arguing how she just did not understand certain aspects of Korean people. Of course, there could have been some questionable behaviors from the Korean students that the foreign student was hanging out with, but having a stereotype of Korean people and judging others merely from meeting couple Koreans and asserting that they cannot understand the culture is not right." *(Participant G, 170527)*

The issue of stereotypes and prejudices about Koreans was also

mentioned by the participants. She said that there should be no such preconceptions in order to communicate and become friends. And that he had overcome prejudice through mutual cultural communication.

"I think the foreign students have stereotypes about Korean people. I don' t think they have much stereotypes prior to their arrival, but after living in Korea for a bit, they tend to develop more judgements about us. They say were very loud and noisy, and although our style of clothes is distinct, the foreigners claim that we all dress the same. But I think people need to get rid of their stereotypes in order to become friends with others from various backgrounds. If people engage more in conversations where they can talk more about themselves, I am sure people can find an interesting topic they can both relate to. For one, my foreign roommate really likes the Korean singer, Psy. My roommate told me he/she will come visit Korea again around August because although he/she did not like Korea at first, he/she seemed to start missing Korea. He/she even mentioned that he/she wanted to settle down here. From this, I can say that my roommate had a good experience in Korea. He/she is currently trying hard to improve her Korean and even attempting various Korean dishes." *(Participant I, 170527)*

"I sued to think that stereotyping others was the biggest problem. One thing that was hard when I hung out with the foreign students was how the foreigners never stopped mention Koreans this and Koreans that. although the relationship between Korea and Japan is quite sensitive, they told me that it is nothing to be serious about and that I should move on. They talked about it that easily. From their perspective, since they were not directly involved, they may see it that way, but that is not the case for us. So, I thought it would be nice to consider that others can be more sensitive to certain issues when it comes down to historical facts. . I am not saying judging people is bad. But instead of

judging the Korean people before even meeting them, I think it is important to talk with the people and really get to know them." *(Participant I, 170527)*

According to the study participants I, they can develop an attitude that they can respect each other 's culture more by interacting without prejudice. Intercultural competence was finally defined as the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes (Deardorff, 2004:194).

5.2.4 Finding Commonalities

Commonalities lie beyond cultures. Experiences in Transnational higher education institutions foster students' sense of global awareness in educational practice of listening, observation and reflection in a different culture. Students will be asked to demonstrate their global awareness, expressed in ways which can document their own understanding and valuing the interdependence of cultures and national. The world in which we live, rapidly changing and increasingly smaller, calls for persons who have learned truths and commonalities which lie beyond the boundaries which cultures tend to place on knowing

The American Council on International Intercultural Education (ACIIE) developed global competence with saying that globally competent learner has to be aware of diversity, commonalities, and interdependence. Students recognized that despite their cultural diversity, finding commonalities with one another has a mutual cultural

capacity. The cultural diversity of the school, where various members are gathered, was taken for granted. They believed that intercultural competence developed from friendship as human beings and human beings as a friend rather than as different cultures or because they came from different countries.

> "Because I am always surrounded by people from different backgrounds, I think this environment is natural. But once I step out the campus and go to areas where it is more populated with Koreans, I realize how multicultural our school is. However, I think it is wrong to discriminate people just because they are foreigners. Although they are different, deep down, we are all humans where we merely differ in skin and/or hair color. I think it is important to see the person for who they are, not where they come from." *(Participant B, 170527)*

> "It's not like we're giving special treatment towards the foreigners. We're just keeping the kitchen clean, maintain a quiet environment, and merely following the rules." *(Participant A, 170527)*

> "I don't believe in the notion that we have to treat foreigners in a special way just because they are foreigners. I don't think how I treat them but rather just treat like how I treat everyone else. It is not necessary to have different treatment for others just because they come from a different background." *(Participant B, 170527)*

For a group of different people to live in harmony is for the people to follow the rules and have maintain equality. Instead of being overly considerate towards the foreigners, the research participant A and B believe it is more important to develop a humanitarian relationship in which we see the other party for who they are.

5.2.5 Understanding Meaning of Cultural Diversity

In the process of understand meaning of cultural diversity they can understand people diverse background without judging. Their experiences with faculty who have racial, national and cultural diversity broaden their horizon to understand others. Trompenaars (2000: 249) stated that intercultural competence can be achieved by recognizing cultural diversity, respecting cultural diversity, and ultimately reconciling it by transforming conflicting values into complementary values.

Understanding cultural diversity is important cognitive process to achieve intercultural competence. Cultural diversity does not mean just existing various culture, but their relationship.

> "I think parents of Korean student have different concept of diversity. It is really weird. Sometimes, they contact us to tell about faculty diversity. They want their son or daughter to make friends from the world but they want faculty from the U.S. with White background. Sometimes they lodge a complaint that faculty is Indian-American or faculty is Asian. I think racial and national background of faculty is totally not important. It does not matter when she or he teach students. Many universities in the U.S. recruited Indian-American, Chinese American and African American." *(Paricipant 2, 170426)*

> "Diversity of faculty construct meaningful teaching environment. In C University, One professor was very famous in his research area and he challenged to teach students in Korea. He is very passionate to teach them and use face-to-face teaching method. How come they meet this kind of teacher? Another case, a professor has Korean background but has stayed and studied in the U.S. She is like a native speaker and also

is very good at teaching. Students and their parents have stereotype on faculty' s diversity. I think they have to cast away a prejudice." *(Paricipant 1, 170426)*

Following from this university results, this university believes the importance of multiculturalism, but all the cultures do not seem to be considered equal. The parents demand for a multicultural environment but they seem to prioritize the need for a greater western culture. In this kind of environment, the students are developing their thoughts on cultural competency.

"When I was taking a communication class, we had a topic in which we had to bring a cultural artifact that represents our culture. But the key point of that assignment was not to bring something that represents the social definition of a Korean culture or an American culture, but our own culture that we individually classify with. For example, if I say I am a member of an orchestra, I can bring a cultural artifact that represents my orchestra culture. In this aspect, I learned that culture can be more distinct and be classified in a different manner. Before, I thought culture was simply categorized into nations such as Korean culture or American culture. But it was interesting to realize that distinct cultures can even lie at the individual level." *(Participant H, 170528)*

In fact, understanding the aspects of cultural diversity is very important in intercultural competence. Participants H learned the cultural diversity at the individual level through the lesson and broadened the awareness of cultural diversity.

"I think the professor itself should not be biased. No matter how badly you think about the Chinese problem, you should be able to communicate neutral in class. So that we can accept neutrally first and

develop the idea from there, but if you let us know that you put your opinion first, then we have to think about it again, so it's important to deliver it in a neutral and unbiased way. I think it is important to know about each other's culture, to have diversity, to respect and respect them. Because Korea is an active exchange between other countries and countries. So, I think that there will be a lot of cases in other countries. I do not want to be in a frame, but I can learn how to communicate with a lot of people so that I can understand their thoughts and feelings and how to communicate with a variety of people." *(Participant I, 170527)*

In addition, researcher I implied that intercultural competence is an ability not to have biased. Especially, they have studied at transnational higher education so judging value of culture should be careful in the context of cultural diversity.

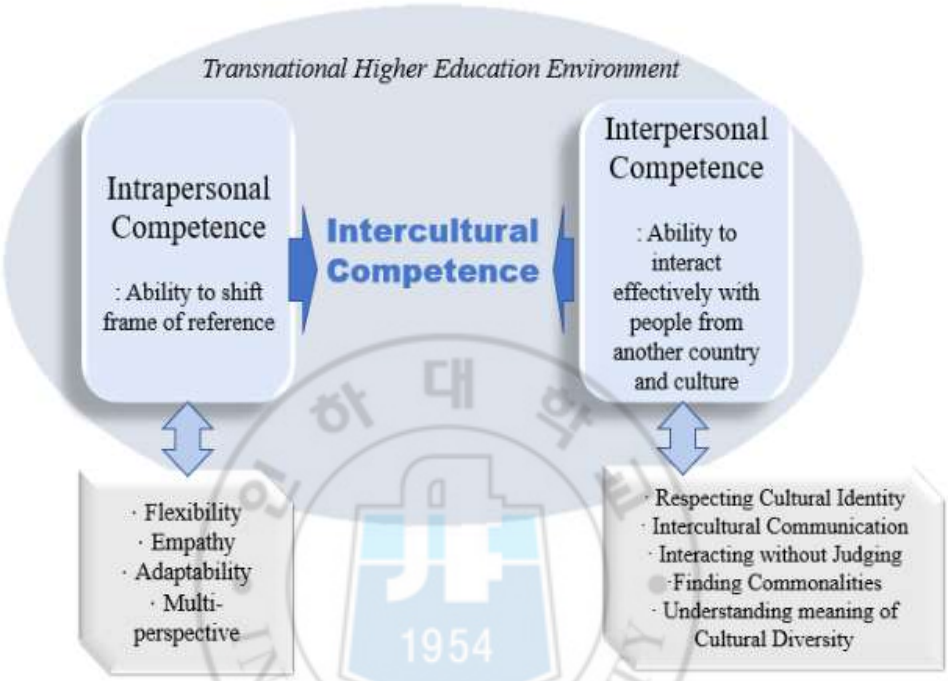
5.3 Summary

By coding the interview data, current research findings indicate that students perceived that intercultural competence is significant to adapt and learn in transnational higher education environment. These campuses have explicit educational system from home campus, in other words, they received the U.S. or Belgium education in South Korea. This study focus on the relationship between culture of student who have to adapt to new environment and culture of campus including educational system, flying-faculties from home campus and so on.

Past studies investigated only one or two of the three dimensions of competence, that is, behavior (skill), motivation (attitude), and knowledge (cognition). However, this study brought conceptual framework from relational model of intercultural competence based on a relational, interactive perspective as integrating above three dimensions. intercultural competence is viewed as deriving from dynamic interactive processes of intercultural relationships and such competent intercultural interaction should lead to an effective relational outcome.

As a result of interpretation, students developed two aspects of intercultural competence through intercultural interaction at transnational higher education settings; intrapersonal competence, interpersonal competence. First, as intrapersonal competence, students recognized intercultural competence as an ability to shift frame of reference. Intrapersonal intercultural competence was signified as four sub-concepts which are flexibility, empathy, adaptability and multi-perspective. Second, as interpersonal competence, intercultural competence was veiwed as an ability to interact effectively with people from another country and culture. This interpersonal IC was emerged as five sub-concepts; respecting cultural identity, interculturally

communicating effectively and appropriately, interacting without judging, finding commnalities, understanding meaning of cultural diversity.



[Figure 8] Results of Students' IC

This figure 8 explains the process of intercultural competence. Intercultural competence of students from transnational higher education institutions have evolved through interaction between intrapersonal competence and interpersonal competence. All crucial components of intercultural competence in intercultural relationships are defined.

CHAPTER 6 Conclusions

6.1 Overview of the Study

The purpose of this study is to explore educational experiences of students in transnational higher educational institutions and how they perceive the intercultural competence through these educational experiences. The detailed research questions to achieve the research objectives were first, what kind of intercultural educational experience gain for students of transnational higher education institutions? and second, what are the perceptions of intercultural competency students of transnational higher education institutions have.

In order to solve these research problems, I selected four transnational higher education institutions located in Korea and selected 10 students and 4 faculty members as research participants and conducted qualitative in-depth interviews. Data collection began with the collection of literature data from December 2016, with an in-depth interview with faculty members in March 2017 and an in-depth interview with students in May 2017. Recordings from in-depth interviews were recorded and transcribed.

Transcribed interview data were coded by paragraph and identified with categorization. After that categories were narrowed down for sub-codes under the major code categories by themes. For the student respondents, personal information such as migration background, age, and gender is provided to illustrate their experiences in transnational higher education institutions.

In chapter 4, students' educational experiences in transnational setting were categorized into three themes and each theme has three sub-themes. In chapter 5, the researcher tried to interpret students' perception regarding to intercultural competence through analyzing their educational experience. Thus, students' perception were described as three main themes and each theme has three sub categories.

Students from transnational higher education institutions analyzed their experience over time. Educational experience began with choosing transnational higher education, led to face difficulties and adaptation to new environments, and overcoming difficulties.

The specificity of the students' migration background has had a major impact on choosing transnational higher education and making the first step toward the intercultural educational experience. Also, desire to improve foreign language ability and intercultural communication ability enable students participate in intercultural interaction with people from different cultural background. Institutional advantage was also mentioned as one of the motivation to choose transnational higher education, especially one year studying at home campus prepared students for deep understanding of intercultural competence.

Interacting and collaborating with various people is never easy educational journey. Students of transnational higher education institutions had academical, social and environmental difficulties. These difficulties were mainly caused by cultural diversity. In classroom, students have to adapt to different teaching and learning style in order to interact with students and professors, and engage in academic activities. Transnational higher education apply foreign system to new cultural environment so there were much confusion between members of campus. In relationship between students, different perspectives and cultural background make them groping based on the background.

However, students did not stay this stage. They have experienced to adapt to new culture and environment and overcome difficulties. Students experienced engaging in various activities, active communication and accepting different perspectives.

As a result, participants of the study were developing the intercultural competence in the educational experience in the transnational educational environment. Intercultural competence is expressed through the relationship between the other and the subject. In this study, participants interpreted how they perceive each other 's intercultural competence through educational experience in transnational higher education. Thus, their perceptions on intercultural competence are ‘ability to shift frame of reference’, ‘ability to interact effectiviely with people from another country and culture.’

First, ability to shift frame of reference has four components which are flexibility, empathy, adaptability and multi-perspectives. Second, ability to interact with people from another country and culture in a foreign language has five components which are respecting cultural identity, effective and appropriate intercultural communication, and interacting without judging, finding commonalities, understanding meaning of cultural diversity.

This study visualized the educational experience of students at transnational higher education institutions. Students made intercultural contacts and intercultural practices in a transnational higher education environment. This experience has helped to identify the meaning of the intercultural competence that students have developed in the transnational higher education environment. This study focuses on clarifying the meaning of the act as a qualitative study of human being. Although we could not confirm the relationship between the meanings of the intercultural competence revealed through the research and the

relationship between the elements of intercultural competence, However, the meaning of the experience revealed through qualitative research will be used as an important research material for developing into a model of intercultural competence.

6.2 Conclusion, Discussions and Implications

Intercultural competency has been an extensively researched area within the past decade, given the broad consensus that this trait constitutes one of the key competencies of the 21st century citizen. Against the background of globalization and increasing complexity, higher education aims at enabling students to not only acquire and generate knowledge, but also to reflect on further effects and the complexity of behaviour and decisions in a future-oriented and global perspective of responsibility.

The importance of intercultural competence for peaceful coexistence is emphasized in Korean society, which is entering into a multicultural society. Many universities in Korea have provided various institutional supports to build intercultural competence for students, but it is still questionable whether the direction is correct. The meaning of intercultural competence has been expanded to the ability to interact with people of different histories, perspectives, and cultures, starting from their mutual cultural communication capacity. The process of cultivating intercultural competence is an endless process that cycles through intercultural experiences. Therefore, it is difficult to explain the intercultural competence sufficiently with the existing education model of input and output.

Moreover, the area of higher education in Korea is in the process of extreme changing. Recently as a result of efforts to attract foreign students, the diversity in university campuses has become more intense. Futhermore, this phenomenon will intensify from 2018 when the number of students who want to enter university is smaller than the entrance quota of university. At the same time, the Korean

government is making a policy to reduce the demand for higher education spending abroad by improving the quality of tertiary education. In this context, transnational higher education institutions opened in Korea around 2010, and the trend continues to increase.

There is limited research on transnational higher education institutions that have entered Korea. It remains out of interest on research that is still regarded as a failed policy or as a policy to accelerate the marketization of education. However, the question how students of transnational higher education institutions experience education should be preceded before the transnational type of higher education is considered as failure or success. This is because that, in the global age, students already have many transnational experiences.

Still, adaptation remains as a problem in higher education. This adaptation problem is highly relevant to the teaching and learning culture, university environment, culture and how to accept and reject culture. Culture defines the subject, community, and society. In the field of education, how to view and understand culture is very important.

Intercultural competence is an enormous area of research that has been studied in various disciplines since the late nineties. Various concepts, models, and directions have been suggested with regard to intercultural competence. However, intercultural competence is very closely related to the situation or context, so it should be revealed in this relationship.

The transnational higher education institutions that this study is studying are suitable for revealing the perception of students' intercultural competence. The diversity of cultures embedded in this environment is a resource that allows students to focus on intercultural competence. It also provides a perspective on how Korean universities

in the future should look and present their mutual cultural capabilities.

In this context, the following conclusions can be drawn. In transnational higher education, students are experiencing intercultural education and developing intercultural competence to interact in a new environment and culture. The motivation for starting this study was how the overseas education system could work in the local culture to reduce the cultural difficulties that students face. Students were practicing intercultural education irrespective of the cultural sensitivity of the educational contents and the teaching methods that convey the educational contents. Based on their own backgrounds and identities, they have newly derived the meaning of interculturality.

From this study, I found that intercultural competence of students at TNE has different aspects of that of students from other educational situations. Williams (2009) researched students' experiences aborad and concluded that they enhanced intercultural competence in regarding 'increased understanding of international and cultural issues', 'increased flexibility', 'increased open-mindedness and curiosity', 'enhanced critical skills.' In some respects, the results are interoperable such as flexibility and open-mindedness. However, compared that Williams' research focused on everyday life of students, including to adjust to local food and dietary practices, using public transportation or walking, adjusting to smaller spaces, living in different accommodations with different amenities, adjusting to differences in customary practices or orientation to time, and learning a new language or conversational style, the results of this study focused on mainly academic life so cognitive flexibility means an ability to shife frame of reference including flexibility, empathy, adaptability and multi-perspective.

There are some discussion what are university students' IC develop

in diverse situation. Oh and Kim (2016) pointed out that through the multicultural mentoring activities, the mentor's intercultural competence has been strengthened by experiencing reflection on existing prejudices. Compared to the research outcome of Oh and Kim, this study emphasized reverse position between majority and minority. Students of TNE institutions are majority in respect to national culture, but they are not majority in respect to educational culture. This gap lead them to enhance ability to shift frame of reference and to interact effectively and horizontally.

Based on the conclusion, implications of this study for practitioners in transnational higher education include the following:

First, defining and measuring students' intercultural competence will help not only to measure the effectiveness of transnational higher education strategies but at a minimum, it gives meaning to output that are commonly cited as evidence of successful delivery of transnational higher education.

Second, intercultural competence needs to be identified as a student outcome of transnational higher education and assessed throughout time, not just at one or two points in time. The development of intercultural competence needs to be recognized as an ongoing process and not a direct result of one course.

Third, there are multiple definitions and components of intercultural competence from a variety of academic disciplines as well as the intercultural field, and it is important for administrators to at least be aware of these definitions instead of re-creating a definition without any influence or grounding from the intercultural field.

Fourth, in developing model of intercultural competence, it may be helpful for administrators to develop and design their educational environments and contents including curriculum and extra-curricular

activities.

Fifth, intercultural competence is a complex construct that involves more than one component. For example, knowledge and language does not guarantee intercultural competence. Thus, designing environments and contents need to address the development of the components of intercultural competence in a variety of ways such as course work, study abroad, on-campus interaction etc.

In the time of burgeoning transnational higher education in Korea, the results of this study are purposed to directly benefit to both Korean higher education which try to take outbound internationalization policies and foreign higher education institutes need to enter to Asian higher education market beyond Korea in the following ways.

First, the findings offer aid to administrators and instructors who are in the process of developing a curriculum and programs in transnational higher education institute by serving as a model for building intercultural competency.

Second, application of the results of this study will help to ensure courses and experiences are aligned with current and future transnational higher educational environments and practices in Korea.

Third, the results of the study may assist other individuals within the professional field who are or will be engaging in similar research by providing baseline data.

국 문 초 록

초국적 고등교육 기관의 학생들의 교육 경험에 나타난 상호문화역량 탐색

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본 연구는 한국에 위치한 초국적 고등교육 기관의 학생들이 어떠한 교육 경험을 하는지 그 양상을 살펴봄으로써 학생들이 인지하고 발달시킨 상호문화역량을 탐색하는 것을 목적으로 한다. 최근 20년 동안 고등교육에서의 초국적 이동(transnational mobility) 현상이 심화되어 왔다. 한국도 2010년을 전후로 해외 대학 유치 정책을 통해 다양한 초국적 고등교육 기관을 받아들였다. 이러한 정책을 통해 미국 뉴욕주립대학교, 미국 유타대학교, 미국 조지메이슨대학교, 벨기에 겐트대학교가 한국 송도 브랜치 캠퍼스를 지어 운영하고 있다. 이러한 초국적 고등교육 환경에서 학생들은 어떠한 어려움에 직면하며 이를 극복하는지 교육 경험을 통해 살펴보았다. 이들의 교육 경험에 나타난 상호문화적인 맥락 속에서 학생들은 상호문화역량을 어떻게 인지하며 이를 발달시켰는지 연구 문제를 설정하였다.

본 연구에서는 상호문화역량과 초국적 고등교육에 대한 이론적 논의를 통해 연구의 장으로서 중요한 특징을 가지고 있는 초국적 고등교육에 대해 알아보며, 연구의 중요한 주제인 상호문화역량에 대해 탐색하였다. 이를 통해 초국적 고등교육에서의 상호문화역량의 중요성을 전제로 학생들의 경험을 해석할 수 있는 이론적 틀을 제공하였다.

본 연구는 심층 인터뷰를 주된 연구 방법으로 삼았다. 먼저, 한국에 있는 초

국적 고등교육 기관 중 실제적인 상호작용과 소통이 일어날 수 있는 실체가 있는 유형 중 하나로 브랜치 캠퍼스 유형을 연구의 장으로 선정하였다. 연구의 편리성과 유사성을 기준으로 인천 글로벌 캠퍼스에 위치하고 있는 네 개의 대학을 최종적으로 선정하였다. 그 후 이 네 대학 캠퍼스의 구성원을 두 그룹으로 나눠 연구 참여자로 선정하였다. 하나의 그룹은 실제 교육 경험을 하고 있는 학생 그룹으로 네 대학이 고루 분포되도록 선정하여 자료가 포화될 때까지 10명을 심층인터뷰 하였다. 다른 그룹은 대학의 전반적인 상황을 파악하고 학생들과 소통이 활발한 교직원으로서 이들에 대한 심층인터뷰는 학생들의 인터뷰를 보완할 자료로서 활용하였다. 심층인터뷰는 2017년 3월부터 2017년 5월까지 진행되었고 일 대 일 인터뷰로 한 회당 시간은 40~60분으로 제한하였다.

수집된 자료는 전사되어 연구 문제에 맞게 분석하였다. 본 연구의 첫 번째 연구 문제인 초국적 고등교육 기관에서의 학생들의 교육 경험을 도출하기 위해 4장에서는 교육 경험을 분석하여 경험의 양상을 유목화하여 제시하였고, 두 번째 연구 문제인 이들이 교육 경험을 통해 어떠한 상호문화역량을 발달시키며 이를 필요하다고 인지하고 있는지 5장에서 해석하였다.

그 결과 초국적 고등교육의 학습자들은 이전의 이주 경험과 해외 교육 시스템의 장점 및 문화적 다양성으로 인해 초국적 고등교육을 선택하였으며, 낯선 교육 환경과 그 안에 공존하고 있는 다양한 문화 및 구성원, 구체적으로는 교수 학습 스타일 등으로 인해 적응의 어려움을 겪기도 했다. 하지만 상호문화적인 의사소통이 가능하도록 하는 다양한 활동에 적극적으로 참여함으로써 어려움을 극복하였고, 상호문화적인 환경에서의 의사소통의 중요성을 초국적 고등교육 환경 내에서 경험하였으며, 나와 다른 의견을 받아들이는 경험을 하였다.

연구 참여자는 초국적 교육 환경에서의 교육 경험 속에서 상호문화역량을 발달시켜 나가고 있었다. 상호문화역량은 타자와 주체의 관계를 통해서 발현된다. 특히 연구 참여자들은 해외 대학에서 수입된 교육 시스템과 그 속에 공존하고 있는 다양한 문화들과의 관계 속에서 상호문화역량을 발달시켰다. 그 결과 연구 참여자들에게 상호문화역량은 준거의 틀을 변화시키는 능력, 다른 문화의 사람들과 효과적으로 상호작용 하는 능력으로 인지되고 있었다. 상호문화역량은 개인 '내' 역량과 개인 '간' 역량의 순환적 발전 양상을 보였다. 초국적 고등

교육의 상호문화적 맥락에서 학생들은 개인 ‘내’ 적으로는 유연성, 공감, 적응성, 다중 관점 등 자신이 가지고 있는 준거의 틀을 변화시켜 관점, 세계관, 태도 등을 변화시켰다. 그리고 상호문화역량의 개인 ‘간’ 의 상호작용의 측면에서 학생들은 다양한 문화 정체성을 존중하고 상호문화적 의사소통을 확장하며, 선입견을 가지지 않고 상호작용하고, 차이 보다는 공통점을 찾으며, 문화 다양성의 의미를 확인하였다.

본 연구는 아직 많이 연구되지 않았던 초국적 고등교육 현상에서의 학생들의 교육 경험을 드러내며, 이들의 경험 및 실천 속에서 상호문화역량을 해석해냈다. 결과적으로 학생들은 학교의 다양한 구성원과 시스템 및 다양한 교과, 교외활동을 통해 상호문화적인 소통을 하고 있었으며 이를 통해 상호문화역량에 대한 고유한 영역을 발전시켜 나가고 있었다.

주제어: 상호문화역량, 초국적 고등교육, 대학생, 교육 경험, 브랜치 캠퍼스

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Appendix A

Study description and participation agreement

Exploring Intercultural Competency in the Undergraduate Students' Educational Experiences within Transnational Higher Education Institutions

Institution Information

Inha University (Seohogwan 304B, Inharo 100, Nam-gu, Incheon)

Researcher Information

Hyeonmin Kang (Ph.D Candidate, Multicultural Education)
Youngsoon Kim (Professor, Social Studies)

This researcher asks you to participate in a study on '**Exploring Intercultural Competency in the Undergraduate Students' Educational Experiences within Transnational Higher Education Institutions.**' To help you decide whether or not you will participate in the study, this statement will inform you about the purpose, content, risk (discomfort) or benefit of the study, and the management of the data, including your information. Please read this form carefully and ask any questions or concerns you may have

Background and purpose of research

This study defines and analyzes transnational migration phenomena as transnational higher education with increasing diversity in Korean higher education. this study is to explore the intercultural competence of student in transnational higher education institutions in South Korea. In particular, the emphasis is on demonstrating how undergraduate students at these transnational higher education institutions experience the process of adaptation in respect of intercultural situation and recognize of intercultural competence.

Research method and procedures

This study is conducted by face-to-face in-depth interview survey. In depth interviews, we will ask you to answer open questions with a total of 8 questions, and it will take about an hour to answer questions. We will pay 50,000 won as a case for participation in this study. The response will not be used for any other purpose and will only be used for research purposes. Your personally identifiable information will also be processed anonymously.

Discomfort, risk and profitability

There are no anticipated risks in participating in this study. However, there may be a feeling of discomfort through the time spend. Therefore, the location and time of the interview will be made to the school you are working at the convenience of the participant, and will be adjusted to the time you want.

Participation and suspension

Participation in this study is voluntary participation, and you are free to indicate your intent to stop participating in the study at any time during your participation. You can also ask questions about research and refuse to answer any questions you may have during the interview. In addition, we will notify you in advance that if you can not contact us even if you have indicated your intention to participate, and if any other reason can not be maintained, research may be suspended by the researcher after the notification process.

Privacy and Confidentiality

그리고 인터뷰 녹취 파일 및 전사록은 생명윤리 및 안전에 관한 법률 시행 규칙, 제 15조(인간대상연구의 기록 및 보관 등) 제1항과 제2항에 의거하여 연구가 종료된 시점부터 3년간 암호가 필요한 파일로 연구자의 컴퓨터 및 연구자의 개인 금고에 안전하게 보관되며 그 이후에는 폐기됩니다.

Your interviews and personal information collected through this study will be used only for research purposes, and we will ensure that your personal information is protected and that your privacy and anonymity are guaranteed. In addition, the interview recording file and the transcript are preserved for three years from the termination of the research pursuant to Paragraphs 1 and 2 of Article 15 of the Enforcement Regulations of the Act on the Protection of Human Life and Ethics. This electronic data is stored in a safe in the researcher's computer.

Questions

For questions relating the research, please contact the researchers.

For questions about the subject's well-being and interest, please contact Inha University Institutional Review Board (032-860-9158).

If you agree to participate in the study, you and the researcher must sign the lower part of this explanation and consent form.

l Participant Name: _____(Sig)
data: _____

l Researcher Name: _____(Sig)
data: _____

l Researcher Name: _____(Sig)
data: _____