



ARI 
ASIA RESEARCH INSTITUTE
National University of Singapore

INTERNATIONAL STUDENT MOBILITIES AND POST-PANDEMIC FUTURES IN THE ASIA-PACIFIC

ASIA RESEARCH INSTITUTE

5 - 6 NOVEMBER 2020 | Online Via Zoom
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As of January 2020, there were about 5.3 million international students worldwide, many of whom are now impacted by the global outbreak of COVID-19. With countries suspending cross-border movements, internationalisation activities across campuses and colleges appear to have come to a halt. Study abroad and exchange programmes were suspended. International students were recalled and sent home. Universities are scrambling to cope with the shift towards online and remote learning, which may or may not meet the expectations of students who aspire to gain overseas learning experiences. Existing international students have to navigate multiple challenges associated with closures of campuses, loss of student jobs, visa control measures, and the rise of xenophobia and racism, in addition to making difficult decisions regarding their international study and career plans in a time of great uncertainty.

In this current situation of global containment and border enforcement, the horizon of higher education seems to be a world of constrained mobility. This is due to the anticipated long-lasting impact on international student enrolment even after travel restrictions are lifted, as well as new systems of border controls such as ‘travel corridors’, ‘green lanes’, and ‘immunity passports’ that regulate immigration and emigration in a more selective manner. Additionally, the impacts experienced across the globe by different institutions and various student communities and cohorts are differentiated and with consequences on uneven capacities for recovery and rebound. How has the global pandemic reshaped cross-border educational activities and student mobilities? How is it reframing present imaginations and practices around mobility and immobility vis-à-vis the political and socio-cultural norms that define their viability? What post-pandemic futures can we imagine and how do we create the conditions for them to be realised?

This virtual workshop brings together academic researchers, university practitioners and students to reflect on experiences across nearly a year of living with the COVID-19, and to discuss possible scenarios and futures of international student mobility and higher education in the Asia-Pacific region set against global trends. Speakers will engage with topics including, but not limited to:

- Diverse impacts of the pandemic across different localities and regions, transnational spaces as well as types of educational mobilities in and of the Asia-Pacific;
- Migration and border control tools that are triggered to manage the virus spread such as visa restrictions and surveillance technologies, and their implications on international students;
- Institutional responses, strategies and reinventions in the face of the pandemic’s disruptions;
- Disruption and innovation in pedagogical approaches and learning infrastructures including the opportunities and limits of technological platforms;
- International and domestic student experiences and post-study aspirations amidst pandemic uncertainties;
- Reconceptualisation of the value, meanings, and means of “internationalisation” and “mobility” across different actors in higher education;
- (Dis)embodied geopolitics of transnational education and student migration in everyday life and on a global scale;
- Opportunities and challenges that arise in addressing educational inequalities, social justice, and ethics in a time of pandemic;
- Prospects, sustainability, and costs of international student mobility and higher education internationalisation.

WORKSHOP CONVENORS

Dr Yi’En CHENG

Asia Research Institute, National University of Singapore

Dr Peidong YANG

National Institute of Education, Nanyang Technological University, Singapore

Prof Brenda S.A. YEOH

Asia Research Institute, and Department of Geography, National University of Singapore

5 NOVEMBER 2020 • THURSDAY

10:00 – 10:15	WELCOME REMARKS	
10:00	YI'EN CHENG , National University of Singapore PEIDONG YANG , Nanyang Technological University, Singapore BRENDA S.A. YEOH , National University of Singapore	
10:15 – 11:45	PANEL 1 • INSTITUTIONS AND STUDENTS	
<i>Chairperson</i>	CHAND SOMAIAH , National University of Singapore	
10:15	REBECCA YE Stockholm University, Sweden	Testing Elite Transnational Education Pathways and Contesting Orders of Worth in the Face of a Pandemic
10:30	YASMIN Y. ORTIGA Singapore Management University	A Time for the Flexible University?: For-profit Institutions and International Education in a Post-Pandemic World
10:45	RAVINDER SIDHU University of Queensland, Australia	Re-making Value, Re-branding International Education: #InThisTogether
11:00	FRANCIS L. COLLINS University of Waikato, New Zealand	Border Experiments and New Topologies of Control: Managing International Student Mobilities during and after COVID-19
11:15	Questions & Answers	
11:45	END OF PANEL	
14:30 – 16:00	PANEL 2 • PEDAGOGIES	
<i>Chairperson</i>	THEODORA LAM , National University of Singapore	
14:30	NANCY W. GLEASON New York University – Abu Dhabi, UAE	Disruption, Digital Literacy, and Learning Platforms
14:45	YANYUE YUAN New York University – Shanghai, China	Building an Online Learning Community: Reflections on the Challenges and Possible Approaches
15:00	SASIWIMOL KLAYKLUENG National University of Singapore	Internationalisation at Home and Pedagogical Challenges: Intercultural Education
15:15	MENUSHA DE SILVA National University of Singapore	Collaborative Virtual Field Trips: Pedagogical Opportunities and Practical Considerations
15:30	Questions & Answers	
16:00	END OF PANEL	

17:00 – 18:30		PANEL 3 • NOTES FROM THE UK
<i>Chairperson</i>	EXEQUIEL CABANDA , National University of Singapore	
17:00	CORA LINGLING XU Durham University, UK	Career Imagination of Chinese International Students in UK Universities in a 'Post' Pandemic World
17:15	SUZANNE BEECH Ulster University, UK	COVID-19 and the Race for International Students: Mobilities and Migrations in a Post-Pandemic World
17:30	MIGUEL ANTONIO LIM University of Manchester, UK	COVID, Geopolitics, and the Concerns of Chinese International Students: Continuities and Changes
17:45	RALPH BUISER University of Bristol, UK	Post-COVID Student Recruitment Market: A View from the UK as a Destination for International Students
18:00	Questions & Answers	
18:30	END OF PANEL	

6 NOVEMBER 2020 • FRIDAY

10:45 – 11:50		PANEL 4 • INSTITUTIONAL RESPONSES
<i>Chairperson</i>	YI'EN CHENG , National University of Singapore	
10:45	LINDSAY ALLEN National University of Singapore	The Pandemic Pivot: International Programming at Yale-NUS College during COVID-19 and Beyond
11:00	WEIYAN XIONG Lingnan University, Hong Kong	Turning Risks to Opportunities: Lingnan University's Efforts in Enhancing Students' International Experiences amid the Pandemic
11:15	WEE SHONG CHIN National University of Singapore	Internationalization and Student Mobility during the Pandemic: Lessons to Share
11:30	Questions & Answers	
11:50	END OF PANEL	
12:00 – 13:00	ROUNDTABLE DISCUSSION (For Speakers, Chairpersons & Invited Guests)	

Testing Elite Transnational Education Pathways and Contesting Orders of Worth in the Face of a Pandemic

Rebecca YE

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This paper considers the COVID-19 pandemic as a *test* that has disrupted the flow of a particular type of social and physical mobility. It takes pathways embarked by students from Asian countries to “prestigious” Anglophone universities as its focal point of analysis, considering how the rituals and symbolism around attending elite institutions are evolving while universities go virtual or as students are prevented from traveling to their university’s country destination. Building theoretically on the sociology of critical capacity and sociology of testing, I analyse institutional responses -- at the peak of the outbreak -- from four elite universities in the US and the UK that have hosted large numbers of Asian students in past decades. The paper focuses on how these universities responded to international students under conditions of incredible uncertainty, examining how they justify their role, purpose and operations, while canvassing for continued support from this student segment. The findings highlight contesting orders of worth between states and institutions, as clashes between market, civic and domestic regimes exert significant pressures on organisational efforts to coordinate and cope during this critical moment, thereby raising questions about how prevailing logics of elite transnational education are being altered in the face of a pandemic.

Rebecca Ye is a sociologist of education and work. Her research takes place at the intersection of education and labour markets, and pays special attention to vocations, trajectories and temporality. In recent years, her research projects have examined elite institutions, higher vocational education, and transnational education strategies. Rebecca is presently Assistant Professor at the Department of Education, Stockholm University, where she teaches on the International and Comparative Education Masters programme and supervises postgraduate students in their thesis work. She is also a Visiting Fellow at the Nanyang Technological University’s School of Social Sciences, and serves on the editorial and advisory boards of the International Studies in Sociology of Education and the Forum for Asian Studies (Stockholm University).

A Time for the Flexible University?: For-profit Institutions and International Education in a Post-Pandemic World

Yasmin Y. ORTIGA

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Much has been said of the increasing marketization of international education, where efforts to maximize profit from foreign student tuition undermine research and teaching within the university. In defining how exactly universities are “marketized,” scholars mainly highlight the increasing precarity of academic labor and the allocation of university resources to profit-generating academic programs. I argue that a missing piece in this literature is the notion of *flexibility* or institutions’ ability to cater to multiple consumer demands and unexpected change in the global market. With the emergence of the COVID-19 pandemic, universities have attempted to enact such flexibility, hoping to navigate the loss of international students and the challenges of social distancing policies. Yet, I argue that universities’ past efforts at being “flexible” to student demands are what made them more vulnerable to disruptions such as the pandemic. I base my arguments on the case of low-tier, for-profit universities in the Philippines, which have seen an influx of “unlikely” students pursuing degrees for professions where Filipino migrant workers are highly represented (eg. nursing). I hope to show how the mixed outcomes of creating “flexible universities” is particularly evident among for-profit institutions, where faculty have limited say in institutional policies and international students often have less economic and social capital.

Yasmin Y. Ortiga is Assistant Professor of Sociology at Singapore Management University. She studies how the social construction of “skill” shapes people’s migration trajectories, changing institutions within both the countries that send migrants, as well as those that receive them. In 2019, she received the National Academy of Education/Spencer Foundation Postdoctoral Fellowship. She recently published the book, *Emigration, Employability, and Higher Education in the Philippines* (Routledge). Her work has also been published in *Global Networks*, *International Migration Review*, and *Discourse: Studies in the Cultural Politics of Education*.

Re-making Value, Re-branding International Education: #InThisTogether

Ravinder SIDHU

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Until the pandemic, international education was seen as a ‘colossal success story’, which delivered a slew of direct economic benefits to a range of actors that included universities and the many intermediaries constitutive of the education services industry. Nation-wide, international education’s export earnings were estimated to fall between A\$23 billion and A\$40 billion with value encompassing retail, real estate, travel and tourism markets. In a context of economic uncertainty and rising nationalism, the international education industry has responded to the pandemic-induced disruptions to student flows through a range of measures. This paper, I focus on InThisTogether, a (social) media campaign that is intended to (re)present Australia as a safe and caring study destination. Featuring ‘user-generated content’, this industry-driven campaign generates positive stories publicizing the care afforded to international students by local communities and education institutions. Self-care, self-regulation and individual resilience in the face of social isolation and financial difficulties are also highlighted, along with an imminent return to normality. #InThisTogether discursively and affectively constructs a ‘community of fate’ while rendering invisible the systemic, policy-initiated vulnerabilities of international education markets. I conclude with a discussion of the productive theoretical, empirical and ethical possibilities of ‘communities of fate’ on research into international student mobilities.

Ravinder Sidhu is based at the School of Education, University of Queensland. Her research interests are in the sociology of international education under contemporary conditions of globalisation. She is the author of *Universities and Globalisation: To Market, to Market* (Lawrence Erlbaum Associates) and *Student Mobilities and International Education in Asia: Emotional Geographies of Knowledge Spaces* (Palgrave MacMillan) co-authored with Ho Kong Chong and Brenda Yeoh.

Border Experiments and New Topologies of Control: Managing International Student Mobilities during and after COVID-19

Francis L. COLLINS

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In the wake of the ongoing COVID-19 global pandemic, higher education and international student mobilities (ISM) are facing unprecedented disruption – university campuses are operating remotely, travel is restricted or suspended and international students are faced with completing degrees without in-person contact. States and institutions are tentatively considering proposals to rapidly reboot ISM including the demarcation and establishment of travel ‘bubbles’ or ‘corridors’, safe country lists, university participation in screening and quarantining, and new technologies for tracking and tracing potential outbreaks. These potential experiments in managing ISM promise to make mobility possible while containing the biomedical risks of virus transmission. They also reconstitute border topologies in a way that both reveals existing biopolitical dimensions of migration and ISM as well as establishing new terrains for intervention, experimentation and coordination. In this presentation, I reflect on the reconfiguration of borders in actual and potential responses to COVID-19, drawing particularly but not exclusively on the context of New Zealand, a small Anglophone settler colony where international education has been a significant source of both institutional income and broader economic activity. I pay particular attention to considering two questions: what kind of biopolitical subjects are generated in niche border regimes to get international students back sooner? and, what are the emergent regional and geopolitical alignments imagined in new border topologies?

Francis L. Collins is Professor of Geography and Director of the National Institute of Demographic and Economic Analysis at the University of Waikato. His research centres on international migration and includes projects exploring international students and urban transformation, higher education and the globalisation of cities, labour migration, marginalisation and exploitation, time and youth migration, and aspirations and desires. Francis is the author of *Global Asian City: Migration, Desire and the Politics of Encounter in 21st Century Seoul* (Wiley 2018) and co-editor of *Intersections of Inequality, Migration and Diversification* (Palgrave 2020) and *Aspiration, Desire and the Drivers of Migration* (Routledge 2020).

Disruption, Digital Literacy, and Learning Platforms

Nancy W. GLEASON

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COVID-19 forced remote instruction and learning globally on April 13th, 2020- nearly the entire world had nation-wide school closures on this day. The opportunities and limits of technological platforms rushed through educational landscapes, communities, and households. Students and educators were forced to confront their abilities to find, use, and create information online. Pedagogical approaches were forced into the 21st century but significant challenges of quality and access were laid raw for all to see and feel as students struggled with access to devices, internet connectivity, and bandwidth. And institutions of higher learning struggled to ensure their learning management systems were up to the task. This session will review digital literacy challenges and opportunities in the COVID-19 induced remote instruction.

Nancy W. Gleason is the inaugural Director of the Hilary Ballon Center for Excellence in Teaching and Learning and Associate Professor of Practice in Political Science at New York University Abu Dhabi. In her role she guides faculty in the pedagogy of liberal arts education which transfers interdisciplinary competencies for a digital economy, such as critical thinking and creativity. She teaches a signature course, Industrial Revolutions and the Future of Work in the University's unique Core Curriculum. Previously, Dr Gleason directed the Centre for Teaching and Learning at Yale-NUS College in Singapore. Her research has focused on climate change and the fourth industrial revolution's impacts for higher education, workforce training, and the future of work. She has published and consulted widely in these areas and is the editor of *Higher Education in the Era of the Fourth Industrial Revolution* (Springer, 2018). She is the co-editor of *Diversity and Inclusion in Global Higher Education: Lessons from Across Asia* (Palgrave March 2020). She holds a PhD from the Fletcher School of Law and Diplomacy at Tufts University, an MSc from the London School of Economics, and a BA from George Washington University.

Building an Online Learning Community: Reflections on the Challenges and Possible Approaches

Yanyue YUAN

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The sudden disruption caused by COVID-19 has posed great challenges to everyday teaching in higher education. During Spring 2020, the author modified two project-based undergraduate courses when delivering online teaching to students with diverse cultural backgrounds located in different parts of the world. The courses the author taught have a high level of active learning component and are designed to promote peer collaboration and self-regulated learning.

In this presentation, the author will reflect on the difficulty of building an online learning community by reflecting on her own teaching practices with supported evidence from students' reflective journals. The author will put forward the tentative argument that when migrating this type of courses online, more efforts need to be made at the beginning of the course to establish a stronger bond within the learning community. The author will discuss how she designed warm-up exercises as examples of her attempts to achieve this goal. Anecdotal experiences regarding her current mix-mode teaching will also be mentioned.

Yanyue Yuan is Assistant Arts Professor at the Division of Arts and Sciences, New York University – Shanghai, where she co-runs the Creative Experience Design Lab at the Program on Creativity and Innovation (PCI). She holds a PhD in Education from the University of Cambridge and a Master's degree from the University of Oxford. Prior to joining NYU Shanghai, she worked as Rutherford Curatorial Researcher at the London Science Museum and taught in ShanghaiTech University as Adjunct Assistant Professor. She has published more than fifteen journal papers and book chapters and has rich experience in exploratory and inquiry-based teaching. Yanyue's research areas include: art education, creative learning experience in formal and informal contexts, project-based learning, and cultural and creative industries.

Internationalisation at Home and Pedagogical Challenges: Intercultural Education

Sasiwimol KLAYKLUENG
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Having been defined by scholars in a number of ways, the concepts of Internationalization at Home (IaH) of higher education institutions have been widely advocated by foreign language educators to provide meaningful and relevant learning environments for learners within domestic contexts. This presentation aims at discussing how internationalization of curriculum can be enhanced by intercultural language teaching and learning. It will investigate cases of Thai as a foreign language at the National University of Singapore (NUS), discussing an integration of intercultural education into IaH, as well as reflecting on pedagogical considerations and challenges. Further, the paper will significantly highlight the impacts of the COVID-19 pandemic on pedagogical implications and opportunities.

Sasiwimol Klayklung is Senior Lecturer and Convenor of the Thai language programme at the Centre for Language Studies, National University of Singapore (NUS), where she has been coordinating and teaching Thai as a foreign language to learners of different levels of proficiency for almost 20 years. She received her MA in English Studies and Applied Linguistics from the NUS and the University of Melbourne, respectively. She is currently pursuing her doctoral degree in foreign language education with the University of Western Australia. Her research interests include foreign language education, intercultural education, technology-enhanced language learning and teaching materials development.

Collaborative Virtual Field Trips: Pedagogical Opportunities and Practical Considerations

Menusha DE SILVA

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Within the ongoing discussions on translating teaching practices adopted within face-to-face classrooms to virtual ones, strategies for educators who have fieldwork as a significant component of their teaching are limited. I share some reflections about an on-going project to produce a collaborative virtual fieldtrip video with a community-based organization. This project is linked to a 1000-level elective human geography module, titled 'Changing Landscapes of Singapore', which has a class size of 200 students. Unlike most virtual fieldtrips that are created for one target audience, this teaching resource incorporates the collaborators' differing pedagogical stances, one on undergraduate education and the other on public awareness. I will discuss some pedagogical opportunities and practical considerations about forming such partnerships during the time of COVID-19, where access to various sites and physical mobility are more restricted while educators need to swiftly seek and/or produce new forms of teaching resources for a geographically dispersed classroom. Pedagogically, such collaborative virtual field trips offer an opportunity for not only international students but also local students to gain a more in-depth and wider understanding of a community and their associated landscapes than through physical field trips.

Menusha De Silva is a lecturer at the Department of Geography, National University of Singapore. Her research focuses on the intersections of transnational migration, care and ageing. She teaches modules related to social and cultural geography. She has published her work in peer-reviewed journals such as *Area*, *Gender, Place and Culture*, and *Population, Space and Place*. She recently received the *Area* journal prize for New Research in Geography for the co-authored paper titled "'Daughter" as a positionality and the gendered politics of taking parents into the field'.

Career Imagination of Chinese International Students in UK Universities in a 'Post' Pandemic World

Cora Lingling XU

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Existing research and policy on international students' study-to-work transition fall short of a temporal theoretical perspective that is sensitive to the fluid and class-stratified nature of their career imagination. Career imagination refers to how international students conceive of, enact and reconfigure their careers as they encounter novel circumstances along their life courses. The COVID19 global pandemic is one of such novel circumstances that can have profound impacts on international students' career imagination. Drawing on in-depth interview data with 21 Chinese international students and graduates at UK higher education institutions, this article adopts a primarily Bourdieusian framework that centres around how time, class and privilege intersect to shape these students' career imagination. In this framework, time is conceptualised both as a form of coveted cultural capital and as an underlining mechanism that constitutes these students' habitus. This paper expounds on two observed temporal career strategies, 'deferred gratification' and 'temporal destructuring' and accentuates nuanced inequalities pertaining to fine-grained familial class backgrounds and places of origin of these students. This article advances understanding about how temporally sensitive and better differentiated career supports should be and could be tailored for international students at policy and practice levels in a 'post' pandemic world.

Cora Lingling Xu is Assistant Professor in Intercultural Communication and Education at Durham University, UK. Her research interests include educational mobilities, identities and social theories. She has researched cross-border student and academic migration, ethnic minority and rurality topics within contemporary Chinese societies. She is an editorial board member of *British Journal of Sociology of Education*, *Cambridge Journal of Education* and *International Studies in Sociology of Education*. She is the founder and director of Network for Research into Chinese Education Mobilities. Her publications have appeared in *The Sociological Review*, *British Journal of Sociology of Education*, *International Studies in Sociology of Education*, *Time and Society*, *Asia Pacific Journal of Education*, *Policy Reviews in Higher Education*, *Review of Education*, *Journal of Current Chinese Affairs* and *European Educational Research Journal*.

COVID-19 and the Race for International Students: Mobilities and Migrations in a Post-Pandemic World

Suzanne BEECH
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This paper offers reflections on the importance of international student mobilities and the migration industries that have emerged as a result, whilst also considering how the global pandemic may change these narratives. Given the rampant neoliberalisation of the higher education system in the UK, for many universities, a healthy international student recruitment is essential for their survival. This is evidenced by the myriad of efforts (requiring significant financial outlays) that universities go to in order to keep their numbers buoyant and which this paper introduces. Yet, many of these have relied on mobilities to enable marketing and engagement opportunities, and at the outset of the COVID-19 pandemic there were concerns that the course of the pandemic in the UK and the immobilities it created would have untold impacts upon this. The paper will consider the actions taken by some universities to mitigate against this, as well as questioning how the pandemic impacts upon the sustainability of the higher education system both in the UK and beyond.

Suzanne Beech is Lecturer in Human Geography at Ulster University. A specialist in international higher education her work has analysed all aspects of the international student experience from recruitment, and the associated migration industries they encounter, right through to their reflections on study overseas. Suzanne's work has been published widely in journals such as *Social and Cultural Geography*, *Geoforum*, *The Journal of Ethnic and Migration Studies* and *Area*. Her monograph, *The Geographies of International Student Mobility: Spaces, Places and Decision Making*, was published with Palgrave MacMillan in 2019.

COVID, Geopolitics, and the Concerns of Chinese International Students: Continuities and Changes

Miguel Antonio LIM

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The global political climate has had a direct impact on international higher education and the mobility of international students. China has become the key source country for international students, prompting recent calls for lowering the risks of over-reliance on a single country. Despite these concerns, the number of Chinese students continues to grow in some countries, despite predictions of a drop due to the pandemic. However, geopolitical concerns are continuing to influence international student mobility, especially the tensions between China and the US, which hosts the largest number of Chinese students. The Chinese government has also shown its apparent willingness to link student mobility to geopolitical concerns. Our research with education agents shows that safety – both from the virus but also from potential social violence - is a key concern of Chinese students and their families. These concerns are being shaped by geopolitical discourse and could be linked to changes in the major trends of Chinese student mobility and a potential ‘collapse’ in the numbers of Chinese students intending to study abroad after the pandemic.

Miguel Antonio Lim is Senior Lecturer in Education and Impact Coordinator at the Manchester Institute of Education at University of Manchester. He is the co-convenor of the Higher Education Research Network at Manchester. His research interests include internationalization of higher education, East Asian and transnational higher education, university rankings and performance metrics. Previously, he was EU-Marie Curie Fellow at Aarhus University, Denmark, and the task force leader on migration and higher education at the EU-Marie Curie Alumni Association. He has worked and taught at Sciences Po-Paris, London School of Economics, and University College London.

Post-COVID Student Recruitment Market: A View from the UK as a Destination for International Students

Ralph BUISER

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While much is said to be uncertain in terms of the long-term impact of COVID-19 to the global movement of students in higher education, the short-term impact is slowly unfolding in the UK international HE sector. This presentation will reflect on the immediate impact of the pandemic to UK institutions – with a particular focus on international student recruitment – and the experience of the University of Bristol in managing outcomes. Firstly I will outline the immediate impact of local lockdowns in the student conversion journey – from application, to meeting conditions of offers, to student enrolments. Here I highlight (1) that the popularity of the UK as a destination and the popularity of international HE among students have had a variable impact across subject areas as seen in recent surveys and in actual application volumes; (2) that the conversion of applicants into meeting the conditions of offer has been a challenge sector-wide with some significant country markets changing the ways in which grades are achieved; (3) and that there is an expected downturn of enrolled students due to ongoing travel restrictions and general perceptions of the UK government's response to the pandemic – perhaps this is nuanced across different types of HE institutions in the UK (for example for Russell Group institutions or else high-ranking institutions). Secondly, I will reflect on the specific response of Bristol to manage the impact of the pandemic as it unfolded across the recruitment cycle. Here I highlight the institution's (1) proactive contingency planning and work done to predict the impact to student numbers; (2) immediate move towards online recruitment and closer engagement with third party service providers (student recruitment agencies, private pathway providers, and student marketing companies); (3) and recalibration of traditional student registration and onboarding process. As a final note, I reflect on the short-term outcomes of these responses and how we are measuring success.

Ralph Buiser has over 7 years of experience in the international student recruitment sector in the UK. Currently he is International Market Insight Manager at the University of Bristol with a remit over international student recruitment business intelligence and new programme development. Previous to this, he was an analyst at IDP Education, an Australia-based international student recruitment agency, with a remit over UK and US-bound student mobility monitoring and business development support. He is currently a PhD candidate at Cardiff University towards a PhD in Sociology.

The Pandemic Pivot: International Programming at Yale-NUS College during COVID-19 and Beyond

Lindsay ALLEN

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By now, there is no doubt that the COVID-19 pandemic has impacted just about every aspect of our lives, and international education is certainly no exception. Since its founding, Yale-NUS College has prioritized global engagement, building an internationally-focused curriculum, highly diverse student body, and placing a significant emphasis on international opportunities for students. We are now forced to rethink much of our work, and reconsider how to support student learning during this era of limited to no international travel. We have welcomed Singaporean “exchange” students from our partner institutions abroad, reconfigured experiential programming that used to take place abroad for the Singapore context, and shifted more of our partnership development efforts to Asia Pacific. We have also worked with students to help them secure meaningful learning opportunities locally, deepening our connections to the community here in Singapore. While we look forward to more global student mobility when it is once again feasible, we’re also seeing that we may want to make some of these changes permanent. In this session, I hope to explore some of the potential silver linings of Yale-NUS College’s “pandemic pivot”.

Lindsay Allen is the inaugural head of exchange and study abroad at Yale-NUS College, Singapore’s first liberal arts college founded in 2011 through a partnership between Yale University and the National University of Singapore. She holds a BA in Asian Studies from the University of Michigan, an MA in Translation from the Middlebury Institute of International Studies, and is pursuing a second MA in International Education from SIT Graduate Institute. She has presented at global conferences including APAIE, EAIE, and NAFSA on topics including large-scale global partnerships, connections between study abroad and careers, and faculty engagement in study abroad.

Turning Risks to Opportunities: Lingnan University's Efforts in Enhancing Students' International Experiences amid the Pandemic

Weiyan XIONG

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Since the outbreak of the COVID-19 pandemic, Lingnan University, as a liberal arts university in Hong Kong, has taken various efforts in research, education, and community service to fight this global health crisis. The pandemic has particularly brought about significant international learning challenges due to travel bans, visa restrictions, and campus lockdowns. To enhance students' international learning experiences amid the pandemic, Lingnan University has fully applied its institutional connections worldwide, and the information and communication technologies (ICTs) to keep its endeavors in turning the challenging situation into opportunities for enriching students' learning experiences. This presentation will first demonstrate Lingnan University's efforts to respond to the COVID-19 pandemic through research, education, and community service. The presenter will then focus on introducing Lingnan's efforts in enhancing students' international learning experiences through institutional collaboration and technologies and discuss the takeaways on international higher education during the pandemic derived from Lingnan's efforts.

Weiyan Xiong is Research Assistant Professor at Lingnan University, Hong Kong. He is also serving as Program Director of the Master of Arts in International Higher Education and Management (IHEM). His research interests include comparative and international education, indigenous education, liberal arts education, sustainability and higher education, and faculty professional development. He received his PhD in Higher Education Management from the University of Pittsburgh. He used to work as a program coordinator for the Institute for International Studies in Education at the University of Pittsburgh, and a visiting student researcher at Myers Center for Research on Native American Issues of UC Berkeley. His new book, *Ethnic Minority-Serving Institutions: Higher Education Case Studies from the United States and China*, will be published by Palgrave Macmillan in November 2020.

Internationalization and Student Mobility during the Pandemic: Lessons to Share

Wee Shong CHIN

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Internationalisation, through the means of student mobility programmes, has always played an important role in higher education, acting as an important tool in the broadening of students' horizons and exposing them to different experiences away from the comfort of their homes. COVID-19 has all but brought the entire world to a standstill and led to an indefinite suspension of these programmes.

Yet internationalisation remains an area that universities cannot do without, students must be familiar with the world beyond their borders in order to survive and thrive after graduation. This session will explore the pandemic's impact on student mobility programmes, reflect on the effectiveness of our responses and outline how NUS has adapted its internationalisation efforts to the 'new normal'.

Wee Shong Chin assumed duty as Academic Director of the Global Relations Office (GRO) in National University of Singapore (NUS) since 2019. Among her various responsibilities at GRO, she provides strategic directions for partnership and student mobility specifically for the Asia-Australasia, China-Hong Kong-Taiwan and Japan-Korea-South Asia regions. She fronted several new initiatives at GRO, e.g. the Global Classroom Model (GCM) was initiated to encourage the inclusion of an overseas experiential learning component in teaching modules; the "SEA Experience Award" and "India Experience Award" were established to encourage students to consider a learning experience in these regions. A/P Chin was once Assistant Dean and Vice Dean of NUS Faculty of Science (2006-2013). She was presented the NUS Quality Service Award in 2005, and was a recipient of the Faculty Teaching Excellence Award for academic year 2007/08 and 2006/07. She was honoured with the Long Service Medal at Singapore National Day Awards 2019.

ABOUT THE ORGANISERS & CHAIRPERSONS

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