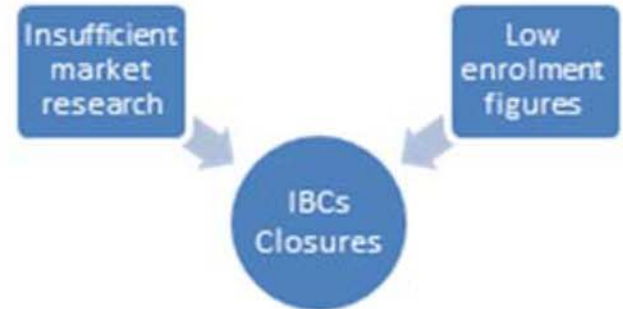
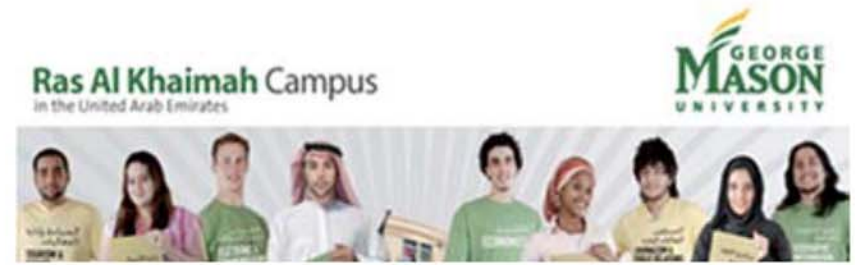


International Branch Campus Student Choices

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IBC's grew more than 25% from 2010 to 2016 (C-BERT, 2016), despite recent changes such as



(Becker, 2009 in Wilkins & Huisman, 2010)

INTRODUCTION

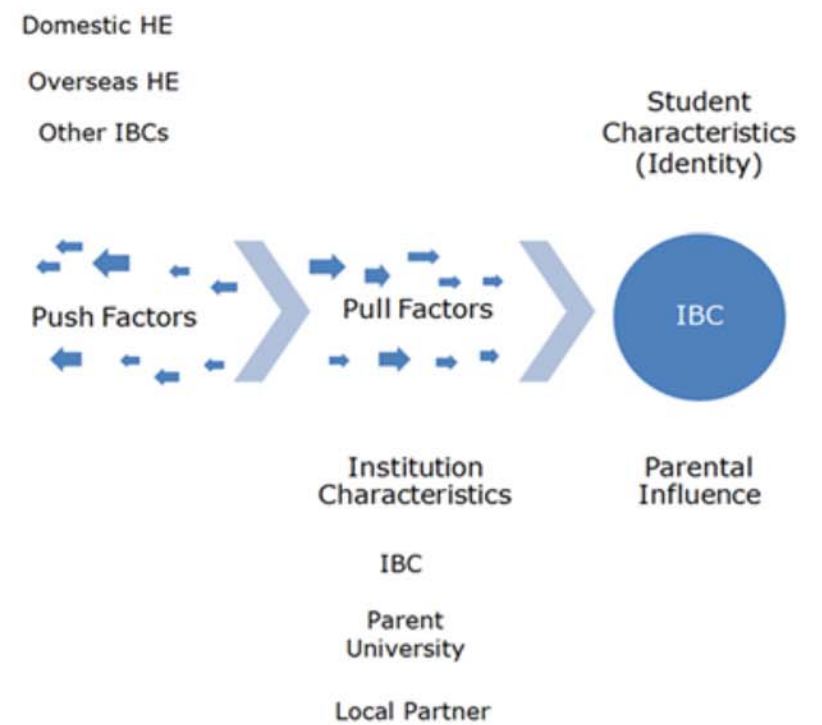
To maintain IBC long-term sustainability, it is important to understand IBC student motivations & aspirations. Most IBC studies are quantitative. As transnational HE field is maturing, there is a need for in-depth qualitative studies. This study sheds light on the structural and agential properties at play in IBC student motivations gathered through a series of semi-structured interviews conducted with 31 students from 3 IBCs (2 in China; 1 in Malaysia) over the period of their studies.

SUMMARY OF FINDINGS & IMPLICATIONS

IBC students who spend part of their study at the parent campus have similar sets of motivations for their choices of destination to those who study at a UK home campus. These IBC students' sets of motivations do not overlap much with those who study for their entire degree at an IBC (c/f Wilkins et al 2012). IBC students who spent part of their study abroad were driven by acquisitive & self-transformative motivations. This implies possible differences in motivations between local mobile & immobile IBC students. Push-pull factors for IBCs are summarised as follows:

THEORETICAL FRAMEWORK

IBC student choices examined through a push-pull theoretical framework adapted for the IBC context from a critical realist perspective.



- Domestic HE
 - University Entrance Exam Score (China only)
 - Unequal opportunities in HE (Chinese Malaysians only)
 - Lack of international environment/exposure
 - Lack of opportunities to improve English (China only)
 - Lower quality
- Overseas HE
 - Cost
- Other IBCs
 - Lower PU global ranking
 - Lower domestic ranking (China only)
 - Location
 - Cost

- IBC
 - A route to studying abroad
 - A 'different'/international/British HE institution
 - Location
 - A stepping stone to PG study abroad
 - Recommendation by others
 - National ranking (mainland Chinese only)
 - Transitional platform/acclulturation
 - High quality teaching staff & facilities
 - Government endorsement
 - A British degree
 - Cost
- Parent University
 - Global ranking
- Chinese Partner
 - National ranking (IBC3 only)
- Student characteristics (Identity)
 - Various 'constellations of concerns': positional vs self-transformative
- Parental characteristics
 - Child's perceived maturity to study abroad
 - Social and cultural capital