Tuning and Global Mobility:
Globalization, knowledge-based economy, and the emerging role of higher education

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Globalization, knowledge-based economy, and the role of higher education

- Globalization and the development of knowledge-based economy are closely associated. (Audretsch 2000, Dunning 2000)
- Higher education is expected to be a main actor in the knowledge-based economy. (Johnston and Marcucci 2010)
- Globalization, Knowledge-based economy, and glowing demand for higher education have been taking place simultaneously. (Olssen and Peters 2005)
- Universities are now a “Key Driver” of knowledge-based society, and a “Star Ship” for economic policy for nations in the world. (Olssen and Peters 2005)
- Meanwhile, movement of students, scholars and other skilled or potentially skilled individuals have been increasing.
  * In the 2000th, 80% increase in the number of foreign students
  * Foreign students in graduates school increased from 17.5% to 21.1% in five years

➢ Universities as a GATEWAY for the mobility of knowledge, skills and technologies.
## Two-step migration

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Status Change</th>
<th>% of stay (%)</th>
<th>Reason for change (%)</th>
<th>work</th>
<th>family</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>200</td>
<td>18.0</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Belgium</td>
<td>280</td>
<td>—</td>
<td>66</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>10 010</td>
<td>14.7</td>
<td>76</td>
<td>20</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>14 680</td>
<td>27.4</td>
<td>56</td>
<td>39</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>10 180</td>
<td>29.5</td>
<td>46</td>
<td>47</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>10 260</td>
<td>19.8</td>
<td>100</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>Neitherland</td>
<td>1 010</td>
<td>15.0</td>
<td>65</td>
<td>34</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td>660</td>
<td>22.5</td>
<td>80</td>
<td>18</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

OECD 2010, *Migration Outlook*: 41
# International migrant stock (millions)

<table>
<thead>
<tr>
<th>Region</th>
<th>1990</th>
<th>2000</th>
<th>2010</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>154.2</td>
<td>174.5</td>
<td>220.7</td>
<td>231.5</td>
</tr>
<tr>
<td>Developed regions</td>
<td>82.3</td>
<td>103.4</td>
<td>129.7</td>
<td>135.6</td>
</tr>
<tr>
<td>Developing regions</td>
<td>71.9</td>
<td>71.1</td>
<td>91</td>
<td>95.9</td>
</tr>
<tr>
<td>Africa</td>
<td>15.6</td>
<td>15.6</td>
<td>17.1</td>
<td>18.6</td>
</tr>
<tr>
<td>Asia</td>
<td>49.9</td>
<td>50.4</td>
<td>67.8</td>
<td>70.8</td>
</tr>
<tr>
<td>Europe</td>
<td>49</td>
<td>56.2</td>
<td>69.2</td>
<td>72.4</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>7.1</td>
<td>6.5</td>
<td>8.1</td>
<td>8.5</td>
</tr>
<tr>
<td>Northern America</td>
<td>27.8</td>
<td>40.4</td>
<td>51.2</td>
<td>53.1</td>
</tr>
<tr>
<td>Oceania</td>
<td>4.7</td>
<td>5.4</td>
<td>7.3</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Mori Arinori Center for Higher Education and Global Mobility

• Established April 2015 with a key mission to conduct comprehensive research on higher education and global skills mobility.

• The center also develops and promotes policies and actions that facilitate quality-centered students and scholastic mobility.

• Both activities are to promote inter-institutional mobility among universities in the world.

• Working with institutional and research network in Asia, Europe, and America, the center aims to promote joint research projects, academic exchange, cooperative programs that would result in double and/or joint degrees.
Research Agenda

• Global Curriculum development and alignment
  ➢ TUNING
• Other study on learning and teaching
• University Funding system in an age of global mobility
• Transition from school to labor market in an age of global mobility
• Physical mobility and virtual mobility (Significance of MOOCs)
• Governance that facilitates or impedes mobility
Research Agenda
Focusing on TUNING

TUNING: The process to align learning contents, assessment methods, competences that would be acquired by students, and the learning outcome, among universities like “tuning” musical instruments.

• An initiative that supports and promotes mobility and quality enhancement in education.
• Tuning enables universities to create transparent, transferable and comparable credit and degree systems, which is essential to ensure the academic significance of the increasing opportunities for studying abroad and academic exchange
• Tuning thus widens opportunities for students who want to study abroad or at another university within a country, and gives more choices for people already employed but who seek to further develop their knowledge and skills.
• Tuning also offers a platform for steadily increasing double and joint degrees.
• These are possible through firm and quality academic partnership among universities in Asia and then with universities in the world
Rationale

Quality Management, Standard Sharing and Mobility

- Quality Management
  - External assessment
  - Outcome assessment
  - Diploma supplement
  - Reference point

- Standard Sharing
  - Cycle System
  - ECTS
  - Tuning for comparability and compatibility

- Mobility Base
  - Horizontal Flow: Transfer, Back to school
  - Vertical Flow: Bachelor ⇒ Master ⇒ Doctor
  - Continuation

- Multiple Flow

- Quality Enhancement
- Greater Access Points

- Expansion in academic fields

- Geographical Expansion

- Increase in degree awarded
- More demand for mobility

Matsuzuka (2012)
チューニング世界ネットワーク
Appendix: Tuning, IR and Grading System
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