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International students and New Zealand's future

Andrew Butcher

Abstract

The purpose of this paper is to explore the role of Asian international students in making a better future for New Zealand. The paper has examined the number of students coming from Asian countries to study in New Zealand since the 1950s. The study has used data for the time period since the inception of the Colombo Plan to the present. The paper also analyses international students' experience and attitude towards New Zealand once they complete their study which may play a significant role in building relationships between their country of origin and country of destination. The paper concludes that the contribution of Asian countries to the growth of the New Zealand economy is very important and that New Zealand should take measures to maintain cordial relationships with these countries.

The aid industry in New Zealand

John Overton

Abstract

Development aid has been a rapidly growing sector in New Zealand. It has been influenced over the years both by changing global understandings, concerns and agreements regarding aid and by the domestic political environment. Although there is a very active non-government aid sector, by far the largest amount of aid from New Zealand is channelled through its government aid agency, currently NZAIS. Recent reassessments of government aid have seen a concentration of bilateral aid partnerships, a greater focus on the Pacific, a move towards sector wide approaches and budget support and an overall increase in aid volumes. Yet at the time when there has been a convergence of New Zealand aid policy and practice with international trends, it may be that domestic political considerations may be heralding a change of direction.

Key words: International Education, Foreign Aid, New Zealand

High education within and beyond frontiers: Some issues to ponder

Srikanta Chatterjee

Abstract

This article addresses some issues of contemporary relevance in the area of higher or tertiary education, including some of its international ramifications. An analysis of some general aspects of education at different levels is followed by an elaboration of the notion of higher education as private investment and a source of human capital formation. This sheds useful light on the observed increase in tertiary enrolment, worldwide, in recent decades. Various international dimensions of higher education are explored next, and the experience of New Zealand as a higher education destination of choice of many international students is examined in this context. Some general concluding observations complete the discourse.

Public versus private delivery of higher education

Malcolm Abbott

Abstract

In recent years there has been a strong growth in the provision of higher education via the private sector around the world. This phenomenon brings into question the status of public universities, in that it raises the question of whether governments would be able to provide higher education more effectively through the funding of private sector expansion. The purpose of this paper is to analyse the issue of whether there is an economic justification for first of all government support of higher education, and secondly government ownership of universities. The economic justification for public ownership (quite separately from public funding) seems to rest on whether public universities are able to create a form of non-contractible quality that governments and consumers are unable to contract or regulate. The real issue, therefore, is one of whether governments can contract private institutions to deliver the quality that they are publicly funded to provide.

Key words: Higher Education, Public Sector, Private Institutions, Contract, Regulations

Developing quality performance through reform of Bangladeshi education administration and governance

Shahidur Rahman

Abstract

Since independence, Bangladesh has made a number of attempts to increase its literacy rate including formation of four educational commissions. Following the declaration of the World Conference on Education for All in 1990, Bangladesh undertook a programme of structural and administrative reforms in the education sector, including that National Plan of Action (NPA-I) for the period 1990-2000, and its successor NPA-II, which had as their objective the goal of Education for All (EFA) by 2015. Under these plans, considerable progress has been achieved. However, the growing gap between the rich and poor, between the haves and the have-nots, has resulted in serious social and economic problems in Bangladesh. A review of these plans revealed that the pace of progress was limited. To achieve the planned goals, this study proposes to initiate a sound educational reform and governance plan which included the notion of a National Development Service (NDS) that could provide a robust platform for achieving the goals. In light of the heterogeneous nature of the population and the extreme diversity present in the educational system, it is hoped that the proposed reforms will be able to have the desired effect of building a socially, culturally and economically aware future generation of Bangladeshi people.

Cooperative learning in an economics classroom – does it have an effect on students' attitude?

Geetha Subramaniam, Ershad Ali, Zahariah Mohd Zain, Arlinah Abd Rashid

Abstract

The purpose of this study was to investigate the effects of cooperative learning on students' attitudes in an Economics classroom in an institution of higher learning in Malaysia. In this quasi-experimental design, two diploma-level classes of 61 students taking the Economics course from the Faculty of Accountancy, Universiti Teknologi MARA, were compared. One class was given the treatment approach (the cooperative learning method), while the other class was taught using the traditional approach (the lecture method). A set of questionnaires was administered to the experimental group members to assess their attitude towards the cooperative learning approach. Another set of questionnaires was given to both groups (experimental and control) in order to compare their attitudes towards the subject. Results indicated that students in the cooperative learning class had a more positive attitude towards the subject compared to those following the traditional method. Results also showed that all students in the cooperative learning class revealed favourable responses towards the cooperative learning approach.

Key words: Cooperative Learning, International Students, Economics

Book Review

C. Griffiths (Ed.) (2008). *Lessons from Good Language Learners*. Cambridge: Cambridge University Press

Reviewed by Joanna Smith