

Asserting the nation: the dominance of national narratives in policymakers' constructions of higher education students – Zoom chat function transcript, 6 June 2020



- 14:02:42 From Cristina Carvalho : Good morning from Brazil!
- 14:03:33 From C Sanger : Hello!
- 14:03:49 From Rosalyn Eder : Good afternoon from Austria!
- 14:03:55 From Thu Thu : Good evening from Yangon!
- 14:04:13 From Dr Paul Kariuki : good evening. from kenya
- 14:04:15 From Neil Carey : Good afternoon from Manchester Metropolitan University, UK
- 14:04:31 From Darmanto Minggele : hello from Indonesia
- 14:04:41 From Johanna Waters : Hi Everyone!
- 14:04:56 From Tim Pitman : Hello from Australia
- 14:05:14 From Sarah Lipura : Kia Ora from Auckland!
- 14:05:19 From Simon Marginson : 105 participants and rising
- 14:06:59 From Akiyoshi Yonezawa : Good evening from Japan
- 14:07:38 From Supriyo Chaudhuri : Good afternoon.. from London
- 14:08:12 From Vimal Subramanian : Hello from University of Aberdeen, Scotland
- 14:08:35 From Carolyn Hu : Hello from Edinburgh 🍷
- 14:08:47 From Lena Zlock : Hello from Oxford!
- 14:08:50 From Miaolung SHIH : Good Afternoon from Fo Guano Shan London
- 14:09:15 From CGHE Webinars : Hello everyone. Rachel's slides will be on the CGHE site after the webinar. They will be in the 'past events' section, on the page for this event.
- 14:11:26 From Vimal Subramanian to CGHE Webinars(Privately) : Perfect, Thanks for sharing slides!
- 14:12:22 From Muhammad Anwer : Good afternoon from Pakistan

- 14:17:40 From Miaolung SHIH : Great, Rachel's slides is useful
- 14:18:19 From Simon Marginson : Colleagues do start sending in your questions as Rachel unpacks more of her data set. Time usually runs out at the other end of the webinar with a flurry of questions coming in during the final 10 minutes. So early questions have an advantage
- 14:25:42 From je306 : Jurgen: would like to ask a question on national varieties in conceptualising students
- 14:27:41 From Vimal Subramanian : Rachel. Part of your research did you see examples of regional narratives such as Catalonia, Taiwan, Hong Kong, etc.,
- 14:28:12 From Doria Abdullah : Do the students subscribe to the identity prescribed by the policy documents? (at least for the sample of countries described in your presentation)
- 14:28:16 From David Mills : This is very interesting: I wonder whether these policy responses were partly in response to the questions asked...were the policymakers asked about their views on Erasmus and students uptake of this and other EU funded mobility schemes
- 14:28:23 From Giulio Marini : I would like to ask if in Spain students are not engaged with the issue related to "comunidades" and their quest for independence or more autonomy from Madrid
- 14:28:35 From Darmanto Minggele to CGHE Webinars(Privately) : please send me the slide to my email
- 14:28:39 From Akiyoshi Yonezawa : How can we understand the difference of the impact of national narratives, between undergraduate, master, and doctoral levels?
- 14:29:02 From Rita Hordosy : Connecting to Jurgen, I would be interested whether the conceptualisations of students included references to other countries, within / beyond regions?
- 14:29:20 From Doria Abdullah : Remark, not question: the employment-focused narrative is similar to that found in Malaysia as well
- 14:31:40 From Darmanto Minggele to CGHE Webinars(Privately) : the problem similiar with others country, i think the policy from goverment very important to support the education.
- 14:31:55 From Darmanto Minggele : the problem similiar with others country, i think the policy from goverment very important to support the education.
- 14:31:57 From Tim Pitman : The employment focus is also strong in Australia, by the state. For the universities themselves, the research (i.e. search for knowledge) narrative is stronger.

- 14:34:07 From Richard Edelstein : Was there any evidence that there is a European Union labor market that was recognized as significant interest?
- 14:48:08 From Derek Lemieux : Dr. Books, with an increasing focus on the marketization of education did you identify a difference in national narratives, where education is fully funded by the state vs. shared funding, in the purpose of education as educating citizens vs. training a labour force?
- 14:48:39 From Johannes Hochreuther : You mentioned in your article that your English interview partners were refraining from invoking the UK's national narrative because of your shared nationality. Could you please, for an international audience, elaborate on what you think the UK's national narrative would be, against the backdrop of the global convergence of Higher Education systems towards an Anglo-American scheme, thereby possibly making the Anglo-American view on students a global one.
- 14:52:38 From Tim Pitman : Your study parsed the data, so to speak, across countries? Did it also look across sectors? E.g. was there evidence of shared visions, across countries, by universities, or government, or industry?
- 14:56:56 From John Anchor : Were the interviews conducted in the national mother tongue language? Who undertook the interviews?
- 15:01:20 From C Sanger : Thank you
- 15:01:32 From Vesna Holubek : Great study, thank you!
- 15:01:44 From Doria Abdullah : thanks to everyone!! :)
- 15:01:49 From Linh Nguyen : thank you Rachel and Simon and all for such a rigorous discussion. Greetings from Melbourne. :)
- 15:02:04 From Johanna Waters : Great presentation!
- 15:02:10 From Hong Bui : Thank you Simon and Rachel x
- 15:02:12 From Cristina Carvalho : Thank you so much!
- 15:02:13 From clwalsh : Thanks for a great webinar
- 15:02:32 From maria slowey : Txs Rachel- and GCHE (Simon) for hosting ! Maria Slowey Dublin City University
- 15:02:33 From Rosalyn Eder : Thank you Simon and Rachel for bringing up the topic of national narratives in internationalization. Looking forward to the publications.
- 15:02:35 From Xin Xu : Great webinar! Thank you!
- 15:02:38 From Sarah Lipura : thank you for the informative presentation and for this space to learn more! ~Sarah (UoA)