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Gender as a Factor in Student Mobility

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1



2

Women at universities



3



Women and education in OECD and EU countries

- In 2013: 23 mln students started their university degree
- In 2013: 23 mln students started their university degree

4



What's OECD?

- The **Organisation for Economic Co-operation and Development** (OECD)
- born 1961; with 20 countries
 - Now 34 countries and more partners
- Provides independent and evidence-based high quality analysis
- to help improve the economic and social well-being of citizens in its member countries and globally

5

OECD 34 Countries



6

Universities globally: increase

- 1995-2011: university entry rates from 39% to 60%
- Growing demand
- Structural change in educational systems
- New programmes created to meet changes in professions
- More international &
- More adult students

7

Women in international mobility programs: Where are they from? Where do they go?

- 7 top countries in mobility
- Spain, Germany, France, Italy: both ways!
- Poland sends and UK receives

Top sending		Top receiving	
Spain: 33634 (55%)		Spain: 30938 (67%)	
Germany: 27106 (62%)		France: 22887 (69%)	
France: 24250 (57%)		Germany: 20885 (59%)	
Italy: 19757 (59%)		United Kingdom: 17697 (64%)	
Poland: 11878 (71%)		Italy: 17028 (65%)	

(EFMD, 2013; Betscher et al., 2016)

8

8

Mobility Revolution: Australia where do students come from?



9

9

Gender gap in OECD countries and EU

- For centuries: discrimination & exclusion
- Goal was to make it equal
- Over thirty years many gaps have narrowed:
 - Attainment of education
 - Labour market ,
 - Pay

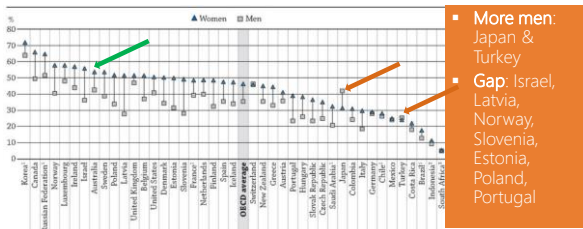


(Davies, 2008; Betscher, 2016)

10

10

25-34 year olds in tertiary education by gender in 2014



11

11

More women than men in higher education



(Betscher et al. 2016; OECD, 2015; EF, 2013; McClure & Sanyal, 2012)

12

12

Trends in education: gender

A **trend** is an important pattern of

- social,
- environmental and
- economic activity that will play-out in the future.

Over three decades:

A gender gap in educational attainment has reversed

- 55-64 yo more men have tertiary education
- 25-34 yo: the trend is reversed

(Hajkovicz, Cook, Littleboy, 2012; 4, EIF, 2013)

13

Boys: education & employment

At 15! Boys are more likely to be low achievers

In all countries, parental expectations support that view even though mathematics is equal on average

Low academic skills
Reading skills

Low student performance
Poor achievement



14

BUT...Men in education and employment



Boys are more represented than girls in upper vocational education

Men are 5 times likely to study engineering, manufacturing and construction

More men in advanced research programs

15

15

Girls: education & employment: young women



are 3 times likely to study education

underrepresented in education and employment in:

- Mathematics,
- Physical science,
- Computing

16

16

What do men and women study?

- Most: Social Sciences, business & law
- Sciences: less women
- 14% women in sciences (5%-19%)
- 39% men (19%-58%)



(EIF, 2013)

17

17

Other things: Who will complete their degree?



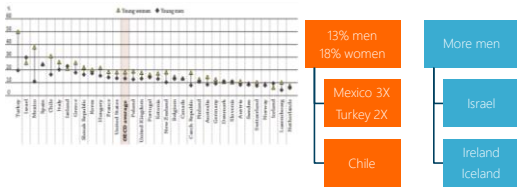
- Women more likely!
- Men: 65%
- Women: 74%
- Countries vary: 60-80%

(OECD Beyond Schools, 2019)

18

18

Who is more likely to be unemployed?



19

19

Unemployment and gender: more women than men: why?

Traditional gender roles

Family formation

Social expectations

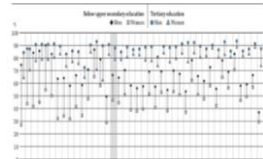
Military duties skew results

20

20

Employment rates at every level

- Women's employment rate lower than men
- Even with tertiary education
- Men: 88%; women: 66%



21

21



Gender trends

- In 2013, Women studied
- Bachelor level: 6 mln; Master: 3mln
- 57% at Master level (Poland 67%)
- 62% in education, humanities, social sciences
- 35% in sciences, engineering



22

22

Employment, earnings & gender: the bottom line is

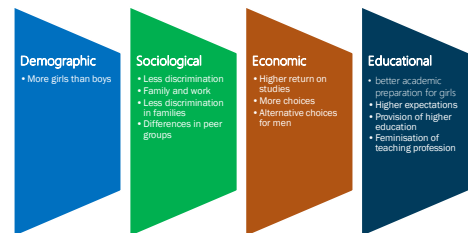


35-44 year old woman,
With the same education

Will get 74%
of man's income

23

23



24

24

The original gender gap still exists: women have...and the reverse news starts here:

- a **higher education attainment** (With gender gap wider at lower levels)
- Teaching as an example:
 - primary versus tertiary
- have **lower employment rates**
 - Teaching as an example
- **are underrepresented**
 - at highest education levels
 - In highest paid professions

(Education at a Glance, 2015; Bolmer, 2018)

25

Next, I will talk about women



- at universities globally
- on the move: internationalization!
- Women at Bond University

26

26

Women students on the move: globally



27

27

Women on the move: the Erasmus Program



- One of the largest mobility programs in the world
- EU exchange program: financial support for students to study abroad
- 4000 academic institutions
- In 33 countries
- Aims to boost:
 - ✓ **Job prospects** and By developing personal skills:
 - ✓ **Intercultural awareness,**
 - ✓ **openness and flexibility**

28

28

Women on the move: gender gaps in the Erasmus program

- Since 1987: 3 mln students
- 1987: 3 000
- 2012: 252 827
- Women are over-represented
- Gender asymmetry in different subject areas
- Gender differences: not studied much

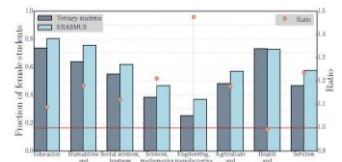


(Betzner, Akijs, Nagler, Mendes, Hebing, Herrmann, 2015)

29

Are women also present in international mobility programs? Subject areas: YES!

- 2011-2012 Erasmus students
- 61% (153 468) women
- Systematic across subject areas
- Except for Health and Welfare

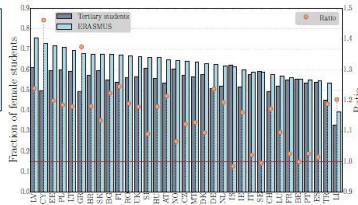


30

30

Are women also present in international mobility programs? Different countries: YES!

- 2011-2012 Erasmus students
- More women in
- 27 out of 33 participating countries



ESOP, 2013; Balmori et al. 2016

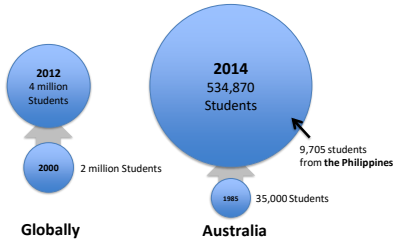
31

Women students on the move: Australia



32

Student mobility revolution



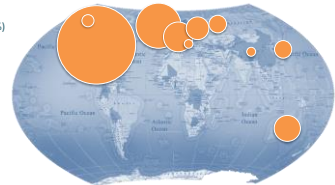
<http://www.uis.unesco.org>

33

33

Mobility: Where do students go (now...)?

- United States (18%)
- United Kingdom (11%)
- France (7%)
- Australia (6%)
- Germany (5%)
- Russia (4%)
- Japan (4%)
- Canada (3%)
- China (2%)
- Italy (2%)



<http://www.uis.unesco.org>

34

34

Mobility: Where do they come from?

- China (694,400)
- India (189,500)
- Republic of Korea (123,700)
- Germany (117,600)
- Saudi Arabia (62,500)
- France (62,400)
- United States (58,100)
- Malaysia (55,600)
- Viet Nam (53,800)
- Iran (51,600)



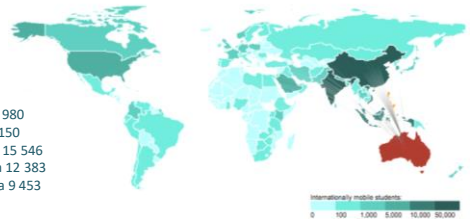
<http://www.uis.unesco.org>

35

35

Mobility in Australia: where do students come from?

- China 87 980
- India 16 150
- Malaysia 15 546
- Viet Nam 12 383
- Indonesia 9 453



<http://www.uis.unesco.org>

36

36

Different perspectives on internationalisation: gender!



- Internationalisation:
 - Background
 - Trends and mega-trends
 - Academic discourse and self-efficacy
 - Role of institutions
- and
- started on gender

37

37

Australia...the first reference I found...

'Addressing gender blindness in research on international education'
2012, Boey, Monash University

a 'blind spot' on gender in relation to the international student experience and consequently a significant gap in our understanding of this cohort of students

significant differences in the way male and female respondents viewed their overseas educational opportunities.

38

38

International experience: Malaysian women's view



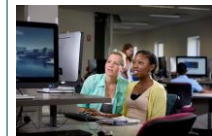
- Wider goals
- Getting away from home
- poorer interaction: clubs, locals and community
- a less positive overseas experience, especially to gain cross-cultural experience
- BUT more likely to describe transformative changes to personalities and attitudes

2012, Boey, Monash University; Addressing gender blindness in research on international education: an analysis of the education experience and career outcomes of Malaysian graduates from Monash University Australia

39

39

Women students on the move: Bond University

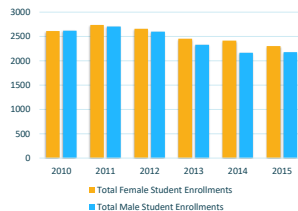


40

40

Overall: Men and women at Bond University: trends show more women than men but..

- Only 2010 almost identical
- Other years: more women than men
- The gap increased in the last three years
- Small gap: university profile
- Now: Details?

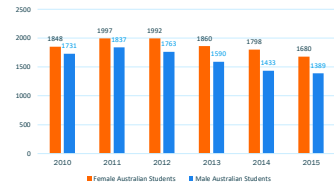


41

41

Australian men and women at the university: similar trend

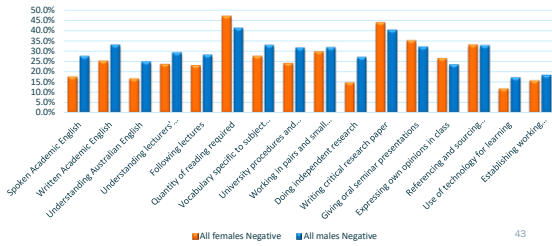
- Predictable graph again
- Every year more women than men
- Gap increases



42

42

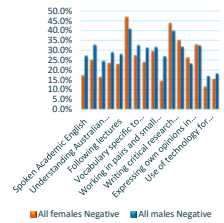
Tertiary experience by gender:
ALL students & perceived difficulty with academic skills



43

Tertiary experience by gender:
ALL students & perceived difficulty with academic skills

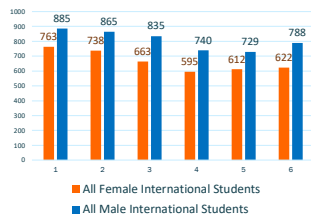
- 16 academic skills
- 12 (75%) men find it more challenging
- 4 out of 16 more challenging for women
 - Referencing and sourcing materials (0.5%)
 - Quantity of reading required (5.9%)
 - Writing critical research paper (3.7%)
 - Giving oral research presentation (3.2%)



44

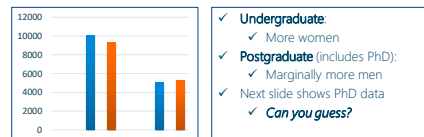
Bond: International students by gender:
more men!

- Aha!
- Data very different from OECD & EU
- Men outnumber women
- Gap very consistent



45

Women at Bond: by levels: the higher the fewer

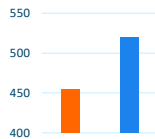


- Undergraduate:
 - More women
- Postgraduate (includes PhD):
 - Marginally more men
- Next slide shows PhD data
- Can you guess?

46

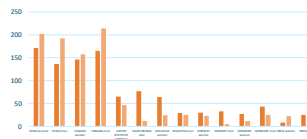
Women and men at the PhD level

- Predictable graph, don't you think?
- more men than women doing PhDs



47

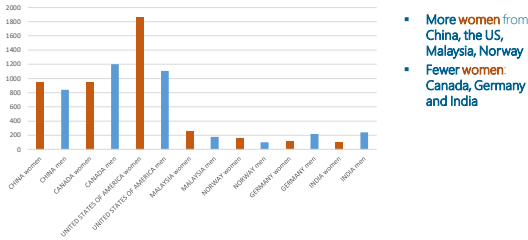
Bond Women: where are they from? 2010-2015



- More women from China, the US, Malaysia, Norway
- Fewer women: Canada, Germany and India

48

Bond Women: where are they from? 2010-2015



International experience: what is it like?



49

50

Bond University: tertiary experience from a student perspective



Survey: difficulties with

- 16 academic skills
- 6 forms of assessment

- 1066 students at Bond
- 58 countries
- 2010-2014

Survey: Difficulties with academic skills & forms of assessment

Academic skills: part 1

- Spoken Academic English
- Written Academic English
- Understanding local variety of English (if applicable)
- Understanding lecturers' different accents
- Following lectures
- The quantity of reading that is required
- Vocabulary specific to my subject area
- University procedures and administration
- Working in pairs and small groups
- Doing independent research
- Writing critical research papers
- Giving oral seminar presentations
- Expressing own opinions in class
- Referencing and sourcing materials
- The use of technology for learning
- Establishing working relationships with lecturers

Forms of assessment: part 2

- Seminar presentation
- Group project
- Critical Research paper
- Final exams
- Referencing and sourcing information
- The use of technology for assessment

The new life: part 3

- New everyday life
- New values, traditions
- Getting on with people you study with
- Getting on with people you live with
- Getting on with people you work with

51

52

Tertiary experience by gender: all students & perceived difficulty with academic skills

75% of academic skills

women perceive as less problematic than men

Referencing and sourcing materials (0.5%)
Quantity of reading required (5.9%)

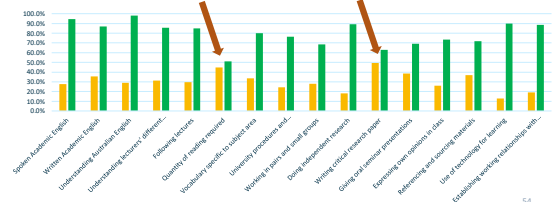
Writing critical research paper (3.7%)
Giving oral research presentation (3.2%)



53

Difficulties with academic skills: international and Australian female students

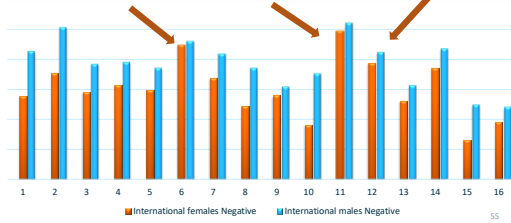
Overwhelmingly, International female students report more problems
Quantity of reading similar, writing a critical research paper



54

Challenges with academic skills: international students by gender: a quick snapshot....

6. Quantity of reading similar, 11. Writing a critical research paper, 12. Giving an oral seminar presentation



55

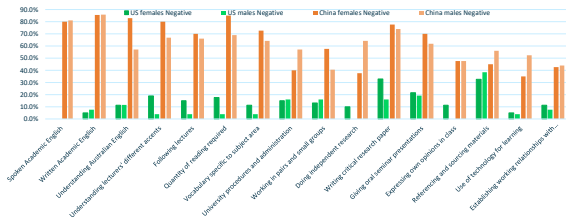
Challenges with academic skills: international students by gender



- 16 academic skills
- International male students report more problems in all of them!

56

Challenges with academic skills: US and China: green for US students orange for Chinese: !!!



57

Challenges with academic skills: US and China



- Massive differences between USA and Chinese students
- Can't use a term 'international'
- Gender: YES!
- Background: MORE!

58

Academic skills: who has the best experience?

- More women than men at Bond
- More international men than women
- Men **overall** perceive 75% more difficulties with academic skills (other are research related)
- International women** perceive 100% more difficulties than Australian ('quantity of reading' similar)
- International men** 100% more than international women
- Extreme differences between 'international: American and Chinese females
- Significant differences in gender (men perceive skills as more difficult)
- Major differences: student background

59

59

Academic skills: whose best experience or highest self-efficacy?



- Major differences: **student background**
- The great leveller: **technology for learning**
- Best: an American female**
- Worst: a Chinese male**

60

60

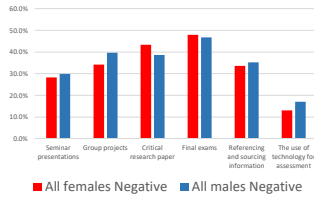
Part 2: Assessment tasks: overall (all students) by gender

Women report less problems with

- Seminar presentations,
- group projects,
- referencing,
- technology

Women more problems with

- Critical research paper
- Final exams (marginal)



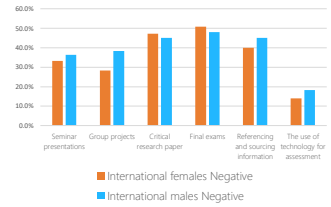
61

61

Assessment tasks: international by gender: identical to overall

Women report more problems with:

- Critical research paper
- Final exams (marginal)

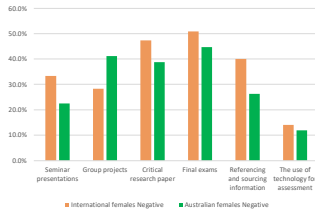


62

62

Assessment: International vs Australian females

International female students report more problems with: All tasks apart from Group work!



63

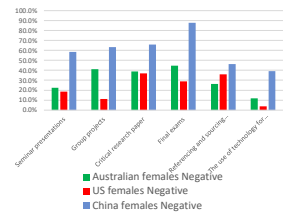
63

Female students and assessment tasks: Australian, American and Chinese

American females perceive less difficulties with all but referencing

Similarities between American and Australian students

Huge differences between Chinese students and other



64

64

Assessment tasks: female and male students

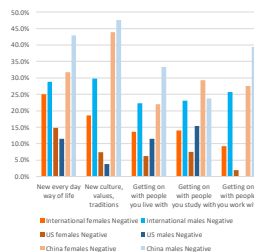
- Women perceive fewer problems than men both overall and international students
- Australian female students: less problems
- Groupwork: the only difference
- Similarities between American and Australian women
- Huge differences between them and Chinese women
- The least differences: technology for assessment



65

65

Part 3: The new life!



International females have a more positive experience in all the categories!

Similarities between American and Australian students

Huge differences between Chinese students and other

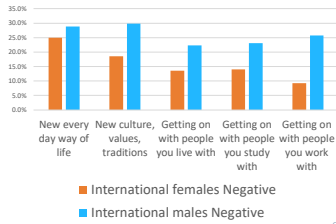
'international' not an accurate category

66

66

Last group of questions: New everyday life: Women more positive in every category

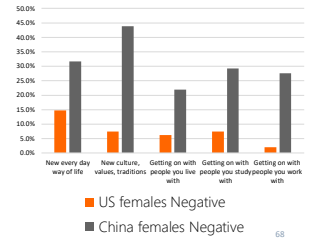
- International females have a more positive experience in all the categories!
- Similarities between American and Australian students
- Very significant differences between Chinese students and other



67

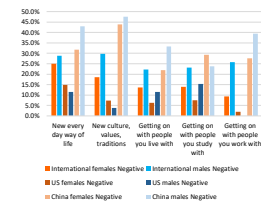
New life: Can we talk about 'an international student' here? No!

- International again an insufficient category
- Huge differences between the perceived experience of the US and Chinese students
- Societal values, culture, religion etc: 36.5% difference
- Indicative of language and culture related issues as well as cultural reporting styles



68

The new life! Talking about international experience....



- Two major factors:
- Gender differences
 - Student background

69

To sum up: gender is a key factor in understanding internationalisation

- Trends globally and locally show:
 - More women at universities
 - Different subject areas and levels
- At Bond University
 - More women overall, and Australians
 - happier women
 - Fewer (still happier) international women
- Pronounced gender differences
- Background differences more pronounced
- Employment and pay inequalities wherever I looked (OECD)



70

New challenges in closing the gaps: goals for Women in TESOL

- Gaps in education, employment and pay
- Attempt to eliminate differences in education, workplace & access to jobs
- For men and women to develop equal skills
 - Perception that some fields are suitable for a particular gender
 - 'Employing gender as a category of analysis can deepen (...) an understanding of the aspirations,

71

New challenges in closing the gaps: goals for Women in TESOL

- Gaps in education, employment and pay identified
- Attempt to eliminate differences in education, workplace & access to jobs
- For men and women to develop equal skills
 - Perception that some fields are suitable for a particular gender
 - 'Employing gender as a category of analysis can deepen (...) an understanding of the aspirations, experiences and outcomes of international students'

72



Thank you for listening, and, a small gift, thanks to Google

<https://www.youtube.com/watch?v=atM86n5eqg>

Dr Beata Webb
Bond University
Gold Coast Australia

73



74