



Call for Manuscripts
KAERA Research Forum Volume 2 Issue 2
Unfinished Journey for “Success” in Global Society:
Transnational Korean Students around the World

We are pleased to announce a call for manuscripts for the second issue of the *KAERA Research Forum Volume 2*, “Unfinished Journey for “Success” in Global Society: Transnational Korean Students around the World.” For this special issue, Dr. Jae Hoon Lim at the University of North Carolina at Charlotte and Dr. Yoonjung Choi at Ewha University serve as co-editors.

KAERA Research Forum gives a publication opportunity to both established scholars and emerging researchers including graduate students. For established scholars, this is a place where they can share their newest, intriguing ideas still in progress and unfolding. For junior scholars and graduate students, this forum will serve as one of first outlets to share and disseminate their scholarly work. Their initial work presented in this non-refereed online outlet may be revised later and developed into a full manuscript for publication in a refereed journal.

This special issue will include research studies focusing on transnational Korean students who went abroad as a child or adolescent, attended K-12 schools in an English-speaking host society, and ultimately remained in the host society or returned to South Korea as a young adult. **If you are interested in publishing your research on transnational Korean students in this special issue, please contact Dr. Jae Hoon Lim (jhlim@uncc.edu) by November 30th, 2016.** (See below for general guidelines for manuscript submission.) If your study is selected to be included in the issue, you will be notified of the acceptance with further instructions including the due date for complete manuscripts.

General Guidelines for Manuscript Submission

All submissions must be in Microsoft Word format and conform to the most recent edition of the *Publication Manual of the American Psychological Association* (APA).

Manuscripts should include the following:

1. Title page that includes all authors’ names, affiliations, and contact information for the lead author.
2. Body of the paper with the following sections:
 - *Introduction*, which documents the importance of the topic and the purpose of the report.
 - *Theoretical Framework and/or Literature Review*
 - *Methods*
 - *Results/Findings/Synopsis of a Research Study*
 - *Discussions and Implications*, which includes a scholarly discussion of the study’s major findings/results as well as recommendations for the research community.
3. References

Manuscripts should be 2,000 to 4,000 words, not including the title page and references. All figures and tables should be submitted in APA style.



KAERA Research Forum, Volume 2 Issue 2

**Tentative Title: Unfinished Journey for “Success” in Global Society:
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During the last thirty years the world has experienced a significant growth in international student mobility. As the words “globalization” and “global awareness” have become a popular lexicon in many sectors of society, study abroad has gained popularity as a way to prepare young adults for a globalizing world (IIE, 2007; Paige, Fry, Stallman, Josic, & Jon, 2009). One of the most noticeable phenomena in international student mobility during the past fifteen years is the rising number of pre-collegiate students going abroad and enrolling in language schools, pre-university courses, and primary and secondary schools (Matthews, 2002; Matthews & Sidhu, 2005; Waters, 2006). Researchers found that the majority of pre-collegiate international students come from so-called “transnational families” (e.g., Yeoh, Huang & Lam, 2005), which exhibit a circular pattern of geographic movement, multiple sojourns, and temporal separation among key family members (Huang & Yeoh, 2005; Ley & Kobayashi, 2005; Waters, 2003; 2005). Not surprisingly, English-speaking first world countries, such as the United States, the United Kingdom, Australia, and Canada, or Singapore, have become popular destinations for these transnational immigrant families and pre-collegiate international students (Cho, 2004; Huang & Yeoh, 2005; Ley & Kobayashi, 2005; Kim, 2010; Ong, 1999; Waters, 2003, 2005, 2006).

South Korea is one of the East Asian countries that witnessed a rapid increase in the number of transnational families called “kirôgi kajok (meaning “geese family” in English) or pre-collegiate study abroad students. According to the Korean Educational Development Institute (2009), the number of South Korean K-12 students who go study abroad increased from 1,840 in 1999 to 27,350 in 2008. Researchers estimated approximately 30,000-50,000 Korean transnational families are dispersed in several English speaking first world countries in 2008 (e.g., Ahn, 2008). Educational scholars explain that this phenomenon reflects Asian middle class families’ strong desire for class mobility, which—the families believe—could be accomplished through an effective accumulation of symbolic capital (e. g., English proficiency & credential from Western higher education institutions) essential to their children’s professional success in the neoliberal and globalized economy. As a result, this middle class Koreans families’ transnational strategy of educating their children abroad at an early age raised serious concerns and debates in South Korea (Cho, 2004) during its peak period, 2004-2007.

As the number of Korean transnational students surged around the world, research on this unique group of Korean students also flourished. Both Korean/Korean American scholars and native scholars in host societies have accumulated a significant amount of empirical research on these students and their families. Furthermore, the transnational students spread around the world during its peak period have now reached their young adulthood; they have settled down or are about to find their own “home” either in South Korea or in the host society in which they spent the critical years of their social development (childhood and adolescence). With the growing maturity of the Korean transnational students and related scholarship around the world, it is time to publish a KAERA Research Forum issue dedicated to this complex and controversial topic.

This issue will provide a comprehensive and timely synthesis of the transnational schooling experienced of Korean early study-abroad students, and how the transnational experience shaped their ethnic, cultural, social, and academic identity and life trajectories.



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