

Research on the Promotion of International Vision of Mba Education--from a Two-Dimensional Based on Knowledge Maps and Spatial Changes

Manli Weng*

Minjiang University, Fuzhou, China
550974783@qq.com
*Corresponding author

Abstract: Quantitative analysis of relevant literature on international MBA field research in the Web of Science database over the past 30 years (1991-2020). From 1991 to the present, the number of research papers in this field has shown an overall increasing trend. And the result shows that the number of publications varies greatly from country to country, with the United States and the United Kingdom ranking the first and the second and the United States contributing more than a half of the total amount. However, the COVID-19 epidemic has hindered personnel exchanges and cooperation between countries, and has seriously affected the development of MBA international education in local colleges and universities. Under the normalization of epidemic prevention and control, based on the connotation and composition of the internationalization of MBA education, clarify the development direction, expand the "dual cycle" that combines domestic demand with the diversification of foreign education cooperation, and take into account the new pattern of diversified and balanced international education cooperation. In practice, explore the implementation path of improving "flexibility", driving "innovation" and promoting "local internationalization".

Keywords: MBA Education; International Vision; Post-pandemic Period

1. Introduction

This article selects various foreign literatures related to MBA research in the past 30 years (1991-2020), uses bibliometrics to analyze them and draws a series of Knowledge Mapping, and visualizes the research status of the global MBA field. MBA education in China started decades later than Western countries. There are many international research results in the field of MBA in the context of globalization that are worthy of our reference and learning. The current research hotspots and frontiers of MBA in western countries, especially America and Europe, deserve our attention. In addition, this article also discusses the current status and future directions of research in the field of MBA in China.

2. Literature Review

The development of MBA education in China is relatively late compared to Europe and the United States. As Henry Mintzberg said, "we can start from the right path."..... But the right path is not so easy to find. Domestic MBA education not only needs to learn from foreign experience, but also needs to pay attention to the absorption of Chinese traditional culture. We need to base ourselves on contemporary management theory, systematically study Chinese traditional culture and contemporary Chinese corporate management, and combine China's actual national conditions and corporate status with contemporary management thinking. Especially on the road of internationalization, China's MBA education still has a lot of room for improvement.

At present, international research in the MBA field revolves around several keywords, including "critical management education", "on-line mba course", "building foundation", "secular scholarly world" and so on. These words represent important themes of various periods of research in the MBA field over the past 30 years.

So far, some scholars have used the knowledge graph to analyze the related topic. For example, in 2010, Wei Ruibin conducted a visual analysis of domestic knowledge graph research and found that

researchers and institutions at the current time node are relatively concentrated, the co-authoring rate of research papers is high, and the research theme is clear 1. In 2012, Yang Silo took CNKI as the data source to analyze the research of knowledge atlas in China, focusing on theories, methods, tools and applications, and discussed its development trend 2. In 2017, Zhang Ni based on WOS and CSSCI related papers on knowledge mapping, using Cite space to analyze them and find that the research hot spots of knowledge graphs at home and abroad are knowledge mapping theory and method research, data processing and data mining, the subject, economic and social applications of it.

3. Analysis Methods and Data

The data in this article comes from the Web of Science database. Search in WOS according to "title = MBA", the time span is from 1991 to 2020. And the database sources include SCIE, SSCI, A&HCI, the document type is set to article, proceeding paper and review, and the actual analysis refines the business MBA. There are a total of 460 articles related to the field of economic management.

Import 465 literature records into Cite space V and set relevant parameters. In Cite space V, the source of the subject terms is selected as "Title", "Abstract", "Author Keywords" and "Keywords Plus", and the time is set from 1991 to 2020, meanwhile the time span is 1 year.

4. The Overall Progress of Research in the MBA Field

4.1 Time Distribution of Research Literature

A total of 465 documents related to MBA field research were obtained in this search, and the average number of documents published every year is about 16 articles. This means that despite the vigorous development of international MBA education, in-depth research and discussion of this field in academia are not flourishing. The specific annual literature publication change trend is shown in Figure 1.

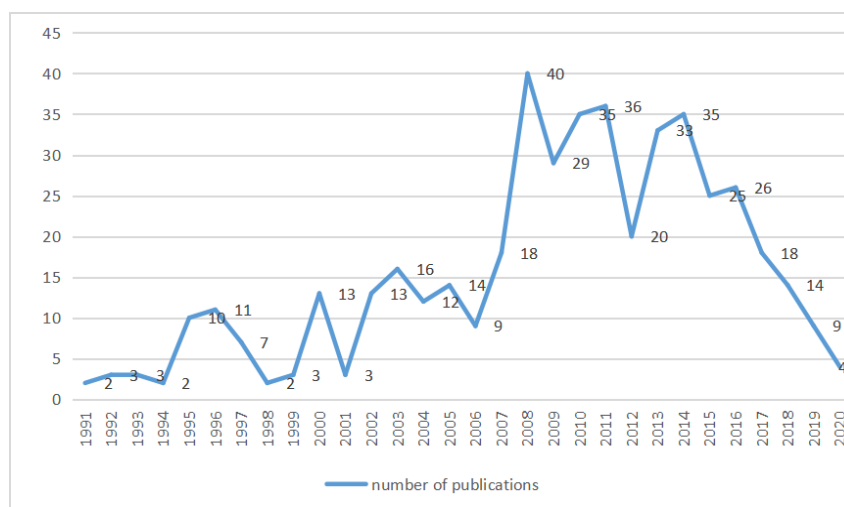


Figure 1: Changes in the number of research documents in the MBA field included in WOS (1991-2020)

As can be seen from Figure 1, from 1991 to the present, the number of research documents in the MBA field has generally increased, but fluctuated slightly between years. Before 1995, the number of literatures was relatively small, with less than 10 relevant literatures per year. In 1995, the number of documents exceeded 10. From 1996 to 2006, the overall number of documents increased slightly and steadily. From 2007 to 2008, the number of literature surged, reaching 40 in 2008, the highest in the past 30 years. Since then, the number of relevant literature has shown a large increase until 2014, with more than 30 in most years. Judging from the previous application data, the number of applicants to business schools has been developing in the opposite direction to the economic cycle. During the economic recession, the number of MBA applicants is on the rise. Analysis in the literature shows that in the process of economic downturn, young people are facing an employment crisis, so they hope to return to school to learn more systematic and professional knowledge to cope with market changes, get

better career development and higher wages. Since 2015, the number of documents has dropped somewhat compared with previous years, and the number has basically remained at around 20 per year.

4.2 Country Distribution of Publication Frequency and Research Cooperation Status

Table 1 lists the top 10 countries in terms of publication frequency of 465 papers, from which it can be seen that the number of publications varies greatly from country to country. The United States made the largest contribution, accounting for 53.9% of the total literature, followed by the United Kingdom (13.9%). Although the number of published articles in China is relatively high, it is still less than a fraction of the number in the United States, and its influence is limited.

Table 1: Ranking of the top ten countries with the most frequently published articles

Country	United States	United Kingdom	China	Canada	Australia	Spain	France	Japan	Singapore	Netherlands
frequency	251	65	36	28	21	18	15	13	10	8

Table 2 shows that the research influence of each country is further analyzed through centrality. Countries in the world that mainly conduct MBA education research are arranged in descending order of centrality. The strongest node centrality is the United Kingdom, followed by the United States. That is to say, the United States, which publishes far more papers than the United Kingdom, has less than 1/2 the centrality of its documents, which shows that the United Kingdom has played a pivotal role in the MBA field in the past 30 years. The reason is that, on the one hand, the MBA degree in the UK is mostly one year, which is shorter than that in the United States, and the research concentration is stronger. As a result, research in the MBA field has long been more popular in the UK than in the US and other European countries.

Table 2: Ranking of countries by strength of centrality

country	United Kingdom	United States	Spain	Costa Rica	Canada	China	Australia
centrality	0.72	0.39	0.18	0.12	0.08	0.07	0.04

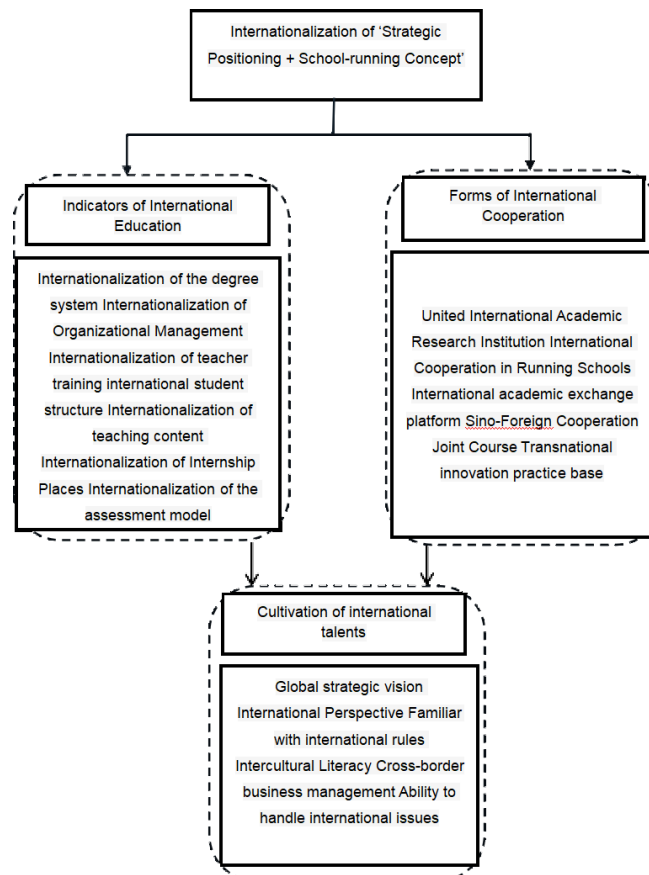


Figure 2: The connotation and composition of the internationalization of MBA education

5. The Connotation and Composition of the Internationalization of MBA Education

At present, the connotation of MBA's "international education" has not yet formed a consensus. According to the summary of existing research, the realization of "internationalization" should be based on the overall planning at the conceptual level, based on the internationalization of "strategic positioning + school-running concept", specifically through The implementation of the internationalization indicators of various universities, combined with the new method of international cooperation, cultivates cross-border operation and management talents with global strategic vision, cross-cultural literacy and familiarity with international norms (Figure 2).

6. The Development Direction of Mba International Education

6.1 MBA International Education Gradually Realizes 'Dual Circulation'

Under the new situation of the new crown pneumonia epidemic + anti-globalization, my country has proposed a major strategic deployment of "accelerating the construction of a new development pattern with the domestic cycle as the main body and the domestic and international dual cycles promoting each other". From the perspective of the field of MBA foreign cooperative education, the challenges brought about by the excessive concentration of international cooperation in the past have become increasingly severe. Therefore, by expanding domestic demand and the "double cycle" of foreign education cooperation diversification, it will effectively avoid the current complex and changeable international Increasing systemic risk in the broader environment.

6.2 Maintaining the Common Interests of Education to Achieve the "Stability" of Education Internationalization

UNESCO releases research report "Reflecting Education: Shifting to the Concept of a "Global Common Good"? "In order to achieve sustainable development in an increasingly interdependent world, education and knowledge should be regarded as a global common good, goodwill, such as values, civic virtues, and a sense of justice. 5" Therefore, we should recognize the diversity of worldviews in a pluralistic world, integrate various knowledge systems, and repurpose educational visions in a diverse world. Starting from the diversity and diversification of common interests, break the knowledge and education concept dominated by Western civilization and Western education in the past MBA international education process, explore other knowledge systems outside the mainstream knowledge model, and gradually form a global Common interests, taking into account the diversity and balance of international education cooperation pattern. For the sensitive and fragile international relations in the post-epidemic period, this is conducive to further strengthening the stability of education internationalization.

6.3 Conform to the Development of Big Data and Give Talents More Inclusiveness and Openness

In the context of the development of the era of big data, the development of information technology has shown great openness and inclusiveness in the collection, processing and use of big data. First, in the process of talent training, colleges and universities need to have an international perspective, shorten the distance between local education and international education, and achieve effective integration between international education and local education. Second, when colleges and universities set up relevant majors, they should use data development as an important reference and support for discipline construction through practical data investigation and analysis.

7. The Real Dilemma Faced by the Internationalization of MBA Education in Local Universities in China

The global spread of the new crown epidemic in 2020 has had a great impact on the international political economy and cultural and educational undertakings. At the same time, under the multiple impacts of the "de-globalization" wave and the global economic contraction, the process of internationalization of MBA education in colleges and universities is inevitable. Faced with the new situation of upgrading and reshaping, innovation and transformation, the key is to start from the connotation of internationalization of MBA education, examine the special development direction in the post-epidemic period, and explore feasible paths for internationalization.

7.1 'Obstacles' to International Student Flows

The menacing COVID-19 has further aggravated the international political and economic situation. Policy adjustments and fluctuations in visas, immigration, academic exchanges, international research and other aspects of various countries will inevitably affect the cross-border flow of students and international educational cooperation. Conservative political agendas such as travel bans, restrictions on international research cooperation in areas described as sensitive, restrictions on work visas and restrictions on international participation challenge cross-border mobility 4. In 2020, the United States issued an announcement prohibiting entry of Chinese citizens with graduate degrees or above holding F or J visas who are related to China's implementation or support of China's military-civil fusion (MCF) development strategy 5. According to the latest survey of more than 19,000 students from China, the EU, India and North America conducted by QS (Quacquarelli Symonds), 66%, 47%, 57% and 53% of students from China, the EU, India and North America respectively said they had changed their plans to study abroad due to the pandemic. Six to nine percent of the students in the four regions decided to change their country of study and four to nine percent gave up studying abroad 6.

7.2 The Construction of International Teaching Staff "Internal and External Troubles"

In the process of MBA education, a team of bilingual teachers with global vision is an important guarantee to promote international talent cultivation and the smooth progress of international exchange and cooperation projects. However, the construction of teachers in local colleges and universities matching the goal of international training is still "insufficient".

First of all, due to the problems of resources, platforms and treatment, it is difficult for local colleges and universities to attract overseas excellent teachers at this stage. The backbone of the construction and teaching of international courses is still local teachers. Secondly, due to the limitation of foreign language proficiency and the chance to go abroad, the lack of support for participating in international exchange mechanisms, there is still a long way to go for Chinese universities to achieve high-level international teaching staff. Third, academic exchanges and personnel flow between countries affected by the epidemic have been hindered. Overseas expert courses, international conferences and forums, and short-term exchange programs to promote international education have all been suspended. These have negative impacts on academic exchanges, scientific discussions and international cooperation at home and abroad. In the absence of international learning and education experience, even if local teachers have outstanding scientific research and teaching capabilities, they are still weak in building courses with high international relevance.

7.3 Hybrid model fails to effectively solve "Internationalization Crisis"

The sudden outbreak of COVID-19 has swept the world, causing cross-border academic exchanges, personnel mobility and project cooperation in the field of education to fall into a "crisis", which has seriously affected the implementation of the MBA international talent training model. Although various institutions have started the new normal of MBA international teaching, scientific research and social service through the mixed mode of "online + offline" and "Chinese teaching + foreign teaching", their efficiency and results are not satisfactory. The hardware facilities of online education, the experience and quality of distance teaching, the choice of online teaching mode, the acceptance and adaptability of students to online courses, and the construction of online teaching evaluation system need to be gradually improved and perfected. In particular, there are more uncertainties and teaching obstacles in the actual operation of the "online + foreign teacher" method, and it is difficult to form a high-quality online interaction and an effective classroom environment in the short term.

8. Path of Internationalization of MBA Education in Local Universities in Post-Epidemic Period

8.1 To Cope with Risks Calmly and Improve the 'Flexibility' of Mba International Education

The systemic risks in the international development of MBA education in colleges and universities will become the norm as the epidemic continues globally. How to improve the 'flexibility' of education against risks is crucial. The Belt and Road Initiative is a major measure taken by China to deepen and expand the level of opening-up, and provides a major strategic opportunity to further improve the internationalization level of China's education 7. In Promoting the Joint Construction of the Belt and Road Education Action (2016) and China's Education Modernization 2035(2019), great attention is

paid to educational exchanges and cooperation among countries along the Belt and Road. Universities try to promote cooperative education through the 'One Belt and One Road University Strategic Alliance', mutual recognition of academic degrees, exchange of standards and mutual learning of experience, etc., and explore the internationalization path of MBA education with Chinese characteristics, which is expected to reduce the restrictions on internationalization in Western countries and regions. Risks posed by mobility.

8.2 Leveraging Big Data Thinking to Drive the 'Innovativeness' of MBA International Education

With the deepening of education informatization construction, big data has provided rich foundation and conditions for educators and become a powerful impetus for education reform and innovation. Xi Jinping, General Secretary of the Communist Party of China, stressed that 'we must adhere to the people-centered development philosophy and promote Internet plus education'. First of all, make full use of big data collection to build the new power of international curriculum resource database. In the construction process of the resource library, relying on the characteristics and advantages of big data, such as wide field, fast dissemination and diversified channels, we timely collect high-quality education resources of international MBA related courses, and integrate the classic cases, teaching methods and teaching experience of outstanding teachers from first-class universities at home and abroad. Second, make full use of big data technology to create a new engine for personalized teaching in smart classroom. Big data technology is used to obtain students' personalized information, promote the transformation from 'one-to-many' to 'one-to-one' mode, and train international management talents.

8.3 Combining with 'Localization + Internationalization' to Implement Local Internationalization

'International at Home' (namely laH) is the education concept put forward at the Spring forum of European Association of International Education in 1999. It combines cross-cultural and international perspectives, which Bengt first defined as all activities related to international affairs that occur in the field of education, except for the overseas mobility of students 8. Beelen and Jones propose a more comprehensive definition: In a domestic learning environment, a cross-cultural international dimension is purposefully integrated into the formal and informal curriculum of all students 9.

First, the local internationalization model helps to build a 'dual circulation' development pattern of education. In the post-epidemic era, the growth rate and quality of international education will focus on connotative development, actively practice the combination of 'localization' and 'internationalization', focus on the utilization and development of local resources, and actively expand the international education of new types of education. The cooperation project promotes the quality and level of local international education through the new pattern of 'dual circulation'.

Second, local internationalization is committed to the cultivation of international education teachers. Under the influence of many factors such as the epidemic, restrictions, thresholds, and expenses, the teaching situation of foreign teachers has been seriously hindered. The path of local internationalization focusing on the international integration of local resources provides a valuable opportunity for 'transformation'. By forming a local international team of teachers with language advantages and teaching expertise, creating opportunities for further study, visiting studies, participating in international teaching seminars, or cooperating with foreign scholars, encouraging the publication of international papers, and constantly motivating outstanding teachers to improve their international education capabilities. Realize local internationalization and provide quality assurance.

Thirdly, local internationalization helps to realize Chinese characteristics in the international curriculum system. How to avoid the penetration of Western ideology and values in international education, adhere to the integration of multicultural concepts, integrate socialist core values and Chinese excellent traditional culture into advanced theoretical frontiers and teaching cases in Europe and the United States, and cultivate students' international vision, which is the basic requirement in the construction of an international curriculum system. In the post-epidemic era, local colleges and universities are exploring in practice, and the curriculum setting of local international education needs to take the international education concept as the purpose, coordinate international education and ethnic education, and gradually establish an independent curriculum system with Chinese characteristics that integrates the essence of domestic and foreign education 10.

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