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Abstract

This study analyzes how the world class university (WCU) project in Korea is perceived by participating international scholars and Korean principal investigators by conducting focus group interviews and utilizing semantic network analysis. While international scholars and Korean principal investigators agree that the success of WCU depends on mutual collaboration, the expansion of qualitative evaluation, and effective student education, their core interests and values differ.

International scholars place much weight on core educational values that are tied with students and research. On the other hand, Korean principal investigators take greater interest in the administrative side, including formal evaluation, regulation, and attendance for the required number of class days.

This difference in assessing the WCU project emerges as an obstacle to mutual understanding and collaboration. Rather than judging which group's frame of reference is better or more relevant, our analysis focuses on offering a context-specific understanding of frame while avoiding the cliché of 'cultural difference.' Lastly, the analysis of frames offers some useful implications for the Korean

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