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Abstract

Knight has proposed a common transnational education framework for use within and among countries. How this framework may be applied in particular contexts such as those of host countries like China remains unclear. The purpose of this article is to examine the literature to explore the framework to ascertain the extent of its utility in China in terms of application and research. The investigation highlights two areas for considerations by researchers and data collectors who may use the framework. The article concludes that understanding the peculiarities of transnational education in host countries plays a critical role in addressing the challenges associated with the development and application of a common framework and ultimately a robust international protocol for data collection of transnational education. (HRK / Abstract übernommen)