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Introduction

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Dear Readers -

I am pleased to share Volume 14, Issue 2, 2022 of the *Journal of Comparative and International Higher Education (JCIHE)*. In this current issue JCIHE is honored to publish articles of higher education on the following countries: Azerbaijan, Barbados, Canada, China, Hungary, Iraq, Tajikistan, Taiwan, United Kingdom, and United States.

JCIHE publishes new and emerging topics in comparative and international higher educational whose themes represent scholarship from authors from around the world. Two broad themes are represented in the articles in the 14(2) Issue: Student Learning Strategies and Institutional Context. For this issue, the Editorial Board invited two high-profile internationalists: Allan Goodman, of the Institute of International Education and Mirka Martel of the Institute of International Education to write a reflective essay about the effects of COVID-19, on student mobility. They focus on changes between the different waves of COVID-19 and projections for the future. We conclude this issue with a Book Review by Sneha Bhasin.

Student Learning Strategies

Student learning strategies are explored in six articles. Kenneth Han Chen explores how international students in Taiwan engage in online activities and use those experiences to develop a sense of community and identity. Courtney Queen, Sarah Schiffecker, and Valerie Osland Paton explore how experiential and community-based learning, enhance the development of a critical pedagogy for international, community-based health education learning experiences. Shaoan Zhang, Chengcheng Li, and Daniel L. Ungera explore the sense of belonging of international doctoral students who study in the United States and how that impacts their academic goals and relationship with their mentors and their peers. Helen Collins and David Callaghan examine the impact of Virtual Classrooms (VCs) on intercultural relationships between domestic and international students, and shows that VCs offers a platform for increased interaction than face-to-face classrooms. Wei Liu, David Sulz and Gavin Palmer compare the learning experiences of in-person vs. virtual abroad and find that despite the many advantages, virtual online programing is qualitatively inferior to physical in-person programing and is not a solution to the long-standing equity issue with international education. Wolayat Tabasum Niroo and Mitchell R. Williams examine how students from developing Asian countries, where English is the second language,

are marginalized when attending English dominate HEIs. Although these students feel othered and disappointed, they nonetheless use the writing centers to help them succeed.

Institutional Context

Institutional changes are explored in four articles. Jasarat Valehov and Bernhard Streitwieser explore how the entrepreneurial university concept will increase alternative revenue for HEIs in Azerbaijan and in so doing will build a stronger, rejuvenated, and ultimately more autonomous identity for those universities. Monika Z. Moore compares the development of higher education systems and distance learning in Barbados and Canada, highlighting the dynamics between the colonized and their former colonizers and how distance learning can add an amorphous, non-local dynamic to a country or region's attempt to define itself and its goals for local development and well-being. Feifei Wang and Yi Wang compare Hungarian and Chinese promotion of internationalization of higher education and how institutions are prioritizing raising international student mobility as a way to enhance countries' competitiveness at the global level. Hayfa Jafar and Emma Sabzalieva compare how faculty in Iraq and Tajikistan reconnect with the international academic community and in so doing import prestige and bridge the gap created by conflict. Institutional internationalization processes then positively exist within national political and economic factors that constrain how these processes develop.

Articles

The Following Articles are included in this Issue:

Allan Goodman, *Institute of International Education, US* & **Mirka Martel**, *Institute of International Education, U.S.* The Future of International Exchange is Bright.

The Editorial Board of JCIHE specially invited Goodman and Martel to write an editorial essay on the future of international education. The focus of their essay is that internationalization, in all its forms, will continue and thrive in the future. This editorial essay outlines the importance and need for internationalization on U.S. higher education campuses throughout and beyond the COVID-19 pandemic with critical considerations regarding the future of international educational exchange

Kenneth Han Chen, *National Taiwan University, Taiwan.* Cyber Divided: How Taiwanese International Students Make Identity Boundaries within Social Network Sites

This article examines an online forum for prospective Taiwanese international students, STUDYABROAD. By engaging in these online activities, international students develop a sense of community and identity. The article shows how social networking sites reinforce group boundaries relating to different class traits and individual characteristics. International students find support and reassurance by socializing with netizen members and learning essential knowledge and information, but they also learn to distinguish different personalities and associate with them based on how they are perceived.

Jasarat Valehov, *Azerbaijan State Pedagogical University, Azerbaijan* & **Bernhard Streitwieser**, *George Washington University, USA.* Entrepreneurial University: A Catalyst for the Redevelopment of the Azerbaijani Higher Education System

This article examines new challenges that Azerbaijani universities face as part of the Azerbaijani higher education transformation in the post-Soviet period. Azerbaijan's transition to a knowledge economy requires a substantive transformation of the country's higher education system. As such, these institutions must develop the entrepreneurial university model that has been embraced as an effective response to the challenges of our time by some U.S. universities. The entrepreneurial university concept will increase alternative revenue for an institution and will build a stronger, rejuvenated, and ultimately more autonomous identity.

Hayfa Jafar, *American University of Iraq – Sulaimani* and **Emma Sabzalieva** *York University:*

Faculty Experiences of Higher Education Internationalization in Post-conflict Iraq and Tajikistan

This article compares how academics in Iraq and Tajikistan recover from the impact of conflict and international isolation and what spaces they create for higher education to internationalize by opening up and (re)connecting with the international academic community. Findings show commonality in how faculty bridge the gap created by conflict, reconnect with the world, import prestige, and integrate into the international academic community. Finally, respondents viewed internationalization processes positively even while recognizing that national political and economic factors are constraining how these processes develop.

Wolayat Tabasum Niroo, *Old Dominion University* and **Mitchell R. Williams**, *Old Dominion University*: “Native Speakers Do Not Understand Me”: A Phenomenological Study of Student Experiences from Developing Asian Countries at an American University

This article explores the experiences of international students from developing Asian countries where English is their second language and how that language is then marginalized in American Universities due to language barriers. In developing Asian countries, such as South Asia, the English language belongs to families of the Middle and Upper classes and those who speak English gain admission to HEIs that use English. However, when those students begin their instruction in English-speaking HEIs in America, they feel othered and disappointed. Nonetheless, with use of limited resources some student use writing centers to help them succeed.

Feifei Wang, *Institute of Health Promotion and Sport Sciences, Faculty of Education and Psychology, ELTE Eötvös Loránd University, Budapest, Hungary* and **Yi Wang** *Intensive Care Unit, Peking University First Hospital, Beijing, China* International Student Mobility and Internationalization of Higher Education in Hungary and China: A Comparative Analysis

This article compares Hungarian and Chinese promotion of internationalization of higher education. Both Hungarian and Chinese governments are prioritizing raising international student mobility to enhance their countries’ competitiveness at the global level. This article compares determinants of higher education internationalization between the two countries, particularly focusing on the context of international student mobility.

Helen Collins *Liverpool Business School, Liverpool John Moores University, UK* and **David Callaghan** *TEL Unit, Liverpool School of Tropical Medicine, UK*: What a Difference a Zoom Makes: Intercultural Interactions Between Host and International Students

This article examines the social interactions among international and host students during the pandemic when institutions transitioned from face-to-face to online learning using zoom. Findings show a marked increase in interaction among students online and examined what differences exist for online learning that enhanced intercultural experiences.

Wei Liu, *University of Alberta, Alberta, Canada*, **David Sulz** *University of Alberta, Alberta, Canada* and **Gavin Palmer** *University of Alberta, Alberta, Canada*: The Smell, the Emotion, and the Lebowsky Shock: What Virtual Education Abroad Cannot Do?

This article examines the institutional shift to virtual programs as a result of COVID-19 in terms of addressing how virtual education abroad promotes equity issues in the internationalization of higher education. Despite the many advantages of virtual online programming, such as low cost, flexibility, and accessibility, it is still qualitatively inferior to physical in-person programming and thus is not a solution to the long-standing equity issue with international education. Though teleconferencing technology can be fruitfully used in intercultural learning as a new addition to existing tools, it cannot replace physical programs, nor can it fully address the equity issue.

Courtney Queen *Texas Tech University Health Sciences Center, USA*, **Sarah Schiffecker** *Texas Tech University, USA*, **Valerie Osland Paton** *Texas Tech University, USA*: Critical Pedagogy for Health Professions and International Learning Experiences

This article examines health sciences education in the international, community-based context. The focus is on how experiential and community-based learning, common in the fields of Health Sciences, are appropriate methods to support the development of a critical pedagogy for international, community-based health education learning experiences. Recommendations are given for educators to provide practice-based education that focuses on improved outcomes of experiential learning so that learners do not just recreate their own lived experiences of order, structure, and power, instead to use a critical pedagogical approach which allows learners to examine their own social conditioning and biases so that they are empowered to engage, work and live across cultures.

Shaoan Zhang *University of Nevada, Las Vegas, USA*, **Chengcheng Li**, *The Open University of China, China* & **Daniel L. Ungera** *University of Nevada, Las Vegas, USA*: International Doctoral Students' Sense of Belonging, Mental Toughness, and Psychological Well-Being.

This article describes international doctoral students who studied in the United States and their experiences and examines the relationships between their academic goals and psychological well-being and their sense of belonging and mental toughness. Findings imply their sense of belonging impacted academic goals or psychological well-being through communication and relationship with their mentors and support from their peers. Mental toughness impacted academic goals or psychological well-being via cognition, behavior, and affection.

Monika Z. Moore *University of Toronto, Ontario, Canada*: Neo-colonialism in Distance Learning in Barbados and Canada

This article examines the development of higher education systems and distance learning in Barbados and Canada, highlighting the imprint of colonialism, and exploring the way in which both countries interact with the Commonwealth of Learning. In using an analysis of neocolonial processes focus, examines the colonized and their former colonizers, and organizations like the CoL who house both. This study also shows ways that Barbados and Canada are embracing distance learning, and how distance learning by its very nature can add an amorphous, non-local dynamic to a country or region's attempt to define itself and its goals for local development and well-being.

BOOK REVIEW

Sneha Bhasin, *Jawaharlal Nehru University, India* presents a book report on: Downing, K., Loock, P.J., & Gravett, S. *The Impact of Higher Education Ranking Systems on Universities*. London: Routledge, 2021.

JCIHE Support

I want to thank several individuals who were instrumental in the publication of this issue. First, I want to thank the JCIHE Associate Editor, Hayes Tang for his support, insight, and creativity. Second, I want to thank the co-chairs of the CIES HE-SIG, Pilar Mendoza and Anatoly Oleksiyenko, for their guidance and leadership to the journal. Third, the timely publication of the issue is dependent on the expert management of the journal by the JCIHE Managing Editor, Prashanti Chennamsetti and by the JCIHE Production Co-Editors, Yovana S. Veerasamy (lead editor), Jacob Kelley (supporting editor), Hannah (Minghui) Hou, Marissa Lally, and Emily Marchese. It is their dedication that helps keep the standards and integrity for the journal.

Dr. Pilar Mendoza is the Chair of the CIES Higher Education SIG. She moves off the rotation in June 2022 and as such, she moves off the rotation for her leadership role in JCIHE. During her tenure on the journal board, she has helped to raise the standard, visibility, and profile of the journal. I want to personally thank her for her time and dedication and look forward to working with her again when she and Santiago Castiello co-edit the JCIHE Summer 2023 Special Issue, *The Road Towards UNESCO's Sustainable Goals Amidst the Pandemic of COVID -19 in Latin America and the Caribbean Higher Education*.

JCIHE is an open access, independent, double-blinded peer-reviewed international journal publishing original contributions to the field of comparative and international higher education. The JCIHE is the official journal of the Comparative and International Education Society (CIES) Higher Education Special Interest Group (HESIG). The mission of the journal is to serve as a place to share new thinking on analysis, theory, policy, and practice, and to encourage reflective and critical thinking on issues that influence comparative and international higher education. JCIHE showcases new and diverse international research that uses rigorous methodology that focuses on theory, policy, practice, critical analysis, and development analysis of issues that influence higher education. JCIHE has as its core principles: a) comparative research; b) engagement with theory; and c) diverse voices in terms of authorship.

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