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Introduction

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Dear Readers -

I am pleased to share the Volume 14, Issue 4, 2022 of the *Journal of Comparative and International Higher Education* (JCIHE). JCIHE publishes new and emerging topics in comparative and international higher education whose themes represent scholarship from authors from around the world. In this issue 14(4), 2022, the articles explore and/or compare international higher education in the six countries: Canada, European Union, Nepal, Norway, Turkey, and the United States. Author institutional affiliation is diverse and spans six countries: Canada, Nepal, Norway, Turkey, Uganda, and United States. We conclude this issue with a Book Review by Bhavika Sicka of *Higher education in the era of migration, displacement, and internationalization* by Khalid Arar, Yasar Kondakci, Bernhard Streitwieser, & Anna Saiti. (2021).

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 are influence higher education. JCIHE has as its core principles: a) comparative research; b) engagement with theory; and c) diverse voices in terms of authorship.

In the 14(4) issue, two broad themes are represented in the articles: comparative research and student learning strategies.

Comparative Research

Gülşah Taşçı, Bernhard Streitwieser & Seyfi Kenan compare intercultural experiences from internationalization of faculty in selected universities in Turkey and in the United States. Dmitriy Fedotov compares the experiences of degree-mobile students in 32 countries in the European Union and United Kingdom. Ambika Prasad Poudel compares the use of information and communication technologies (ICTs) in English language teaching at two different colleges in Nepal.

Student Learning Strategies

Agnes Akoth & Elisabeth Enoksena use a process model to identify three phases that international students go through to use individual and social resources for coping with financial, social, and emotional challenges. Sara Bano, Qing Xia, and John Dirkx examine Chinese undergraduate student sensemaking of their experiences in learning about other cultures using non-western perspectives while studying in the United States. Vander Tavares examines the perspectives of local students studying in Canada and what they think about their participation in multiculturalism and multilingualism programs and their intercultural experiences with international students. Rakha Zabin, Sandra Bosacki, & John Novak use auto-ethnography to assess how international student emotional intelligence, which includes self-awareness, self-regulation, empathy, motivation, and social skills expands as they cope with everyday life. Mehmet Avcı and Romulo E. Montilla explore the how self-determination supports Turkish international student well-being while they study in the United States. Nara Martirosyan, Dana Van De Walker, & D. Patrick Saxon explore the academic and non-academic challenges faced by international students during the pandemic and their use of support services to overcome challenges.

The articles in 14(4) are:

Agnes Akoth (*Eastern African Sub-Regional Support Initiative for the Advancement of Women (EASSI), Uganda*) and **Elisabeth Enoksena** (*University of Stavanger, Norway*).

Experiences of East African students in Norway: Development of a Process Model

This article examines the potential challenges students from underrepresented continents are likely to face in an environment with severe sociocultural differences. This study focuses on seven international students from East Africa who study in a larger city in Norway. Analyses uses a process model, illustrating the three main phases the students went through. The initial phase shows the financial, social, and emotional challenges that students faced. In the transitional phase they found social support from students in similar situations, whereas in the settling phase, they tended to mobilize individual and social resources for coping.

Sara Bano (*North Dakota State University, USA*), **Qing Xia** (*Michigan State University, USA*), and **John Dirkx** (*Michigan State University, USA*). **Developing Intercultural Competency in a Public Health Study Abroad Program: What Does Cultural Learning Mean for Undergraduate Chinese Students?**

This article explores the notions of cultural learning from non-western perspectives by focusing on the experiences of Chinese undergraduate students from the field of Public Health in the

United States of America. Weick's (1995) Sensemaking theory is used to understand how Chinese undergraduate students made sense of their experiences of learning about other cultures in both personal and professional spaces. The Chinese undergraduate students in the study used comparison as a tool to make sense of new experiences. Their sensemaking process shifted from simple to complex concepts and guided learning helped them understand complex social issues related to public health in the U.S. Interestingly, the students did not consider learning public health knowledge, English language, or life skills as cultural learning.

Gülşah Taşçı (*Mayis University, Turkey*), **Bernhard Streitwieser** (*George Washington University, US*), and **Seyfi Kenan** (*Marmara University, Turkey*).

Internationalization experiences of universities in the United States and in Turkey

This paper offers an analysis of key stakeholders' internationalization experiences in a selection of three leading universities in the United States and three in Turkey. We used phenomenological research methodology to understand the mechanisms behind internationalization in each setting, and a research design that allowed us to engage in a detailed analysis of the decisions made by some of the key university figures in each country. The findings will be useful for higher education institutions that seek to better understand the myriad ways that internationalization goals can become operationalized, and the impact of particular goals and strategies in two contrasting settings. By illustrating one way that internationalization as a broad trend becomes implemented in local contexts and filtered down for use in six distinct institutions, this paper adds a new intercultural perspective to the existing literature.

Vander Tavares (*Faculty of Education, Inland Norway University of Applied Sciences, Norway*). **“Lock Us in a Room Together” - Local Students' Suggestions for Improving Socialization with International Students**

This article examines international student experiences in Ontario, Canada higher education comparing it with the perceptions of interaction with local students. The research learns from local students on how to improve socialization between the two groups and how local students conceptualize their experiences with multiculturalism and multilingualism programs at their university. The article examines the importance of diversity for the acquisition of intercultural knowledge and the development of intercultural relationships. Findings illustrate that local students considered their university to be multicultural/multilingual primarily based on the availability of cultural events and different languages spoken on campus. Additionally, local students ascribed much importance to socialization with international students, but expected the university to assume a more formal role in developing structured opportunities for the two groups to come together.

Rakha Zabin (*Brock University, Canada*), **Sandra Bosacki** (*Brock University, Canada*), and **John Novak** (*Brock University, Canada*). **The Role of Emotional Intelligence in Ontario International Graduate Students: An Auto-Ethnography.**

This article explores international student Emotional Intelligence (EQ) that includes self-awareness, self-regulation, empathy, motivation, and social skill. The article maintains that EQ allows people to work independently or collectively to cope with everyday life events. Such an emotional tool kit may help multicultural international students handle several adverse situations. This study focused on an auto-ethnographic account of the learning experience of one

international graduate student's transition to becoming a scholar within a new cultural context. Self-reflection on the hurdles and socio-emotional challenges experienced during the transition to becoming a graduate student in Ontario informs the analysis. Findings suggest the need for Canadian universities to incorporate multiple components of EQ into their international university services, including mindfulness, self-regulation, and stress management.

Mehmet Avcı (*Recep Tayyip Erdogan University, Turkey*) and **Romulo E. Montilla** (*St. Mary's University, USA*). **Total Wellness of Turkish International Students: Perceptions and Inherent Growth Tendencies.**

This article examines the basic psychological needs involved in self-determination theory to investigate the relationship between autonomy, competence, and relatedness needs, self-determined way of functioning, and wellness of Turkish international students in the U.S. The study shows that the perceived total wellness of Turkish international students, pre-pandemic, was slightly low. However, the regression analysis shows that Turkish international students have a strong self-determined way of functioning indicating higher level of wellness.

Dmitriy Fedotov (Ontario Institute for Studies in Education (OISE) of the University of Toronto, Canada). **The Empirical Analysis of Degree-Mobile Students: The Hosting Country Perspective.**

This study compares degree-mobile students in 32 countries within the European Union (EU), the European Free Trade Association (EFTA), and the United Kingdom. The study is based on the aggregate data from the European Tertiary Education Register (ETER): the goal is to construct indicator (benchmark) for analyzing degree mobility of students at the country level. The empirical analysis is conducted from the perspective of a receiving country. It effectively helps to establish the context and content of future discussions on how to address the practical problem of measuring and evaluating the dynamics of students flows in Europe.

Nara Martirosyan, (*Sam Houston State University, Texas, US*), **Dana Van De Walker** (*Lone Star College, Texas, US*), **D. Patrick Saxon** (*Sam Houston State University, Texas, US*). **The Impact of COVID-19 Pandemic on International Students in a Public University in the United States: Academic and Non-academic Challenges**

This article examines the unexpected move to online learning and changing support services as a result of COVID-19. These changes have impacted international students substantially. This article unpacks the top five academic and non-academic challenges faced by international students during the pandemic, and their use of support services to overcome challenges. These results can inform college administrators, professors, and student services professionals about reviving and expanding campus academic and social support services.

Ambika Prasad Poudel (*Tribhuvan University, Dhankuta Multiple Campus, Nepal*). **Information and Communication Technology in English Language Teaching: Some Opportunities and Challenges**

This article explores how the use of Information and Communication Technologies (ICTs) in English language teaching (ELT) at colleges in Nepal impacts student learning. English language teachers and the students learning English from two different colleges concluded that ICTs were useful for accessing learning resources, preparing and presenting their lessons and for conducting

collaborative learning activities. However, neither teachers nor students were satisfied with their utilization of ICTs in teaching and learning English. Access to ICT tools, and the skills needed to use ICTs were the main problems.

JCIHE Support

I want to thank several individuals who were instrumental in the publication of this issue. First, I want to thank the co-chairs of the CIES HE-SIG, Anatoly Oleksiyenko and Dante Salto for their guidance and leadership to the journal. Second, I want to thank the JCIHE Senior Associate Editor, Hayes Tang, the new JCIHE Associate Editor, Yovana S. Veerasamy, and the Managing Editor, Prashanti Chennamsetti for their support, insight, and creativity. Finally, the timely publication of the issue is dependent on the expert management of the journal by the JCIHE Production team which includes Co-Editors, Hannah Minghui Hou (lead editor), Yovana S. Veerasamy, and Marissa Lally, and Production Assistants: Kristin Labs, Kyunghie Ma, and Adeline De Angelis. It is their dedication that helps keep the standards and integrity for the journal.

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Dr. Pilar Mendoza is the Past-Chair of the CIES Higher Education SIG. She moved off the rotation in June 2022. During her tenure on the journal board, she oversaw the revision of the JCIHE mission and helped to raise the standard, visibility, and profile of the journal. I want to personally thank her for her time and dedication. I am looking 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 serves 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 also aims to bring in voices from throughout the world to showcase worldwide scholarship that is not often found in other journals. The articles in this issue reflect author diversity, subject diversity, and high levels of analytic scholarship.

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