

Introduction to JCIHE Emerging Scholar Research Summaries

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Dear Readers -

I would like to welcome you to the *Journal of Comparative and International Higher Education* (JCIHE) Emerging Scholars Research Summaries Issue. This issue highlights Graduate Student Work-in-Progress with contributions from graduate students from around the world who are currently studying in a doctoral program. The purpose of the Emerging Scholars Research Summaries is to share cutting-edge research that is of broad significance to the field of comparative and international higher education. Each article received a Letter of Support from the student's Supervisor/Chair indicating their approval for the potential publication. In that the focus is on work-in-progress, some of the articles provide foundational information while others include preliminary findings.

Contributions for the 2022 JCIHE Emerging Scholar Research Summaries Issue examine issues of higher education in five countries and regions: Australia; Canada; Spain; Vietnam, and the United States. The graduate student authors are studying at the following institutions:

Australia: Monash University

Canada: McGill University; Thompson Rivers University; University of Windsor

Spain/Brazil: Universidade Federal do Espírito Santo, Brazil/Universitat de València,
Spain

Tasmania: University of Tasmania

United States: Ohio State University; University of Maryland; University of North
Georgia

2022 Graduate Student Themes

For the 2022 Graduate Student issue, much of the research was conceived during COVID-19 and the implications of the pandemic are apparent in the research presented. Two broad themes are found: Policies and Student Voices.

Policies

Articles focus on national, institutional, and programmatic policies. National and program policies are explored in Vietnam universities with the adoption of nationally focused international career-oriented programs. Institutional policies are examined in how U.S. global liberal arts campuses adopt education for religious understanding, also known as worldview diversity education. Programmatic policies are found in U.S. curricular adoptions of transnational virtual classroom and virtual exchanges that need to adjust to complications from COVID-19 and the ever-changing landscape of immigration policies. Using a decolonial lens, institutional policies are explored in terms of the different meanings of internationalization of higher education in which international mobility of the academic community is related to the construction of internationalization. A postcolonial lens is applied to understand how Africa is represented in the imagery of study abroad programs as othering or in a subjugated manner.

Student Voices

The focus on the voices of students informs how students think about employability and how they interpret their own engagement and self-growth. The topic of employability is explored in how Chinese international graduates use six forms of capital (human, social, cultural, psychological, identity, and agentic) and apply it to their careers in Australia. International student engagement is explored via gendered experiences of Iranian international students' experiences of human dignity in Canadian universities. Engagement is also seen in a comparison of Canadian and Iranian international students' conceptions of critical thinking during their graduate studies in Canada. Intercultural development is seen through the voices of Chinese foreign language learners who participate in Collaborative Online International Learning (COIL) at a regional U.S. university and their development of intercultural communication competencies. Finally, international students from around the world who study in the U.S. share how their personality traits influence the ways they deal with acculturative stress.

Articles

The Following Articles are included in this Issue:

Renee L. Bowling (*The Ohio State University, USA*). ***Worldview Diversity Education at Global Liberal Arts Campuses***

This article expands inquiry into the framing of education for religious understanding, also referred to as worldview diversity education. The article attempts to understand the manner

and degree to which global liberal arts campuses are engaging intentionally with religious diversity. Using a social justice lens, Bowling argues for alignment between global citizenship education and worldview diversity education that champions interactional diversity. In attempts to clearly define humanistic goals in international higher education strategies and pedagogies, this article proposes education for religious understanding as a purposeful companion to diversity, intercultural, and global citizenship education within the expanse of global learning.

Yizhe Huang (*University of North Georgia*). ***Investigating Student Development of Intercultural Communication Competence through Collaborative Online International Learning***

This article is a qualitative case study that details the intercultural communication competence (ICC) development of seven Chinese foreign language learners. These students participated in Collaborative Online International Learning (COIL) activities at a regional U.S. university with a group of native Chinese speakers over a two-year period. Drawing on sociocultural and transformative learning theories, the study examines the barriers to the implementation of COIL, and the ways in which Chinese Foreign language learners develop ICC in foreign language coursework. The findings are shared that practitioners and researchers can build upon to promote language development and intercultural learning in foreign language coursework through virtual exchange.

Thi Kim Thu Le (*University of Windsor, Canada*). ***Dealing with Acculturative Stress: How International Students' personality traits help?***

This article adds to the literature on international students' experiences with acculturative stress by adding specific information on how personality traits influence the ways that international students deal with acculturative stress. This study investigates acculturative stress-related experiences of 10 international students from 10 countries who are studying in the US. The study describes the levels of stress that these students encounter and explores how their personality traits shaped by social, cultural, and political contexts influence their acculturative stress levels and their ability to get over these experiences.

Ana Rachel Macedo Mendes (*Universidade Federal do Espírito Santo, Brazil/Universitat de València, Spain*). ***The Role of Academic Mobility in the (De)Construction of Internationalization: Dialogues and Perspectives From, In and On Global South & Global North***

This article details the different meanings of the internationalization of higher education using ideas from the Bakhtin Circle regarding language as an ideological phenomenon and decolonial studies to influence the theoretical construct and methodology of the study. The focus on international academic mobility is justified in this research due to its central role in the views, policies and actions of internationalization of higher education, despite representing a highly

excluding, elitist process with flows that tend to reinforce asymmetrical relationships and colonial domination by the Global North of the Global South. Given this scenario, this study investigates how international mobility of the academic community is related to the construction of internationalization. The views of undergraduate and graduate students and professors participating in academic mobility of one university in Brazil, the Global South, and another in Spain, the Global North, are analyzed using (de)construction of theoretical models, before, during and after their mobility experience. These views are also contrasted with the documental analysis of the official texts on internationalization of both institutions. The aim of the research is to understand the role that international academic mobility can play in the (de)construction of the perspectives and practices of internationalization of higher education institutions.

Thi Duc Phung (*The University of Tasmania*). ***The Inter-play of Teacher Agency and Student Agency in Enhancing Graduate Employability: A Study of the International Career-Oriented Programs in Vietnam***

This article examines the impact of globalization to the graduate labor market which has resulted in the under-employment of new graduates in many countries. Although the Vietnamese government has launched numerous initiatives to develop employability for students, half of Vietnamese university graduates are unable to find jobs in their area of specialization. To address this issue, the Vietnamese HE sector introduced the international career-oriented programs (ICOPs) to raise the quality of graduates and to ensure that it is on par with international standards. This research focuses on three ICOPs to explore the interaction between teacher agency and student agency in enhancing graduate employability. This research draws on Bourdieu's concepts of field, capital and habitus to investigate how academics and students perceive and exercise their individual agency. The position theory is adopted to shed light on the ways academics and students either comply with or disrupt the traditional hierarchical positioning within education systems to practice their co-agency. The study employs a qualitative approach with a combination of various data collection methods, including document analysis, interviews and focus groups to explore the role of teacher agency, student agency and their co-agency in enhancing graduate employability in Vietnam.

Erfaneh Razavipour (*McGill University*). ***Gendered Experiences of Human Dignity within Canadian Universities: The Case of Iranian International Students***

This article explores Iranian international students' (IISs) experiences of human dignity (HD) within Canadian universities. Drawing on in-depth interviews with 24 current and former IISs, I created a conceptual HD framework to analyze the data. Three themes emerged as key to IISs' experiences of HD in the context of postsecondary education: 1) the relationship between students and university faculty/staff, 2) gender equality and freedom, and 3) having a minority or marginalized identity. It concludes with observations about how an awareness of students' HD experiences could strengthen the support offered to international students (ISs).

Farzaneh Ojaghi Shirmard (*Thompson Rivers University, Canada*). ***Canadian and Iranian Graduate Students' Conceptions of Critical Thinking: A Comparative Study***

This article study compares Canadian and Iranian international students' conceptions of critical thinking during their graduate studies in Canada. Critical thinking is an essential skill in Canadian higher education. The lived experiences of four Canadian and four Iranian graduate students from different master's programs help to identify experiences and notions of critical thinking during their time at the university. Preliminary findings show that while all Canadian participants held the concept of critical thinking, Iranian students needed more knowledge to build their critical thinking conceptualization. At the university, content knowledge, instructors' competence, and teaching methods significantly influenced students' critical thinking development. The comparisons provide insight into future pedagogical and curriculum building strategies in the development of critical thinking skills.

Melody Tang (*Monash University, Australia*). ***Contributions of Capitals to Chinese International Graduates' Employability in Australia***

This article explores the employability of Chinese international graduates in the Australian labor market. Employability is examined in light of six forms of capital (i.e., human, social, cultural, psychological, identity, and agentic) that Chinese international graduates develop and apply to their careers in Australia. The research employed Bourdieu's theory of practice and a capitals-based approach as the theoretical framework. The findings reveal that in addition to getting employment in Australia, the graduates also benefited from developing and utilizing these six capitals in terms of sustainable employment, professional growth, and wellbeing. As such, a broad definition of employability which includes different capitals as the inputs and different aspects of employability outcomes as the outputs, namely, employment outcomes, sustainable employments, professional growth, and wellbeing, becomes important in studies on employability.

Zuleka Woods (*Virginia Tech, United States*). ***What's in an Image? A Critical Look at Study Abroad Programs Going to Africa***

As the U.S. continues to prioritize the internationalization of higher education, study-abroad participation has doubled in the last decades. To correspond with this increased interest and prepare students for an intercultural workforce, study abroad programs have diversified travel destinations to include countries on the continent of Africa, most of which have colonial histories. However, many scholars have contended with the problematic nature of study abroad programs, especially interactions with host countries in the Global South. Specifically, the depiction of Africa is often othering or in a subjugated manner. Additionally, there is a lack of concise scholarship on the representation of people and places of travel destinations in study abroad programs images. As such, this exploratory study uses a postcolonial lens to understand

how Africa is represented in the imagery of study abroad programs at selected Research 1 universities in the U.S. Results of the study and practical implications are presented.

The *Journal of Comparative and International Higher Education* (JCIHE) serves as a place to share new thinking on analysis, theory, policy, and practice that relate to issues that influence 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). JCIHE is dependent on the volunteer efforts of many scholars in the field of comparative and international higher education. I want to give special thanks to the JCIHE Peer Reviewers for the Winter Special Issue: Michael Lanford, Samantha Thompson, Rachel McGee; and Prashanti Chennamsetti. Thank you for the time you give to making sure that the articles are publication ready.

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