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Introduction

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Dear Readers -

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. To focus on international voices, Vol 15, Issue 3 includes authors from: Australia; Canada; India; Malaysia; Myanmar; Turkey; United Arab Emirates (UAE).

I am pleased to share with our readers eight new empirical articles, one essay, and a book review for issue 4. Jessica Schueller reviews Melissa Whatley's *Introduction to Quantitative Analysis for International Educators.* In this issue, the articles and essays share three main themes that provide new contexts for the field of comparative and international higher education: Student Learning Strategies; Faculty Learning Strategies; and Institutional and Pedagogical Contexts.

Student Learning Strategies

Three articles examine issues related to student learning. Merlin Joseph and N.T. Sudhesh find that the academic lifestyle of international students in India and academic motivation are significant predictors of student learning and of their academic success. Ajay K. Garg, Raymundo C. Rosada, Jr. and Jay Ariken examine the lived experiences of international students during the COVID-19 in Vancouver BC, Canada and find that student understanding of COVID-19 risks were strong but their financial health and well-being levels differed among the student population. The latter influenced their overall learning abilities. Thinh Huynh and Ly Thi Tran examine the impact of digitalization on the teaching and learning of international students in HEIs in Australia during COVID-19 as well as the challenges they experienced. Cherry Kyaw San and Khin Mar Htw find that short-term study abroad for undergraduate students has a noted impact on their intercultural development in terms of changes in attitudes, knowledge and comprehension, skills,

desired internal outcomes, and desired external outcomes, with an emerging aspect 'recommendation' based on 'cultural reflection'. Yidan Zhu, Yun Xia, Yan Yu, and Yufei He detail the student experience as participants in a COIL class in China.

Faculty Learning Strategies

Four articles examine issues related to faculty learning. Mahmut Ayaz, Bilge Gök, and Salih Gülen, examine the role of the electronic portfolio as a faculty learning tool. The electronic portfolio is used to define self-efficacy beliefs and academic achievement levels of pre-service elementary teachers studying in Universities in Turkey. David Dalton, Hassan Khalifa, Sami Mejri and Amani Omer showed how the emergency response to COVID-19 in teaching and learning forced faculty in the UAE to think of innovative ways to engage invisible learners which, in turn, was physically and emotionally draining on the faculty. Yidan Zhu, Yun Xia, Yan Yu, and Yufei He detail the faculty experience as teachers and participants in a COIL class in China. Finally, Sanfeng Miao identifies patterns of gender inequality in Chinese higher education.

Institutional and Pedagogical Contexts

One article examines institutional and/or pedagogical contexts within higher educational institutions. Muhammad Muftahu explores governance in Commonwealth of Asia higher educational institutions (HEIs) to use good practices in the management of other HEIs within Commonwealth nations of Malaysia, Singapore, and India.

Articles

Merlin Joseph, Christ (Deemed to be University, Banglore, India) **and N.T. Sudhesh** (Deemed to be University, Banglore, India). *Academic Stress, Social Support, and Adjustment Among International Students in India*
This article examines the relationships between academic stress, academic lifestyle, academic achievement, and social support, using a correlation, quantitative approach to understand these relationships. International students from various colleges and universities across India participated in the study. Analysis revealed significant relationships between these contexts and adjustment was categorized into academic lifestyle, academic achievement, and academic motivation. Multiple regression analysis showed academic lifestyle as a significant predictor of perceived academic stress. Academic motivation was directly proportional to an increase in academic stress ($p<0.05$). Findings also found a significant difference in students' academic motivation based on gender. The findings of this study call for adopting a holistic approach to reduce international students' academic stress and adjustment concerns. Recommendations to institutions are made based on the findings.

Mahmut Ayaz, Ministry of National Education, Turkey, **Bilge Gök,** Hacettepe University, Turkey, and **Salih Gülen,** Muş Alparslan University, Turkey. *The Effect of Electronic Portfolio Use on Pre-Service Elementary Teachers' Academic Achievement Levels and Self-Efficacy Beliefs Regarding the Teaching Process*
This article examines the level in which technology is used in the education of teacher candidates in higher education in Turkey. In the quasi-experiment, it is hypothesized that technology is important in the education of these students because technology affects the cognitive development of teacher candidates. One method is seen as the most useful, the electronic portfolio. A mixed method approach involving 61 participants lasted for 14 weeks with volunteer pre-services teachers. Through parametric test techniques, descriptive and content analysis, findings from this study showed that the use of e-portfolio positively affected the self-efficacy beliefs and academic achievement levels of pre-service elementary teachers. In addition, a linear relationship was found between self-efficacy beliefs and their academic achievement. The findings showed the importance of having infrastructure and technological competencies for teacher candidates.

David Dalton Khalifa University of Science and Technology, United Arab Emirates, **Asli Hassan** Khalifa University of Science and Technology, United Arab Emirates. **Sami Mejri** Khalifa University of Science and Technology,

United Arab Emirates, and **Amani Omer,** Woxsen University, India. *Capturing the Personal and Pedagogical Experiences of Faculty During Emergency Response Teaching at a Research University in Abu Dhabi*

This article examines the teaching experiences and emotional well-being of faculty at a research university in the United Arab Emirates. The study took place during COVID-19 and thus examined the implications of emergency response teaching on instruction and learning. 400 faculty answered a questionnaire and 26 faculty were interviewed. Results showed evidence of a range of pandemic-related, negative impacts in terms of feeling challenged and frustrated. Faculty were forced to think of newer and more innovative ways to engage invisible learners which was physically and emotionally draining. Preemptive approaches in pedagogy were suggested for future emergency situations.

Muhammad Muftahu, National Higher Education Research Institute, Universiti Sains Malaysia. *The Governance and Management of Higher Education in the Commonwealth of Asia: Sharing the Asian Experience for the Common Good in the Commonwealth of Africa*

This article critically explores governance in higher education systems in the Commonwealth of Asia to examine how good practices can be applied to the management of higher education in Commonwealth nations, especially in the Commonwealth of Africa. Systematic secondary research was conducted through a keyword search strategy. Using the gathered data, discussions were made on the various governance and management aspects in three Commonwealth Asian countries namely Malaysia, Singapore, and India. In each case study, focus was placed on university autonomy, quality assurance, university-based research development, funding, institutional differentiation, and governance reforms proved salient for discussion. The article shares good practices for the common good and generates a contextual application of higher education governance practices between the Commonwealth of Asia and the Commonwealth of Africa.

Thinh Huynh School of Education and REDI, Deakin University, Australia, and **Ly Thi Tran** School of Education and REDI, Deakin University, Australia, *Digitalization of the Teaching and Learning for International Students in Higher Education: A Systematic Review*

This article examines digitalization in the international higher education sector during COVID-19 pandemic and how it was underlined by migration to online delivery across different educational contexts. The article examines systematically articles on the impacts of digitalization on the teaching and learning of international students in higher education. Each article underwent a four-step refined process: initial search, filtering, screening, and in-depth review. Thirty-five identified articles examined 1) the main forms of digitalization of teaching and learning for international students, 2) the digitalization-related experience of international students in learning, 3) the opportunities of digitalization of teaching and learning for international students and 4) the challenges of digitalization of the teaching and learning for international students.

Cherry Kyaw San University of Mandalay, Myanmar **Khin MarHtw** Yadanabon University, Myanmar. *Exploring the Impact of Study Abroad on Students' Intercultural Competence: The Case of Myanmar*

This article examines the impact of short-term study abroad programs on the development of Myanmar undergraduate students' intercultural competence. Focus was on how programs influence student attitudes toward the native culture, the host culture and cultural differences, and their intercultural interaction. The main findings show that short-term study abroad enhances students' intercultural development in terms of attitudes, knowledge and comprehension, skills, desired internal outcomes, and desired external outcomes, with an emerging aspect 'recommendation' based on 'cultural reflection'.

Yidan Zhu Department of Counseling, Leadership, Adult Education, & School Psychology (CLAS), Texas State University, San Marcos, USA, **Yun Xia**, College of Liberal Arts, Shanghai University, Shanghai, China, **Yan Yu,** College of Liberal Arts, Shanghai University, Shanghai, China, **Yufei He** College of Liberal Arts, Shanghai University, Shanghai, China. *Crossing Boundaries through Collaborative Online International Learning (COIL) during Covid-19: A Participatory Case Study in China*

This article describes participatory case study of a COIL program in a Shanghai University class. The article explores how students, foreign professors, and professors in China prepare, understand, and experience online

teaching, learning, and assessment in a COIL program. Findings show the issues in organizing COIL programs, enhancing teaching, and learning through intercultural communication; and barriers that arise. Using an insiders' perspectives, the authors argue that a cultural gap regarding teaching and learning styles can affect COIL programs in Chinese universities, posing challenges for both students and teachers.

Ajay K. Garg, School of Public and Global Affairs, Fairleigh Dickinson University Vancouver, BC, **Canada Raymundo C. Rosada, Jr.** School of Public and Global Affairs, Fairleigh Dickinson University Vancouver, BC, Canada and **Jay Ariken** Institute of Technology Development, Canada.

This article examines the lived experiences of international students during the COVID-19 pandemic in Vancouver BC, Canada. The research shows how international students viewed the COVID-19 pandemic, their personal, social, economic, health and hygiene, and schooling experiences. A questionnaire was given to the students and weighted means and Fisher's Exact Hypothesis Testing on Association were used to analyze the responses. Findings show that international students had a solid grasp of the potential risks COVID-19 posed and accepted the associated lockdown requirements. Students' nationality played a vital role in their perception of their financial health and well-being. Students were insecure with their accommodation, expenses, and scheduling. Lastly, they also felt alone, and economically challenged.

Essay

Sanfeng Miao, Michigan State University, USA. *Gender Disparity in Chinese Academia: A Conceptual Analysis Through Organizational Theory Lens*

This essay conducts a literature review to examine the challenges that women academics face in Chinese higher education. Some of these challenges include underrepresentation and marginalization. Findings show a tendency in the scholarly discussions that separates gender from the social and organizational processes. Using three major organizational theory perspectives, this conceptual paper addresses the issue of academic gender disparity through analyzing organizational culture, organizational management, and the way higher education institutions interact with the external environments.

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