

Introduction to JCIHE 16(2) 2024 Issue

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Dear Readers -

One of the *Journal of Comparative and International Higher Education* (JCIHE) visions is to diversity authorship as a strategic way to enhance research on innovative topics that deepen the understanding of comparative and international higher education in countries around the world. Volume 16, Issue 2, 2024 is a double issue that showcases a wide diversity of authors and regional focus. The Special Issue on Digitalization includes 18 articles and essays. The Independent submissions include 5 Article and a book review. Despite the Special Issue significantly expanding the number of articles typical published in a JCIHE issue, the editorial board agreed that currency of the topic and the comparative focus is of importance for JCIHE readership and thus is included in this issue.

Issue 2 Special Issue examines *Higher Education in the Digital Age* and is edited by Germán Alvarez Mendiola, Wietse de Vries, and Hans G. Schuetze. Authors in this Special Issue explore digitalization in the COVID and post-COVID era in 13 countries and regions around the world: Australia, Brazil, Canada, Caribbean, China, Ethiopia, Germany, Japan, Korea, Mexico, United Kingdom, Vietnam, and Zimbabwe. Digitization during and post-COVID-19 has fundamentally changed the way that higher education institutions offer services, pedagogy, conduct international collaborations, and impact how students learn. Newer changes include the use of artificial intelligence, virtual realities, 'Big Data' sets, and data mining that all demand a drastic change in how we view education, teaching, and learning. Digitalization also influences the world of publishing. One example is the JCIHE mission of offering an open access and open circulation platform without any processing charges (APCs), fees, or other financial considerations to be paid by authors, their institutions, or supporting grant agencies to publish in the journal. The innovative essays in this Special Issue examine the impact and emerging issues from digitalization in a variety of countries in the Global North and in the Global South, from the perspectives of colonizers to those who had been colonized. The variations as well as the similarities of current and emerging issues in digitalization across countries are striking.

The Independent Submission session as well is meeting the diversification of authorship with authors whose institutional affiliations are in Canada, Japan, South Korea, United Kingdom, and United States.

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.

Issue 16(2) Themes

Three broad themes are represented in the articles in the 16(2) Issue: Student Learning Strategies, Institutional Based Issues, and Digitalization.

Student Learning Strategies

Siming Xie & Charles R. Ridley show how Chinese international students studying on U.S. college campuses use culturally relevant strategies to cope with acculturative stress. **Sam Shields & Alina Schartner** show that international students' sensemaking of social class can determine contexts of privilege or lack thereof. **Curtis Chu, Todd Hooper, Mariko Takahashi, & Michael Herke** that undergraduates in Japan who participate on an five-week asynchronous video exchange do gain Intercultural Competence skills.

Institutional Based Issues

Lee, Hong, and Lee examine comprehensive international student crisis management strategies in United States and South Korea. **Dmitriy Fedotov** examines Estonian educational internationalization strategy to increase the inflow of degree-mobile international students.

Digitalization

Adamu explores national policies, practices and challenges of digitalization in Ethiopia. **Charles Muchemwa Nherera & Fungai Nora Mukora** explore digitalization of higher education in Zimbabwe. **Kato** explores the national policies that quickly allowed for digitalization of higher education in Japan. **Thanh** explores public documents about the National Digital Transformation Program in Vietnam. **Ouyand, Feng, Wang, and Huc** share the development of Open Online Courses in China. **Haejoo Lee & Romee Lee** explore digitalization efforts in Korea. **Schuetze** explores digitalization and its effect on learning in Germany. **Helen McLean & Hilary Wheaton** explore digitalization and its effect on learning in Australis. **David Lundie** examines Big Data and the impact in universities in the United Kingdom. **Tony Bates** explores digitalization in Canada. **Shermaine A.M. Barrett & Eraldine S. Williams-Shakespeare** explore digitalization and its effect on learning in the Caribbean. **Ana Ivenicki** critically examines the interconnection of multiculturalism with digital development. **Miguel Casillas Alvarado, Alberto Ramirez Martinell, & Rosbenraver Lopez-Olivera Lopez** explore digitalization and its effect on learning in Mexico. **Wetse de Vries & Germán Álvarez Mendiola** explore a different context for digitalization and its effect on learning in Mexico

SPECIAL ISSUE ARTICLES

Abebaw Yirga Adamu, Addis Ababa University, Ethiopia *Digitalization of Higher Education in Ethiopia*

This essay examines digitalization of higher education in Ethiopia with a focus on policies, practices, and challenges. The findings show sufficient and feasible policies and strategies to promote and ensure the digitalization exist but poor internet connection, lack of adequate ICT infrastructure, lack of skilled human resources, and staff resistance to change remain barriers to enhancing the digitalization.

Charles Muchemwa Nherera University of Zimbabwe, Zimbabwe. **& Fungai Nora Mukora** University of Zimbabwe, Zimbabwe. *Digitalisation of Higher Education in Zimbabwe: A challenging necessity and emerging solutions*

This essay examines the development of digitalization of higher education in Zimbabwe starting with the added missions of Innovation and Industrialisation at all education levels and the Education 5.0 model for digitalisation. The study shows that a majority of institutions adopted externally developed digitalisation models without adopting them to local circumstances.

Maki KATO. *Digitalization of Higher Education in Japan: Challenges and Reflections for Education Reform*

This essay explores the process of full digitalization of Japanese higher education in the academic year 2020. This quick digitalization has varying degrees of progress, both in terms of the type of education and between and within

organizations. This study focuses on the policy measures of the central government, the teaching and learning by faculties and students who are the traditional bearers of education, and the concept of lifelong learning and continuing education.

Haejoo Lee, Korea National Open University, Korea & **Romee Lee**, Korea National Open University, Korea.

Transformation of Korean Higher Education in the Digital Era: Achievements and Challenges

This essay examines the quick response of Korean higher education to digitization of teaching and learning in both remote and center HEIs. HEIs experimented with instructional methods in online and traditional classrooms, and national policies were enacted to engage adult learners in gaining credits, certificates, and academic degrees online. The new ‘learner-centered’ approach has resulted in competency gaps of institutions and instructors and the deepening digital divide among learners.

Thu, Le Thi Thanh HCMC Open University, Vietnam. *Digitalization of Higher Education in Vietnam.*

This essay reviews public documents to examine the current state and the potential of digitalization of Vietnam's higher education. The essay discusses the extent of institutional digital transformation, its challenges and opportunities pre and post COVID-19 with a focus on the National Digital Transformation Program with a vision for 2030 that includes developing the platform to support distance learning and teaching and digital technologies for teaching and learning, digitalized learning materials, and a data warehouse for sharing teaching and learning resources.

Jiayu Ouyang Beijing Institute of Technology, Beijing, China, **Fei Feng**, Peking University, Beijing, China, **Qiong Wang**, Peking University, Beijing, China, & **Mengyuan Huc** Peking University, Beijing, China. *The Development of Open Online Courses in China*

This essay reviews the development of Open Online Courses in China and the current state by focusing on learning platforms, course size and structure, and micro-credential courses. A final examination looks at the establishment of a standardized quality assurance system, credit recognition, blended learning, and multi-school collaborative teaching.

Hans G. Schuetze, University of British Columbia at Vancouver, B.C., Canada. *Digitalization of German Higher Education and the Role of Europe*

This Essay explores how Germany, a highly developed industrial country and generally known as technologically savvy, lags internationally in digital transformation. The German new digitally-based formats of teaching and learning—are now including “blended learning” and so-called “inverted classroom” formats as a way to motivate and engage students more than a traditional classroom-based education. As Germany is a member of the European Union (EU) and a signatory of the Bologna Process, European policies, programs, guidelines, and agreements also affect Germany’s digital transformation.

David Lundie, University of Glasgow, UK. *The Ethics of Research and Teaching in an Age of Big Data*

This article examines the opportunities and challenges of Big Data, particularly in relation to research ethics. Big Data is rapid, difficult to predict, and difficult to identify owners. This impacts principles of informed consent, confidentiality, and prevention of harm apply equally to digital data. As such, technologies are not value neutral and the relation between academic freedom of enquiry, state and corporate interests in the Big Data age raises important questions about power and control in the academy, which have governance implications.

Helen McLean, RMIT University, Australia & **Hilary Wheaton**, RMIT University, Australia, *Digitalisation, Neoliberalism and Globalisation of Higher Education in the Australian Context*

The Essay explores the rise of digitalization in Australian higher education via the implementation of the learning management systems (LMS) that reshaped the conduct and configuration of education. Impacted by COVID-19, the LMS is influenced by globalization and neoliberalism in changing regulatory reforms and funding models.

Tony Bates, Toronto Metropolitan University, Ontario, Canada *Progress and challenges in digital teaching and learning in the Canadian HE system.*

This essay explores the overview of the development of digital and online learning in Canada and the current shift in the status of online and blended enrolments during and after Covid-19. The article shares the objectives, of digitalization to Canadian HE institutions and the attitudes and policies of main stakeholderstakeholders.

Shermaine A.M. Barrett, University of Technology, Jamaica & **Eraldine S. Williams-Shakespeare**, University of Technology, Jamaica. *A Study of Digitalization of Higher Education Institutions in the Caribbean*

This article explores the varying degrees of digitization in terms of infrastructure and curricular integration in the Caribbean. Results show advances in communication processes, administrative processes, the student life cycle processes

and in teaching and learning.

Ana Ivenicki, Federal University of Rio de Janeiro/UFRJ, Brazil. *Digital Learning and Higher Education in Brazil: A Multicultural Analysis*

This article explores the role of digital learning in the Brazilian context. Using a social justice, multicultural perspective, the author argues that inclusionary strategies that foster plural students' critical thinking and empowerment is needed for success.

Wietse de Vries, Benemérita Universidad Autónoma de Puebla, México & **Germán Álvarez Mendiola**, Departamento de Investigaciones Educativas, CINVESTAV-IPN, México, *The Effects of ICT on Higher Education in Mexico*

This article analyzes how information and communication technology (ICT) has changed higher education in Mexico from three perspectives: educational, and academic capitalism. The authors conclude that digitalization favors ICT providers, but this however hardly benefits academic staff. At the same time, the national government is unconvinced of online teaching and has cut the budget during the pandemic. As a result, Mexican higher education will probably de-digitalize and return to traditional forms of instruction.

Miguel Casillas Alvarado, University of Veracruz, Mexico, **Alberto Ramirez Martinell**, University of Veracruz, Mexico, & **Rosbenraver Lopez-Olivera Lopez** University of Veracruz, Mexico. *Periods of Technological Change in Higher Education*

This article examines the incorporation of information and communication technologies in higher education in Mexico during and after COVID-19. Three phases are identified, massive use of computers, mostly for accounting and office automation, highly specialized software for academic disciplines; and widespread use of Learning Management Systems and communication software during the COVID-19 pandemic.

EMPIRICAL ARTICLES

Jeong Youn Lee Seoul National University, South Korea, **Bawool Hong** Korea University, South Korea, and **Jenny J. Lee** University of Arizona, USA. *International Student Crisis Management to COVID-19: A Comparative Analysis between the United States and South Korea*

This article focuses on comprehensive crisis management strategies, comparing international student crisis management strategies between the United States (US) and South Korea practiced at the onset of COVID-19, along with the stated rationales for the strategies. In both countries rationales were on in both the US and Korea were students' Health & Security and Humanitarianism & Human Rights. Korean Universities prioritized moral rationales over Economic or Political benefits of recruiting international students. Universities in the U.S. prioritized Immigration & Legal Support.

Siming Xie, University of Minnesota, USA, & **Charles R. Ridley**, Texas A&M University, USA. *Acculturative Stress, Chinese Proactive Coping, Future Time Perspective, and Subjective Well-Being among Chinese International Students in the U.S.: A Moderation Model*

This article examines how Chinese international students studying on U.S. college campuses use culturally relevant strategies to cope with acculturative stress. Results show that stress and subjective well-being were negatively correlated. Despite no moderation effects, proactive coping, future time perspective, and perceived English proficiency were associated with subjective well-being.

Sam Shields Newcastle University, UK, & **Alina Schartner** Newcastle University, UK. *"Originally I came from the least of society": Making sense of international students' understandings of social class through emotional commentaries.*

This article uses cross-national measures of social class to explore how socio-economic backgrounds shape the university experiences of international students. Findings show that international students' insights into their experiences may underrepresent or ignore their understandings of social class. For some, a sense of "working-class-ness" were evident in international students' narratives with hope, fear, and shame prevalent in these accounts, which does not align with the literature that values international students as privileged.

Curtis Chu (Setsunan University, Japan), **Todd Hooper** (Setsunan University, Japan), **Mariko Takahashi** (Setsunan University, Japan), & **Michael Herke** (Setsunan University, Japan) *The Effect of Asynchronous Virtual Exchange on Intercultural Competence among Undergraduate Students*

This article examines intercultural competence of undergraduate students at a university in Japan who participate in a five-week asynchronous video exchange program with a college in Taiwan. Findings show positive effects from the program in communication and interpersonal interactions.

Dmitriy Fedotov, University of Toronto, Canada. *The Case of Estonia: Educational Internationalization Strategy and Student Mobility*

This article examines the Estonian higher education system with an emphasis on the match between international education and needs of labor market and society. A special emphasis is given to evaluate the inflow of degree-mobile international students and strategies to bring in more international students in the future.

JCIHE Support

I want to thank several individuals who volunteered their time to support JCIHE and who were instrumental in the publication of this issue. First, I want to thank the senior JCIHE Board: JCIHE *Senior Associate Editor*, Hayes Tang who has supported JCIHE for the past eight years with his support, insight, and creativity. *Senior Consultant*, Bernhard Streitwieser, *Social Media Editor*, Andrea Lane, *Book Review Editor*, Shinji Katsumoto, and *Communications Editor*, Angel Oi Yee Cheng. I also want to sincerely thank the *Associate and Managing Editor*, Yovana S. Veerasamy, whose leadership, insight, and support are essential to making the journal succeed.

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