

JCIHE: Vol. 16(4) 2024

Introduction

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Dear Readers –

I am pleased to share Volume 16, Issue 4, 2024 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 16(4), 2024, the articles explore and/or compare international higher education in seven countries: Australia, Canada, China, Japan, Pakistan, United States, and Vietnam.

JCIHE is an open access, independent, double-blinded peer-reviewed international journal publishing original contributions to the field of comparative and international higher education. JCIHE will never implement article processing charges (APCs), fees (paid by authors, their institutions, or supporting grant agencies). 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. A key stance of this journal is to encourage the voices of those from throughout the world through the words that they use. In this regard, we encourage authors to translate their abstracts into their own languages to expand outreach and build equity in publishing.

In the 16(4) 2024 issue, two broad themes are represented in the articles and in the essays: Student Learning Strategies and Institutional Change and Reform.

Student Learning Strategies

Five articles present different contexts regarding student learning strategies. **Farzaneh Ojaghi Shirmard & Edward R. Howe** examine the development of critical thinking skills for international students in Canada. **Jade Sandbulte** examines the learning opportunities for spouses of international students studying in the United States. **Rikio Kimura** examines how teacher assistances can facilitate multicultural group work in a multicultural undergraduate classroom in Japan. **Eunjae Park & Michelle Neumann** examine the role of social robots as a learning tool for second language learners. Finally, **Latifa Sebti & Faten Baroudi** examine the sociopolitical and global contexts that shape pedagogy needed for Arab international students' social and academic engagement, identity, and wellbeing.

Institutional Changes and Reform

Five articles present information on institutional changes and reform. **Gul Muhammad Rind & Joel R. Malin** explore if a national structural reform regarding equitable access to higher education in Pakistan has been achieved. **Sanfeng Miao, Sanzhar Baizhanov, & Courtney Barrett** explore the application of internationalization of the curriculum to the fields of school psychology, counseling psychology, counselor education, and organizational psychology. **Tongrui Liu & Yuriko Sato** compare country-specific and institutional factors that influence career choices of students who study abroad and then return to their home country. **Hossein Ghanbari** examines how assessment frameworks fail to recognize the linguistic and cultural diversity from the mainstream European point of view which leads to high-rates of drop-out and academic under-performance among minority learners. **Anh T. H. Le** examines the development of Institutional Autonomy of Vietnamese Public Universities that lets the university make decisions on primary activities.

Summary of Articles in the 16(4) 2024 Issue

Sanfeng Miao, Michigan State University, USA, **Sanzhar Baizhanov**, Michigan State University, USA, & **Courtney A Barrett**, Michigan State University, USA. *Mapping Internationalization of Curriculum onto School Psychology and Related Fields: A Systematic Review of Literature*

This article includes a quantitative systematic review of the internationalization of curriculum literature in the fields of school psychology, counseling psychology, counselor education, and organizational psychology. The authors conclude that professional preparation programs, such as school psychology and related fields, are an excellent foundation for internationalizing the curriculum, but that Western-centric and neoliberal approach to internationalization need to be addressed.

Rikio Kimura, College of Sustainability and Tourism, Ritsumeikan Asia Pacific University, Japan. *Exploring Teaching Assistants' Potential to Facilitate Multicultural Group Work in a Multicultural Undergraduate Classroom in Japan*

This article describes a mixed-method study on how a course design for activating MCGW, which strategically engaged Teacher Assistants, influenced the social dynamics of MCGW and students' learning outcomes in an English-taught undergraduate course at a standalone international university in Japan. Findings show that both Japanese and international students made group work inclusive and international students demonstrated altruistic attitudes for Japanese students with foundational English skills. Students engaged, but not equally express their views or workload.

Farzaneh Ojaghi Shirmard, Thompson Rivers University, Canada & **Edward R. Howe**, Thompson Rivers University, Canada. *"What Does Critical Thinking Mean to You?" A Narrative Inquiry of Graduate Students' Perceptions*

This article uses narrative inquiry to compare Canadian and Iranian international graduate students' perceptions of critical thinking. In the conversations, deep and complex transcultural understandings of critical thinking showed that Canadian participants were articulate about critical thinking, while some Iranian participants were building their criticality. Overall, there is a need for Canadian higher education to take into consideration the development of critical thinking skills.

Hossein Ghanbari, University of Victoria, Canada. *Educational Reform Through Designing Culturally Appropriate Assessment Frameworks*

This essay examines assessment frameworks that fail to recognize the linguistic and cultural diversity from the mainstream European point of view and recognize the distinctions of diverse learners. The limitations of current assessment frameworks lead to high-rates of drop-out and academic under-performance among minority learners.

Jade Sandbulte, University of Minnesota Duluth, United States. *International Spouses' Goals and Investment in Language Learning Programs*

This article examines the experiences of international spouses who move with their partner to a foreign country. This overlooked population is often underserved by the university. This study shows that these spouses benefit from joining language programs and offers suggestions for designing and improving these learning opportunities.

Eunjae Park, School of Education and Professional Studies, Griffith University, Brisbane, Australia & **Michelle M. Neumann**, Faculty of Education, Southern Cross University, Gold Coast, Australia. *Current Insights on Using Social Robots to Support Second Language (L2) International Students in Higher Education*
This essay examines how social robots are used in education as a learning tool to support second language learning. The authors conclude that social robots for L2 students enhance motivation and engagement. Limitations are overall attitudes towards robot-assisted learning, often related to lack of knowledge of how to use this technology.

Gul Muhammad Rind, Sukkur IBA University, Pakistan & **Joel R. Malin**, Miami University, USA. *Achieving Access and Equity in Education: An Analysis of Higher Education Reforms in Pakistan*.
This article examines the structural reforms in funding, governance, and quality assurance in Pakistan higher education. A central focus of the article is to assess if equitable access to higher education has resulted from these reforms. Findings suggest that equal access to HE has mostly not been achieved.

Latifa Sebti, William Paterson University, New Jersey, United States & **Faten Baroudi**, Rowan University, New Jersey, United States. *An Exploration of Arab International Students' Campus Engagement Experiences*
This article examines the ecological factors that contribute to Arab international students' campus engagement and academic success in the United States. Findings show a significant role of global and sociopolitical context in shaping Arab international students' social and academic engagement, identity, and wellbeing. As such, there is a need to design a culturally engaging campus environment that supports engagement and identity development.

Tongrui Liu, Tokyo Institute of Technology, Japan and **Yuriko Sato**, Japan Student Services Organization, Japan. *A Comparative Study of Why Chinese Graduates From Japanese or Australian Universities Return to China and How They Contribute*
This article compares the career choices of Chinese graduates of Japanese and Australian universities who return to China, and identifies factors that influence their life planning model. Findings show that country-specific factors, such as economic relation between the study country and home country and institutional factors related to the human resource management style of the study country, were strong influences of career choices.

Anh T. H. Le, Western University, Canada. *Institutional Autonomy of Vietnamese Public Universities: An Agency Theory Perspective*
This article uses a document policy analysis to analyze policy documents released by the Vietnamese government between 1993 and 2021 to identify contexts of autonomy. Findings show that autonomy means Vietnamese public universities have authority to make decisions on primary activities; yet they must be accountable for their decision-making and responsible for funding sources.

JCIHE Support

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