

Guest Editorial:

Journal of International Students

Volume 14, Issue 5 (2024), pp. i-ii

ISSN: 2162-3104 (Print), 2166-3750 (Online)

jistudents.org

Navigating Challenges and Enriching Perspectives: Insights into the Experiences and Success of International Students

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I have greatly enjoyed reading and editing the insightful articles for this edition, each of which contributes to shaping policy and practice for a global audience. In this volume of the *Journal of International Students*, the diverse challenges, motivations, and experiences of international students are examined through a lens that reflects the evolving global landscape of higher education. The featured articles address critical themes including mental health, cultural adaptation, professional aspirations, and educational strategies that support international student success across various contexts.

Esther Son and Kristen Cvancara's investigation into "Zoom fatigue" offers timely insights into the toll of virtual learning environments on international students in the U.S., emphasizing the need for adaptive teaching strategies to mitigate fatigue and enhance engagement. Bing Gao and Pamela M. Wesely's work on acculturation sheds light on the complexities faced by international graduate students as they navigate academic and social integration within U.S. institutions.

The empowerment of students in research, as discussed by Lillian Hung and colleagues through "appreciative inquiry," provides an inspiring model for fostering resilience and confidence. Meanwhile, Trung Tu Nguyen and Manu Sharma highlight the obstacles that international graduates encounter in the Canadian labor market, calling for reforms to create equitable opportunities for skilled international students.

This volume also explores cultural and emotional dimensions, as seen in Sarah Carrica-Ochoa and Eleanor Joanne Brown's study on intercultural sensitivity among Latin American exchange students, and Justin Weller's examination of college transitions for third-culture individuals. Rawan Alzukari and Tianlan Wei's meta-analysis on gender differences in acculturative stress further underscores the importance of tailored support strategies.

Additionally, articles by Fihris Fihris and colleagues on the motivations of Southeast Asian students in teacher education, and Siu-Man Raymond Ting and

Zhiqi Angel Liu on the impact of COVID-19 stressors on Chinese students, reveal the personal and external factors influencing students' educational journeys.

Collectively, this volume contributes valuable knowledge to international education research, offering actionable insights for policymakers, educators, and administrators to better support the academic and personal well-being of international students globally.

The *Journal of International Students* has positioned itself as a leading, peer-reviewed publication dedicated to advancing knowledge in international education. As a quarterly flagship journal based in Maryland, United States, JIS serves as a multilingual platform that fosters critical dialogue on pressing issues in global education, drawing contributions from researchers, educators, and policymakers worldwide. The journal's inclusive approach prioritizes research that centers voices from the Global South, highlights underrepresented populations, and challenges conventional frameworks through innovative theories and methodologies. By promoting multi-authored, collaborative work that spans borders, JIS remains at the forefront of scholarship in international education, shaping policy and practice for a global audience.

I am deeply grateful for the opportunity to work alongside our esteemed senior editors and the dedicated editorial team whose expertise and guidance have been instrumental in bringing this volume to life. My heartfelt thanks go out to each reviewer who generously gave their time and insights to ensure the quality and rigor of every manuscript selected for this edition. I also extend my sincere appreciation to the editorial office staff, whose unwavering support and commitment have been invaluable throughout the process. Together, this collaborative effort has made this publication a true testament to the dedication and passion that drive our shared mission in international education.

Bio:

Osman Gültekin holds the prestigious UNESCO Chair on Cultural Diplomacy, Governance, and Education, and is an Assistant Professor in Political Science and International Relations at Istanbul Aydin University. He serves as the Assistant Director of Academic International Relations at Istanbul Aydin University. Dr. Gültekin is also the STAR Scholars Country Director for Turkey. His work focuses on fostering international collaboration and advancing cultural diplomacy through academic initiatives and research.