

# overseas students in higher education

Issues in Teaching and Learning

EDITED BY DAVID McNAMARA AND ROBERT HARRIS



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# Overseas Students In Higher Education Issues In Teaching And Learning

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## **Overseas Students In Higher Education Issues In Teaching And Learning:**

**Overseas Students in Higher Education** Robert Harris, David McNamara, Professor David McNamara, 2002-01-04  
Higher education institutions are increasingly concerned with the quality of their teaching and learning experiences they provide for students including the increasing number from overseas In this text some of the leading authorities in the field bring together current research and sound practical advice on the provision of quality teaching and learning for overseas students The text represents a wide range of overseas students experiences from the Pacific Rim China and the European Community

**Exploring the Social and Academic Experiences of International Students in Higher Education Institutions** Bista, Krishna, Foster, Charlotte, 2016-02-26 Cross cultural experiences in university settings have a significant impact on students lives by enriching the learning process and promoting cultural awareness and tolerance While studying abroad offers students unique learning opportunities educators must be able to effectively address the specific social and academic needs of multicultural learners Exploring the Social and Academic Experiences of International Students in Higher Education Institutions is a pivotal reference source for the latest research on the issues surrounding study abroad students in culturally diverse educational environments Featuring various perspectives from a global context on ensuring the educational structural and social needs of international students are met this book is ideally designed for university faculty researchers graduate students policy makers and academicians working with transnational students

Understanding and Improving the Student Experience in Higher Education Jan Bamford, Elena Moschini, Cécile Tschirhart, 2022-05-30 This book explores the challenges of improving the student experience in higher education through a third space perspective This key text studies a variety of approaches by drawing on higher education policy interviews with academics working in third space roles in higher education in the UK France Germany Holland North America and Italy as well as auto ethnographic narratives The chapters consider key topical areas affecting student experience including academic support assessment and feedback creative approaches to pedagogy approaches to supporting international students and students as partners This work offers further insights into the way in which the third space roles are so important to the functioning of higher education institutions and the ways in which the improvement of the student experience is inexorably intertwined with those in such roles With evaluative and practice based insights into embedding institutional changes to improve student outcomes this book bridges the gap between academia and administration and is ideal reading for anyone interested in improving the student experience within their institution

**The RoutledgeFalmer Reader in Higher Education** Malcolm Tight, 2004  
All those with an interest in higher education and higher education research will find this comprehensive collection of the past two decades most influential readings on the topic an absolutely essential companion

International Students Negotiating Higher Education Silvia Sovic, Margo Blythman, 2012 This insightful book offers a critical stance on contemporary views of international students and challenges the way those involved address the important issues at hand

**Cross Cultural Perspectives On Educational Research** Robinson-Pant, Anna, 2005-11-01 Winner of the BMW Group LIFE Award for Contribution to Intercultural Learning 2007 The research student population of higher educational institutions continues to expand to include people from an ever widening range of cultural and educational backgrounds However many research methods courses are still directed at the traditional student population This book examines aspects of postgraduate research from a cross cultural perspective analysing the dilemmas faced by international students when defining a research question choosing research methods collecting data deciding which language to use and writing their theses Through an exploration of how international students re examine their beliefs and research practices during their study in the UK this book challenges the assumptions of all those engaged in educational research addressing key questions such as How do our teaching and learning experiences shape our approach to educational research How do we judge good educational research What does it mean to be critical The book uses the real life experiences of international students to illuminate the kinds of challenges they may face It supports both students and their supervisors showing students how to approach cultural differences and supervisors how to deal sensitively with the problems encountered by overseas students in their research

**Journal of International Students 2014 Vol 4 Issue 3** Krishna Bista, 2015-10-03 An interdisciplinary peer reviewed publication Journal of International Students Print ISSN 2162 3104 Online ISSN 2166 3750 is a professional journal that publishes narrative theoretical and empirically based research articles student reflections and book reviews relevant to international students and their cross cultural experiences and understanding Published quarterly the Journal encourages the submission of manuscripts from around the world and from a wide range of academic fields including comparative education international education student affairs linguistics psychology religion sociology business social work philosophy and culture studies For further information <http://jistudents.org>

**Journal of International Students 2016 Vol 6 Issue 1** Krishna Bista, 2015-11-25 An interdisciplinary peer reviewed publication Journal of International Students is a professional journal that publishes narrative theoretical and empirically based research articles study abroad reflections and book reviews relevant to international students faculty scholars and their cross cultural experiences and understanding in higher education The Journal audience includes international and domestic students faculty administrators and educators engaged in research and practice in international students in colleges and universities More on the web <http://jistudents.org>

*The Learning Experiences of Overseas Students*, 1990 Beginning with an analysis of the needs and expectations of overseas students this book goes on to the teaching and learning processes with overseas students the student tutor relationship the marketing and management of courses and the training of staff

*International Students in Higher Education* Vander Tavares, 2021-08-10 Applying a critical and holistic framework International Students in Higher Education Language Identity and Experience from a Holistic Perspective explores the lived experiences of four multilingual international students at a Canadian University Vander Tavares investigates how the students experience life in the host

community construct their multiple identities and develop their proficiency in the English language. Additionally, Tavares examines the ways in which the institutional context impacts the students' experiences by foregrounding the voices of domestic students, faculty and support staff and their experiences and perspectives on international students, multiculturalism and multilingualism. Drawing from theories of cultural and social psychology, post-structuralism, multilingualism and a sociocognitive approach to second language acquisition, this project presents rich ethnographic portraits of the students' experiences. This contextualised and humanised portrayal of the students' individual journeys challenges the prevailing discourse of deficit that has traditionally been used to characterise the multilingual international student experience. Overall, this book demonstrates that an ethical understanding of multilingual international students' experiences requires critical attention to the sociocultural and sociolinguistic contexts of their academic communities and a holistic approach that considers the multiple domains of lived experience that the students navigate.

*Campus Support Services, Programs, and Policies for International Students* Bista, Krishna, 2016-01-12. Study abroad programs have proven beneficial for both the international student as well as the domestic community and school population interacting with the student. In an effort to promote cultural awareness, intercultural communications as well as opportunities for future study abroad program success, universities must take care to provide international students with the resources necessary to succeed while studying abroad. *Campus Support Services, Programs and Policies for International Students* explores the role of university administration in successful implementation, regulation and support of study abroad experiences. Highlighting essential topics relating to legal issues, safety concerns, curriculum development and intercultural communication, this research-based publication is an ideal reference source for university administrators, school counselors, policymakers and researchers interested in study abroad program implementation, regulation and success factors at the administrative level.

*International Student Engagement in Higher Education* Margaret Kettle, 2017-06-15. Hand in hand with the continuing drive to recruit international students to Western universities goes an interest in student engagement. However, it is often unclear exactly what is meant by engagement. This book goes beyond the policy rhetoric to provide a practice-based explication of international student engagement and its enabling institutional conditions. By utilising a social practice conceptual model, the book explains the multiple dimensions of engagement that are often conflated in policy, the antecedents to engagement, the actions of engaging and the achievements and outcomes of engagement. As a result, the book is able to address issues such as how English comes to matter in international student academic practice, the teaching and assessment approaches that promote international student engagement and the metacognitive, cognitive and affective strategies that international students use to achieve academic and personal transformation.

International Joint Double Degrees and International Transitions in Higher Education Jan Katherine Bamford, 2020-07-31. This book explores the interplay between culture and pedagogy within the student experience of international joint double degree programmes. The author posits that international higher education

can be seen within a construct of mutuality with the experience of internationalisation being a driving force for the development of agency and cultural awareness This direct lived reality of experiencing cultural difference as part of the educational process presents an opportunity for the internationalisation of the self international joint double degrees provide an ideal vehicle for the development of knowledge and broadening of the mind Drawing together cultures of learning differing approaches to pedagogy and the international classroom this book argues that international joint double degrees constitute an active cultural engagement within a higher education context **Internationalising Higher Education**

Elspeth Jones, Sally Brown, 2007-05-14 With increasing numbers of international students this book explores how best to broaden the approaches to learning and teaching in the higher further education environment Rather than seeing internationalization as a problem to be addressed this text embraces the opportunities for the enrichment of the learning environment through a values driven approach to internationalization Taking a positive and practical approach to internationalizing higher education the book considers a range of questions about how to bring in global perspectives to the learning environment and education provision Packed with case studies and vignettes from around the globe the book proposes that the international student lies at the heart of the university as a source of cultural capital and intentional diversity enriching the learning experience enhancing staff experience and building a more powerful learning community

Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education Tavares, Vander, 2020-10-02 Canada has become one of the most popular destinations for international students at the higher education level A number of complex factors and trends both in Canada and globally have contributed to the emergence of Canada as a destination for international higher education However more research is still needed to better understand the experiences of international students in Canada considering the rapid growth in numbers as well as the social political and linguistic singularity of Canada as a destination Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education is an essential scholarly publication that explores international students experiences in Canadian colleges and universities It seeks to explore the various factors aspects challenges and successes that characterize the international student experience in Canadian higher education from the perspective of international students and the academic communities to which they belong Featuring a wide range of topics such as information literacy professional development and experiential learning this book is ideal for academicians instructors researchers policymakers curriculum designers and students *Journal of International Students 2013 Vol 3 Issue 1* Krishna Bista, 2015-10-03 An interdisciplinary peer reviewed publication *Journal of International Students* Print ISSN 2162 3104 Online ISSN 2166 3750 is a professional journal that publishes narrative theoretical and empirically based research articles student reflections and book reviews relevant to international students and their cross cultural experiences and understanding Published quarterly the Journal encourages the submission of manuscripts from around the world and from a wide range of academic fields

including comparative education international education student affairs linguistics psychology religion sociology business social work philosophy and culture studies For further information <http://jistudents.org>

**Journal of International Students: Vol 10 No S2 (2020): Special Issue: Reflection and Reflective Thinking** Krishna Bista, Chris Glass, Mary Ryan, Georgina Barton, 2020-11-10 Journal of International Students Vol 10 No S2 2020 Special Issue Reflection and Reflective Thinking The Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes scholarly peer reviewed articles on international students in tertiary education secondary education and other educational settings that make significant contributions to research policy and practice in the internationalization of higher education This special issue shares 7 papers related to international students and reflection by drawing on Rodgers four functions of reflection We hope that the special issue is of value to the journal's readership particularly in regard to assisting both academic and support staff in universities with their work on reflection with international students

**International Students' Challenges, Strategies and Future Vision** Anas Hajar, 2018-12-05 Study abroad is now both an international industry and an experience that can have a deep impact on students linguistic cultural and personal development This book explores the social turn in the fields of study abroad and language learning strategies The longitudinal qualitative study reported in this volume investigates the international educational experiences of Arab university students from diverse countries Iraq Libya Jordan Saudi Arabia Syria and the United Arab Emirates and represents one of the few empirical studies to capture an in depth understanding of the study abroad experiences of newly arrived international students in higher education Particular attention is paid to their changing learning goals underlying motivations and strategy uses during their attendance on both short and long academic programmes in a study abroad context It also examines their past language learning experiences in their homelands retrospectively Readers will gain a better understanding of international students study abroad experiences in terms of their expectations aspirations diverse difficulties and the strategies they deploy to deal with these difficulties

**Journal of International Students 2019 Vol 9 Issue 1** STAR Publications, 2019-02-26 Journal of International Students JIS is a quarterly publication on international education JIS is an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 on international student affairs The journal publishes narrative theoretical and empirically based research articles student and faculty reflections study abroad experiences and book reviews relevant to international students and their cross cultural experiences and understanding in international education

**Teaching in Transnational Higher Education** Michelle Wallace, Lee Dunn, 2013-05-13 Teaching in Transnational Higher Education examines current trends and challenges that face students teachers and institutions of higher education around the globe This book comes at a pivotal moment where many universities are offering their courses in offshore locations Students who could once not access an international qualification can now do so without leaving their home country The book clearly defines and takes an in depth look at the various types of

transnational education including institutions that have campuses abroad teach specific courses abroad and form partnerships with diverse schools to teach jointly Teaching in Transnational Higher Education serves as a forum for debate on such insightful topics as the modification of teaching to adapt to the needs of diverse students the use of technology in the classroom the view of higher education as a marketable service the importance of cultural awareness and understanding in a transnational classroom the complexities of assuring quality education across borders The authors choose to highlight a broad sampling of transnational programs including those in Zambia China and the United Arab Emirates among others Interviews with students and teachers participating in these programs of study make this an enjoyable and unique portrait of higher education that is invaluable to those who teach and learn around the world Lee Dunn is a lecturer and academic developer in the Teaching and Learning Centre at Southern Cross University Michelle Wallace is an Associate Professor in the Graduate College of Management at Southern Cross University



## Unveiling the Magic of Words: A Report on "**Overseas Students In Higher Education Issues In Teaching And Learning**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Overseas Students In Higher Education Issues In Teaching And Learning**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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