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Challenges faced by foreign students

The focus of the senior project is to analyze whether educational institutions provide sufficient support for foreign students facing difficulties. As an international student studying in the United States, the unique experiences and happiness can be exhilarating. However, focusing on anything else can be challenging. But in a new environment, international students quickly realize the gap between reality and imagination. Before facing difficulties, we must be psychologically and emotionally prepared.

Adapting to any aspect as an international student is extremely challenging, and the most common problem that international students face is the learning and education methods provided by foreign educational institutions. Although international students may encounter other problems such as work permit difficulties, cultural differences, or social anxiety, the first thing we need to understand is how to

adapt to the entire learning environment.

To conduct research on this project, I found various peer-reviewed journals. Jones and Elspeth's article "Questioning and reimagining the concept of the 'international student experience'" challenges the idea that international students are a unified group and emphasizes that institutions need to provide better support for all students regardless of their background. The article was published in *Studies in Higher Education* in 2017, offering a critical perspective on the traditional view of the "international student experience" and encouraging readers to rethink their assumptions and prejudices. Jones believes that adjusting institutional organization and practices to provide better support for all students is crucial, and an uncritical distinction between domestic and international students can lead to incorrect dichotomy in student needs and experiences. Given the increasing diversity of students in global higher education, this article emphasizes the importance of institutional change and support for all students.

Lee and Rice's article "Welcome to America? International students' perceptions of discrimination" discusses the challenges faced by international students at a research-intensive university in the southwestern United States. The article, published

in Higher Education in 2007, introduces the authors' interviews with 24 students from 15 countries, finding that many of the challenges these students face are due to the lack of a host country society. The authors use the concept of new racism to explain the experiences of many students and organize their analysis and discussion around the students' words and the background of the difficulties they encountered. The article emphasizes the importance of addressing the deficiencies within host country societies that lead to challenges for international students, emphasizing the need to go beyond treating these challenges as merely adjustment problems.

Clare Madge's article "Conceptualising international education: from international student to international study" advocates for a conceptual shift from international students to international studies to better understand the various literature on international education. The article, published on Figshare in 2014, suggests that international studies can recognize the contributions and obstacles of international students as knowledge formative agents, promote the consideration of student mobility from a knowledge circulation perspective, and acknowledge the complex spatiality of international education. This article explores students and academic institutions in a mobility context, emphasizing teaching space as a powerful focus for knowledge production activities that flow through and within it. It provides

a thought-provoking conceptual framework for understanding international education, which focuses on international studies as a means of recognizing the contributions and obstacles of international students as knowledge formative agents. Finally, the article suggests that attention to international studies provides new avenues for future research directions in international education.

Afterward, I also found professional articles and podcasts on researching international students as reference materials for my research. "Absolutely Intercultural" is operated by Anne Fox and Dr. Laurent Borgmann, language/international affairs director at the Koblenz University of Applied Sciences.

"Absolutely Intercultural" is the name of the podcast, which, to our knowledge, is the world's first podcast dealing with cross-cultural issues. Each episode of the podcast explores various aspects of cross-cultural human communication. For example, we listen to students talk about their experiences working abroad, focus on the cross-cultural aspects of the upcoming Olympics, ask teachers how to use cross-cultural exercises and simulations in the classroom, and share any cross-cultural gossip.

For this senior project, I would set SUNY Purchase College in New York as the research location. I will seek out international students studying at this university and interview the international student coordinator who is closest to the international students. I aim to express the perspectives of international students and educational institutions as well as their deficiencies. Finally, I will summarize this senior project in podcast form.

Overall, this research can highlight that both parties hope to do better. I believe that with the help of this research, educational institutions can better understand the difficulties international students face and provide better and more effective support for international students.

Work Cite

Scholarly sources (peer-reviewed journals) Work Cite

Jones, Elspeth. "Problematising and Reimagining the Notion of 'International Student Experience.'" *Studies in Higher Education*, vol. 42, no. 5, Routledge, 20 Mar. 2017, pp. 933–43.
<https://doi.org/10.1080/03075079.2017.1293880>.

Lee, Jenny J., and Charles M. Rice. "Welcome to America? International Student Perceptions of Discrimination." *Higher Education*, vol. 53, no. 3, Springer Science+Business Media, 1 Mar. 2007, pp. 381–409.
<https://doi.org/10.1007/s10734-005-4508-3>.

Madge, Clare. "Conceptualizing International Education : From International Student to International Study." *Figshare*, 31 Mar. 2014,
figshare.le.ac.uk/articles/journal_contribution/Conceptualizing_international_education_from_international_student_to_international_study/10161194/1.

"Media scholarly sources" Work Cite

Dr. Laurent Borgmann "Intercultural Stereotypes +++ Gender, Age and Nationality +++ Absolutely Intercultural 262 +++" "Absolutely Intercultural" <https://www.absolutely-intercultural.com/?p=4731>

Dr. Laurent Borgmann "Cultural expectations+ Helpful expectations +++ Parental expectations +++ Community expectations+++ Absolutely Intercultural 267 +++" "Absolutely Intercultural" <https://www.absolutely-intercultural.com/?p=4809>

Dr. Laurent Borgmann "Intercultural Stereotypes +++ Nationality Stereotypes +++ Absolutely Intercultural 268 +++" "Absolutely Intercultural" <https://www.absolutely-intercultural.com/?p=4825>

Dr. Laurent Borgmann "What is home? +++ Origin +++ Belonging +++ Absolutely Intercultural 273 +++" "Absolutely Intercultural" <https://www.absolutely-intercultural.com/?p=4908>

Dr. Laurent Borgmann "Multicultural Individuals +++ What makes you multicultural? +++ Absolutely Intercultural 278 +++" "Absolutely Intercultural" <https://www.absolutely-intercultural.com/?p=4987>

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