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**文献总结及选题报告**

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论文题目：Research on the Learning Experience of International Students in China

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Abbreviation and Symbol

AASCU American Association of State Colleges and Universities

AP Advanced Placement

APLU Association of Public and Land-grant Universities

CEQ Course Experience Questionnaire

HE Higher Education

HEI Higher Education Institution

NSSE National Survey of Student Engagement

OECD Organization for Economic Cooperation and Development

SCI Student Centered Instruction

SPSS Statistical Package for Social Science

STEM Science, Technology, Engineering, Mathematics

UKES United Kingdom Engagement Survey

VSA Voluntary System of Accountability

1. Introduction

The most effective tool you must alter the world is education. External factors, both national and international, have a significant impact on the quality of higher education today. In recent years, China's higher education institutions (HEIs) have seen a surge in the number of foreign students. Many "traditional suppliers" of international students, such as Singapore, Malaysia, Hong Kong, and mainland China, which previously sent large numbers of students abroad to study, have begun developing higher education internationalization strategies to attract international students. While China has been the primary source of international students for Western developed countries, its share of the international education market has increased as a result of attracting many students from Asia and elsewhere. As of September 30, 2021, China had 3012 higher education institutions, including 2756 general institutions of higher education (1270 undergraduates and 1486 professional junior colleges) and 256 adult institutions of higher education. In comparison to 2020, the total number of higher education institutions will increase by seven.

Over the last two decades, China has prioritized international student recruitment alongside the expansion of global influence, economic development, and international engagement. International students have been drawn to China by the country's remarkable economic achievements and growing global influence. For instance, following China's entry into the World Trade Organization in 2002, the central government established policies and provided national guidance to increase inbound international students in two government documents: the 10th "Five-year Plan for National Education Development" promulgated in 2001 and the "2003-2007 Action Plan for Reinvigorating Education" promulgated in 2004. Both China's current President, Xi Jinping, and Premier, Li Keqiang, addressed the importance of recruiting international students as a national strategy in strengthening soft power and international competitiveness at a state conference on international education held in Beijing in December 2014. The government's goal in the latest "Study in China Program" is to host 500,000 international students, making China the largest host country for international students in Asia and a major study destination worldwide.

The national high-profile "Belt and Road Initiative" propels the development of China's international student education even further, with international student education regarded as an important investment in China's cultural soft power. Additionally, China's higher education (HE) sector has improved both its international standing and its capacity to accept international students. The government's generous funding of national key "double-first-class" universities, particularly in the science, technology, and medicine (STEM) disciplines, strengthens these institutions' attraction to international students (Tian, Lu, & Li, 2022). Consequently it is very crucial to investigate the learning experience of international students in China.

* 1. Background

Development of Higher Education Internationalization in China

The growth of higher education internationalization is sometimes gauged by looking at the number of international students entering the country. Each host nation has unique qualities that draw prospective students from around the world, and the phenomena of international student mobility reflects diverse study destinations' ideologies. Since the 1950s, the influx of international students has been supported by two opposing ideologies: Neo-liberalism and the developmental state theory (Pan, 2013). For many developing destination nations, success is largely attributed to the growth of Neo-liberalism, which is distinguished by its export-focused, market-driven approach to higher education (Marginson, Is Australia Overdependency on International Students? 2009; Marginson, Higher Education in East Asia and Singapore: rise of the Confucian Model, 2011; Ngu, 2012). However, China offers a counterexample to the argument that Neo-liberalism has triumphed as a model for internationalizing higher education. We disagree with the claim that China is adopting a full developmental-state model in order to become a popular choice for overseas students (Pan, 2013). We do, however, acknowledge that China's approach to globalization falls somewhere in the middle between Neo-liberalism and the development-state hypothesis.

Throughout China's development of higher education internationalization, the two ideology streams have converged. On the one hand, mainland China has viewed educating overseas students as a diplomatic matter rather than an educational or economic one (Wen, The Formulation and Transition of China's Education Policy from 1978 to 1007: A Discourse Analysis, 2013). The government's preference in selecting and awarding scholarships to students from socialist and other ally nations since the 1950s and its goal of developing foreign talent to "know China" (zhihua), "be friendly toward China" (youhua), and "love China" are the best examples of this (aihua) (Wen, Hu, & Hao, 2018). The Chinese Scholarship Council (CSC) began offering government scholarships to international students in 1997. The country's intention to bring in students to support its diplomatic strategy and realign Chinese higher education in the international arena was also made clear by government officials' discussions of receiving international students. According to figures from the Ministry of Education from 2010 and 2014, government funding for international students' education has expanded in recent years, rising from 80 million RMB in 2010 to 1950 million RMB in 2014. Establishing a global educational network is one of the most recent government-led initiatives. Others include the 100,000 Strong Initiative from the United States (U.S. Department of State, 2014), the Generation UK Program (British Council, 2014), and the recent Schwarzman Scholars Programs with a $300 million endowment by the Rhodes Trust. Confucius Institutes have been established all over the world to promote the value of Chinese language and sinology (Wen, Hu, & Hao, 2018).

On the other hand, the internationalization of higher education in China is also clearly a product of Neo-liberalism. In the early 1990s, the government started to decentralize its control over delivering higher education for foreign students to specific HEIs along with the marketization of the Chinese higher education sector. While HEIs oversee enrollment, instruction, and management of international students, the government is primarily in charge of market access and external quality supervision. A few institutional structures have been put in place to aid the marketization process. The government began accepting applications from internationally mobile students in 1978, and individual reestablished the Hanyu Shuiping Kaoshi (HSK) as the entrance exam for international students in 1990. The problem has grown more complicated as economic incentives have moved from being motivating factors to institutional driving forces. Consider the publicly funded college preparatory program as an example. The Ministry of Education only permitted 10 colleges to administer the program for 1600 overseas students with constrained offers from Chinese universities. As a result, getting approval to offer such courses to international students is extremely competitive for individual higher education institutions. However, most non-elite colleges are motivated to compete for such a license more by financial incentives than by a need to internationalize. The university receives a subsidy of 56,000 RMB for each international student it accepts (Wen, Hu, & Hao, 2018).

* 1. Problem Statement

Over the last few decades, China has seen an increase in the number of international students. The rapid growth of the international student population has raised concerns about Chinese universities' ability to meet international students' academic development expectations. Higher education in China is becoming more internationalized these days. International students are increasingly enrolling in Chinese colleges and universities. According to the People's Republic of China's Ministry of Education, the number of international students rise from 52,150 in 2001 to 492,185 in 2018, with an annual growth rate of more than 10%. In 2018, international students from 192 countries and regions studied in 1,004 Chinese higher education institutions (Ministry of Education of China, 2020). China currently ranks third on the global study abroad destinations list and is the most well-known Asian host country for international students.

China has been conducting annual surveys on student learning experiences with the main goal of assessing the quality of higher education at the national level. To the best of our knowledge, no international students from Chinese HEIs have participated in such study. Many of these studies have investigated the motivations, student learning experience and flows of international students to developed Western, English-speaking countries but there is much less information about international students studying in non-English speaking countries like China. Investigating student learning experience of international students in China is an intriguing case for furthering our understanding of quality education. As a result, it is necessary to investigate international students' learning experiences in China and the factors that influence them, such as cultural difference, quality of higher education, teaching quality, language difficulties, learning environment and so on.

* 1. Research Objectives

1. To analyze factors influencing international student’s decision to study in China.
2. To find out the positive and negative influencing factors of the international student’s learning experience in China.
3. To examine the quality of higher education in China from international students’ perceptions of academic standards in Chinese universities.
   1. Research Questions
4. What is the current learning experience of international students in China?
5. What are the good and bad learning experiences of international students in China?
6. What causes a bad learning experience?
7. What is the impact of the epidemic on learning experience?
8. How to improve international student learning experience?
   1. Scope of Study

The research aims to analyze factors influencing international students' decisions about China and HEIs, as well as to evaluate international students' learning experiences and satisfaction with their choice in order to develop recommendations on various dimensions of how to improve student learning experience. This study will focus on the international student in Beijing.

* 1. Significance of the Study

The huge increase in the number of international students in China has raised concerns about the quality of international education provided. The legitimacy of the conventional ways to evaluating quality, which generally disregarded the perspectives of students, has been questioned globally due to the growing diversity of the student body in higher education. Quality of international students’ education can be measured and evaluate by researching international students learning experience. It is significance for enhancing international students positive learning experience in Chinese higher education institution (HEI) and improving the quality of Chinese international students. International students learning experience is an important component of the internationalization and student-centered learning in higher education.

Due to rising student enrollment and diversification, improving student learning experiences has been more significant at Higher Education Institutions (HEIs) since the mid-1990s. As a result, the teaching-learning process is drastically changing in both nature and quality, along with the technological, socioeconomic, and political components. While students transition from being passive listeners to active participants, teachers change from being instructors to facilitators. The Pew Charitable Trusts of the United States initiated research in 1998 to assess the quality of higher education from the standpoint of student learning. Additionally, the Leuven Communiqué (2009) mandates that European universities set up a successful quality assurance system based on an examination of the needs of students. In order to better address new developments and problems, the European University Association has more recently emphasized the importance of student-centeredness in HE changes. In order to effectively promote the growth and development of international students in China, colleges must provide inclusive education, which is ensured by the "student-centered" quality evaluation (Tian, Lu, & Li, 2022).

Nonetheless, the study will concentrate on the most crucial of these stakeholders - the students, who are primarily responsible for selecting a HEI where they will gain their learning experience. Yet, this study is very significant to carry out because there is much less of literature that explores international students learning experience in China.

* 1. Limitation of the Study

A few limitations may arise during the duration of the study. These are some of the potential limitations:

1. Respondents for the survey may delay or refuse to answer the survey questions for a variety of reasons during the duration of the investigation. In order to address this, early submission of the survey materials will give respondents enough time to complete it at their own pace.
2. Access to Literature.
3. Method and data collection process.
4. Additionally, interviewees may either ignore requests for interviews or supply insufficient or irrelevant information. To address this, the study will interview many individuals from a variety of educational and personal backgrounds in order to gather comprehensive data.
5. Time limitations: conflict of research deadlines and other academics deadline.
6. Statical software analysis
7. Sample size
8. Literature Review

This section discusses thematic issues on international student learning experience in higher education. An initial focus is placed on the learning experience of international students in China, and this sets the stage for a thorough examination of the literature on the attributes of student learning experience.

* 1. Theoretical and Conceptual Framework
     1. Internationalization of Higher Education

Many researchers use the concept of “internationalization” and “student-centered learning” when the study is focused on international students’ experiences in higher education. Both the higher education world and the globe in which it plays a vital role are undergoing change. Higher education's global component is growing more significant, complicated, and perplexing. Therefore, considering the changes and difficulties of the present, it is appropriate to revisit and update the conceptual frameworks that support the idea of internationalization.

The process of incorporating an international, intercultural, and global component into the objectives, teaching/learning, research, and service functions of a university or higher education system is referred to as "internationalization of higher education." The link between and among nations, people, cultures, institutions, and systems is highlighted by internationalization. Each higher education institution's specific needs and interests are considered as part of the internationalization process. As a result, I think this concept is applicable to use in this research to give answers to the research objectives because China is becoming one of the world’s leading destination countries for students from all over the world. Yet, higher education internationalization and the recruitment of international students have been high priorities for the Chinese government.

Internationalization is transforming the world of higher education, and globalization is changing the world of internationalization.

The term "internationalization" is being used more frequently to describe the global aspect of higher education and, more broadly, postsecondary education. It is a phrase that has multiple meanings and is therefore applied in numerous contexts. Although it is nice to see internationalization being used and given more attention, there is a lot of misunderstanding about what it entails. For some, it entails a range of foreign endeavors, including new international academic programs and research efforts, international linkages, partnerships, and projects, as well as student and teacher academic mobility. For others, it refers to the supply of education to other nations through novel arrangements like branch campuses or franchises employing a range of in-person and online communication methods. Many interpret this as incorporating an international, intercultural, or global perspective into the teaching and learning process. Others view initiatives for global growth or, alternatively, the growing significance of trade in higher education as internationalization.

The ease with which international students can move across borders benefits both host countries and international students. Internationalization of higher education also provides significant economic benefits to host institutions, which can support research and increase resources and staffing. Positive interaction and cultural exchange between international students and domestic students are a less tangible but no less valuable benefit (Ammigan, Institutional satisfaction and recommendation: What really matters to international students?, 2019). Cooperation, tolerance, and international peace can all benefit from a better understanding of different cultures. As a matter of fact, this concept is critical to the study in order to identify the influential factors of international students' learning experiences in China and provide a more concise answer.

* + 1. Student-Centered Learning (SCL)

Student-centered Learning is a method of teaching in which students influence the content, activities, materials, and pace of learning. This learning model centers the learning process on the student (learner). The instructor allows students to learn independently and from one another while also coaching them in the skills required to do so effectively. SCL techniques include substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, engaging students in simulations and role plays, and utilizing self-paced and/or cooperative (team-based) learning. When SCL is used correctly, it can result in increased motivation to learn, greater knowledge retention, deeper understanding, and more positive attitudes toward the subject being taught.

Since students are the emphasis of the educational business, all decisions regarding what should be done and how should be based on their cognitive and affective learning experiences. Changes in the teacher's approach to teaching must also be made in order to have a successful curriculum. In a situation where students are involved in decision-making, the conventional one-size-fits-all strategy will not be effective. Building a relationship with a student is essential for a teacher to be effective because respect breeds respect, which dissolves the obstacles to trust and communication. (Moye, 2010) explains that the key to making learning and teaching more comfortable is to "have students’ study while they are busy having pleasure." Additionally, it fosters a climate of trust where students feel comfortable sharing their thoughts and concerns with the instructor, who may then help them discover solutions to their problems. Building a foundation with students calls for the teacher to get more active in their extracurricular activities and local communities. There are several ways to interact with students, including attending sporting events, joining clubs, and identifying shared interests. Not only should the student be assessed and evaluated, but the teacher should also evaluate themselves, thinking back on how they performed and making any necessary corrections. A teacher that is genuinely passionate about what they do would put their students first and treat them "like they are alive" (Moye, 2010).

Previous studies discovered that students' experiences in student-centered learning at Chinese HEIs are marked by various developments and challenges. Despite the various challenges, HEI students in China are reaping the benefits of a student-centered classroom environment. Students can share ideas and experiences, collaborate to learn, and apply content-based knowledge to real-world problems. However, there is still a significant issue with recognizing each student and welcoming them to the class interaction on an equal footing.

Some students are dominant, while others participate in class interactions only infrequently. The experience and perception of instructors toward student participation heavily influences student interaction. The experience and perception of teachers toward student participation heavily influences student interaction. The teacher's facilitation can recognize or marginalize students in a class, which can have a significant impact on their participation and the development of a strong student-centered learning environment.

Considering the focus of this study on the learning experience of international students I take into consideration these three theories: Self- Determination Theory, Constructivism Theory and Constructionism Theory.

The self-determination theory promotes learner autonomy and is related to the heutagogy learning theory. However, interactions between these types of motivation influence student performance and learning in SCL, according to the self-determination theory. Constructivism theory focuses on students' processes of discovery to obtain knowledge on their own and then using that knowledge to transform it into something new by organizing, rearranging, and connecting previous and new knowledge, while viewing the learner, context, and understanding as interdependent and linked elements. In this study, it is also critical to consider elements from social constructivism, which emphasizes the importance of peer interactions in reaching deeper levels of understanding than individuals alone. Constructionism entails students actively creating external and shareable artifacts to communicate their knowledge. The learning process is thought to occur both during the creation and sharing of the products, and student engagement with those artifacts is both cognitive and emotional.

The framework is built on three major theories: autonomy (self-determination theory), scaffolding (constructivism), and audience (constructionism). The framework integrates learning's motivational, cognitive, social, and affective aspects.

* 1. Definition of Students’ Learning Experience

Learning experience refers to any interaction, course, program, or other experience in which learning occurs, regardless of whether it takes place in traditional academic settings (schools, classrooms), non-traditional settings (locations outside of schools, the outdoors), or whether it includes traditional educational interactions (students learning from teachers and professors) or non-traditional interactions (students learning through games and interactive software applications).

The term "learning experience" is increasingly being used by educators and other professionals. This reflects larger pedagogical and technological changes that have affected how education is designed and delivered to students, and it most likely reflects an effort to modernize conceptions of how, when, and where learning occurs.

As we all know, students can gain valuable learning experiences both inside and outside of the classroom, so students should be encouraged to participate in both school and extracurricular activities. Factual, dynamic, and well-coordinated learning experiences increase engagement and advance knowledge acquisition. Additionally, it gives the learner more significance, encourages social learning, and encourages self-evaluation. Personal appropriateness, interest, utility, or importance for the student should all be factors in the learning process.

Therefore, to define student learning experience in simplest form it is the students' perceptions of academic and social life while studying abroad, including difficulties encountered and satisfaction with living and learning experiences on campus or outside campus.

* 1. International Students’ Learning Experience in Higher Education

The longitudinal persistence paradigm developed by (Tinto, 1975) has been most frequently utilized to examine college students' experiences. The theory states that crucial elements such as admission characteristics, initial commitments, interaction within academic and social institutions, and post-departure commitments causally connect to students' persistence in college. This framework adequately conceptualizes the experiences of traditional students, as stated by (Tinto, Limits of theory and practice in student attrition, 1982) and others, but does not consider the experience of non-traditional students (Bers & Smith, 1991). In order to determine whether the framework applies to non-traditional students like international students, who not only face transitional difficulties but also must adjust to a new language, culture, and sometimes a greatly different educational system, more research is required. The framework was originally created to assess persistence among students at four-year residential colleges (Andrade, 2006). Tinto's framework is also criticized for not defining the metrics for students' experiences (Severiens & Wolff, 2008). The framework, on the other hand, gives researchers room to investigate useful signs.

Numerous previous research has examined how international students cross culturally adapted to the local environment to analyze their experiences. The findings indicate that a variety of factors, such as gender (Rajapaksa & Dundes, 2002), length of residence in the new culture (Searl & Ward, 1990), language or communication proficiency (Furnham, 1993), quantity and quality of contact with host nationals (Furnham & Bochner, Social difficulty in a foreign culture: An empirical analysis of culture shock, 1982), and friendship networks, have an impact on their adjustment (Bochner, Mcleod, & Lin, 1977).

Gender studies (Misra, Crist, & Burant, 2003; Poyrazli, Kavanaugh, Baker, & Al-Timimi, 2004) have concentrated on psychological and behavioral gender differences, with contradictory findings addressing the relationship between gender and adjustment. This might be because many unreliable self-report questionnaires were utilized in these research to gauge psychological adjustment.

(Gullahorn & Gullahorn, 1963) concluded that students' adaptation to their host culture over time followed a U-curve. However, (Ward & Kennedy, 1999) discovered that the intercultural adjustment process was aided by prior experience living abroad as well as the length of time the student had spent in the host country. According to (Bochner, Mcleod, & Lin, 1977) the qualitative aspects of prior exposure, such as its breadth, closeness, correctness, and similarity, may be more significant than its quantity (Church, 1982).

It has been demonstrated that language barriers prevent international students from interacting socially with their peers. Higher levels of language proficiency are likely to increase the amount of social interaction an international student has with host nations, according to studies, whereas lower levels of language proficiency indicate adjustment difficulties. For individuals to achieve high degrees of cross-cultural adjustment, it has also been discovered that proficiency in intercultural communication and the language of the host society is essential (Hayes & Lin, 1994; Lewthwaite, 1996-1997; Yeh & Inose, 2003).

Due to varying cultural perspectives on social support systems, international students' levels of acculturative stress may be influenced by their satisfaction with social support networks (Yeh & Inose, 2003). When students were under psychological stress, social support's quality had both a direct and a calming influence, according to (Mallinckrodt & Leong, 1992). According (Hayes & Lin, 1994) to the welfare of international students depended heavily on social support, particularly from their academic programs. However, it can be challenging to find social interaction that makes the trip pleasurable (Sam, 2001). Although there is a lot of literature on how overseas students adjust, this research has mainly concentrated on the individual level. Few studies have addressed students' economic, political, and cultural experiences as they pertain to international education from a structural point of view (Cantwell, Luca, & Lee, 2009).

In one instance of an empirical study illustrating the significance of cultural context, (Ward & Kennedy, 1999) discovered that Chinese students in Singapore adapted more quickly than Anglo-European students while Malaysian students in Singapore had fewer issues than those in New Zealand. In a study on Chinese students in Hong Kong, Singapore, and Malaysia, (Kell & Vogl, 2012) discovered that students chose to study in those three countries based on the opinions of people they knew who had previously attended those institutions as well as those who had connections with and knowledge of the providers. Another crucial element is how similar the host culture and the students' culture of origin are, with greater similarity meaning less difficulties when studying abroad (Ward, Bochner, & Furnham, The Psychology of Culture Schook, 2001). Although (Kell & Vogl, 2012) study indicated that there were considerable differences, it also suggested that Chinese students chose Singapore because they believed there would be cultural and linguistic similarities with their own experiences. The amount to which local cultures and values differed from their expectations was also a surprise to Muslims traveling to Malaysia with the hope of finding commonality, which might potentially cause problems or lower their enjoyment in the host nation (Kell & Vogl, 2012).

The economic strength of the home region is a significant additional variable that may impact student satisfaction. Higher-income students may not be happy with the accommodations, campus amenities, or academic program at colleges in lower-income nations. According to (Situ, Austin, & Liu, 1995) research, students from less developed nations, where residents have relatively modest annual salaries yet must deal with high currency exchange rates, may have it especially tough financially. These studies have underlined the significance of looking at the experiences of international students in broader cultural or economic contexts. According to (Weber, 1978) social action definition, an activity is social if it is directed toward other actors or toward a system of rules (Swedberg & Agevall, 2005). "Usage orientations" toward a social action are founded on real customs that are widespread among communities. (Cantwell, Luca, & Lee, 2009) modified the pull-push model and applied it to international education research in Mexico because the usage orientation framework, which deals with an estimation of other people's behavior within a larger context of economic and cultural structures, allows for more agency.

* 1. International Students’ Experience in Chinese Universities

Over the past ten years, several Chinese universities have been actively recruiting students from abroad, and isomorphic internationalization is a trend in Chinese higher education. With the enormous increase in the number of international students in China, the number of studies on these students has been constantly expanding. The literature on the experiences of international students covers a wide range of subjects, such as numbers and distribution, factors influencing student mobility, specialized multicultural counseling programs, sociocultural adaptation, friendship, language learning, getting ready to go home, and so forth. In the wide body of research on the unique experiences of international students, most studies use a cultural or psychological perspective, focusing on sociocultural and psychological adaptation as the key aspect of the experience of international students (Wen, Hu, & Hao, 2018).

Numerous studies have been done on the experience of international students at the individual level, but most of them take a cultural or psychological approach, focusing on sociocultural and psychological adaptation as the key element of this experience (Cantwell, Luca, & Lee, 2009). Students' perceptions of how they were treated and any cultural or psychological challenges they ran through while studying abroad are included in their sociocultural experience.

Various factors, including the duration of residence in the new culture, prior cultural familiarity, the degree of interaction and identification with host nationals, cultural distance and acculturation modes (Ward & Kennedy, 1999), language or communication competence, quantity and quality of contact with host nationals, and friendship networks, can affect the sociocultural experiences of international students.

Learning satisfaction is significantly responsible for how satisfied international students are with their experience in China. The connection between students and professors as well as the language used in lessons are important factors impacting how well international students learn. Academic and social interactions between faculty and students are both a part of faculty-student interaction. Conversations about reading assignments, homework, and other classroom-related topics are considered academic interaction. The term "social interaction" or "informal contacts" refers to encounters outside of the classroom, such as talking about future ambitions for your job, campus activities, etc.

According to recent study, cultural norms, language obstacles, and the type of friendships that exist in the host country may make it difficult for international students to make new acquaintances, which may add to their loneliness. According to numerous surveys, a significant number of overseas students (often between 50% and 70%) have felt lonely or alone in their host country (Sawirt, Margison, Deumerts, Byland, & Ramie, 2007; Khwaja & Dempsey, 2008; Alampayl, Beer, Christiansen, & Van gorm; Zhao, 2022). It has also been discovered that Asian international students, may have more difficulties making friends with locals than their European counterparts (Zhang & bunton, 2007). Asian cultures tend to be collectivist, yet there is a lot of variances in the type and degree of collectivism among them (triandish, 1999).

As a result, Asian overseas students may find it challenging to socialize and make friends in Western cultures that place more value on autonomy, assertiveness, and self-sufficiency than interdependence and relatedness. Additionally, as close-knit families are common in collectivist countries, international students may experience great loss when living away from their home (Lee, koeskem, & Sales, 2004; Wen, Hu, & Hao, 2018).

Moreover, students from collectivist cultures may want to keep the sociocultural practices and values that are distinctive to their origin, while homegrown students may want visitors to adapt or integrate their attitudes in order to fit into the host society. For instance, research emphasizing the value of cultural context (Ward & Kennedy, 1999) found that Chinese students in Singapore were more adaptable than Anglo-European students, while Malaysian students in Singapore had fewer issues than their counterparts in New Zealand. A significant element is the degree of cultural resemblance between the home country of the students and the host country; the latter indicates that the study abroad experience will be less challenging (Wen, Hu, & Hao, 2018).

* 1. The Influencing Factors of International Students

Since 2011, studies conducted in Western and non-Western contexts have tended to validate the importance of all the previously mentioned factors. The prevalent determining elements still include language, educational background, financial precarity, discrimination, social integration, stress, living costs, and housing. (Ammigan, 2019), for instance, noted that social networking, job prospects, adequate housing, and compatibility with local culture are among the key variables that predict international students' institutional satisfaction in the U.S., Australia, and the U.K.

Cultural distance/proximity, individual coping skills, campus support services, past sojourn experience, and predeparture preparedness have all recently received increasing attention in the literature, along with what appear to be more complex variables (Alemu & Cordier, 2017; Ammigan & Jones, Improving the student experience: Learning from a comparative study of international student satisfaction, 2018; Hennings & Tanabe, 2018; Kosheleva, Amarmor, & Cherndoilsky, 2015; Tausova, Bender, Dimitrova, & Vijver, 2019). These factors all appear to be particularly significant for international students' adjustments.

Even though international students' mobility is typically driven more by financial objectives than by conscious cultural interchange, living and studying abroad gives them the opportunity to enjoy enriching experiences that boost their confidence and personal growth. An international student may develop proficiency in a second language, multicultural experiences, and enhanced cultural literacy, broadening their employability as well as their human capital of knowledge and skills. Although not all their social, cultural, and educational experiences are necessarily favorable, international students also encounter several adaption obstacles.

Moreover, the recent inevitable disruptions generated by COVID-19 in the hospitality and tourist education sector have made online learning a need rather than an option. The COVID-19 epidemic had an immediate and profound effect on higher education, requiring institutions to quickly switch to emergency distance learning. This necessitated quick reactions from higher education institutions and policy makers to assure the continuity of learning, which resulted in a significant shift in both instructors' and students' experiences. As a result of such movement, the pandemic problem has compelled higher education institutions around the world to use "non-traditional" learning environments, such as online teaching and learning.

However, there hasn't been much academic research on the specific online characteristics—like usability, attractiveness, usefulness, and efficiency—that significantly affect students' learning satisfaction, particularly in the hospitality and

tourism education, where theory and practice are still crucial to students' learning experiences and satisfaction. Many students were unsure of what to expect as a result of the unexpected shift from the traditional pedagogical approach to non-traditional approaches in response to COVID-19; as a result, it would be necessary to comprehend their evaluation of their experience with the online learning platform in order to increase their satisfaction. Students' cognitive and affective experiences are largely essential to enhancing learning performance since online learning environments are characterized by a variety of pedagogical practices that actively engage student-centered strategies. It is remarkable, however, that current research will investigate the current influential factors that affect international students' learning experience.

* 1. Student- Centered Learning

Although there is a lot of debate surrounding student-centered learning, it has been shown to be effective in improving kids' reading, math, and science achievement levels. By involving students in technology and group projects that challenge them to step outside of their comfort zones and complete the task they have decided to pursue, higher achievement levels are attained. Students are assisting themselves through student-centered learning. In order to make learning entertaining and truly meaningful, it is focusing on the needs and talents of the students. This improves student interaction with teachers, with other students, and with texts they read, watch, or listen to, resulting in more effective teaching-learning. In this way, educators and students work together as partners and share knowledge.

The concept of student-centered learning is to bring the classroom and students to life. In helping pupils achieve the goals that they have set along with the teacher, the teacher is referred to as a "guide on the side." Students from learning handicapped to AP classes collaborate in small groups to work as a team. This kind of grouping plays to each student's strengths by pushing them to reach higher levels of critical thinking in a safe atmosphere. The social structure of "cliques" that are frequently observed in schools is also broken down by combining kids of diverse academic levels, genders, athletic ability, and popularity with those who are socially awkward. Higher self-esteem, improved communication skills, and a sense of community among students in the diverse, multicultural society they live in are all outcomes of this learning system (Overly, 2011).

Since students are the emphasis of the educational business, all decisions regarding what should be done and how should be based on their cognitive and affective learning experiences. Changes in the teacher's approach to teaching must also be made in order to have a successful curriculum. In a situation where students are involved in decision-making, the conventional one-size-fits-all strategy will not be effective. Building a relationship with a student is essential for a teacher to be effective because respect breeds respect, which dissolves the obstacles to trust and communication. (Moye, 2010) explains that the key to making learning and teaching more comfortable is to "have students’ study while they are busy having pleasure." Additionally, it fosters a climate of trust where students feel comfortable sharing their thoughts and concerns with the instructor, who may then help them discover solutions to their problems. Building a foundation with students calls for the teacher to get more active in their extracurricular activities and local communities. There are several ways to interact with students, including attending sporting events, joining clubs, and identifying shared interests. Not only should the student be assessed and evaluated, but the teacher should also evaluate themselves, thinking back on how they performed and making any necessary corrections. A teacher that is genuinely passionate about what they do would put their students first and treat them "like they are alive" (Moye, 2010).

1. Research Materials and Methodology

Despite widespread agreement that student learning experiences can be used to assess the quality of higher education, it is unclear how to assess the learning experiences of international students. The current study characterizes international students' learning experiences as a three-dimensional construct that considers their participation in learning activities, how they view the learning environment, and how they are developing academically and personally. The first dimension emphasizes the learning efforts of international students. The second dimension focuses on how international students view institutions' and faculty's support for them and how they motivate them to actively engage in learning. The third component places an emphasis on how learning activities help international students develop. The interactions among the learning engagement, perceived learning environment, and perceived learning results of international students make up their total learning experiences. Moreover, the current research will also explore the impact of covid-19 pandemic on learning experiences and how to improve student learning experience. However, the research methodology is summarized below.

* 1. Participants

The questionnaire survey will be conducted this year, 2022. International students enrolled in full-time higher education in China will be invited to participate in the survey. At the time of the study, all participants had completed at least one semester of study at the host Chinese universities. There will be at least 200 sample of questionnaires distribute including both current international students studying in Beijing and those who are not in Beijing and have been studying online. Yet, an in-depth interview will be conduct with at least 20 international students in higher education both currently studying in Beijing and attending classes online from other countries.

* 1. Research Design

To effectively fulfill the research objectives and to further investigate international students' learning experiences in China, we used a mixed method design that included both quantitative and qualitative research methods. Qualitative method will be use in which 200 participants will fill out a questionnaire titled "Questionnaire on Learning Experiences of International Students in China" (abbreviated "the Questionnaire"). The Questionnaire is written in English and is divided into five parts. The first part is to gather important personal information such as gender, age, institution, and major. The second part is the questionnaire's core, and it investigates the three dimensions of international student learning experiences. The third part focuses on student life, such as personal expectations and goals, as well as overall satisfaction. The fourth part focuses on international students' intercultural knowledge, skills, and attitudes, with the goal of analyzing how learning experiences in China influence the development of intercultural competence. The fifth part is on the impact on covid-19 pandemic on student learning experience.

The second, qualitative stage involved interviews with 20 international students from various universities in Beijing to supplement the quantitative data analysis and to probe participants' thinking and decision-making.

* 1. Data Analysis

In order to answer the research questions, SPSS software will be used to analyze the gather data. To present the characteristics of the respondents' learning experiences at Chinese universities, descriptive statistics, such as means and standard deviations, will be calculated by conducting a paired sample t-test. Correlation analysis will be used to investigate the relationships between respondents' perceived learning environments, academic and personal development, and their perceived learning environments.

SPSS is a popular statistical analysis application in social science. It is also utilized by data miners, government agencies, survey firms, market researchers, health researchers, survey companies, and others. Because it made it possible for regular researchers to conduct their own statistical analysis, the original SPSS manual has been referred to as one of "sociology's most influential publications." In addition to statistical analysis, the base software includes data management features (case selection, file reshaping, creating derived data), as well as data documentation (a metadata dictionary is maintained in the data file).

1. Time Schedule

Table 1: Work plan schedule

|  |  |  |
| --- | --- | --- |
|  | **Milestones** | **Deadline** |
| 1 | Introduction | 25th August, 2022 |
| 2 | Literature Review | 25th September, 2022 |
| 3 | Methodology | 25th October, 2022 |
| 4 | Data Collection | 30th November, 2022 |
| 5 | Data Analysis | 31st December, 2022 |
| 6 | Enrich theoretical Research | 31st January, 2023 |
| 7 | Writing the Final paper | 27th February, 2023 |
| 8 | Final Draft | 15th March, 2023 |
| 9 | Submission | 20th March, 2023 |

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