

## FOUNDATIONAL READING ON INTERNATIONAL STUDENTS IN HIGHER EDUCATION

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In the last two decades, international students have become a topic of increasing interest for researchers. The number of articles published in the field has grown rapidly, in an expansion led mainly by higher education institutions and scholars in Australia, the United Kingdom, and the United States (Gümüş et al., 2020; Jing et al., 2020). Two prominent publications provide an overview of the research on international student mobility.

- Gümüş, S., Gök, E., & Esen, M. (2020). A review of research on international student mobility: Science mapping the existing knowledge base. *Journal of Studies in International Education*, 24(5), 495-517. <https://doi.org/10.1177/1028315319893651>
- Jing, X., Ghosh, R., Sun, Z., & Liu, Q. (2020). Mapping global research related to international students: A scientometric review. *Higher Education*, 80(3), 415-433. <https://doi.org/10.1007/s10734-019-00489-y>

The following is a brief list of five major knowledge areas within the reach on international students and essential reading relevant to all international education practitioners and scholars. This foundational reading provides insight into the existing research and scholarship that informs our practice. This list is neither prescriptive nor exhaustive and will be adapted and expanded over time.

### 1. INTERNATIONAL STUDENTS AND THE INTERNATIONALIZATION OF HIGHER EDUCATION

The process of internationalization of higher education is impacted by various factors, including recruitment and retention of international students. Both developed and developing countries are eager to attract foreign students for a plethora of reasons, including an increase in financial revenue, contributions to economic growth, betterment of university status, tackling of demographic challenges (European Migration Network, 2019). Thus, recruitment and retention of international students is a cornerstone of internationalization efforts for higher education institutions and systems across the globe, and the competition is increasingly fierce to recruit and enroll foreign students.

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305. <https://doi.org/10.1177/1028315307303542>
- Crăciun, D. (2018). National policies for higher education internationalization: A global comparative perspective. In A. Curaj, L. Deca, & R. Pricopie (Eds.), *European Higher Education Area: The Impact of Past and Future Policies* (pp. 95-106). Springer International Publishing. [https://doi.org/10.1007/978-3-319-77407-7\\_7](https://doi.org/10.1007/978-3-319-77407-7_7)

- European Migration Network. (2019). *Attracting and retaining international students in the EU* [Synthesis Report]. European Migration Network. [https://ec.europa.eu/home-affairs/sites/default/files/00\\_eu\\_international\\_students\\_2018\\_synthesis\\_report.pdf](https://ec.europa.eu/home-affairs/sites/default/files/00_eu_international_students_2018_synthesis_report.pdf)
- Hegarty, N. (2014). Where we are now –The presence and importance of international students to universities in the United States. *Journal of International Students*, 4(3), 223-235. <https://files.eric.ed.gov/fulltext/EJ1054975.pdf>
- Mok, K. H. (2018). Does internationalisation of higher education still matter? Critical reflections on student learning, graduate employment and faculty development in Asia. *Higher Education Quarterly*, 72(3), 183–193. <https://doi.org/10.1111/hequ.12170>
- Munch, C., & Hoch, M. (2013). The financial impact of cross-border student mobility on the economy of the host country. [Executive summary]. German Academic Exchange Service (Deutscher Akademischer Austauschdienst e.V., DAAD). [https://issuu.com/theclassof2020/docs/englische\\_studie](https://issuu.com/theclassof2020/docs/englische_studie)
- Spencer-Oatey, H., & Dauber, D. (2019). Internationalisation and student diversity: How far are the opportunity benefits being perceived and exploited? *Higher Education*, 78(6), 1035–1058. <https://doi.org/10.1007/s10734-019-00386-4>
- Urban, E. L., & Palmer, L. B. (2014). International students as a resource for internationalization of higher education. *Journal of Studies in International Education*, 18(4), 305-324. <https://doi.org/10.1177/1028315313511642>

## 2. INTERNATIONAL STUDENT MOBILITY

In the context of prevalent policy discussions around the internationalization of higher education, student mobility has received much attention from international organizations, state governments, and higher education institutions. The research on international student mobility has not only grown, but has diversified in terms of countries of origin, methodologies, and points of view (Gümüş et al., 2020). A broadening of the approaches through which international student mobility is studied and analyzed offers policymakers and scholar-practitioners diverse viewpoints to guide their decision-making processes.

- Beech, S. E. (2018). Adapting to change in the higher education system: International student mobility as a migration industry. *Journal of Ethnic and Migration Studies*, 44(4), 610–625. <https://doi.org/10.1080/1369183X.2017.1315515>
- Bhandari, R., Robles, C., & Farrugia, C. (2018). *International higher education: Shifting mobilities, policy challenges, and new initiatives* [Background paper]. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000266078/PDF/266078eng.pdf.multi>
- Choudaha, R. (2017). Three waves of international student mobility (1999-2020). *Studies in Higher Education*, 42(5), 825-832. <https://doi.org/10.1080/03075079.2017.1293872>
- De Wit, H. (2008). Changing dynamics in international student circulation: Meanings, push and pull factors, trends, and data. In *Changing Dynamics in International Student Circulation: Meanings, Push and Pull Factors, Trends, and Data* (pp. 15-45). Brill Sense. [https://doi.org/10.1163/9789460911460\\_003](https://doi.org/10.1163/9789460911460_003)
- Knight, J., & McNamara, J. (2017). A classification framework and data collection guidelines for international programme and provider mobility (IPPM) (p. 64). British Council, DAAD. [https://www.britishcouncil.org/sites/default/files/tne\\_classification\\_framework-final.pdf](https://www.britishcouncil.org/sites/default/files/tne_classification_framework-final.pdf)
- Kondakci, Y., Bedenlier, S., & Zawacki-Richter, O. (2018). Social network analysis of international student mobility: Uncovering the rise of regional hubs. *Higher Education* (00181560), 75(3), 517-535. <https://doi.org/10.1007/s10734-017-0154-9>

- Papademetriou, D. G. (2020). *Managing the pandemic and its aftermath: Economies, jobs, and international migration in the age of COVID-19*. Migration Policy Institute. [https://www.migrationpolicy.org/sites/default/files/publications/tcm2020-papademetriou-migration-covid-19\\_final.pdf](https://www.migrationpolicy.org/sites/default/files/publications/tcm2020-papademetriou-migration-covid-19_final.pdf)
- Rodríguez González, C., Bustillo Mesanza, R., & Mariel, P. (2011). The determinants of international student mobility flows: An empirical study on the Erasmus programme. *Higher Education*, 62(4), 413-430. <https://doi.org/10.1007/s10734-010-9396-5>
- Stein, S., & Andreotti, V. O. de. (2016). Cash, competition, or charity: International students and the global imaginary. *Higher Education*, 72(2), 225-239. <https://doi.org/10.1007/s10734-015-9949-8>
- Teichler, U. (2019). Bologna and student mobility: A fuzzy relationship. *Innovation: The European Journal of Social Science Research*, 32(4), 429-449. <https://doi.org/10.1080/13511610.2019.1597685>

### 3. INTERNATIONAL STUDENT LEARNING OUTCOMES, SATISFACTION, AND ENGAGEMENT

Beyond the efforts deployed to attract international students, higher education institutions have the responsibility to ensure the sustainable success of foreign enrollees in terms of learning outcomes, satisfaction, engagement, involvement, and retention. International students face specific hurdles that can hinder learning experiences and jeopardize outcomes, including degree completion; providing well-adapted academic and socio-economic support can contribute to academic success as well as personal satisfaction and adaptation. Administrators, faculty members, and staff working alongside international students must be appropriately trained, aware, and given the tools to adequately serve and support international students in their academic, social, cultural, and adaptation-related endeavors.

- Brunsting, N. C., Zachry, C., & Takeuchi, R. (2018). Predictors of undergraduate international student psychosocial adjustment to US universities: A systematic review from 2009-2018. *International Journal of Intercultural Relations*, 66, 22-33. <https://doi.org/10.1016/j.ijintrel.2018.06.002>
- Brunton, M., & Jeffrey, L. (2014). Identifying factors that influence the learner empowerment of international students. *International Journal of Intercultural Relations*, 43, 321-334. <https://doi.org/10.1016/j.ijintrel.2014.10.003>
- Fischer, K. (2020, January 12). Meet the New International Student. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/meet-the-new-international-student/>
- Glass, C. R., Kociolek, E., Wongtrirat, R., Lynch, R. J., & Cong, S. (2015). Uneven experiences: The impact of student-faculty interactions on international students' sense of belonging. *Journal of International Students*, 5(4), 353-367. <https://www.ojed.org/index.php/jis/article/view/400>
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- Lawson, C. (2012). Student voices: Enhancing the experience of international students in Australia [Report]. Australian Education International. <https://internationaleducation.gov.au/research/Publications/Documents/Student%20voices%20-%20FINAL.pdf>

- Rienties, B., Beusaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education*, 63, 685-700. <https://doi.org/10.1007/s10734-011-9468-1>
- Trice, A. G. (2003). Faculty perceptions of graduate international students: The benefits and challenges. *Journal of Studies in International Education*, 7(4), 379-403. <https://doi.org/10.1177/1028315303257120>
- Zhou, J., & Cole, D. (2017). Comparing international and American students: Involvement in college life and overall satisfaction. *Higher Education*, 73(5), 655-672. <https://doi.org/10.1007/s10734-016-9982-2>

#### 4. ADJUSTMENT, CHALLENGES, AND STRUGGLES INHERENT TO INTERNATIONAL STUDENTS

Over the last few decades, challenges inherent to university and college students enrolled in college or university in a foreign country have been well documented. Since international students face a multitude of hurdles in terms of integration, relationship building, acculturation, language acquisition, and adaptation to a new learning environment, close attention to international students' needs has to be paid by higher education institutions eager to recruit and enroll them. Faculty members ought to be aware of the needs of international students in terms of support and guidance to provide a fruitful and satisfactory learning experience, while HEI administrators and policy-makers must develop and implement support services that can contribute to the successful adaptation and integration of international students on higher education campuses and in host communities.

- Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5(2), 131-154. <https://doi.org/10.1177/1475240906065589>
- Gautam, C., Lowery, C. L., Mays, C., & Durant, D. (2016). Challenges for global learners: A qualitative study of the concerns and difficulties of international students. *Journal of International Students*, 6(2), 501-526. <http://jistudents.org>
- Khanal, J., & Gaulee, U. (2019). Challenges of international students from pre-departure to post-study: A literature review. *Journal of International Students*, 2, 560-581. <https://doi.org/10.32674/jis.v9i2.673>
- Lee, J. J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381-409. <https://doi.org/10.1007/s10734-005-4508-3>
- Mori, S. C. (2000). Addressing the mental health concerns of international students. *Journal of Counseling & Development*, 78(2), 137-144. <https://doi.org/10.1002/j.1556-6676.2000.tb02571.x>
- Sherry, M., Thomas, P., & Chui, W. H. (2010). International students: A vulnerable student population. *Higher Education*, 60, 33-46. <https://doi.org/10.1007/s10734-009-9284-z>
- Wu, H., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*, 2015, 1-9. <https://doi.org/10.1155/2015/202753>

## 5. INTERNATIONAL STUDENTS AND POST-GRADUATION RETENTION AND CAREER PROSPECTS

While the benefits of enrolling international students have been well documented in terms of financial support, contribution to campus diversity, positive impacts on innovation and research, and building of a school personality (Hegarty, 2014), challenges remain for host countries to retain educated and skilled foreign talent beyond graduation. Initiatives to facilitate social integration of international students throughout their studies can lead to the retention of qualified workers into the local workforce (Scott et al., 2015) which is beneficial to host countries.

- Loo, B., Luo, N., & Ye, Z. (2017). *Career prospects and outcomes of U.S.-educated international students: Improving services, bolstering success* (No. 09). World Education Services. <https://knowledge.wes.org/rs/317-CTM-316/images/09%20-%20Employment%20Outcomes.pdf>
- Scott, C., Safdar, S., Trilokekar, R. D., & El Masri, A. (2015). International students as “ideal immigrants” in Canada: A disconnect between policy makers’ assumptions and the voices of international students. *Comparative & International Education*, 43(2), 58-73. <https://doi.org/10.5206/cie-eci.v43i3.9261>
- Van Mol, C. (2017). Do employers value international study and internships? A comparative analysis of 31 countries. *Geoforum*, 78, 52–60. <https://doi.org/10.1016/j.geoforum.2016.11.014>
- Weisser, R. (2016). Internationally mobile students and their post-graduation migratory behaviour: An analysis of determinants of student mobility and retention rates in the EU. *OECD Social, Employment, and Migration Working Papers*, 186, 0\_1,3,7-96. <http://dx.doi.org/10.1787/5jlwxbvmb5zt-en>
- Wu, C., & Wilkes, R. (2017). International students’ post-graduation migration plans and the search for home. *Geoforum*, 80, 123-132. <https://doi.org/10.1016/j.geoforum.2017.01.015>



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