



Apr 8th, 11:00 AM - 12:00 PM

Learning Experiences of Asian International Undergraduate Students in U.S. Universities

Tie Sun

Illinois Wesleyan University

Leah Nillas, Faculty Advisor

Illinois Wesleyan University

Follow this and additional works at: <http://digitalcommons.iwu.edu/jwprc>

 Part of the [Education Commons](#)

Sun, Tie and Nillas, Faculty Advisor, Leah, "Learning Experiences of Asian International Undergraduate Students in U.S. Universities" (2017). *John Wesley Powell Student Research Conference*. 4.
<http://digitalcommons.iwu.edu/jwprc/2017/ESposters2/4>

This Event is brought to you for free and open access by The Ames Library, the Andrew W. Mellon Center for Curricular and Faculty Development, the Office of the Provost and the Office of the President. It has been accepted for inclusion in Digital Commons @ IWU by the faculty at The Ames Library at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.

©Copyright is owned by the author of this document.

Learning Experiences of Asian International Undergraduate Students in U.S. Universities

Tie Sun and Leah Nillas*

Educational Studies, Illinois Wesleyan University

Research Question

- What factors influence learning experiences of Asian international undergraduate students (AIUS)?
- How can universities improve learning experiences of Asian international undergraduate students?

Literature Review

- Language and cultural barriers, perceived discriminations, instructor's teaching styles, and learning outcomes are components of AIUS's positive and negative learning experience (Wilton & Constantine, 2003; Valdaz, 2015; Karuppan & Barari, 2011).
- The majority of strategies implemented in universities is based on cultural background, English proficiency, discrimination control, and administrative improvement (Bista, 2015; Lacina, 2002; Micheel, Greenwood, & Gulielmi, 2007).
- Goleman's theories on teaching are exceptionally effective for providing strategies to instructors (Roy, 2013).

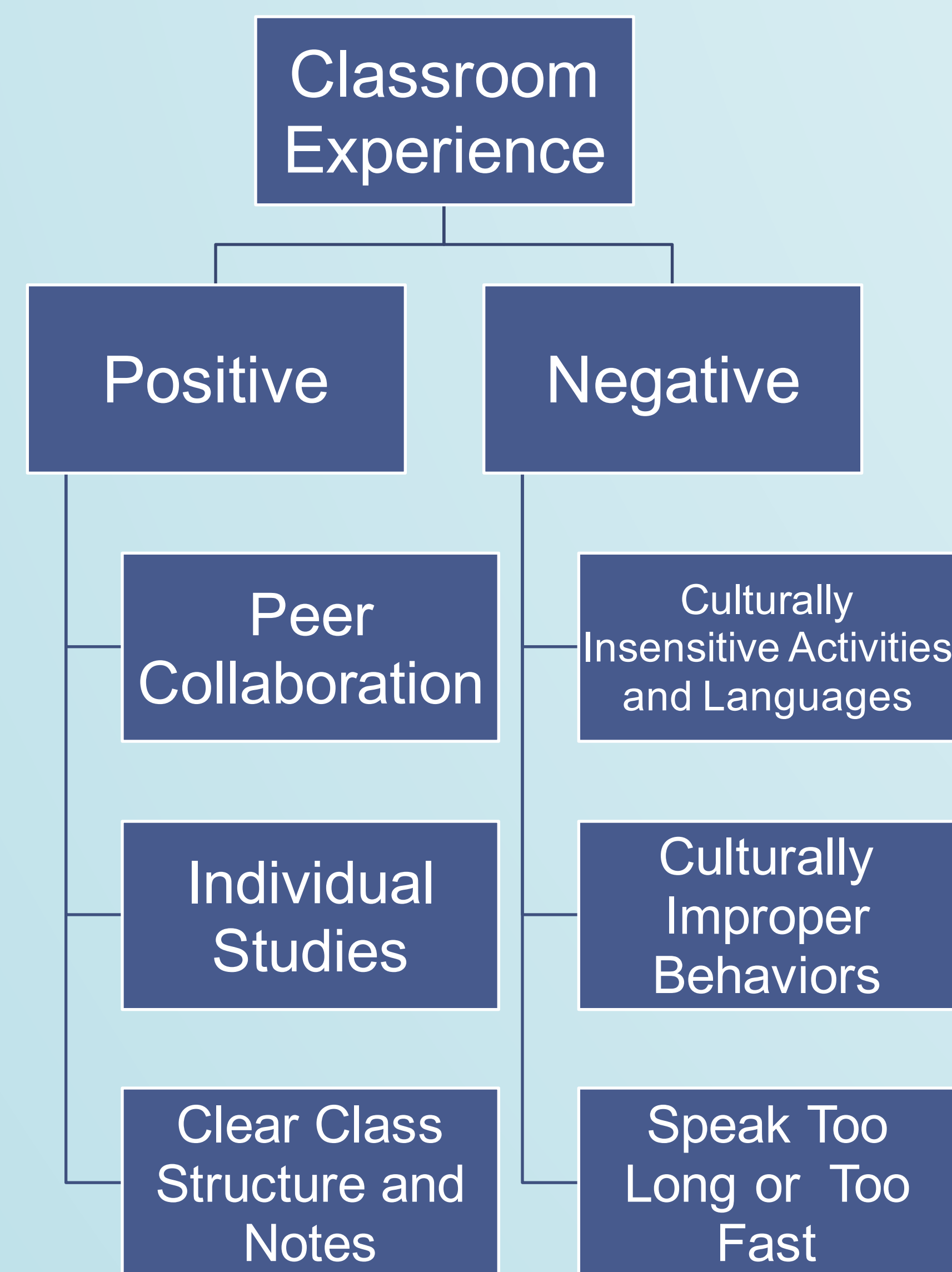


Figure 1. Positive Methods to Enhance Classroom Experience for International Students and Negative Methods to Avoid (Roy, 2013; Hung, 2006).

Methodology

- Criteria is applied while searching research studies. Keywords include international students, learning experience, undergraduate students, Asian, universities in U.S., and strategies.
- Various databases is applied including Ames MegaSearch, Education Research Complete, and Education Resources Information Center.
- Theme techniques such as repetition, similarities and differences, theory related materials, and indigenous typologies are used during the data analysis process (Ryan & Bernard, 2003)

Results and Data Analysis

- English proficiency is positively related with GPA, but negatively related with discrimination (Karuppan & Barari, 2011).
- AIUS receive more negative effects from cultural barriers and discrimination than international students from other countries (Tomich, McWhirter, & Darcy, 2003; Lee & Rice, 2007).
- Discrimination and Neo-Racism results to negative effects on AIU pursuing degrees in other counties, stifling their engagement, and limiting learning outcomes (Chen, 2006; Karuppan & Barari, 2011).

Conclusion

- Classroom experiences, English proficiency, discrimination, and cultural differences can influence AIUS's learning experiences.
- Instructors can improve AIUS's learning experiences by providing positive engagement methods and avoiding culturally insensitive activities.
- Administrators can support AIUS by offering necessary assistance such as managing international student office and strengthening counseling services for AIUS.