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: https://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.
https://digitalcommons.iwu.edu/jwprc/2017/ESposters2/4

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by 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).

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.