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

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

Tie Sun and Leah Nillas\*

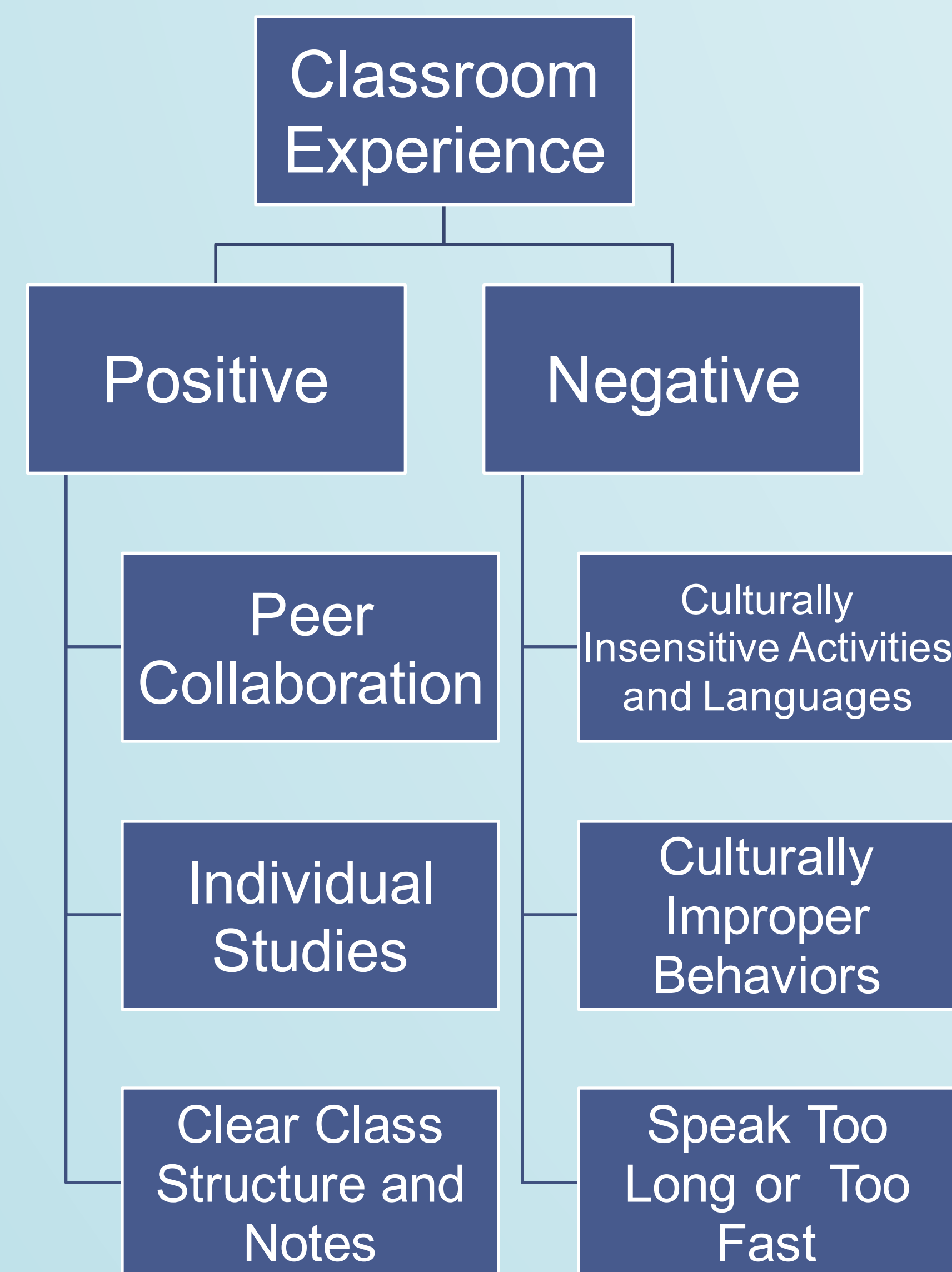
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## Research Question

- 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.