2021 **Virtual International Conference**

Transnational Education Post COVID-19:
Rethinking the Future of Transnational Higher Education

April 19~23, 2021 ▶ YouTube

DAEGU UNIVERSITY
Center for Multiculturalism and Social Policy

INHA UNIVERSITY
Convergence Institute for Multicultural Studies

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Biography/Professional Summary

Dr. Krishna Bista is an Associate Professor in the Department of Advanced Studies, Leadership and Policy at Morgan State University. His research focuses on college student experiences related to classroom participation, perceptions of academic integrity, faculty-student relationships, role of advisors, and cross-cultural teaching and learning strategies in higher education. Previously, Dr. Bista served as the director of Global Education at the University of Louisiana at Monroe, where he was Chase Endowed Professor of Education in the School of Education.

Currently, Dr. Bista is working on a book project Global Perspectives on International Student Experiences in Higher Education: Tensions and Issues (Routledge, New York). Dr. Bista is the Founding Editor of the Journal of International Students, a quarterly publication on international higher education. He is also associate editor of the Journal of Interdisciplinary Studies in Education. Dr. Bista serves on the editorial review boards for Kappa Delta Pi Record, Teachers College Record, Journal of Leadership and Organizational Studies, and International Journal of Leadership in Education. He has reviewed several book projects related to educational research, international and comparative education series for Routledge, Sage, Palgrave MacMillan, and Bloomsbury publications. Dr. Bista presents annually at national and international conferences— American Educational Research Association, Comparative and International Educational Society, and Association for the Study of Higher Education.

Hello annyeonghaseyo!

Distinguished guests, faculty colleagues, students, ladies, and gentlemen!

It is my great pleasure to be with you today during this international conference organized by the Center for Multiculturalism and Social Policy at Daegu University and the Convergence Institute for Multicultural Studies at Inha University in South Korea. My special thank goes to Dr. Hyeyoung Ghim for inviting me as a keynote speaker for this conference. I am pleased to see the most timely theme selected for this year: "Transnational Education Post COVID-19: Rethinking the Future." Thank you, the organizing committee, faculty, and students who spent hours putting together this event.

Across the globe, we have gone through a tough time during this global pandemic! We have lost 2.94 million lives, and millions of positive cases and a record-high hospitalizations. It's been more than a year of stress and anxiety. We are still going through this mess- whether you take the example of the United States, or Brazil, or India, or anywhere in the world. I am still teaching online classes as my university has been closed since March of last year because of the covid-19. My kindergarten son has been taking online classes! More or less this is the case in other places of the United States, and elsewhere. Flights are not fully resumed as many borders are still closed, many cities are under locked down!

This is a lived experience -- stress, anxiety, challenges, restrictions, and some HOPE! Today I would like to share two personal observations related to my areas of interest - international student mobility, instead of predicting the future.

First, this pandemic has further strengthened the need and importance of international students and international education. Despite the boarder issues, political rhetorics, power dynamics between the rich and poor countries, racial profiling and anti-immigrant hatred during this pandemic, there are brilliant

example of collaboration and networking among peoples and nations. For example, the scientists who developed the Pfizer/BioNTech Covid-19 vaccine are Turkish-German couple, Ugur Shin and Ozlem Tureci-- children of immigrants. Look at their collaboration with the US and other countries in the world for humanity. Many countries including the US blamed Wuhan China for the virus and this city was the one to go through the first COVID outbreak. Today, you can see millions of medical products including this masks manufactured in Wuhan and shipped from China.

The stress and anxiety with disease and deaths has further pushed our boundaries to search for ideas, tips, and the cure! Life under lockdown began a new adventure into a virtual world for connecting people and places, checking with relatives and friends. Now look at the race for vaccines between rich and poor countries; look at the racial tensions and disparities! What does this mean for educators of international education? For transnational researchers? Who is developing resources? How countries are working together? Power vs knowledge? I think this is the first time folks are working together for a common cause; countries are seeking each other support; educators are globally connected and sharing new ideas, technology, and tips of teaching and learning. This is the first time you heard almost every day from the teacher of your first grader to make sure the computer is connected; the kid is receiving materials for the lesson. This is the first time we pause and think about our students and parents --regarding access to digital resources/devices, Wi-Fi connections, and family circumstances for learning. Stories of racial disparities and deaths of Blacks and Asians have globally urged us to change our assumptions of equalities, pedagogies, and human dignity.

Second, the pandemic has changed our mindset and has re-routed our paths. You can see this happening in international education, particularly global student mobility. Last year this time, some educational pandits/experts predicted that it was the end of the golden era of international education. It's natural to have a

pause for such a global crisis. It does not mean the end of an era- instead it is a rise of a new era with new thoughts- international students and educators worked differently. The speed of virtual mobility increased; new platforms of communication and connectivity emerged, tested, and tried for our classes, connections, and collaborations. I attended 100s of meetings and webinars virtually, communicated with 100s of scholars around the world; managed and published several books and special issues with 100s contributors globally. I had never thought I would be doing all of it being JUST in front of a computer. What I enjoyed the most was speaking with 100s of people from a dozen countries in a single virtual setting like this one! I got a chance to rethink my courses-what worked and what did not; got a chance to work with fellow colleagues on several projects.

The pandemic has also given an opportunity to test the possibility of developing new innovative tools and technologies to bridge the gap between existing and new paradigms of learning. This pandemic, as Arundhati Roy, an Indian author, said

> "It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks, and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it."

For international education, there is a greater need to explore the new ways of virtual learning and exchange programs as well as inclusive programs and resources for post-pandemic learning. There is deep anxiety among higher education leaders about the future of international education and exchange in the US and around the globe due to the steady decline in enrollments for some institutions. This is an alarming bell for the policymakers and institutional thought-leaders on developing a national policy and for an action.

International students and scholars went through the most stressful time when the government made sudden and drastic changes related to visa and immigration policies for taking online classes, and for H1B work visas and green card criteria. In any countries, national initiatives are equally important to promote global student mobility, and international students, to promote campus diversity, equity, and inclusion of global learning elements in curricula.

There is no doubt that the COVID-19 derailed lives and careers for a vast majority of people around the globe, with no mobility for students and faculty members in particular.

It is the time to continue working and partnering with promising organizations who directly or indirectly help international student recruitment, enrollment, and collaborative research. Certainly, we need more conversation around the discourse of global student mobility and international education in general.

Thank you!

Session 1

International Students' Lived Experiences during COVID-19

Katie K. Koo
(Texas A&M University-Commerce, USA),
Christina Yao
(Universityof South Carolina, USA),
& Heejung Gong
(Universityof Georgia, USA)

Duong Thi Thanh Phuong
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"It Is Not My Fault":

Exploring Experiences and Perceptions of Racism Among International Students During COVID-19

Katie K. Koo (Texas A&M University-Commerce)
Christina Yao (University of South Carolina)
Heejung Gong (University of Georgia)

Abstract

Using neo-racism (Lee & Rice, 2007) as a theoretical framework, this study explored international students' experiences, challenges, and perceptions of racism and racial discrimination during COVID-19 in the United States. By conducting three virtual focus group interviews with 18 international students in total, we identified three key themes that encapsulated participants' challenges and perceived racism: perceptions of racism- explicit discrimination and fear of threats; feeling of being unwelcomed and unsafe; double faces of quarantine-navigating tensions of relief and isolation. Implications for research and practice to support international students are discussed.

Keywords : COVID-19, international students, students of color, racism, discrimination

1. Introduction

Higher education communities are deeply impacted by the unprecedented uncertainty associated with the COVID-19 pandemic. While COVID-19 has greatly affected students' lives and experiences on college campuses, international students may have experienced unique challenges and difficulties as they encounter this uncertain time in a foreign country while away from their support systems. While most college students encountered common challenges such as navigating online courses, fear about virus and health concerns, and social isolation, international students faced unique challenges during COVID-19, as evidenced by reports of multiple incidents of racism and racial discrimination

against international students experienced due to their specific race/ethnicity (Berger, 2020; Horton, 2020; Tavernise & Oppel, 2020). In addition, while domestic students can be quarantined with their families at home, international students are either staying at dormitories by themselves, being evacuated from campus and living in temporary off-campus housing, or taking risks by flying back to their home countries in spite of fear about being infected in the airport or on the flight. Therefore, international students have had to navigate additional challenges as a result of COVID-19 (Author, 2021).

More recently, scholars and practitioners in higher education have actively discussed how the shape of colleges and universities will be changed and how the changes will influence college students as a result of COVID-19. In terms of college students' experiences, several reports or articles have pointed out a huge movement of student learning and teaching toward blended and online approaches as well as limited opportunities for co-curricular engagement, changes in college admission and access, and college completion (Strauss, 2020). Moreover, the changes and spread due to COVID-19 have increased the worries and concerns about marginalized students including international students in the United States, such as regarding issuing visas, college admission, racism, and scholarship/assistantship opportunities (Horton, 2020; Strauss, 2020; Sanfins, 2020).

As education leaders, policy makers, faculty, and student affairs professionals strive to overcome negative impact of COVID-19 on their students, it is important to pay attention to international students, especially those who may identify and be viewed as of Color, who are not getting as much support as domestic students. The majority of international students come from non-predominantly white countries and when arriving to the United State, they become racialized beings within the context of the U.S. racial structure (Author, 2019). Therefore, understanding international students' unique experiences and challenges with race and discrimination during this pandemic is necessary to support them. The purpose of this study is to explore international students' experiences, challenges, and perceptions of racism and racial discrimination during COVID-19. The study is guided by two research questions: 1) What kind

of racism or racial discrimination do international students experience during COVID-19?; 2) How did racism impact international students' lives and experiences during COVID-19?

2. Literature Review

2.1 International Students' Experiences of Racial Discrimination

Higher education in the United States has dealt extensively with issues related to diversity and the inclusion of racial and ethnic minorities in college, and research and practice have also tried to mitigate the challenges and discrimination faced by racially/ethnically minoritized college students (e.g., Arbona & Jimenez, 2014; Harper, 2012; Museus & Park, 2015; Author, 2018). One particularly interesting finding regarding international students' experiences of racial/ethnic discrimination is that such students become increasingly aware of their racial and ethnic backgrounds, which they have never experienced or thought of in their home country, and subsequently perceive their identities from the perspective of race and ethnicity adopted by the American higher education system (Loo, 2019). Thus, special challenges that race and ethnicity bring to their life could be a new barrier to the cultural and educational adjustment for international students (George Mwangi et al., 2019; Quinton, 2019).

Various studies have revealed that international students of Color report experiences of discrimination and racial bias due to their nationality, accented English, international student status, and distinct phenotypical characteristics, while students from Western and English-speaking countries report minimal to no discrimination (Bordoloi, 2014; DiAngelo, 2006; Wong et al., 2014; Author, 2019). Bardhan and Zhang (2017) explored the challenges students face when trying to reconcile their pre-U.S. identities with their new identities as racially minoritized students in the United States., and resisted the conception of race favored by the U.S. Additionally, Lee and Rice (2007) found international

students᾽ experienced verbal and nonverbal insults, and negative stereotypes. Fries-Britt et al. (2014) pointed out that international students᾽ experiences in the classroom with peers and faculty were affected by the issue of race, even with regards to their hairstyle and dress. Moreover, Author (2018) demonstrated that a racialized campus culture makes international students think of themselves as outsiders, and these negative experiences in their environment leads them to feel isolated and removed from American students, especially while trying to make sense of contemporary racial incidents (Author, 2020).

As previous research has revealed, numerous personal or institutional factors produce racial discomfort for international students in the United States. However, sometimes a national-level event such as 9/11, new immigration regulations, or other related practices triggers such racial discrimination. Such challenges were also shown to impact international college students᾽ campus life (Bartlett, 2001; Cole & Ahmadi, 2003; Lee, 2006). Similar to the situation following 9/11, the environment during the COVID-19 era similarly has functioned to create a hostile atmosphere for international students in colleges and universities, since the virus initially emerged in Wuhan, China (Schumaker, 2020). Moreover, considering the many studies that have demonstrated that international students of Color from Asia, Africa, and the Middle East perceive more discrimination from U.S. students and faculty than do their White international students (Boafo-Arthur 2014; Lobnibe 2013; Lee & Rice 2007), the current transnational pandemic will likely severely impact international students of Color (Author, 2021).

2.2 The Impact of COVID-19 and Racism on International students

During the COVID-19 pandemic, college students have experienced enormous changes and unexpected crises in their lives, including upheavals in their learning experiences through virtual or online classes (e.g., Dhawan, 2020). They have also suffered from increased financial burdens (e.g., Flaherty, 2020), and mental or psychological disorders (e.g., Son et al., 2020). Despite a shortage of studies

yet conducted, however, some early research has revealed a relationship between COVID-19 and college students' experiences. According to Cao et al. (2020), the epidemic has increased the risk of death from infection but also psychological issues, such as anxiety; the researchers further revealed that social support was negatively associated with the level of anxiety of college students. Similarly, Author (2021) and Wang et al. (2020) reported that college students significantly suffered from depression and anxiety symptoms due to COVID-19. As such, previous and recent research has revealed the negative impact of public health emergencies on college students' mental health, including their effect on psychological conditions such as anxiety, fear, and worry (Betancourt et al., 2016; Joseph et al., 2020)

In addition, notably, Asian Americans, Pacific Islanders, and international students from Asian countries uniquely suffer from racial/ethnic discriminations, or even attacks during this COVID-19. Chinese people, or those from Asian countries who appear Chinese, in particular have endured racially unpleasant experiences (e.g., Gover et al., 2020; Author, 2021). A recent study conducted by Karalis Noel (2020) amid the global Covid-19 pandemic pointed out that the xenophobia it prompted and its relationship to sensationalized media discourse in the U.S in turn influenced tremendous global wide xenophobia. For example, race/ethnic hatred toward Asians began to increase, and news and media fueled the fire through xenophobic terminology such as "Wuhan virus" and "Killer virus" to increase fear and panic and thereby stoke prejudice, xenophobia, and discrimination among the populace (Karalis Noel, 2020; Das, 2020). Similarly, in a Polish survey study performed by Rzymski and Nowicki (2020), students from Asia had experienced xenophobic reactions in public places, and students who wore face masks experienced more prejudice than those who did not. Several other recent studies have also revealed racial discrimination against Asian students and/or other students of color (Croucher et al., 2020; Tessler et al., 2020; Zhai & Du, 2020).

Comprehensively, since the COVID-19 outbreak, racial discrimination and xenophobic violence against international students of color have increased

alarmingly on and off campus in the U.S. However, despite the challenges faced by and the suffering endured by international students in higher education during this pandemic, studies that shed light on their experiences have been limited. Thus, this study examines the experiences of international students during COVID-19, and the racial discrimination and conflicts they have experienced in this pandemic

3. Theoretical Framework

To situate any forms of discrimination that international students encounter, we frame those experiences on discrimination as direct and indirect forms of neo-racism (Lee & Rice, 2007). According to Hervik (2004), neo-racism is discrimination based on culture, certain nationality, and national order. Spears (1999) interpreted neo-racism as defining the subordination of people of color on the basis of culture and nationality, which is of course acquired through acculturation within an ethnic group. Discrimination becomes justified by cultural difference or national origin rather than by physical characteristics alone. Underlying neo-racism are notions of cultural or national superiority and an increasing rationale for marginalizing or assimilating groups in a globalizing world.

As a theoretical framework for this study, neo-racism is applied to interpret and explain international students' experiences and perceptions of racism and discrimination due to their culture and national origin under the impact of COVID-19. Previous studies (e.g., Boafo-Arthur, 2014; Cantwell & Lee, 2010; Lee & Opio, 2011; Lee & Rice, 2007; Author, 2018) used neo-racism to examine the experiences of international students in the United States. Findings included racial attitudes from host institutions and domestic students towards Chinese international students (Author, 2018), Black-African international students (Boafo-Arthur, 2014; Lee & Opio, 2011), and predominantly Asian post-docs (Cantwell & Lee, 2010), as a result of the intersections of perceived biological race, nationality, language, and cultural practices. Overall, using neo-racism as a

theoretical construct for the purpose of this study allows us to "explore structural racism in the context of immigration where race, culture, and nationality interact complexly" (Cantwell & Lee, 2010, p. 497).

4. Method

We employed a qualitative design for the study in which we used culturally responsive focus groups (Rodriguez et al., 2011). Situated in culturally responsive research practices (Lahman et al., 2011), culturally responsive focus groups highlight "cultural referents and perspectives [that] are used to acknowledge and connect participants' multiple cultures and social identities within the inquiry process" (Rodriguez et al., 2011, p. 401). As a result, culturally responsive focus groups help validate historically marginalized participants' shared identities while simultaneously allowing for richer data when "cultural identity were put at the center of the research experience" (p. 409). In addition, the researchers engaged in critical reflexive practice of their own social identities, especially in how they relate and connect with/against the participants, which is essential in culturally responsive focus groups.

The use of culturally responsive focus groups allowed the researchers to obtain detailed stories and experiences about international students' personal and group feelings, perceptions, and opinions on their unique experiences related COVID-19. Attention to participants' identities as international students, which is shared by the first author and third author, was appropriate in efforts to make meaning of a pandemic layered with transnational issues of safety, nativism, and fear. As a result, the focus groups were useful in generating information on participants' collective views and in the co-construction of meaning and knowledge.

4.1 Participant Recruitment

Upon IRB approval, participants were recruited in June 2020 through purposeful and snow ball sampling as we believe we can recruit participants of particular characteristics of a population that are of interest, which will enable to answer research questions of the study (Palinkas et al., 2015). As part of a larger mixed method longitudinal study on the diverse experiences and well-being of undergraduate and graduate students during and after COVID-19 in the United States, we recruited participants by distributing recruitment letters via social media (i.e. Facebook, WeChat) and word of mouth. For this study, we analyzed data collected from international students who enrolled in a degree program at four-year U.S. universities during the spring 2020 semester when COVID-19 spread throughout the United States. More specifically, we recruited individuals born and raised in foreign countries who are studying in the United States on temporary student visas (e.g., F1 student visa), and whose original family members currently reside in their home countries. In addition, we sought a diverse sample in terms of U.S. geographic regions to gain insights into students' experiences in different regions (e.g., West, East, Southwest, Midwest, and Mid-Atlantic). Interested participants were randomly assigned to one of three focus groups of six students in each group.

Our sample for this study consisted of eighteen international students participating in three focus groups: eight men and ten women from six different countries, including China, India, Korea, Saudi Arabia, Turkey, Nigeria, and Mexico, representing eight different majors and six different geographic regions. Detailed demographic information of all participants is presented in Table 1.

(Insert Table 1 here)

4.2 Data Collection

The first author conducted three virtual focus group interviews with four, six, and eight students in each group respectively, each lasting one and a half hours,

in July and August 2020. Participants received a $10 Starbucks gift card as a compensation for participating. Before the focus group meeting, all participants reviewed and signed informed consent via email. At the beginning of the focus group interview, participants were asked to introduce themselves (e.g., program of the study, pursuing degree, institution, location of institution, length of stay in the United States as an international student). The interviewer asked participants about their personal, academic, social, and professional experiences during COVID-19, challenges and difficulties that they experienced during COVID-19, and experiences of racism and racial discrimination during COVID-19. Some questions included, "Can you share any experiences of racism or racial discrimination on campus, off campus, and in virtual spaced during COVID-19?" and "What are the most difficult things that you are going through as international students during the COVID-19 pandemic?" All participants engaged actively engaged in the discussions. With participants' permission, focus group interviews were audio-recorded and later transcribed by the interviewer. After completing the interviews, the interviewer also reflected on the interview in brief field notes.

4.3 Data Analysis

Krueger and Casey's (2009) classic analysis framework was used in combination with Clarke and Braun's (2014) thematic analysis for coding and analyzing transcripts and fields notes. In an initial round of coding, the first author highlighted key words or phrases that addressed racism, racial discrimination, and related experiences. Concepts that emerged consistently and frequently across participants were grouped under universal categories by the first author. Then, she refined the categories and initial findings.

In second round of analysis, the first author reviewed all focus group discussion transcripts again, considering the categories present in each and comparing them to the theoretical framework of this study and research questions on racism and related experiences among international students. Next, the first

author double-checked whether emerging themes were staying close to and consistent with participants' responses. Then, the second author reviewed emerging themes and monitored whether each theme and participants' conversations are closely connected. Through further in-depth conversations, the authors further discussed unique ways in which international students experienced racism within each theme.

4.4 Trustworthiness

To ensure trustworthiness of our findings, we employed Lincoln and Guba's (1986) framework for credibility. First, we conducted member checks by sharing draft of our findings and our interpretations with participants. As we invited participants' feedback, they responded that findings reflected their stories accurately. For accuracy of some conversations that we quoted in this study and for further clarification, the first author conducted brief follow-up interviews with some selected participants. In addition, we convened a peer debriefing team consisting of qualitative researchers who are interested in studies on racism or international students' to ask their feedback on interpretations of the data. The peer debriefing team was consisting of a faculty member researching racism among students of color, a faculty member whose main research agenda is international students' adjustment, and two doctoral students who are interested in international students' unique experiences and challenges in the United States. Through peer debriefing, we were able to strengthen our analysis and interpretation. Finally, as we believe it is important to share our positionality as researchers to give participants insights into how our backgrounds, interests, and experiences may have shaped the research design and data interpretation, we constantly shared our reflections on our own experiences and findings of the study. We recognize the importance of situating ourselves in relation to our participants, especially given the international dimensions of this study which necessitate continuous reflexivity throughout the research process (Author, 2018).

4.5 Researchers' Positionality

The first author who is a faculty member in education was previously an international student from South Korea who experienced direct and indirect racism and discrimination as an Asian and an international student. As she shares a similar cultural background and experiences with the participants, she was able to develop rapport with them and use empathy during the focus group discussions. The second author is another faculty member in education who identifies as a second-generation U.S.-born Chinese American. Her mother was an international student from Hong Kong who studied in the United States in the late 1960s, which prompted an interest in understanding the transition experiences of international students to college. The third author is an international doctoral student from South Korea who majored in higher education in the United States. As an international student, she could better understand what participants in this study had experienced during this COVID-19 and the challenges and perceptions of racism that had surrounded those college students during this pandemic. Because the topic of this research is very personal to all three authors, and authors' research interests on understanding the intersections of race/racism and international student status are well aligned with the study, the insider perspective we brought strengthened our ability to read between the lines of participants' shared experiences and to analyze and interpret the data with culturally competent perspective (Author, 2020).

5. Findings

In each of the culturally responsive focus groups, participants candidly shared their perspectives and experiences related to racism during the COVID-19 pandemic. After careful analysis, we identified three key themes that encapsulated participants' challenges and perceived racism. The three overarching areas include: perceptions of racism, feeling both unwelcome and unsafe, and navigating the tensions and relief of quarantine.

5.1 Perceptions of Racism: Explicit Discrimination and Fear of Threats

Among the 18 participants, 12 were from East Asian countries (e.g., China and Korea). Among these 12 East Asian international students, 11 indicated that they had experienced explicit racism during COVID-19. Some reported extremely insulting and scary incidents such as receiving an anonymous email with the photo of a gun threatening that they must leave the county and not spread the "Chinese" virus and being threatened by a group of students to go back to China in the dormitory lounge. For example, Zheng, a male senior civil engineering student from China who lived in a residence hall, shared about racism incident that he experienced in March immediately prior to quarantine orders:

> At a lounge I was working on my paper by myself and some guys approached and showing me a cell phone with a news from YouTube that a passenger passed out and died with coronavirus in Wuhan, China where the virus began. They asked me if I am from Wuhan, and then they just said that I need to go back to China and do not spread the virus here. I was not prepared to defend myself, and I was just speechless at that time because I was just so shocked. They laughed and left immediately.

After this explicit act of verbal racism, Zheng reflected on that experience and believed that being alone in the room gave those students the courage to approach him, saying, "They just attacked me because I was alone." Yet he chose to not report this incident to his RA "because I did not want to make any problems and I did not hear any additional negative comments from anyone."

Explicit racist acts were also experienced off campus. For example, Zhuo, a female Chinese undergraduate student majoring in computer science at large public institution located in the Northwest, shared a moment when she experienced explicit racism only "a few days before the coronavirus outbreak seriously started here in America" while shopping at Target with a Chinese friend:

> We both were wearing a mask at that time, and these two guys approached us saying, "Stop spreading the virus, you should not be here." They threw a random detergent into our cart, then ran away. I was extremely mad and scared, but I wanted to chase them and say something back to them. But, my friend stopped me, saying we may only be attacked by them again if you approach them. It was so frustrating that

this thing happened in a public space when other customers were also there shopping. I really wanted to report this to Target, but my friend stopped me again because she thought no one would believe me. I think this is another form of racism. Random people attack Asian students knowing that we would not take revenge.

Similarly, Chung, a female Korean student pursuing a doctoral degree in psychology in the Midwest was walking downtown when,

I saw a couple coughing in front of me three times. At first, I thought those were just random coughs because it was sill cold outside. But it was an obvious racist action because they passed me and came back and coughed exaggeratedly and they giggled. Then again, they came back and coughed. So, a total of three times.

After the third exaggerated cough, Chung "could not stand it" and responded to their "outrageous" behavior, saying:

So, I shouted and said to them, "Do you think it's funny? It is not. You are terrible racists. Shame on you." Then, they laughed and coughed twice again, really loudly. Then, one of them mimicked what I said. They laughed and left right away. I was frozen, I could not do anything at that moment. I was just so angry. But I could not do anything more. Then, I burst into tears.

As reported by these students, most Asian participants experienced explicit racist incidents both on campus and off campus. These incidents occurred very suddenly and were out of their control, which made our participants feel more concerned and frustrated.

Beyond explicit racist experiences, participants reported that they had fears about racism and paid extra attention to their surroundings before the campus closure to avoid any threating situations. Students who still remained at their dorms while campus was closed indicated that they constantly had fears about racism and discrimination because they knew that U.S. citizens were angry enough to attack Asian students in many different ways. Zheng, who had a racist incident in his residence hall, chose to move out for safety reasons, stating:

Once the school closes, and as I heard more about those racism incidents, I decided to leave the dorm and stay with my Chinese friend off campus. You know, I think Chinese guys are not usually confronting with others, so I just did not do anything at that time. But it was definitely frustrating and scary.

Jahwi, a male Korean student in education doctoral program at a large public university located in Northeast, shared that he did not experience direct racism. He attributed it to Maybe it is because I am living off

campus and I do not interact with many people compared to other students. Also, my field of study is supporting people of color and advocating minority students' rights although those advocates may not really apply to international students.

Jahwi expanded on his thoughts on how race and racism in the United States affected his perceptions of his environment. Despite the fact that he did not experience explicit racism, he had this fear of a racist attack:

I live in a very White town. White are majority here, and there is no racial diversity in this city. So, I think that I may experience racism someday, not yet, luckily. But I think that I cannot avoid racism in the end. I think I would not be free from this fear of racism unless I live in my country.

Many participants experienced not only physical attacks or incidents, but also racist comments via electronic and/or online applications and programs (e.g., emails, Zoom, text messages) added a virtual component to discrimination. For example, Zhuo, a female Chinese student in an undergraduate computer science program, shared her experience of receiving racist comments related to COVID-19 in her online class on Zoom:

I almost did not check this message via chat box because I was about to click the "leave the meeting" button. I received a chat from a random classmate that I had never interacted with, and I did not even know this student. He or she asked me if I tested positive for coronavirus. I just paused and did not respond. I just ignored it. He/she copied and pasted the same question three times—did you test positive for corona, did you test positive for corona, did you test positive for corona? I tried to copy or at least take a picture of that chat box, but the class ended and the Zoom class window disappeared. I did not know who this person was because the student did not use their real name for the Zoom class. As soon as the class was dismissed, the chat box was closed. I think this was this student's intention. He/she purposely sent me the message right before the class was over so that I could not report or record it.

In addition to an incident during an online class, our participants reported experiencing virtual racist comments on social media. Seok, a male doctoral student from Korea studying electronic engineering, had opened an Instagram account three years ago yet was never active on the site. He shared,

Interestingly, since March, I have received three direct messages from random visitors and all of those messages were about COVID-19. The first message said Chinese should stop spreading the virus, including you; the second said we do not need the Chinese virus; and the third one said how dare you still be living in America spreading the virus.

Seok came to realize that the messages were from one person who kept opening new accounts to provoke him. Seok blocked the individual senders and chose to avoid engaging in conversation. Ultimately,

> I did nothing. I just thought nothing was worth doing to improve this situation. Maybe I was just too frustrated and helpless to do something. Due to this great amount of fear, I closed my Instagram account, and I also closed all of my Facebook and Twitter accounts. I was concerned about any possible threats.

While both in-person and virtual racist attacks that are shared in this study are stories from East Asian international students, Non-East Asian participants also reported that they had experienced racist comments from domestic students insinuating that international students were the main source of this Coronavirus. Sama, a female master student in accounting from Turkey, commented that although East Asian students were typically the recipients of racism during COVID-19, many international students encounter racists acts. Sama stated:

> I am not Chinese and I don't look like Chinese. So, I did not have those direct experiences of racism or racist attack like other Chinese or Korean students faced during COVID-19. But I definitely sense the racial tension and race related incident everywhere. Also, I feel that visible and invisible tension exist among students of color. Plus, as an international student of color, I know that racism is obviously happening and we are the victims of racism in this country. It is so unfair.

As we observed among our participants, not only East Asian students experienced explicit racism and fear of racist threats due to the assumed link between a specific racial group and coronavirus, n-Asian participants also had fears about racism and discrimination against international students because they perceived that international students were not welcome.

5.2 Feeling of Being Unwelcomed and Unsafe on Campus

Most international students in our study eagerly wanted to go back to their countries with the feeling of unwelcome in the United States. Participants indicate that they have no reason to study abroad and live in the United States as they experience this country as unwelcoming and as they concern about possible racism that they may encounter sooner or later. Suhyun, a female

doctoral student from Korea in sociology program at a large public research university located in Midwest shared her desire to leave the United States and go back to Korea for good:

> Like many other international students, the main reason for me to study abroad in American is to seek better choices for my future and advanced learning environment in my major. But now, situation is changing. America is not providing advanced learning environments to me anymore. I heard that doctoral and medical staffs cannot provide timely and appropriate medical support for corona virus patients which makes me very nervous to live here. People here seem to not care about risk of virus as I observe my neighbors having parties at home and they do not wear masks when interacting with others. I just don't feel safe here.

Suhyun believed that there was "no more reason for me to stay here while I feel that I am not safe and this country does not provide me better living and learning environments anymore." Lin, a female Chinese student who is a junior in accounting program at a large private institution located in Northeast, agreed with the desire to return home due to risk of racism:

> Virus thing is maybe the second thing to me. I fear more about racism happening here. I hear about all that news about anti-Chinese racism here and there. Random Chinese citizens get hurt by other random people on the street, and people shout toward Chinese people here "go back to China" or "Chinese virus." This is real. Whenever I hear those scary stories of racism, I really want to go back to China and be safe. Why should I stay here and fear about unnecessary things?

Our participants also reported that they wanted to go back to their countries with the feeling of being unsafe and unprotected in the United States. Student shared their frustration about the insufficient U.S. medical systems and treatment as well as concerns about the U.S. government's procedures and orders regarding overcoming COVID-19. For example, Lin indicated that she wants to go back to China due to the lack of action from the U.S. government, sharing his shock at the lack of screening and procedures at the airports. He stated,

> People don't care about virus. It is not just about the airport. I think it happens everywhere. Many of my Chinese friends already went back home in China. I just cannot because I already signed up for summer classes and I am not sure if I can re-enter this county later after leaving for China. So, I just wanted to stay no matter what. But I definitely feel anxious about all situations happening here.

International students expressed frustration about the fact that no one can fully protect themselves from racism and discrimination. Participants indicated

that experiencing racism was stressful in itself, but feeling helpless about racism was another stressor because they knew that there was no safe place and no complete protection from racism. Because they had already experienced how racism and discrimination against international students could happen in both physical and virtual spaces, they learned that there was no safe space. Suhyun mentioned her feelings of helplessness because "racism itself is very scary, and I get so furious when I hear those terrible stories about racists and racist incidents here and there. However, what bothers me the most is that we cannot do anything to prevent it." In her processing of racism in the United States, she "noticed that there is one common thing: that the victims did not do anything wrong. People just attacked them due to their race both in physical spaces and online spaces like in Zoom classes, on Facebook, on Instagram, etc." Overall, Suhyun has come to realize that there are no protections for international students in the U.S.

In addition, some participants indicated that reporting racism and discrimination to the police or authorities did not really help as they experienced that those authorities did not help international students to resolve the problem. These incidents made students feel frustrated that they could not protect themselves. Dohyun, a male Korean doctoral student in psychology at a large public research university located in the Midwest, shared his frustration toward authorities for not being able to protect victims of racism:

> I read this news from one of the major Korean newspapers. When a White student initially attacked a Korean student by putting multiple sticky notes saying "go back to China, virus" on this Korean student's dorm door, the Korean student directly went to this White student's room and asked for his official apology. But this White student immediately called 911 and reported a threat even though this Korean student did nothing specifically wrong. Then the police came and brought this poor Korean victim immediately to the police station without further investigation at the scene while this White student remained in his room. The local American newspaper released an article with a mugshot of this Korean student without accurate news. How can this policeman just catch this Korean victim simply because this White student called and reported first? It is so frustrating that even authorities are racist, they do not protect victims of racism. We are not in a safe place because no one can protect us.

As shared by our participants, international students were frustrated about the

fact that authorities did not to protect them from racism and discrimination, which made them perceive that the environment was not welcoming and not safe.

5.3 Double Faces of Quarantine: Navigating Tensions of Relief and Isolation

Participants all agreed that they felt relieved when campus closures and stay-at-home orders were announced and implemented in March 2020, believing that this would prevent physical threats and verbal incidents related to racism and discrimination against international students on campus as well as on the street. Some said that quarantine orders prevented spreading not only the virus but also further discrimination and racism against international students. International students reported that they felt much safer under the quarantine order. Seok shared his perspective:

> When I heard that my White colleagues complained about the lockdown order and school closure and closed restaurants, etc., in March and April, I kind of thought, "Oh, yes, they are American and they are White and do not care about racism or Anti-racist attacks during this pandemic." I intentionally did not even go to the grocery because I heard that many Asians were racially attacked by random people in groceries. I had all necessary products delivered and tried to quarantine just to protect myself from any possible incidents of racism. So for me, the lockdown order was not the worst like for other American people felt. Rather, I thought I could avoid any possible racism or discrimination by staying home. I would say that this is kind of a positive thing about the pandemic; it is rather sad positive thing, but still, I can protect myself from any risk.

Although many participants shared their relief for quarantine orders, most participants also reported feeling isolated during COVID-19. Unlike domestic students, our participants did not have major support systems such as family, relatives, and long-term friends around them in the United States during the pandemic, which made them feel extremely lonely and isolated. Ying, a female Chinese doctoral student in education at a large private university located in the Northeast, moved out of graduate student on-campus house to avoid the risk of the virus and potential racist acts. She shared,

> I had an option to stay, but I decided to live off campus after I heard about multiple racist incidents that happened in campus housing here and there, not on this campus but at other institutions. Those were horrible. It wasn't easy to look for a roommate at that time, so I just rented a

one-bedroom apartment near campus. Then, literally, I didn't met anyone from March until sometime in June. Interacting with instructors and classmates in Zoom classes and regular Zoom meetings with my advisor were my few social interactions except for talking to other Chinese friends here over the phone.

Ying believed that "the degree of this loneliness and isolation might be different when you are an international student." Despite virtual interactions, that level of contact was insufficient for international students to feel connected during the pandemic, especially when navigating both health and racial stresses.

International students indicated that social distancing meant something different to them because they actually did not have enough people around to need to maintain social distancing, and this made them feel lonelier. For example, Selcuk, a male junior majoring in psychology who is from Turkey, tearfully shared his own definition of social distancing, especially due already existing feelings of isolation:

> I barely had a social life even before the pandemic since I was just too into my studies to catch up after all that works. There was no meaningful social interaction for me; maybe I rather did not care because I knew that I was staying here temporarily and will go back to my country after getting my degree. Anyway, when I stayed in my dorm after the school closure, I felt lonely and sad since my distance from social life was the same as before. There's no difference in my own social distancing before or after COVID-19.

In addition, international students reported that their genuine motivation to study abroad was not fulfilled during COVID-19 because they believed that living and interacting with diverse people in the United States was an important motivation. For these reasons, our participants reported that they might have experienced more isolation and loneliness than domestic students. Sia, a female Saudi Arabian master's student in a business program at a large public research university in the Southwest, mentioned that she "invested a lot of money not just for the degree but for all those valuable experiences like an internship at a major company in America, visiting other places in this country, attending various professional conferences, meeting new people, and making new friends." Unfortunately, because of the pandemic, Sia felt like she "wasted a lot of tuition and other investments as I am just stuck in my room since March." As a result,

Sia was unmotivated to work hard and maximize her experiences because of the quarantine restrictions, which negated her overall collegiate experience.

6. Discussion and Implications

By exploring students' experiences and perceptions on racism during COVID-19, this study provides in-depth understanding and insight what international students experience related racist incidents and how these experiences impact their overall perceptions and reflections on their lives in the United States as international students. As evidenced by the findings, our participants shared individual and shared experiences related to neo-racism, which was pervasive during the pandemic.

Throughout international students' conversations, the complexity of experienced racism and living as a foreigner in the United States during pandemic was unfolded. Being international students of Color during COVID-19 made our participants perceive that they are not welcome and they are not in a safe place which was not what they expected when they firstly landed in the United States with a strong motivation to succeed academically and professionally. This study echoes existing literature highlighting direct and indirect racism that international students especially those students of Color encounter in the United States (Author, 2020; Fries-Britt et al., 2014; Lee & Price, 2007; Truong et al., 2016), and showcase how the U.S. systems and external circumstances that impact this population who become more marginalized and unprotected (Author, 2020).

As we observed among our participants, explicit racism and fear of racist threats are experienced by East Asian international students due to the assumed link between a specific racial group and coronavirus (Tessler et al., 2020). Yet in our study, non-Asian participants also had fears about racism and discrimination against international students because they perceived that international students were not welcome and that domestic students did not favor

their international peers during the impact of COVID-19. Thus, regardless of skin color and phenotype, international students' perception that they experienced racism and discrimination due to their ethnicity and their legal status was pervasive, which was a huge hindrance to students' well-being and overall experiences of living and learning in the United States. As a result, participants' experiences exemplified neo-racist attitudes that were based in discrimination due to culture and national origin.

An interesting finding of this study was participants' reactions to the quarantine orders. Participants shared the loneliness and frustration with remaining in quarantine, which likely are reflected by many other college students around the world, but there were additional nuances due to race and nationality. The isolation and loneliness recounted from participants were similar to findings in previous studies about international students' adjustment (e.g., George Mwangi et al., 2019; Quinton, 2019; Author, 2018), yet the quarantine also provided a sense of relief for multiple participants. Although isolation was difficult, participants saw the benefits of staying at home as being able to avoid racist and discriminatory comments and interactions. Thus, the quarantine orders served as both a reprieve from racial discrimination and a source of loneliness for many of our participants.

We recognize that many may perceive COVID-19 as a once-in-a-lifetime global event; however, emergencies and events, both on global and local levels, will continue to affect higher education in the future. In addition, as evidenced by findings and previous studies, international students have and will likely continue to experience racism and discrimination in the United States. Therefore, we have several suggestions for practice based on our findings. First, we would like to suggest to professional organizations for educators, policy makers, and student affairs professionals that they provide professional meetings such as webinars or forums where international students can share experiences and perspectives on racism, discrimination, and racialized identities that they have experienced in the United States so that their voices and experiences can be shared and distributed. In addition to sharing and hearing international students'

experiences and observations of racism and discrimination, it is important for them to have opportunities to speak about important missing perspectives and narratives that they think administrators and faculty should look at more closely, as well as critical issues that international students need to advocate for. In sum, it is important to provide a space for international students to speak up and discuss how educators and student affairs professionals can better support them regarding issues of racism, especially during the special situation of the pandemic.

Second, given the fact that there are not many campus resources that directly address international students' needs and support this population except for international student offices (Herpich, 2020), college campus international student offices have a significant role in this time of uncertainty. Based on our findings, it is important for international student offices to provide a safe place for international students to report racism or racist incidents that happen both on campus and off campus, including in virtual spaces, so that these students can make reports and authorities can provide timely and relevant legal advocacy. In addition to providing a way to report racist incidents, it is highly recommended that international student offices support international students by providing regular support groups or regular check-in sessions to see how they are surviving and enduring the crisis of the COVID-19 pandemic.

Third, given that many campus resources for supporting racially minoritized students who experience racism tend to focus on African American, Latinx American, or Asian American students' needs (Malcolm & Mendoza, 2014), it is significant that student affairs divisions for marginalized students such as the Center for Inclusion and the Center for Multicultural Perspectives pay more attention to international students' issues related to racism and racial discrimination. We argue that all divisions and departments in student affairs and services have a responsibility to support international students, which was suggested previously by Author (2017), Author (2020), and Author (2020). Aligned with this suggestion, campus task force teams for COVID-19 also need to provide timely and appropriate support for international students in addition to supporting other populations on campus as international students are impacted

more negatively by COVID-19 than domestic students (Daiya, 2020; Zhai & Du, 2020). It is important to focus on this population that receives less attention during the pandemic.

Additionally, as several studies have suggested (Author, 2020; Green & Kim, 2005; Hurtado & Ruiz Alvarado. 2012), colleges and universities strive to create a college climate that provides social and emotional support for international students on campus. Interconnected or intergroup relationships, including those among international students from diverse backgrounds, need to be bolstered to improve racial and ethnic sensitivity on campus. Programs and workshops increasing multicultural engagement for domestic and international students, buddy programs, and/or language and culture exchange programs on campus will be provided. Such supports will build strong bonds and foster a respectful climate for international students. They will also prove helpful for domestic students with different racial/ethnic backgrounds, socioeconomic conditions, or other sensitive factors, ultimately producing an inclusive climate on campus.

7. Limitations and Recommendations for Future Research

As with any research study, several limitations exist. First, the findings from this study are from one moment in time—specifically at the height of the COVID-19 pandemic in the United States. We recommend that a longitudinal study would allow for better understanding of the changes within the uncertainty of the pandemic. For example, on July 7, 2020, U.S. Immigration and Customs Enforcement (2020) released updated modifications to the Student and Exchange Program (SEVP), stating that all nonimmigrant (international) college students who wish to remain in or come to the U.S. may not take a course load consisting of fully online classes. These modifications caused an uproar in the higher education community because of concerns related to international students' abilities to remain students in U.S. higher education during a health crisis. As indicated by this policy change that was later rescinded, international students

have faced a tumultuous time during this pandemic. Thus, a study that followed international students through the time of the pandemic would provide additional insights on the effects of COVID-19.

Another limitation is the inability to disaggregate the participants by student status. That is, we believe there could be additional insights by conducting future studies that separate international graduate students and international undergraduate students. We recognize that international students may have different experiences because of their student status, such as graduate students who may have moved their entire family with them to the United States. By focusing future research on the specific student populations, findings could provide more nuance on different types of international students' experiences during COVID-19.

An additional limitation is that our study does not explore specific race-related incidents and stories from different racial groups within the international student population. Racism and racialized experiences vary by different ethnic/racial groups because individual stories related to their racial background are different, as well as those related to their cultural background. Thus, subgroup analysis on international students' experiences of racism will provide richer insight to understand different stories of racism from each ethnic/racial group that will also help practitioners understand in-depth stories of each group.

8. Conclusion

The current study shed new light on international students' unique experiences, and experienced racism during the COVID-19 Pandemic. With the fact that we found unique experiences that only international students experienced due to their marginalized status and special situation as international students, these findings will contribute to the literature in student affairs and higher education as well as in counseling and international education because they offer insight into establishing an appropriate support system for this specific group.

We hope that this study will provide insight to faculty and staff who work with this population to better understand their experiences and needs in these uncertain times of the pandemic.

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A Study on the Experience of Non-face-to-face Classes due to COVID-19 among Vietnamese International Students in Korea

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Abstract

The purpose of this study is to explore the experience of non-face-to-face classes of international students who are Vietnamese students in depth. To achieve the objectives of these studies, this study adopts a qualitative case study method. In order to collect the data, the study conducted interviews with eight Vietnamese students in Korea. This study derived the convenience of non-face-to-face classes and the insufficient interaction of non-face-to-face classes through the experience of non-face-to-face classes of Vietnamese students in Korea. Advantages of non-face-to-face classes include convenient accessibility, homework management by technological development, short-time feedback, and getting out of coronavirus infection. On the other hand, interaction and motivation of learners should be solved in securing the effectiveness of non-face-to-face classes. In response, this study intends to present the following suggestions for the activation of non-face-to-face classes: First, we propose ways to improve the online classroom environment, increase interactions between learners, motivate learners, and expand non-real-time interactions between teachers and learners. Second, in order to further enhance the effectiveness of non-face-to-face classes, we propose a teacher training program that will enhance the capabilities of teachers who conduct non-face-to-face classes. Third, developing suitable evaluation methods for real-time distance. In particular, objectivity of online evaluation should be secured.

1. Introduction

Recently, the educational environment has changed a lot due to the rapid spread of covid-19. The progress of non-face-to-face classes where learners interact with professors and fellow learners online in their respective living spaces, not face-to-face offline classes, is becoming more active. In the meantime, the need for education using the development of technology has been continuously raised, but the application of non-face-to-face classes has become more urgent than ever as the coronavirus becomes serious.

In a new educational environment called real-time, non-face-to-face online lectures, both professors and learners experience new experiences, resulting in problems or improvements. In particular, foreign students studying in Korea will take online classes in a second language, not their native language, so the online classes they have experienced may be different from Korean students.

Since the official establishment of diplomatic relations in 1992, Korea and Vietnam have been actively engaged in various fields. As a result, the demand for interaction and mutual exchange between the two countries has also increased rapidly. The proportion of Vietnamese students studying abroad in Korea is relatively large. Therefore, in-depth exploration of the experiences of Vietnamese students about online classes in Korea will help suggest more effective teaching methods for them in the future.

This study aims to deeply examine the experiences of non-face-to-face real-time classes of Vietnamese students in Korea, and explore various aspects such as interaction, evaluation, and learning environment in non-face-to-face classes. Based on various aspects of Vietnamese students' experience in non-face-to-face classes, we would like to discuss the direction of teaching of non-face-to-face classes for them. To achieve the objectives of these studies, this paper focuses on the following research question:

First, what is the experiences of non-face-to-face real-time classes of Vietnamese students in Korea?

Second, what is the direction of non-face-to-face teaching through non-face-to-face teaching experience of Vietnamese students studying in Korea?

2. Theoretical Background

2.1 Vietnamese students studying in Korea

According to statistics from the Ministry of Education on the status of foreign students in Korea in 2019, the number of Chinese students studying abroad is the highest, and the number of Vietnamese students is second. The

increase in the number of Vietnamese students studying in Korea can be confirmed in Table 1 as bellow.

Table 1. Current Status of Foreign Students in Major Countries

Country	China	Vietnam	Uzbekistan	Mongolia	Japan	United State	Others	Total
2017	68,184	14,614	2,716	5,384	3,828	2,767	26,365	**123,858**
Ratio	55.1%	11.8%	2.2%	4.3%	3.1%	2.2%	21.3%	**100.0%**
2018	68,537	27,061	5,496	6,768	3,977	2,746	27,620	**142,205**
Ratio	48.2%	19.0%	3.9%	4.8%	2.8%	1.9%	19.4%	**100.0%**
2019	71,067	37,426	7,492	7,381	4,392	2,915	29,492	**160,165**
Ratio	44.4%	23.4%	4.7%	4.6%	2.7%	1.8%	18.4%	**100.0%**

As Table 1 shows, the number of Vietnamese students studying in Korea is increasing every year. Specifically, the number of Vietnamese students studying in Korea was only 14,614 in 2017, but doubled to 37,462 in 2019. This rapid increase also shows the high preference of Vietnamese students for the Korean education system. Vietnamese students are receiving various types of education, including language training, university courses, and graduate programs. The following Table 2 shows the current status of Vietnamese students studying in Korea in 2019.

Table 2. Current Status of Vietnamese Students in Korea

Language training	Bachelor	Graduate School		Other training	Total
		Master's course	Doctoral course		
23,594	10,337	1,910	974	611	37,426
63.0%	27.7%	5.1%	2.6%	1.6%	**100.0%**

According to Table 2, among the various types of Vietnamese students in Korea, the largest proportion of students is language training students. Out of the 3,7426 Vietnamese students studying abroad, 23594 were language trainees, accounting for 63.0 percent of the total. Such a high percentage of language trainees have major reasons such as short-term study of language training and high demand for Korean by Vietnamese learners.

2.2 Reviewing prior research

With the revitalization of online classes, discussions on online classes have been active in Korean academia. There are some studies that discuss a bout the real-time distance lectures such as Lee Haiyoung & Jeong Hyeseon (2020), Choi Jungsun ect (2020), Min Kyeongah & Park Seo-uk (2020) ect. These studies are discussing various aspects of non-face-to-face classes to ensure effective implementation of non-face-to-face classes. In this article, we would like to examine prior studies on Korean language education, which is the international students are the main target, in order to explore the experience of non-face-to-face classes of Vietnamese foreign students in more depth.

Non-face-to-face classes require more careful preparation in terms of lecture planning, class textbooks, task performance, class immersion, and class efficiency than face-to-face classes (Lee Jungoh, 2021). Choi Jungsun ect (2020) point out that the ease of using the real-time online learning system, contents provided by instructors, and strategies for activating interactions increased the learner satisfaction levels. However, learners played a passive role in learning, and their participation in classes was not high. Therefore, they proposed the development of contents and activities that can give learners self-directed learning and participation in real-time online learning situations, activating strategies for interactive learning, and ways to increase earners' motivation and participation. In addition, there were students experiencing difficulties when using a mobile phone as a learning device, so it is also necessary to develop class content and a teaching strategy suitable for them.

Lee Haiyoung & Jeong Hyeseon (2020) has discused differences depending on whether or not the mother tongue is used and the proficiency of the language in multi-faceted online lectures. According to the results of this study, the use of primary language and the level of proficiency of learners are important variables that influence media efficacy and presence in interactive synchronous online Korean language classes. There is a significant correlation between the levels of media efficacy, presence and class satisfaction. Thus,

improving the media efficacy and presence of learners is considered to be an important factor in the successful implementation of interactive synchronous online Korean language classes.

Discussing about Learners' and Instructors' Perceptions of Interaction in Real-time Distance Korean Language Video Lectures, Min Kyeongah & Park Seo-uk (2020) show that learners scored high on learner-interface, learner-content, and learner-instructor interactions. Conversely, learner-learner interactions were comparably rated low. In addition, teachers reported that interactions is limited in real-time distance video education classes compared to in personal classes. In a non-face-to-face class environment, job stressors for Korean teachers were found to be difficult to prepare classes, difficult to communicate and interact with, difficult to manage students, difficult to manage classes, difficult to feedback tasks, and poor academic performance (Kang So-San, 2020).

3. Research Method

The purpose of this study is to explore the experience of non-face-to-face classes of international students who are Vietnamese students in depth. To achieve the objectives of these studies, this study adopts a qualitative case study method. Case studies are 'characteristic' that focus on a situation or phenomenon, 'explanatory' and 'discovery' that gives insight into the phenomenon being studied (Merriam, 1988). In other words, case studies can understand the implications of actions, situations, and events in which they are involved from the perspective of the study participants. It is possible to explore the context of the actual environment in which the study participants are active and the process in which the context specifically affects the study participants. It is also possible to understand the process of a combination of unforeseen phenomena or the effects of various factors.

In order to collect the data, the study conducted interviews with eight Vietnamese students in Korea. The interview was conducted using phone calls

and e-mails in consideration of the Corona situation. General information of study participants is given in Table 3.

Table 3 General information of study participants

No.	Age	Gender	Program	Topik Level
1	20s	Female	Master course	6
2	20s	Female	Language training	3
3	20s	Female	Master course	5
4	20s	Female	Master course	6
5	20s	Female	Language training	5
6	20s	Female	Language training	4
7	30s	Female	Language training	2
8	30s	Female	Language training	6

As shown in Table 3 above, the age of the study participants is six people in their 20s and two people in their 30s, and their gender is all female. Three of the eight study participants are in master's degree and five are studying Korean language course. And their topic level is three in grade 6, two in grade 5, one in grade 4, and two in grade 2. The interview was conducted in their native language, Vietnamese, to ease the linguistic burden on the study participants. The main interview questions are about the difficulties faced in non-face-to-face classes, the advantages of non-face-to-face classes, and what needs to be improved in non-face-to-face classes.

4. Research Results

Through the experience of non-face-to-face online classes of Vietnamese students in Korea, this study explored the environment, as well as the effectiveness and improvements of non-face-to-face classes. As a result, Vietnamese students in Korea appreciate the convenient educational environment due to the development of technology. On the other hand, the limited interaction between teachers and students or between students and students in non-face-to-face classes is adversely affecting the effectiveness of the classes.

Based on this, research participants proposed improvements to further enhance the effectiveness of non-face-to-face classes. The details are as follows.

4.1 Convenient educational environment due to the development of technology

For the educational environment of non-face-to-face classes, most participants in this study argued for the convenience of the physical environment and accessibility. Specifically, they highly appreciated the convenient accessibility of non-face-to-face classes due to the development of techniques.

> The best thing about non-face-to-face classes is that you can take classes even if you are at home instead of going to school. You can take classes anywhere with a cell phone, computer, or iPad. Also, it is good to record the contents of the class and listen to it again." (Participant 1)
> "It's good to take non-face-to-face classes because you can save not only time but also transportation costs. It's especially advantageous for students who are far from school. (Participant 2)

As we can see from the statements of Study Participant 1 and Study Participant 2 above,, Students are satisfied with the convenience of not having to physically move when taking non-face-to-face classes and the ease of recording the contents of the lectures. In addition to the accessibility of non-face-to-face classes and the usefulness of class content records, study participants are also highly evaluating teachers' feedback in non-face-to-face classes.

> It is convenient to start classes on time, and the powerpoints make it convenient for us to record our content. And it's more comfortable when I do my homework. This is because I can manage the submission time better because we have a fixed amount of time when submitting the homework online. (Participant 3)

> Evaluation and feedback do not take much time in non-face-to-face classes, so it is convenient. If a face-to-face class takes about a week, a non-face-to-face class usually takes only one day. (Participant 5)

Study participants 3 think that the advantage of non-face-to-face classes is that it is easier to record the contents of lectures in non-face-to-face classes, just like research participants 2. And she also mentions the superior aspects of non-face-to-face classes in homework management. As shown in the statement above, study participants 3 highly appreciate the ability to accurately manage homework submission times in non-face-to-face classes.

Non-face-to-face classes are comfortable for us. It is so comfortable to take classes at home even when it rains or when the weather is cold. Especially in this day and age of Corona, I think non-face-to-face classes are the best way. It's because you don't have to worry about corona inspection if you take classes at home. (Participant 6)

In evaluating the advantages of non-face-to-face classes from the learner's perspective, study participant 6 mentioned non-face-to-face classes where health problems for both learners and professors are guaranteed in addition to the accessibility of non-face-to-face classes. Non-face-to-face classes are said to be a good way to cope with unstable psychological problems caused by the rapid spread of the corona virus.

4.2. Interaction problems in non-face-to-face classes

Interaction between professors and learners in all classes, especially in foreign language classes, is an important part of increasing the effectiveness of the classes. With advanced techniques, we are making some use of the advantages of non-face-to-face classes, but interaction in non-face-to-face classes is still an important issue to be discussed.

During speaking practice, two students go into separate rooms and practice conversation. Next, the teacher comes in and checks to practice. Since the teacher comes in at a limited time, it's not effective to fix the learners' errors. (Participant 7)

Most study participants mentioned interactions when asked about the effectiveness of non-face-to-face classes. In the case of study participants 7, the number of studenrs in her classe is 12. According to her statement, there are not many classes with 12 people in general, but there are limited interactions in non-face-to-face classes, so not all learners are allowed to interact. She compared to face-to-face classes and mentioned that there was no environment in which the professor could properly correct the learner's errors during conversational practice.

The effect of class depends a lot on the teacher's ability. It's okay if you arrange a good time to interact with all students, but if you don't, some students may feel isolated because they don't have your help… In case of Korean classes, I would like to limit non-face-to-face classes to less than 10 students. That way, the class can proceed more effectively. There are 12 students in the class I'm taking. I think 12 students are okay in face-to-face classes, but it is too much in non-face-to-face classes.

(Participant 7)

Therefore, research participant 7 argued that the professor's competence plays a very important role in enhancing the effectiveness of non-face-to-face classes. In particular, it was mentioned that professors must interact with all learners in non-face-to-face classes where learners take classes alone. This is because learners can easily feel left out without interaction with professors in non-face-to-face classes. In the same vein, research participants 3 and 5 also argue that interaction in non-face-to-face classes is a problem.

> But in a non-face-to-face class, you can't interact as actively as in a face-to-face class. Especially, it's hard to interact between students. (Participant 3)

> The speed of the Internet affects the quality of classes a lot. And I don't have a lot of opportunities to interact with other friends in non-face-to-face classes. So it is quite difficult. (Participant 1)

On the other hand, learners' motivation for learning in non-face-to-face classes is no less important. Most study participants say that learners' motivation to learn has a significant impact on the non-face-to-face teaching effect. This can be confirmed by the following research participants' statements:

> It depends a lot on the student's will. It's hard to concentrate on class if students don't have the will to volunteer. Especially when taking an online test, the results of the test may not be objective because it depends on the student's conscience. (Participant 8)

As presented above, study participant 8 on learning effects discussed learners' motivation and objectivity of online testing in non-face-to-face classes. As such, motivating learners in non-face-to-face classes and securing objectivity in conducting online tests are problems left behind in non-face-to-face classes.

5. Conclusion

This study derived the convenience of non-face-to-face classes and the insufficient interaction of non-face-to-face classes through the experience of non-face-to-face classes of Vietnamese students in Korea. Advantages of non-face-to-face classes include convenient accessibility, homework management

by technological development, short-time feedback, and getting out of coronavirus infection. On the other hand, interaction and motivation of learners should be solved in securing the effectiveness of non-face-to-face classes. In response, this study intends to present the following suggestions for the activation of non-face-to-face classes:

First, we propose ways to improve the online classroom environment, increase interactions between learners, motivate learners, and expand non-real-time interactions between teachers and learners. Second, in order to further enhance the effectiveness of non-face-to-face classes, we propose a teacher training program that will enhance the capabilities of teachers who conduct non-face-to-face classes. Third, developing suitable evaluation methods for real-time distance. In particular, objectivity of online evaluation should be secured.

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A Case Study on the University Life of Chinese International High-educated Students in Korea during COVID-19

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Abstract

This article presents 5 deep-interviews detailing student experiences in Korean Universities during the midst of the Covid-19 pandemic. Contributions have been collected over 4 weeks between 3 March and 31 March 2021. edited by Helen Lee(assisted by Choi, Seung-en Professor and Woo, yesoh professor), and supervised by Kim yoonsun Professor. Through shared in-depth empirical feelings from variety of representations, the article outlines an answer to the question: How do the Chinese international students in korea who connected virtually but separated physically in their university life, deal with disruption caused by the Covid-19 pandemic?

The deep-interviews are offered by reflections on Covid-19 and Korea higher education, experience of online teaching and learning, reflections on university coping mechanisms, and a wide variety of feelings related to changes in academic life, and discussions on coping strategies in Korean international higher education. However, these interviews are unable to provide systemic answers to challenges which facing the whole world. But, these experiences and feeling will provide important inputs to global discussions about the future of the world, after Covid-19.

Keyword : Covid-19 Pandemic, university life, Chinese international student, Deep-interview, Korea

1. Background/Introduction

In recent decades, International higher education (HE) has lived a dream of prosperous global exchange and sustainable development. However, the Covid-19 pandemic has brought about enormous hindrance to the internationalization of higher education (IHE) in our increasingly globalized world. generally speaking, Traditonal academic has been heavily disrupted.

According to a survey by the Ministry of Education in March 2020, 3,955 (45.5%) of the 6,7876 Chinese international students enrolled in Korean universities have not come to Korea. It is estimated that many foreign students from China canceled their entry because Korea had a higher risk of infection than China, as a result of the continued spread in Korea. And each university is eager to recommend leave of absence or provide online classes to Chinese international students who have not entered the country according to the guidelines of the Ministry of Education. However, some Chinese international students still decide to return to South Korea. Before that, the responsible person of the university will count the date of entry , and download the self-isolation diagnosis APP when arrive at the airport. Then, these Chinese international students must take self-isolation at home within 14 days.

our deep-interviews welcome self-consciousness and personal values that are meaningfully grounded in first-hand experiences, hence highlighting the importance of authors' subjectivity and emotions to the story (Bochner, 2002). Through shared in-depth empirical feelings and representations from a wide variety of cultural, historical, and social contexts, the article outlines an answer to the question: How do students, connected virtually but separated physically in an internationalized university, deal with disruption brought about by the Covid-19 pandemic?

2. Discussion and Conclusion

Since November 2019, public health organization(including World Health Organization) and the media have made huge efforts to deal with the Covid-19. People all over the world are affected. Lockdown, school closures, business closures, trade closures...almost everything is stopped or significantly slowed down. The Korean government has made many strategic innovations and policies in tacking the pandemic: for schools and universities. In this article, 5 Chinese international high-educated students in Korea have shared their views, experiences, and feelings about challenges and opportunities for Korean's

International Higher Education, in the midst of the Covid-19 pandemic. The article offers reflections on Covid-19 and Korean International Education, experiences of online teaching and learning, an account of realities and feelings related to changes in academic life, and discussion on coping strategies in Korean international higher education.

Actually, in the process of multicultural society, the South Korean government has recognized the importance of disparate foreign cultures and thus is taking diverse measures to avoid social problems in the more than 20 years. And following the global spread of the pandemic, the discrimination against Chinese people around the world spread with novel coronavirus. But Interviewees who lived in Korea believe that Korean society treat Chinese Internet students in a no racial discrimination way. They think that the Korea society cares more about one's efforts, not what your nationality is.

Online education prepare people to be active and engaged participants in an interconnected and intercultural world, and to support the goal of international education to help students adapt to and address global challenges. But it also be a double-edged sword. The interviewees said that online classes can be recorded, when difficult to understand, they have second chance to repeat again. This is an advantage of online classes. However, it still affects the teaching quality and efficiency to some extent. For example, students are seldom to talk, and the positive initiative will be relatively poor. Moreover, listening to a lecture for a long time will cause fatigue, and concentration will become less concentrated. And the most important thing is this kind of education is no different from night school. It will reduce the value of full-time teaching.

According to the respondents, there were a lot of assistance programs offered by schools during the epidemic period, but they were all delivered by email, which was sometimes inefficient, because Chinese students generally use WeChat or QQ and do not always open their mailboxes. Therefore, they hoped that schools could convey information in a more direct way. In the future, I think management of Chinese international students can be improved according to the habits of international students.

Participants believe that the epidemic has compressed the space for living, school and sleeping. So it is easy to make people lazy. They think that the students who have a strong self-discipline can have a lot of time to study, enrich their own. but for others who are poor self-discipline, their schedule and rest will become relatively chaotic. So this article suggested that it is necessary for school administrators to carry out some interesting online seminars and other activities to improve international student's daily life.

And then, the respondents believe that they still prefer to make friends with Chinese people in daily communication. In fact, the respondents have no major problems in daily conversation and communication, but they still find it difficult to make friends with Koreans due to cultural differences. So I think that there is actually a long way to go in the process of multiculturalism.

And all the respondents think that there are fewer opportunities for part-time jobs and difficult to earn money because of the Covid-19 , and somehow the pressure of life is increased.

At last, 'The Covid-19 pandemic has brought a huge social experiment into our homes, streets, cities, countries, and globally. Outcomes of this social experiment will follow the whole humankind, probably fairly unequally, far into the future.' (Jandrić, 2020) While this article can hardly answer many questions posited by the pandemic which still rages at the time of writing, the presented deep-interviews will surely contribute to deeper discussions awaiting the whole world after the end of the pandemic.

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Session 2

Supporting International Students during and After COVID-19

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Analysis on International Student Research across the World during the COVID-19 Pandemic: Future Tasks for Mental Health and Counseling in Korea

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Abstract

The purpose of this study is to explore international student research trend in terms of mental health and counseling. For this end, this study reviewed and compared those researches conducted in Korea and across the world, before and during the Covid-19 pandemic. And finally this study suggested the future research direction and agendas of international student after the Covid-19 pandemic. This study will contribute to calling attention and making mental health support policy on international students in Korea.

1. Introduction

The rise of international students has been a global phenomenon, with 5.57 million students studying abroad across the world as of 2018, an increase of 2.86 times during the three decades from 1.95 million students in 1998 (UNESCO, 2021). The-largest-international-student-receiving countries are the United States, United Kingdom, Australia, France, Germany, and Russia. On the contrary, the-largest-international-student-sending countries are China, India, Germany, Nigeria, France, Saudi Arabia, Central Asian countries, and South-Korea (UNESCO, 2021).

South-Korea, however, has been transforming from one of the largest sending countries of international students into a host country for international students since the 2000s. As of 2020, the total number of international students in Korea was 153,695. Although the number of international students slightly decreased in 2020 because of university closure due to the Covid-19 pandemic, the number of international students has increased by more than 10% for four consecutive years from 2016 to 2019 (Ministry of Education, 2020). The number of international

students increased 13 times during the 16 years from 12,314 students in 2003, and firstly exceeded 100,000 students in 2016. Thus, 200,000 students will reside in South-Korea sooner or later. As the total number of enrolled students in domestic higher educational institutions in 2020 was 3,276,327, the portion of international students accounted for 4.7% (Korean Educational Statistics Service, 2019). This is similar to the phenomenon that the number of foreigners residing in Korea accounts for approximately 5% of the total population of Korea.

International students come to Korean higher educational institutions to study Korean language and majors. They reside in Korea for a considerable period of time, ranging from a few months to a few years to a decade. However, Korean people's perspectives toward international students are diverse. To Korean students studying with international students, they are peers that make them experience cultures of other countries. However, on the other hand, to Korean students, international students have been recognized as a free rider who entered colleges without competitive entrance examination and receive scholarships easily, and further as a barrier in team project. From the perspective of university administrators, international students are grateful financial resources in the university crisis due to a decrease in the school-aged population from a low birth rate. However, international students may make university administration more complicated dues to different languages and cultures.

International students seems to be a shadow as if they are invisible in Korean society. However, as revealed in the global spread of the Covid-19 pandemic, they were also unreasonably regarded as a public enemy bringing and spreading the pandemic. In this way, Korean people look at international students from various interests and perspectives.

The ultimate purpose of this presentation is to improve Korean society's perception of international students as a member of society with right and responsibility, and as a partner that create together a sustainable multicultural society.

To this end, this presentation attempts to look at international students in terms of mental health and counseling. And this attempt can help to expand the discussion to a more microscopic level beyond the existing policy-making

dimension of recruiting and managing international students. Such a detailed level of support as learning counseling, career counseling, and psychological counseling is required to help international students reside comfortably and safely in Korea, overcome difficulties and problems they experience in such a diverse area as study, career, and personal-emotion. Specifically, this presentation throws three questions as follows:

Q1. How have been international students' counseling research conducted BEFORE the Covid-19 pandemic?

Q2. How have been international students' counseling research conducted DURING the Covid-19 pandemic?

Q3. What are future tasks for international students' mental health and counseling support in Korea AFTER the Covid-19 pandemic?

2. Research BEFORE the COVID-19 Pandemic

2.1 International Student Counseling Research Trend in U.S.

Pendse and Inman (2017) analyzed 85 international student-focused articles published in journals related to counseling psychology during 34 years (1980-2014). Although only 1.4% of empirical articles focused on international students, those research had grew rapidly from 0.77% in 1988 to 1.75% in 2014. The most common topics of research themes were categorized as cultural adjustments (34%), psychological health (18%), and help utilization (12%) among 10 content categories. The US research contents in detail are below table 1:

Serial #	Category	Total f	%	Subcategory f	%
(1)	Cultural adjustments	52	33.99		33.99
(a)	Acculturation/acculturative stress/culture shock			26	16.99
(b)	Language/language proficiency			7	4.58
(c)	Cultural values/worldviews			10	6.54
(d)	Length of stay			6	3.92
(e)	Cross-cultural interaction/negotiations			3	1.96
(2)	Psychological health	28	18.30		18.30
(a)	Depression/anxiety			9	5.88
(b)	Psychological distress/adjustment concerns			8	5.23
(c)	Self esteem/efficacy			5	3.27
(d)	Perfectionism			5	3.27
(e)	Drug/alcohol			1	.65
(3)	Help utilization/attitude towards help seeking	18	11.76		11.76
(4)	Social support/social interaction	13	8.50		8.50
(5)	Psychotherapy/intervention focused	10	6.54		6.54
(6)	Racism/discrimination	8	5.23		5.23
(7)	Identity	9	5.88		5.88
(a)	Ethnic			3	1.96
(b)	Racial			3	1.96
(c)	Development			3	1.96
(8)	Coping/adjustment	7	4.58		4.58
(9)	Career/vocation	5	3.27		3.27
(10)	Supervision/advising	3	1.96		1.96

Note: Articles may overlap with more than one category.

Pendse and Inman called for future research beyond solely acculturation experiences and enculturation processes. Students' help utilization needed to extend from university-based formal counseling services to community-based alternative forms of help from friends and families. And it was required from a pathological approach to an approach to the international students' strengths, coping, resiliency, and protective factors. And moreover, future researches were mentioned on international students' career and vocational needs, development of culturally responsive counseling theories and techniques, more utilization of qualitative and mixed methodologies.

2.2 International Student Counseling Research Trend in South-Korea

Compared to the above research trend in U.S., Kim and Oh (2017) provided research trend in Korea by analyzing 79 theses and articles published over two decades (1996-2016). Research on international student counseling in Korea has been increasing since 1996, as Korean government's 'Study Korea Project (2004)' caused the rapid inflow of international students and thus the necessity

of their management and care.

In the similar way with the U.S. reseach results (Pendse & Inman, 2017), the most common topic was cultural adjustments (38%), psychological health (25%), and career/vocation (13%) respectively. Interestingly, the third largest content category in Korea was career/vocation, while that in the US research was helping utilization/attitudes toward help seeking. It seemed to reflect a reality that considerable need of international students in Korea was in their own future career and vocation. The Korea research contents in detail are below table 2:

Category/Subcategory	f	%	f	%
1. Cultural Adjustments	53	37.59		
1) Acculturation/ Acculturative stress			24	17.02
2) Adaptation to University life			22	15.60
3) Etcetera			7	4.96
2. Psychological Health	36	25.53		
1) Self-efficacy/esteem			9	6.38
2) Ego-resilience			2	1.42
3) Psychological well-being			3	2.13
4) Depression			3	2.13
5) Self-differentiation			2	1.42
6) Adult-attachment			3	2.13
7) Etcetera			14	9.93
3. Help Utilization/attitude toward help seeking	4	2.84		0.00
4. Social support/social interaction	7	4.96		0.00
5. Psychotherapy/intervention focused	6	4.26		0.00
6. Racism/discrimination	2	1.42		0.00
7. Identity	5	3.55		0.00
8. Coping	7	4.96		0.00
9. Career/vocation	19	13.48		0.00
1) Career barrier			5	3.55
2) Career decision			3	2.13
3) Major/study/learning			4	2.84
4) Etcetera			7	4.96
10. Etcetera	2	1.42		

Consequently, Kim and Oh suggested future research agendas through mapping research discourse in Korea, First, cultural adjustment, as descriptive and prescriptive indicator, was the most important element in international student counseling. And thus, universal(emic, culture-universal) versus specific (etic,

culture-specific) characteristics of international students need to be explored through research participation of those student with diverse nationality and ethnicity.

Second, international students' mental health discourse in Korea had been unfolded within the balance between developmental/positive perspective and pathological/negative perspective. However, although mental health included a variety of variables, including demographic, academic, and ethnic variables, it did not deeply deal with what are the most crucial variables to influence their mental health. For this task, qualitative research method will be more necessary. Relation between variables needed to be explored.

Third, career and vocation discourse had been unfolded in Korean research, focusing on personal variable relation. However, personal career-related counseling without structural improvement on career-related environment may face fundamental limitation. In other words, counseling without understanding domestic and international job market or improving friendlier environment for international students may be an armchair argument. In this sense, university's institutional help for international student's future career may be more important than individual counselor or professor's help. Further study needed to deal with environmental factors with personal factors.

2.3 A Qualitative Research on International Students in Korea

Using the above discourse as a framework for analysis, Oh (2021, unpublished)[1] tries to explore the living world of international students in Korea, and further suggested their mental health issues and counseling agendas for their social integration in Korea. Accepting a qualitative case research method, this study was based on interviews with 31 Asian international students studying at undergraduate and graduate schools in Korea from November 2017 to October 2018. The research results are categorized as below table 3:

Table. Living World of International Students in terms of Counseling

Discourse	Category	Subcategory	Main Contents
Cultural Adjustment	Academic Adjustment	Language	- More frequent use in English than Korea - Burden in doing mistakes - Difficulties in pronunciation - Absence in language dictionary
		Classroom	- Difficulties in presentation, - Difficulties in fully understanding lecture - Exam preparation by memorization
		Professor	- Professor's qualification and interest in me - Foreign professor's necessity
	Social Adjustment	Colleagues	- Help from Korean colleagues - Drinking alcohol
		Ethnic organization	- A pathway for confirming national identity and giving and receiving help
		Relieving Prejudice	- Activities for fact check
	Personal-Emotional Adjustment	Educational culture	- Feeling of alienation in team assignments
		Discrimination	- Difference between Western and Asian students
		Relationship	Vertical human relationship
	Institutional Attachment	Politics	- Impact of diplomatic relations
		Educational service	- Problem-solving by oneself - Unkind administration
		Economics	- Lack of scholarships - Additional costs
		Foods	- School cafeteria menu without consideration for minorities
Psychological Health	Developmental/positive Perspective	Self-efficacy	- Academic achievement with the help of others - Pride in ethnic culture
		Leisure	- Relieving stress through travel, club, and reading
		Consideration for foreigners	- Caring experience in hospitals and schools
	Pathological/negative Perspective	Loneliness	- Longing for family and friends - No friends to enjoy leisure with
		Shock	- Shock due to prejudice from Korean media
		Counseling	- Difficulty in accessing counseling due to language restrictions
Career and Vocation	Personal factors	Career assistance	- Building a bridge between Korea and home country - Lack of education about work culture
	Environmental factors	Domestic job market	- No benefits in Korea compared to the employment policy of home country - Return to home country, and employment in the international arena

Oh (2021)'s result implies that international students experienced various difficulties in their living world in terms of counseling agendas, that is, cultural adjustment, psychological health, career and vacation. International students individually tried to overcome these difficulties, and despite the help of acquaintances inside and outside of school, they did not receive systematic and proper attention and support from universities, local communities, and governments.

The suggestions presented by Oh (2021) are as follows. First, it is necessary to train and assign experts for counseling for international students. Second, counseling institutions need to provide information and educational programs such as study, university life, and employment at all stages from admission to graduation and employment. Third, it demands a change in Korean society's perspective on international students.

3. Research on international student's mental health and support DURING the Covid-19 Pandemic

Very recent researches on international students during the Covid-19 pandemic have commonly mentioned not only the severity of their mental health status but also the absence of institutional care. Main research result across the world are summarized as follows:

No.	Target clients	Mental health and Support	References
1	General population	Huge psychological impact on individuals	Talevi et al. (2020)
2		Psycho-social impact of Covid-19 especially to marginalized community like immigrants	Dubey et al. (2020)
3		Common symptoms of anxiety and depression, and self-reported stress	Rajkumar (2020)
4	University community members	Potential impact on the education and mental health of students and academic staff	Sahu (2020)
5	International students	Racism like microaggressions and discrimination. Failure to address such racism issues, reach out those vulnerable students in crisis, and provide systematic support	Cheng (2020)
6		International Chinese students at risk of Asian-hate crimes, public fear, alienation, and discrimination; Need to build institutional and societal awareness of international students' needs for mental health	Zhai & Du (2020)
7		Prioritizing to address college students' mental health and well-being: ensuring students' access to mental health service, and intentional outreach to college students with special circumstances	Liu et al (2020)
8		Managing students' anxiety due to Covid-19: Finding scientific information and following the safety instructions	Nadeak et al (2020)

Talevi et al (2020) said that psychological reactions to pandemics in human history include maladaptive behaviours, emotional distress and defensive responses like anxiety, fear, frustration, loneliness, anger, boredom, depression, stress, and avoidance behaviors. Specifically, according to researches on general population, health-care workers, and patients with Covid-19 during the Covid-19 pandemic, it is enough to confirm that the pandemic has a huge psychological impact on individuals. People experienced considerable psychological distress in terms of anxiety, depression and post-traumatic symptoms. Global findings are consistent in terms of severity, as most people suffered from mild-moderate level of disturbances, while minority reported severe symptoms.

Dubey et al (2020) surveyed psycho-social impact of Covid-19. All the areas of society are affected by the pandemic, but especially marginalized community's people like international migrant workers and refugees are probably the worst

sufferers from such psychosocial issues as depression, stress, stigma of discrimination. In this sense, those marginalized people should be intervened through protection of basic human rights, proper accommodation, adequate supply of water and food, education of hygiene, affordable health care delivery, etc.

In reviewing 28 literature on Covid-19 and mental health, Rajkumar (2020) suggested symptoms of anxiety and depression (16–28%) and self-reported stress (8%) are common psychological reactions to the COVID-19 pandemic, and may be associated with disturbed sleep.

Sahu (2020) highlighted the potential impact of the COVID-19 outbreak on the education and mental health of students and academic staff in university communities. Especially, many international students have difficulties in having proper accommodation outside those campuses, food, and safety service. Thus, international students needs more attention from university staffs, as the pandemic situation may cause them a tremendous level of stress.

Cheng (2020) evaluated that U.S. universities' attention to international students was in a disappointed level from the perspective of a international student administrator in a U.S. university. Many international students, especially Asian students, have experienced microaggressions and discrimination especially during the pandemic. However, institutions have been lacking in providing addressing such racism issues and proper interventions. Moreover, international students have been in a magnitude of stress due to worries about their own well-being as well as concerns about their families' safety and health in their home countries. Although mental health issues are a main problem to international students, colleges and universities did not take proactive measures to reach out those students in crisis, and thus systematic support to vulnerable international students should be conducted like counseling with translation, collaborative effort with the international student community.

Zhai and Du (2020) highlighted international Chinese students' mental health care. They not only worried about their families in China but also faced discrimination and isolation in some countries. As some media perpetuated stereotype and prejudice about China, international Chinese students are at risk

of Asian-hate crimes, public fear, alienation, and discrimination. Although universities tried to provide counseling service, those resources are often understaffed and unprepared enough to respond the crisis. In this sense, mental health care needs to improve. Specifically, walk-in triage system, collaboration between institutions including counseling training clinics. In other words, care as well as advocacy are needed to build institutional and societal awareness of international students' needs for mental health.

Liu et al (2020) suggested the necessity to prioritize next steps to address college students' mental health and well-being. First priority is the development of strategies to ensure students' access to mental health service. University counseling institutions need to create more flexible models of care, including virtual care options by decreasing barriers to access. Second priority is the intentional outreach to college students with special circumstances. Those who need intentional outreach are international students with considerable limitation in housing, campus-based services, and ability to travel. The strategies requires specifically innovative models of care as well as identity-related student assets and strengths, and resilience-promoting factors.

Nadeak et al (2020) explored how to manage students' anxiety due to Covid-19. The first management method is to find 'the right and correct or scientific information from a trusted source and understand it correctly.' And the second management method is to follow 'the safety instructions for COVID-19 from official and accurate sources.'

5. Conclusion: Future Tasks for international student's mental health support in Korea <u>AFTER</u> the COVID-19 pandemic

The COVID-19 pandemic has influenced on human's well-being in unprecedented way, especially on international student's mental health across the world, and thus the caring strategies should be transformed accordingly. The previous international student counseling research's common themes like cultural adjustment and psychological health, and help utilization will be certainly

changed in terms of priority and severity after the pandemic.

Future research on international student's mental health and counseling needs to consider the following agendas: First, the pandemic has publically revealed the vulnerability of international student's mental health and the insufficiency of its support system. It is related to deeply-rooted prejudice and discrimination to minority in a society. In other words, international student's vulnerability is related to institutional ignorance and social injustice rather than their own intrinsic weakness. Thus, international student counseling should be reconsidered in terms of social justice. In this sense, international student care workers take a variety of roles as a counselor in the counseling center, as a facilitator in empowering their competence, and as a advocate in social justice for the voiceless and the helpless.

Second, international student's mental health needs to be explored in relation to the pandemic. The epidemic or pandemic situations of a critical disease were not yet considered in the previous researches. The pandemic influences on international students as a direct factor in their mental health, and as a indirect factor in forming social atmospheres around international students. Probably, the existing research topics like cultural adjustment and career may be studied in completely different way. Newly-changed university daily life caused by the pandemic may make international students adjust in academic, emotional, social, institutional dimensions in a completely new way.

Third, mental health intervention needs to be developed in such a bidirectional way as student-approach and professionals-approach. While international students should access voluntarily and easily to counseling professionals, counseling professionals should visit and intervene intentionally and appropriately those students in crisis. The preliminary condition for proper intervention is culturally responsiveness. In other words, international student counseling comes from multicultural counseling competence or cultural competence. Multicultural counseling competence is defined as 'aspirational and consists of counselors acquiring awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society (ability to communicate, interact, negotiate, and

intervene on behalf of clients from diverse backgrounds), and on organizational/societal level, advocating effectively to develop new theories, practices, policies, and organizational structures that are more responsive to all group.' (Sue et al, 2019: 39). Thus, top priority after the pandemic in Korea is to educate and train professionals with multicultural counseling competence.

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Distressed in a Foreign Country: Mental Health and Well-Being among International Students in the United States During COVID-19

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ABSTRACT

In this chapter, I explore international students' experiences and challenges regarding mental health and well-being during COVID-19 in the United States. By conducting three virtual focus group interviews with eighteen international students in three groups, five key themes were identified: corona depression; (not) seeking help for mental health; social isolation and homesickness; anxiety about uncertain legal status; and anxiety about limited career development opportunity. Implications and recommendations for researchers and practitioners are discussed to support international students' well-being during and after COVID-19 pandemic.

Keywords : COVID-19, holistic wellness model, international students, mental health, well-being, pandemic, racism

1. INTRODUCTION

Higher education institutions are impacted by unprecedented global uncertainty associated with the COVID-19 pandemic in 2020. While the pandemic has negatively affected college students' lives on diverse campuses (Son et al., 2020; Strauss, 2020), international students may experience unique difficulties as they face this uncertain time in a foreign country while away from their support back home. In addition to challenges that all college students in the United States have experienced during COVID-19, there have been reports of unique challenges confronting international students, including multiple incidents of racism, travel bans against students' countries of origin, legal status issues, and social isolation (Koo et al., 2021b; Cheng, 2020; Sahu, 2020).

Mental health issues have been increasing in American higher education (American College Health Association, 2020); international students have been

found to suffer from mental health problems and acculturative stress (Koo & Nyunt, 2020; Koo, et al., 2021a; Forbes-Mewett & Sawyer, 2016; Mori, 2000). Stressors previously found to impact international students' mental well-being include language proficiency (Luo et al., 2019), limited social support (Ra, 2016), health related behaviors (Koo et al., 2021c) academic concerns (Telbis et al., 2014), acculturative stress (Koo et a., 2021a), and legal status (Pottie-Sherman, 2018). In recent years, new immigration laws and regulations (Pottie-Sherman, 2018), limited job opportunities for international students (Gee, 2018), and challenges related to COVID-19 (Firang, 2020; He & Xu, 2020) have created additional stress.

As education leaders, faculty, staff, and policy makers strive to overcome negative influences of COVID-19 on their students and to provide timely support, it is also important to pay attention to marginalized and minoritized students such international students, who do not receive as much support as domestic students do. In addition, as mental distress related to COVID-19 has become a serious social issue (Pfefferbaum & North, 2020) for all populations, including college students (Zhai & Du, 2020), and as international students are more likely than domestic student to experience mental distress due to acculturative stress (Author, 2021), understanding their mental health challenges is necessary to support them during this pandemic. Therefore, the purpose of this study is to explore international students' challenges, mental health, and well-being during COVID-19. The study is guided by two research questions: 1) what unique experiences and challenges do international students in the United States have during the COVID-19 pandemic? 2) how do international students' unique experiences impact their mental health and well-being?

This study was guided by Chandler et al.'s (1992) Holistic Wellness Model, which presents six dimensions of wellness: emotional, social, intellectual, physical, spiritual, and occupational. These are interrelated and impact one another. Utilizing this model allowed the researcher to explore different aspects of minoritized students including international students' wellness to better understand how each dimension impacts their mental health (Koo, 2021; Koo et al., 2021b; Park & Millora, 2010) during the COVID-19 pandemic. With this

theoretical framework, this chapter explores international students' unique challenges and experiences regarding emotional, physical, social, intellectual, and occupational wellness based on the Holistic Wellness Model.

2. METHOD

The study employed a basic qualitative design, which "involves using primary methods for data collection and a generalized approach to data analysis" (Biddix, 2018, p. 54). As a basic qualitative method allows a researcher to understand how study participants interpret their individual experiences, construct their worlds, and make meaning of those experiences, basic qualitative design is appropriate for this study. To obtain detailed stories and experiences about international students' personal and collective feelings, perceptions, and opinions on their unique experiences related COVID-19, a focus group interview was employed (Krueger & Casey, 2015). The focus group interview method is useful for generating information about participants' collective views and the meanings that lie behind those views (Krueger & Casey, 2015).

2.1 Procedures

Upon IRB approval, participants were recruited in June 2020 through purposeful sampling to recruit participants with particular characteristics of a population of interest in order to answer this study's research questions (Palinkas et al., 2015).

As part of a larger, mixed-methods longitudinal study on the diverse experiences and well-being of undergraduate and graduate students during and after COVID-19 in the United States, participants were recruited with recruitment letters distributed via social media (i.e. Facebook, Wechat) and word of mouth. For this study, data were collected from international students who enrolled in a degree program at four-year U.S. universities during the spring 2020 semester

when COVID-19 spread throughout the United States. More specifically, those recruited were individuals born and raised in foreign countries who are studying in the United States on temporary student visas (e.g., F1 student visa), whose original family members currently reside in their home countries. In addition, a diverse sample in terms of U.S. geographic regions was sought to gain insights into students' experiences in different regions (e.g., West, East, Southwest, Midwest, and Mid-Atlantic). Interested participants were assigned to one of three focus groups depending on their availability.

2.2 Participants

The final sample consisted of eighteen international students participating in three focus groups: eight male and ten female students from seven different countries, including China, India, Korea, Saudi Arabia, Turkey, Nigeria, and Mexico, representing eight different majors and six different U.S. geographic regions. Participants' detailed demographic information and pseudonyms are presented in Table 1.

Table 1. Demographic Information of Participants

Pseudonym	Gender	Pursuing Degree	Major	Country of Origin	Region
Chung	F	Doctoral	Psychology	S.Korea	Midwest
Dohyun	M	Doctoral	Psychology	S. Korea	Midwest
Jamal	M	Bachelor	Biology	Nigeria	Mid-Atlantic
Jahwi	M	Doctoral	Education	S. Korea	Northeast
Lin	F	Bachelor	Accounting	China	Northeast
Maria	F	Master	English	Mexico	Northwest
Minjoo	F	Doctoral	Biomedical Engineering	S. Korea	Southwest
Qui	M	Bachelor	Biomedical Engineering	China	Mid-Atlantic
Sama	F	Master	Accounting	Turkey	Southwest
Selcuk	M	Bachelor	Psychology	Turkey	Mid-Atlantic
Seok	M	Doctoral	Electronic Engineering	S. Korea	Midwest
Sia	F	Master	Business	Saudi Arabia	Southwest
Suhyun	F	Doctoral	Sociology	S. Korea	Midwest
Pooja	F	Doctoral	Computer Science	India	Northeast
Wonsuk	M	Doctoral	Education	S. Korea	Northwest
Ying	F	Doctoral	Education	China	
Zheng	M	Bachelor	Civil Engineering	China	Southwest
Zhuo	F	Bachelor	Computer Science	China	Northwest

2.3 Data Collection

Three virtual focus group interviews were conducted with four, six, and eight students in each group, lasting one and a half hours, via Zoom in July and August, 2020. Participants received a $10 Amazon e-gift card as a compensation for participating. Before the focus group meeting, all participants reviewed and signed informed consent via email. At the beginning of the focus group interview, participants were asked to introduce themselves (e.g., program of study, whether they were pursuing a degree, institution, location of institution, length of stay in the United States as an international student). Questions asked about their personal, academic, social, and professional experiences during COVID-19 based on Holistic Wellness Model dimensions, challenges and difficulties that they experienced during COVID-19, and how COVID-19 impacted their mental health and emotional well-being.

As part of a larger mixed-methods longitudinal study on the diverse experiences and well-being of undergraduate and graduate students during and after COVID-19 in the United States, findings presented here only include international students' unique challenges and experiences related to their mental health, though other information was also gathered during the interviews. The full list of interview questions is presented in Table 2.

Table 2. Focus Group Interview Questions

Questions	Additional Prompts
1. Tell me about unique experiences or challenges in your personal, social, academic, and professional life during COVID-19. 2. What are the most difficult things that you are going through during the COVID-19 pandemic? 3. How is your mental health during COVID-19? Did you have any symptoms or emotional distress such as depression, anxiety, panic attack, or homesickness? 4. What do you think are the most serious stressors impacting your mental health?	- Tell me more about that experience. - Why did you think that way? - What was your emotion at that time? - What were your reactions then? - As 000 just mentioned, does anyone have similar reactions or experiences? - Are there any other things that you want to share?

All participants actively engaged in the discussions. With participants' permission, focus group interviews were audio-recorded and later transcribed by the interviewer. After completing the interviews, the interviewer also reflected on each interview in brief field notes.

2.4 Data Analysis

Krueger and Casey's (2009) classic analysis framework was used in combination with Clarke and Braun's (2014) procedures for thematic analysis. In an initial round of coding, key words or phrases that addressed mental health challenges and difficulties that students experienced, and multiple dimensions of well-being were highlighted. Concepts that emerged consistently and frequently across participants were grouped under universal categories. Member-checking and triangulation with peer researchers were conducted to ensure trustworthiness of the data.

3. RESULTS

Five key themes regarding international students' challenges in different areas of wellness and mental health during the COVID-19 pandemic were identified: corona depression; (not) seeking help for mental health; social isolation and homesickness; anxiety about uncertain legal status; and another pandemic-limited career development opportunity.

3.1 Corona Depression

Most international students in this study reported that they experienced mild to moderate depressive moods, not continuously but from time to time since the school closures in March, 2020. One third of participants who reported depressive moods indicated that they were bothered by constant concerns about health issues, severe homesickness, anxiety about an uncertain future, and

feelings of hopelessness. Three students also said that depressive moods and further psychological distress are another pandemic because they are pervasive and serious. Lin, a female Chinese international student who is a junior in an accounting major at a large public research university located in the Northeast region, said,

> I never had mood swings before COVID-19⋯.Life was not perfect, but I enjoyed my life here as an international student. But since March, every day is the same⋯.Repeated daily life, and no improved virus situation really make me frustrated and helpless. There is nothing I can do to improve this situation. I guess, this helpless situation makes me really down and sad. I did not even know if this was depression. But, one day, I self-tested and found that I had very low scores on a brief test. Maybe even that lower score made me sad and frustrated.

Students also indicated that psychological distress such as depressive moods, homesickness, or anxiety were inevitable in this unusual and negative global situation, especially for international students, who are a minority in the United States. Chung, a second-year female doctoral student in psychology at a large public research university in the Midwest, originally from South Korea, said,

> Depression is not something we can avoid. This situation itself is a depression. Isn't it? Coronavirus is depression. It is just so hard. Plus, it is harder for foreigners⋯.I guess our lives are harder in general compared to American students. They know the system. They know the language⋯.Here is their home, and it is not for us. Coronavirus and depression or mental illness are two concepts that cannot be separated. I think that we all need to try to stay safe from depression like we try to avoid any virus situation.

Suhyun, a third year female doctoral student from Korea who studies sociology at a large public institution in the Midwest shared that another frustration about her feelings of depression was that she did not know how to strive to improve her mood due to limited resources in the unique situation of living in a foreign country.

> I admit that I used to have some mild symptoms of depression even before COVID-19 and the quarantine this year, but I want to say that this depressive mood during this pandemic is different. I feel like I am trapped in a hole with no exit⋯.I tried to seek professional help, but it is not easy to find the appropriate help when I really need it. Also, the coronavirus limits many things⋯.It's risky to visit a doctor's office to get diagnosed or receive prescriptions. Also, it is too difficult to receive counseling services. I called the university counseling center two weeks ago, and the wait time was four weeks from the time I called. So, I just gave up.

3.2 (Not) Seeking Help for Mental Health

Despite depressive moods and experiences of mental distress, none of the participants sought professional mental health support to alleviate their symptoms. This was due to several reasons, such as lockdown orders and school closures in March and April, discomfort about receiving mental health services, limited English proficiency, and negative previous experiences working with American counselors who were not culturally sensitive. Most participants were aware of mental health services provided by their university counseling centers, but they did not feel comfortable using those services due to the aforementioned reasons. For example, Sia, a female senior student from Saudi Arabia who studies business at a large public institution in Southwest shared her experience:

> I felt nervous and frustrated about this weird situation of COVID-19, and I missed home so much after the school closure. Then, I noticed that it was hard for me to wake up in the morning as usual. It was not serious, but I wanted to feel better. So I tried to search for mental health help resources on campus. At first, I realized that I could not meet with the counselor in person due to lock-down and the school closure⋯.They offered teletherapy via an online tool, but I definitely did not want to talk about my feelings and get help via non face-to-face interactions. Another reason was English. Although I have lived in America for almost four years, my English is still not great, and I don't want to feel frustrated when my counselor does not understand my English.

Similar to Sia's experience, limited English proficiency was the main reason for limited access to mental health services for international students. Here is another example from Sama, a female student from Turkey who pursues an accounting master's degree at a large public institution located in Southwest region:

> My university is racially very diverse, and I know this university's counseling center is supporting a diverse student body⋯.I think the counseling center provides some international student support groups, and there are a couple of Chinese speaking and Korean speaking bilingual therapists to work with those international students who want to speak their own language during counseling. But, there is no Arabic speaking counselor⋯.I just cannot imagine that I can express my personal feelings and complicated emotional distress in English during counseling. This might not be a counseling, but rather another stressful situation for me⋯.

Some international students also shared indirect negative experiences of receiving therapy from American counselors. Seok, a Korean male doctoral

student in an Electrical Engineering program at a large public university located in the Midwest, said,

> I do not have experience of receiving professional counseling, but what I learned from my other Korean friend about psychological services here was very negative. My friend was seeking a counselor to help with her depression about her harsh break-up with her fiancé, and she was even more frustrated that she had to explain why the break-up was shameful to her and to her family….cancellation of a wedding or marriage causes huge damage for a woman in Korea. My friend told me that she was so tired and felt more depressed that her counselor did not understand what was really going on.…I would not try counseling simply because I don't think that American counselors who do not understand my own culture and family background would understand my situation and help my emotional health.

3.3 Social Isolation and Homesickness

Most participants reported that loneliness due to limited social interaction and social support was one of the most negative impacts on their mental health during COVID-19. As reported, most international students in this study had stayed home and rarely visited any other places except for going grocery shopping and exercising outdoors since March 2020, which meant that they barely met anyone in person for a couple of months. Staying home alone for a longer time and having limited social support made international students feel lonely and empty, which affected their mood and emotions negatively as well. Ying, a third-year female Chinese doctoral student majoring in education at a large private university located in the Northeast, indicated that social isolation was harder than she imagined:

> Maybe for the first couple of days, I felt great about being alone at home. Before quarantine time, I was always busy with my schoolwork, part-time teaching schedule, activities with Chinese friends. While I enjoyed those social activities, I sometime felt it was too much. So when social activities were impossible, I enjoyed staying home and I felt that I had more time for myself, and I was able to catch up on some writing. But those positive experiences did not last long. Starting in April, when the weather got better, I started thinking about the fact that I am all alone. I have family and many friends, but they are not with me; they cannot be with me in this difficult time. I think that feeling lonely in a foreign country is especially hard.

International students also reported that they felt severely homesick when

they felt isolated while staying home in a foreign country without social interaction with anyone during school closures and lockdown orders. Maria, a female master's student from Mexico who is in a child development program, shared her struggle with homesickness during the COVID-19 lockdown situation:

> I am a people person. I am very social and I love being around people….But since March, as I cannot meet my classmates or fellow international students that I used to be close to here due to the school closure, I really miss my family and friends back in Mexico. I often cried when I FaceTimed with my mom and my two best friends in Mexico, I just burst into tears while I was talking to them….I thought about going back rather than missing them and crying over homesickness, but I know it is too risky to go back.

3.4 Anxiety about Uncertain Legal Status

Participants also shared their concerns and anxiety about their uncertain legal status as international students who are in the United States under temporary F-1 visas. International students indicated that they do not even know if their F-1 visas can be renewed in the future, as they think that the immigration law will become more restrictive and unwelcoming to international students. Students reported that they felt unwelcome considering the immigration law and policy regarding international students impacted by COVID-19 pandemic. Wonsuk, a Korean male doctoral student majoring in education at a Northwestern institution, shared his frustration about U.S. government and Immigration and Customs Enforcement (ICE) laws and policies:

> I feel that international students are not wanted in this country. It is so frustrating that I need to strive to stay here legally. Fighting for my right is not easy as an international student with a temporary student visa. Immigration and Customs Enforcement announced new guidance that would not allow international students who took classes fully online to maintain their visa statuses on July 6th, which was eventually revoked on July 14th after several lawsuits from prestigious schools like Harvard and MIT. Then, the most recent guidance was released on July 24th. What is it? Is it a joke? They announce the law one day, and then change it later due to lawsuits? This simply means that we are not respected. With all these sudden changes, I feel that the U.S. government does not care about international students. I have gone through many difficulties since I came here, but this time, these disrespectful announcements are really something that made me super anxious and depressed. This is not just about uncertainty, but this is about human rights.

International students framed their uncertain legal status during COVID-19 as another pandemic within a pandemic that other U.S. individuals do not know about or experience. Chung, a female doctoral student from Korea who studies psychology at a large public research university located in the Midwest, shared her frustration:

> I study social justice and equity, and this is part of my research. I saw that this country definitely supports a lot of minorities like Black individuals and children and women, but they don't care about international students while we are contributing a lot to the U.S. economy and knowledge in the field of higher education. International students, including me, are very anxious and frustrated that we may need to leave the country due to our legal status. Having an unstable legal status is definitely a torture and a pandemic. This is our own pandemic that other people who hold green cards or citizenship would never experience. They are only going through a single pandemic－Coronavirus－but international students are experiencing double pandemic, a legal status pandemic within the pandemic.

3.5 Anxiety about Limited Career Development Opportunity

One of international students' biggest concerns related to COVID-19 that impacted their well-being and mental distress was the limited job market in the United States. While many participants are not graduating at the end of the upcoming semester and will not be on the job market in 2020, students shared their concerns that they would not be able to secure a job in the United States after the pandemic, which made them lose their genuine motivation to work hard on their degrees here. Because many international students' initial motivation to study abroad in the United States was to have professional experiences and ultimately settle here with careers, limited career development such as hiring freezes at higher education institutions (for graduate students) and industries (for undergraduate students) and immigration laws that limit issuing work visas (e.g., H1B1 visa) for international students made them worried and concerned about their career plans. For example, Jahwi, a Korean male doctoral student studying education at a large public research institution located in the Northeast, shared his frustration regarding the restricted job market:

> Honestly, I could finish my degree and graduate in the upcoming fall

semester since I am close to completing my dissertation···.But I want to go slow and delay my graduation for one or two more years, until the faculty job market gets better in this country. I have been checking nationwide job openings in my field for a faculty job for fall 2021. So far, there is one opening···.I remember that about 15-20 faculty job openings used to be announced in my field by this time of the year in the past···.

J, a male biology major undergraduate student from Nigeria, reported his concerns about the restricted work visa situation related to his career development:

As an international student, the international office issues me a CPT so that I can work at an internship at a local company. You know, we are not allowed to work outside of campus without a CPT or OPT. Otherwise, it's illegal. The company where I secured an internship for summer does not support my CPT anymore due to COVID-19, so I cannot work there anymore although I went through the whole difficult application process and I got the position. So, I am not working in the summer···.I spent so much energy and commitment to get this position, but it's gone now just because of my legal status.

4. DISCUSSIONS AND IMPLICATIONS

By exploring international students' unique experiences during COVID-19, this study illuminates how different dimensions of well-being impact the mental health of international students in the United States. Participants reported depression and anxiety, isolation and homesickness, concerns about their legal status, and anxiety about uncertain job opportunities in the United States. While echoing existing findings on international students' challenges, mental health issues (Author, 2021; Mori, 2000; Xiong & Zhou, 2018), and help-seeking behaviors (Li et al., 2016), this study provides new insight into their experiences of social isolation, depression, and other mental health challenges during the global pandemic. In addition, findings of this study support the application of Chandler and colleagues' (1992) holistic wellness model, which highlights various aspects of wellness and their interconnections. In this study, international students share their experiences in each dimension of wellness (e.g., emotional wellness, social wellness, occupational wellness) during COVID-19 and report how these

multiple dimensions impact one another. This shows that it is important to support international students by considering all aspects of wellness, as suggested by Chandler and colleagues (1992).

This study indicates a need to explore diverse international students' mental health and emotional wellness in connection to their unique challenges as international students, especially under an emergent circumstance such as the COVID-19 pandemic. In future research, it is recommended that undocumented international students be included to gain richer stories related legal status and mental health issues. Based on this study's findings, it is crucial to inform policy makers about international students' unique challenges and limited opportunities due to their legal status and immigration laws that impact their overall well-being, as suggested by the holistic wellness model (Chandler et al., 1992), in order to create policies to support this marginalized population.

For practical implications, based on the findings about international students' depression and anxiety during pandemic, campus counseling centers could provide timely and culturally sensitive mental health services to diverse international students experiencing distress during COVID-19. It is important to educate and train faculty, advisors, and student affairs professionals who work with international students about their struggles, stressors, unique cultural background, and multiple dimensions of wellness (Chandler et al., 1992) so they can provide well-rounded, student-centered, timely, and culturally competent support (Author, 2020). Considering findings on international students' isolation, loneliness, and homesickness, providing support group sessions, online social hours, legal aid, and outreach programs will help to meet international students' special needs. Lastly, evidenced in findings that there few campus resources other than international student offices directly address international students' needs (Herpich, 2020), such offices have a significant role to play in this time of uncertainty. It is important for international student offices and related offices to provide a safe place for international students to report any incidents or needs, so that authorities can provide timely and relevant advocacy.

5. CONCLUSIONS

The current study sheds new light on international students' unique situation, challenges, and mental health during the COVID-19 pandemic. Its findings will contribute to the literature in student affairs and higher education as well as in counseling and international education, offering insight into establishing an appropriate support system for this group. This study may provide insight for faculty and staff who work with this population to better understand their experiences and needs during these uncertain times.

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Bio

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The Impact of the COVID-19 Pandemic on International Students: Focusing on Gender Differences[1])

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Abstract

This study seeks to analyze the impact of the COVID-19 pandemic on international students' depending on gender differences. According to the survey results, female international students' level of depression was higher than male students. In addition, female students seemed to experience greater adaptation stress as well as emotional difficulties when compared to the male group, resulting in overall low life satisfaction. Based on the findings, the author suggests that emotional health professionals should work to support international students considering their different characteristics and circumstances.

1. Introduction

Since the official confirmation of COVID-19 (Corona virus disease 19, hereinafter COVID-19) in January 2020, more than 100 million confirmed cases and 2.7 million deaths occurred worldwide as of March 2021 when this manuscript was being written (WHO, 2021). It has led to many changes in daily life amid the global spread. Each country has been making efforts to prevent the spread of the virus by taking urgent measures such as strengthening social distancing and restricting movement between countries. These measures led to movements for proactive response in the educational field, and the campus is seeking strategies for the safety and health of school members.

Measures such as campus closure, limited school attendance, and non-face-to-face classes have contributed to preventing the spread of COVID-19 and providing educational services in a safe environment. Behind these measures,

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however, there was a limit to dealing with individual students' social and emotional problems. In particular, international students' difficulties are expected to be greater due to the current situation in which face-to-face contact is limited when they need to adapt and form social relationships in the destination country for study.

In this regard, studies began to reveal how COVID-19 affects international students, and these studies showed that measures such as social distancing and campus closure may cause emotional pain and lower self-esteem of international students, or cause social and psychological pain such as anxiety and depression (Filippou, 2020; Misirlis et al, 2020). The studies also report that limited face-to-face relationship formation and guidance have a negative impact on the development of learning competencies (References). The above results emphasize that it is necessary to find countermeasures to support international students in the context of Corona-19.

On the other hand, there is a need to consider the psychological and emotional difficulties caused by Corona-19 vary according to gender. There have been many studies showing that emotional problems, such as depression, have gender differences. This could be further aggravated in the Corona-19 situation. Gebhard and his colleagues (2020) reported that COVID-19 becomes a powerful stress factor for those experiencing fear and isolation over a long period of time, increasing their vulnerability to anxiety, depression, and stress and having a greater impact women than men. Liu and his colleagues (2020) also report that women have more serious symptoms such as anxiety, depression, and stress than men. These results suggest that psycho-emotional problems may vary depending on gender in the Corona-19 situation.

Based on the above awareness of a problem, I am to explore the impact of the COVID-19 pandemic on international students. As discussed earlier, urgent measures, such as social distancing due to COVID-19, may pose even greater difficulties for international students who are asked to adapt to a new environment. They may suffer from anxiety, depression, and other emotional pains as well as academic difficulties. Moreover, this could work as a factor that

hinders the overall level of satisfaction in life of studying abroad.

Also, the level of the above problems may vary depending on the gender. It is necessary to explore how the COVID-19 situation works for women who may be relatively vulnerable to depression and stress. Therefore, this study seeks to analyze the impact of the COVID-19 pandemic on international students depending on gender. Based on this, I suggest a number of practical ways to support international students.

2. Literature Review

2.1 Current Status of International Students in COVID-19

The rapid economic growth of modern society has brought about many changes in life. In addition, rapid globalization broke down national boundaries and enabled transnational movement. This has led to the internationalization of higher education, and each country has established various strategies to attract international students. Each country's efforts enabled the quantitative expansion of international students.

In the 2000s, the Korean government was also interested in attracting international students and began to actively respond through the Study Korea Project. Through this, the number of international students started to increase from 2006 and reached 190,000 in 2019 (Ministry of Education, 2020).

However, the COVID-19 pandemic has brought about many changes in daily life and has a great influence on international students and study abroad environment. In fact, due to the COVID-19 pandemic, the number of international students decreased significantly compared to 2019 in several countries, including the U.S., Australia, China, and the United Kingdom, and the number also 150,000 in Korea, down from the previous year (Ministry of Education, 2020; UNESCO, 2019).

In response to COVID-19, the study abroad market began to come up with

countermeasures for each country. Response strategies operate at two main levels. One is a safety protocol for the prevention and management of COVID-19, and the other is a support strategy for life and health caused by COVID-19.

First, with regard to safety protocols, each country controls or restricts movement and inflow between countries in order to prevent and manage their citizens from COVID-19. In Canada, immigrants are required to submit a COVID19 (PCR) negative confirmation, and the U.S. restricts entry if they stayed in a country at risk of COVID-19. In the UK and Ireland, self-isolation is mandatory, while in Australia and New Zealand, foreigners except citizens and immediate family members are prohibited from entering the country. In Korea, COVID-19 (PCR) tests are required three times before and after entry, and self-isolation is mandatory during the test period to strengthen quarantine (IDP, 2021).

In relation to life and health support, medical and financial support is provided. In Canada, tests are supported, and meals and living expenses are provided to international students during the self-isolation period (Marisa, 2020), while in Australia, living expenses (accommodation, transportation, and food expenses, etc.) and computers and laptops for study are provided (IDP, 2021). The Korean government is are also supporting the COVID-19 test for international students, and is working hard to ensure a stable life through financial support such as scholarship support.

In short, the strategies for responding to international students due to COVID-19 vary from country to country and from school to school, but in common, they are thoroughly responding to the safety of prevention and management, while support is provided to minimize difficulties in studying abroad through medical and economic support for international students. However, it is somewhat inadequate when it comes to students' mental health. Measures such as restrictions on movement between countries and social distancing have placed many restrictions on daily life. It has been reported that this may have negative effects such as depression and anxiety on the psycho-emotional side as well as pain due to physical restrictions (Ustun, 2020).

Support for maintaining a minimum life through financial support for urgent situations is also important, but it is the time to raise the need to provide support for emotional support, etc.

2.2 The Impact of the COVID-19 Pandemic on International Students

The COVID-19 pandemic has changed the landscape of the whole society. As mentioned earlier, policies such as restricting movement between countries and strengthening social distancing were put forward as countermeasures. In everyday life, people are limited in their actions taken for granted. This was the same for international students. The study abroad market was bound to shrink, and international students' problems with the movement and overall adaptation to life are intensifying. During the pandemic period, not only simple restrictions on physical activities but also invisible study, life satisfaction, and mental health are affected (Tran, 2020).

During the COVID-19 pandemic, studies on the daily lives of international students began to appear. Most schools prevented the spread of COVID-19, closed their campuses, and switched to non-face-to-face online classes. These changes in the educational environment also pose various challenges for existing students' adaptation. For international students, however, the difficulty in adaptation may be even greater (Azorin, 2020). This is because international students do not only have to adapt to new system changes. International students experience challenges in all areas of their life of studying abroad, including food, clothing, shelter, values, living habits, and social relations in an unfamiliar environment. In such a situation, it is highly likely that the COVID-19 pandemic will make them suffer a double pain in which they have to adapt even to system changes according to national measures such as social distancing. For example, the government's actions against the COVID-19 pandemic may lead to international students' financial problems such as living conditions and living expenses, and disconnection of community and social relationships may intensify emotional problems such as isolation, depression, and anxiety (Raaper & Brown,

2020). In other words, it works as a mechanism to further increase the complexity of the existing problems international students are facing.

Currently, medical support and financial support are provided to international students in each country. Although it varies from country to country and from university to university, support such as COVID-19 examination expenses, scholarships, and living expenses are supported. This may be expected to contribute to solving the difficulties international students are facing to some extent.

Compared with local students in the destination country for study, however, international students face many difficulties in the level of mental health due to the COVID-19 pandemic (Alharbi & Smith, 2018; Chen at al, 2020). Language barriers, information limitations, or cultural differences put them in a relatively poor position when it comes to the beneft is of support policies. Even within universities, international students are likely to be excluded from these support policies or to be ignored in a relatively in-depth discussion as minorities.

The status of international students and the special context of the COVID-19 pendemic make it more difficult to meet the psychological needs of international students. Especially in recent years, as the cause of COVID-19 has been specified, hate and discrimination have rapidly increased. Crimes related to Asian hate clearly show this situation (Cheng, 2020). International students who are exposed to such discrimination experiences may have more difficulty in adapting to the destination country for study, which may act as a factor that hinders the level of satisfaction with overall life of studying abroad.

In addition, this situation may make international students feel alone, increase anxiety, and lead to emotional problems such as depression (Richardson, et al., 2012). It may act even significantly because it is a situation where they have to adapt to an unfamiliar environment individually. Although universities provide early adaptation and support programs to ensure international students' successful life of studying abroad and reduce the stress of adaptation, the problem may worsen as these programs are restricted due to the COVID-19 pandemic. Therefore, it is necessary to pay attention to international students' personal

problems such as life of studying abroad, adaptation stress, and depression due to the COVID-19 pandemic.

2.3 The Impact of COVID 19 Pandemic by Gender

The COVID-19 pandemic may work differently depending on the gender. It may be approached mainly from a biological perspective and a gender perspective. It is true that COVID-19 is causing great damage regardless of gender, but some studies report that there are differences in transmission power and severity of damage due to biological differences. From a gender perspective, studies have reported that as the time spent at home increased due to measures such as social distancing, resistance to gender roles increased in the case of married couples, which could lead to problems such as domestic violence (Oleschuk, 2020; Wenhamm, et al,2020).

On the other hand, in relation to psycho-emotional characteristics, studies (Asher, et al, 2017; Salk, et al, 2017) showing that women are relatively more vulnerable to problems such as depression and anxiety than men increase the likelihood that these factors may have a greater impact on women in the COVID-19 situation. If so, how will these gender differences work for international students.

It is predicted that international students will be relatively far from issues such as gender roles or domestic violence because they are somewhat far from issues such as marriage, childbirth, and parenting. However, psycho-emotional problems may act as an important factor for international students who are in a context where they have to adapt to a new environment. With this awareness of the problem, studies focusing on gender factors in the COVID-19 pandemic situation began to emerge (Ausín, et al, 2020; González-Sanguino et al., 2020; Losada-Baltar et al., 2020). These studies report that women have a relatively high correlation with emotional difficulties such as depression and isolation in the COVID-19 pandemic.

These results may be applied equally to international students. As discussed

earlier, international students are facing various challenges. In this situation, the challenges posed by the COVID-19 pandemic are more complicated. In addition, measures that impose restrictions such as social distancing deepen psycho-emotional problems, which may work differently depending on gender. Despite these probabilities, however, there is a lack of support in consideration of these differences or discussions to reduce problems. Based on the above awareness of the problem, I discuss the impact of the COVID-19 pandemic on international students with a focus on gender differences. Details of the analysis will be described in the next chapter.

3. Methods

3.1 Data Collection and Subjects

In this study, I attempted to explore the impact of the COVID-19 pandemic on international students. To this end, I conducted a survey for international students to predict the influencing factors. The data collection methods and subjects are as follows: First, for data collection, a cluster sampling method was used, which randomly samples universities across the country and samples international students from that university. The survey was conducted over two months from March 2 to April 31, 2020, and a survey was conducted for international students by recruiting a person in charge of the university. When face-to-face surveys were difficult, additional surveys were conducted through an online questionnaire. The survey was translated into six languages to improve understanding in responding to the survey.

During the survey period, the COVID-19 situation worsened, causing many difficulties in the survey, and the number of questionnaires collected was 250 cases. Of them, 234 cases were finally utilized in the analysis, except for the fixed and missing responses.

3.2. Main Variables

3.2.1 Dependent variables: Satisfaction with life of studying abroad, adaptation stress, depression

To find out the overall characteristics of life of studying abroad according to gender, I measured satisfaction with life of studying abroad, adaptation stress, and depression. Not limiting life of studying abroad to inside the school, I attempted to measure the elements of daily life to find out satisfaction with life of studying abroad. Therefore, a total of 11 areas were surveyed, including housing, jobs inside and outside the university, dormitory services, university scholarship systems, safety, medical-related systems, legal support such as immigration and stay, prices, social network formation, and Korean cultural experience. A 4-point Likert scale was configured with 1 point = very dissatisfied, 2 points = dissatisfied, 3 points = satisfied, and 4 points = very satisfied. All the questions were summed and re-coded to mean that the higher the score, the higher the satisfaction level.

To find out the adaptation stress, I surveyed the adaptation stress in a total of 9 areas, including Korean language comprehension, food, clothing, shelter, understanding of mindset, values, economic adaptation, experiences of discrimination and prejudice, lack of information, homesickness, and incompetence. A 4-point Likert scale was configured with 1 point= not stressful at all, 2 points= rarely stressful, 3 points = a little stressful, 4 points= very stressful. All the questions were summed and re-coded to mean that the higher the score, the higher the adaption stress.

Depression was surveyed in 8 questions such as 'I feel depressed without energy', 'I feel difficulties in everything', and 'I cry often.' A 4-point Likert scale was configured with 1 point = absolutely no, 2 points = no, 3 points = yes, 4 points = absolutely yes. All the questions were summed and re-coded to mean that the higher the score, the higher the level of depression.

3.2.2 Independent variable: Gender

In order to measure the psycho-emotional level of international students according to gender under the COVID-19 pandemic, a gender variable was introduced. Gender was analyzed by coding as male = 1 and female = 0.

3.3 Analysis Method

In order to analyze the general characteristics of the subjects, a descriptive statistical analysis was conducted, and an independent sample t-test was conducted to determine the differences in satisfaction with life of studying abroad, adaption stress, and depression according to gender. For the analysis, the STATA 16 statistical program was used.

4. Results

4.1 General status

The general status of the subjects is shown in <Table 1> below. By gender, men accounted for 50.4% (118) and women 47.4% (111), and by nationality, China accounted for the largest proportion with 35.5% (83), followed by Nepal 28.2% (66), Vietnam 35.5% (33) and Uzbekistan 7.3% (17). By grade, juniors were the most, 35.5% (83 students) followed by seniors 16.7% (39 students), sophomores 14.5% (34 students), freshmen 13.2% (31 students) and those higher than seniors 3.0% (7 students).

Table 1. General status of survey subjects

		Frequency	Percent
Gender	Male	118	50.4
	Female	111	47.4
	Missing	5	2.1
Nationality	Vietnam	33	14.1
	China	83	35.5
	Uzbekistan	17	7.3
	Nepal	66	28.2
	Pakistan	5	2.1
	India	4	1.7
	Bangladesh	4	1.7
	Others*	10	4.3
	Missing	12	5.1
Grade	Freshman	31	13.2
	Sophomore	34	14.5
	Junior	83	35.5
	Senior	39	16.7
	Higher than senior	7	3.0
	Missing	40	17.1

* Others (Japan, Indonesia, Malaysia, Iran, Italy, Russia, Turkey, South Sudan, the United States, Peru) are 1 person per country.

4.2. Descriptive Statistical Analysis of Main Variables

The results of descriptive statistics analysis of the main variables used in the analysis are shown in Table 2 below. First, in the case of the level of depression, the score of the question 'I have a lot of worries about everything' was the highest with 2.18 points, followed by 2.16 points for the question 'I feel depressed without energy', and 2.12 points for 'I feel difficulties in everything'. Generally, the level of depression was average 16 points (standard deviation = 5.4), indicating that the level of depression was not high. However, the great deviation could be interpreted that there is a difference in the level of depression among international students.

In the case of the level of adaptation stress, the score of the question 'I don't understand Korean well' was the highest with 2.74 points, followed by 2.67 points for 'Hard to understand the way Koreans think', 2.63 points for 'Economically difficult', 2.62 points for 'My heart hurts at the thoughts of the family I left in my home country.' Generally, it can be seen that adaption stress

is relatively high with an average of 22.9 points (standard deviation = 4.93).

As for the level of satisfaction with life of studying abroad, the level of satisfaction for each area of life of studying abroad was surveyed. The result of the analysis showed that the satisfaction of safety-related areas was highest with 3.16 points, followed by housing 2.96 points, legal support for immigration/stay 2.93 points, and scholarship system 2.92 points. The level of satisfaction with life of studying abroad was found to be generally high. Like the level of depression, however, there was a large deviation among individuals in the satisfaction with life of studying abroad.

Table 2. Descriptive statistical analysis of main variables

Classification[2)]	Minimum	Maximum	Mean	Standard deviation	Skewness	Kurtosis
Depression 1	1	4	2.16	0.85	0.23	-0.65
Depression 2	1	4	1.82	0.84	0.54	-0.90
Depression 3	1	4	1.89	0.86	0.56	-0.63
Depression 4	1	4	2.01	0.85	0.34	-0.73
Depression 5	1	4	2.18	0.93	0.13	-1.08
Depression 6	1	4	2.12	0.91	0.20	-1.02
Depression 7	1	4	2.05	0.89	0.38	-0.78
Depression 8	1	4	2.01	0.86	0.25	-1.04
Sum of depression	8	32	16.20	5.50	0.19	-0.56
Adaptation stress1	1	4	2.74	0.82	-0.51	-0.09
Adaptation stress2	1	4	2.51	0.84	-0.13	-0.55
Adaptation stress3	1	4	2.67	0.79	-0.47	-0.11
Adaptation stress4	1	4	2.41	0.78	0.03	-0.39
Adaptation stress5	1	4	2.63	0.89	-0.26	-0.64
Adaptation stress6	1	4	2.39	0.87	0.05	-0.67
Adaptation stress7	1	4	2.48	0.76	-0.20	-0.36
Adaptation stress8	1	4	2.62	0.93	-0.20	-0.81
Adaptation stress9	1	4	2.53	0.89	-0.28	-0.69
Sum of adaptation stress	9	36	22.97	4.94	-0.38	0.76
Satisfaction with life of studying abroad1	1	4	2.96	0.59	-0.55	1.68
Satisfaction with life of studying abroad2	1	4	2.71	0.63	-0.51	0.48
Satisfaction with life of studying abroad3	1	4	2.72	0.66	-0.45	0.38
Satisfaction with life of studying abroad4	1	4	2.72	0.73	-0.32	0.01
Satisfaction with life of studying abroad5	1	4	2.92	0.70	-0.73	1.13
Satisfaction with life of studying abroad6	2	4	3.16	0.62	-0.12	-0.49
Satisfaction with life of studying abroad7	1	4	2.92	0.68	-0.42	0.46
Satisfaction with life of studying abroad8	1	4	2.93	0.61	-0.47	1.18
Satisfaction with life of studying abroad9	1	4	2.69	0.72	-0.37	0.08
Satisfaction with life of studying abroad10	1	4	2.73	0.67	-0.38	0.27
Satisfaction with life of studying abroad11	1	4	2.90	0.68	-0.31	0.20
Sum of Satisfaction with life of studying abroad	18	44	31.41	4.56	0.23	1.35

4.3. Differences in International Students' Depression, Adaptation Stress, and Satisfaction with Life of Studying Abroad by Gender

The results of analyzing the differences in international students' depression, adaption stress, and satisfaction with life of studying abroad by gender are shown in Table 3 below. The result of the analysis showed that first, in the case of the difference in depression, males scored 15.0 points and females 17.3 points, indicating that females had higher levels of depression than males. The result of t-test showed that there was a statistically significant difference (t=-3.073, p=.002). This can be seen as a point consistent with previous studies reporting that there will be difficulties in mental health of women compared to that of men due to the COVID-19 pandemic.

In the case of adaption stress, males scored 21.9 points and females 23.7 points, indicating that females had higher adaptive stress than males. The result of t-test showed that there was a statistically significant difference (t=-2.785, p=.006). International students' adaptation stress was a difficulty that appeared even before COVID-19, and is similarly appearing in the COVID-19 pandemic. In particular, emotional difficulty may act as a factor that makes adaptation

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2) -Depression 1=I feel depressed without energy, Depression 2=I cry often, Depression 3=I feel like I can't escape from a trap, Depression 4=I easily blame myself, Depression 5=I have a lot of worries about everything, Depression 6=I feel difficulties in everything, Depression 7=Sometimes I am suddenly scared for no reason, Depression 8=Sometimes I feel fear.
 -Adaptation stress 1=I don't understand Korean well, Adaptation stress 2=I feel difficulty because living conditions such as food, clothing and shelter are different, Adaptation stress 3=Hard to understand the way Koreans think, Adaptation stress 4=Hard to understand their values or lifestyle, Adaptation stress 5=Economically difficult, Adaptation stress 6=I experienced discrimination and prejudice, Adaptation stress 7=Lack of information necessary for life in Korea, Adaptation stress 8= My heart hurts at the thoughts of the family I left in my home country, Adaptation stress 9=I feel incompetent
 -Satisfaction with life of studying abroad 1=Housing, Satisfaction with life of studying abroad 2=Finding a job inside the university, Satisfaction with life of studying abroad 3=Finding a job outside the university, Satisfaction with life of studying abroad 4=Dormitory service, Satisfaction with life of studying abroad 5=University scholarship system, Satisfaction with life of studying abroad 6=Safety, Satisfaction with life of studying abroad 7=Medical-related system, Satisfaction with life of studying abroad 8=Legal support for immigration, stay, Satisfaction with life of studying abroad 9=Prices, Satisfaction with life of studying abroad 10=Formation of social networks with Koreans, Satisfaction with life of studying abroad 11=Opportunity to experience Korean culture

difficult, and it can be seen that it is in line with the results of previous studies reporting that females experiencing emotional difficulties relatively more than males in the COVID-19 pandemic will also have higher adaptation stress (Gebhard, et al, 2020; Liu, et al, 2020).

The result of comparing the level of satisfaction with life of studying abroad showed that males scored 32.0 points and females 30.6 points, indicating that males had higher satisfaction with life of studying abroad than females. This difference was statistically significant (t=2.112, p=.036). Raising the level of satisfaction with life of studying abroad has to do with how well you adapt to your new environment. In other words, if you show difficulty in adaptation or if the level of stress is high, your level of satisfaction with life of studying abroad may be lowered. In addition, if there are difficulties in the emotional aspect, the quality aspect of life of studying abroad is highly likely to be hindered. The results of the analysis showed that women's depression level and adaptation stress were higher than those of men. In this regard, women's satisfaction with life of studying abroad was also lower than that of men. It can be interpreted as a point that shows the need to consider gender factors when considering support policies and programs for international students in the COVID-19 pandemic.

Table 3. Differences in international students' depression, adaptation stress, and satisfaction with life of studying abroad by gender

		Mean	Standard Deviation	t value	p
Depression	Male	15.00	5.43	-3.07	.002
	Female	17.32	5.36		
Adaptation stress	Male	21.95	5.10	-2.78	.006
	Female	23.79	4.47		
Satisfaction with life of studying abroad	Male	32.00	4.93	2.11	.036
	Female	30.67	3.92		

5. Conclusion

5.1. Discussion on Findings

In this study, I attempted to examine the impact of the COVID-19 pandemic on international students in a situation where COVID-19 is intensifying around the world. Especially with the awareness that it may work differently depending on gender, the study performed the comparison and analysis with a focus on the gender differences. The research results can be summarized as follows:

The level of depression was higher in women than in men. Based on the previous studies showing that women may be relatively more vulnerable to emotional problems than men, it was consistent with the argument that this problem would intensify due to the situational specificity of COVID-19 (Gebhard, et al, 2020; Liu, et al, 2020). In addition, women were found to experience greater adaptation stress than men. Women experiencing emotional difficulties were relatively stressed out in their adaptation to their life of studying abroad. This led to a difference between men and women in the level of satisfaction with life of studying abroad. Compared to men, women's satisfaction with life of studying abroad was found to be lower. As argued in recent studies focusing on gender factors in the COVID-19 pandemic (González-Sanguino et al., 2020; Losada-Baltar et al., 2020), the above results show that the gender factors need to be considered in the COVID-19 response strategy.

5.2. Suggestions

Based on the above results, I make the following suggestions: In relation to the existing COVID-19 pandemic, the international student support policy is focused on economic support. Many will agree that countermeasures to maintaining safety and minimum living in urgent situations should be a top

priority. Each country is supporting international students with active response strategies such as medical support including COVID-19 testing and treatment or economic support including living expenses and scholarships. However, there is relatively little interest in the emotional aspect. It is a reality that there are many difficulties such as counseling and information provision under limited face-to-face services. For international students who are experiencing various challenges in a new environment, restrictions in their current daily life may act as a factor that makes it even more difficult. In this respect, there is a need for a support policy to improve the emotional stability and health of international students.

In addition, there is a possibility that the emotional difficulties of men and women will appear differently. Current support programs do not fully take this point into account. The feelings of depression or anxiety experienced by social isolation may vary depending on the gender. At the school level, it is necessary to form a separate COVID-19 Pandemic Crisis Response Team for international students and to prepare support programs according to individual characteristics and circumstances.

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Session 3

Future Directions of Transnational Education Post COVID-19

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Dynamics of International Student Mobility and the Future of Transnational Higher Education Post COVID-19

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1. Objectives

While the COVID-19 pandemic has become a familiar part of our vocabulary, global societies have been impacted by the pandemic these last few months. Though the impact of the COVID-19 seems to be ongoing with no definitive end in the near future, we as researchers in the field of education have been requested to develop a new framework for understanding the various aspects of the unprecedented changes. As a part of ongoing collective efforts, this study aims to gauge the impact of the COVID-19 on transnational education, focusing on international student mobility. Furthermore, this study assesses pressing needs of a comprehensive framework of international higher education at the uncertain time of the pandemic.

Making the decision to study abroad is one of the most consequential choices that reshape the entire educational experiences as well as life transitions. While the pandemic is fostering structural changes in transnational higher education, the observed trend of international student mobility(ISM) has been shaped by the geopolitical, economic, and cultural dynamics at the micro-and macro-levels. To envision the future of transnational higher education post COVID-19, this study conducts a series of inferential network analyses. Empirical findings offer the evidence showing the changes during the pre COVID-19 as well as the changes between pre and post COVID-19. This research explores the way various factors change their direct and indirect effects on the academic mobility through the pandemic. This analytic approach will offer insights that the COVID-19 is to be embedded into the multi-layered dynamics (e.g., economic disparity, political polarization, cultural globalization, immigration restriction, etc.)

and all together lead to transform the future higher education.

This study frames several guiding questions that address both the continuing pattern of ISM and the impact of the COVID-19 pandemic. Specifically, this study explores the structural transformation in education and ISM as well as the potential implications for the future transnational higher education by the research questions below:

1) To what extent the observed pattern of student mobility has changed through the pandemic?

2) What factors do show the notable change in the effect size?

3) To what extent would online education mediate/moderate the changing factors of international student mobility? How does the rapid spread of online learning change the value of education and academic degrees in transnational education? Does the impact of COVID-19 differ by institutional selectivity?

4) What are the characteristics of the countries that are less influenced by the pandemic? What have been the dominant responses of those countries to the pandemic?

2. Conceptual background

Understanding international student mobility (ISM) networks is essential because educational transitions across the border relate to the meaning/value of education and the dynamics of international student mobility are highly associated with the recent growth in higher education worldwide (UNESCO, 2019). Although students' choices on destination countries are based on individual preferences and constraints, they are also influenced by the structural environment around international education. Certain combinations of home and receiving countries can generate a typical factor in the local contexts such as historical and economic interdependence attracting more students. At the institutional-level, policy changes and developing international programs influence

trends in the lists of top sending and receiving countries (e.g. UK in 1980s, USA in 2000s).

Until the pandemic, students had been more mobile than ever before (Open doors, 2019). The global expansion of ISM has caught scholars' attention, and the concept of international education has evolved in higher education research (Bedenlier et al, 2017). There are two dominant research foci on ISM: the patterns of ISM and international students' psychological and sociocultural adjustment. Whether focusing on institutional marketing strategies or student support programs, most of the existing literature is either based implicitly or explicitly on a sort of Westernized perspective from a deficit of mobile population embedded in the core-periphery relationship within globalization (Kell, 2010). In the full paper, I discuss the recent trends in ISM and existing perspectives on ISM and scholarly approaches.

3. Research design and preliminary findings

This study focuses on the probability of ISM between 50 countries based on various country-level attributes and on their relational dependence between countries; I analyze relative ISM measures using five international data sources and inferential network analysis methods (i.e. ERGM) sufficient to single out the determinants of the observed mobility patterns as well as the structural characteristics of the international network. This study monitors changes in the magnitude and direction of pre COVID-19 student mobility between 1998 and 2015 and the most recent cohort during the pandemic.

The pattern of changes over time provides insights regarding the question, "Is the relative size of student mobility positively associated with higher education development and reputation?" Results show that the magnitude and complexity of ISM increase over time. While unbalanced mobility patterns are apparent, the expanded ISM pattern is more strongly associated with institutional reputation and access to higher education in the home country.

Although the COVID-19 causes overall ISM scaled-down, the impact is heterogeneous based on country-level characteristics and international relationships. Synthesized findings highlight the importance of understanding regional contexts in international education research.

Every level of education in an emergency has been required to respond to COVID-19. To address this unprecedented global crisis, we seek the most evidence to navigate through this uncertainty. The trends still seem unstable and already show the possibilities of the fundamental transformation of our way of life, including schooling and training. To envision the future of transnational higher education post COVID-19, I suggest that the fundamental transformation caused by the pandemic is intertwined with the pre-existing forces that have transformed higher education, such as globalization, privatization, and changing population. With that, we need a comprehensive framework to understand the future of transnational education post COVID-19. The full paper will provide a list of countries most/least influenced by the outbreak of COVID-19 and identify their attributes and approaches to support/restrict international programs shaping international student experiences through the pandemic.

Based on the Emotional Problems of Online Learning During the Epidemic, Reconstruct the New Prospect of Digital Education in the Post-Epidemic Era

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Abstract

During the large-scale COVID-19 epidemic, abnormal distance education will have special problems such as personal isolation anxiety, cross-media discomfort anxiety, and emotional fluctuations caused by epidemic information. The study proposed "cognition (intelligence), emotion (heart) and practice (physical)" affectional experience as an improvement solution of such problems. Affectional experience can open up positive psychology, trigger moral judgment, and meet educational challenges. In order to prepare for the future generation and to establish a new form of education in the post-epidemic era, Based on the survey results of the emotional experience of international students in online learning during the COVID-19 epidemic outbreak period, researchers reinterpreted the report of the European Union's Digital Education Action Plan (2021-2027) at the end of September 2020 and the OECD's Back to the Future of Education: Four OECD Scenarios for Schooling.

Through the exploration of the emotional issues of online learning and the interpretation of the EU and OECD reports, it is concluded that in the post-epidemic period, we need to reflect on the "normal" before the epidemic and the "abnormal" in the epidemic, and then comprehensively reconstruct the post-epidemic During the epidemic period, digital education has "new prospects" in "objectives and functions", "organization and structure", "teaching work", "governance and geopolitics", and "challenges to public authorities". On this basis, the study further elaborated the key to the design of this solution at the micro level that teachers need to complete: organizing learning resources, adjusting technical processes, and designing positive emotions.

Keywords : Affectional Experience; Online Leaning; Digital Education; International Students, Post-epidemic Era

In the large-scale COVID-19 era, learners are affected by factors such as home segregation and so on, which will produce emotional problems at different levels, thus affecting the effect of online learning. Most of the students' parents

are unable to return to work at present, and some even lose their jobs. The anxiety caused by the tremendous pressure of parents may lead to negative emotions and even psychological crisis of learners. Emotion is the manifestation of learners' psychological state, and the psychological feeling process corresponding to this explicit state is called emotion. In the face of the dangerous epidemic situation, educators should be concerned about the subtle changes of learners' emotions in this special period. In this regard, this study puts forward the improvement scheme of emotional experience, hoping to provide a feasible way for educators to make a good emergency plan.

1. Analysis of emotional status of online learning at home in large-scale epidemic period

Due to the impact of the epidemic, China's basic education has changed from normal education to non normal distance education. With the efforts of the government, the Education Bureau, schools, enterprises and the society, the conditions and resources of online learning in basic education have been greatly improved, and "no class suspension" has been realized to a certain extent. But at the same time, a considerable number of students show anxiety, confusion and helplessness in front of screen learning, which indicates that the weariness of learning is likely to spread and spread like a terrible virus in the "suspension of classes without suspension", causing all kinds of conflicts.

1.1 Emotional problems caused by isolated learning at home

Due to long-term isolation, young learners, especially primary and secondary school students, will inevitably have emotional problems at the individual level. In the isolated online learning environment at home, learners can not get the nonverbal information that can be easily obtained in the classroom, and it is not easy to have emotional resonance with others, so it is difficult for them to fully express and release their inner feelings. For special groups (such as children of

medical workers, children of families stranded in other places, children of isolated patients, confirmed learners, children of community workers, children left behind in rural areas, children of urban migrant workers, etc.), their emotional problems caused by family isolation will be more serious. In some places, individual students even attempt suicide because they do not have mobile learning terminals event.

1.2 Emotional problems in cross media learning

In the online learning space, learners need to switch between the virtual live classroom and personal learning space, and also need to overcome the temptation of electronic devices. These cross media behaviors will produce cross media anxiety and discomfort. In some places, such unreasonable online teaching activities as undifferentiated teaching, forcing students to "punch in" on the Internet and tutoring ahead of time aggravate the learning burden and cause new learning anxiety.

1.3 Emotional problems caused by epidemic news events

During the epidemic period, there will be a large number of news events every day. The updated case data, family comments, typical negative news (such as the departure of relatives, the breakdown of family, the outbreak of aggregation, etc.) will further have a negative impact on students' emotions. Learners are often affected by such information, which can easily cause emotional fluctuations.

2. Emotional experience improvement as the key solution to the overall development of students' body and mind - the "cognition (intelligence), emotion (heart) and practice (physical)" model of emotional experience

Some studies have pointed out that human beings have a limited number of primary emotions (also known as core emotions by some researchers), including happiness, sadness, fear, anger, disgust, surprise and contempt. These primary emotions can be recognized in different cultures and have cross-cultural universality (Ekman, 1999). In addition, there are secondary emotions, which are social reactions of some primary emotions.

Scholars in different fields (cognitive psychology, social psychology, cognitive neuroscience and decision-making theory) have successively proposed that the brain has two kinds of processing processes of type I and type II (Stanovich, 2015). They believe that the operation of the brain can be divided into two different cognitive processes, with different functions and advantages and disadvantages. Brain information processing is divided into "two processes". The essential feature of type I processing is its autonomy, high speed and low load. It can be performed simultaneously without analyzing all possibilities. It is parallel processing, which is called "heart brain". The key feature of type II processing is that the processing speed is relatively slow. It is sequential processing and is based on language and rules, which is called "intelligent brain". Embodied emotion theory points out that the brain is not the only organ that determines human cognition, and the body also participates in cognitive activities. Research found that: emotion originally rooted in the body [12]. There will be two-way communication between mind and body. The state of mind will affect the body, and the state of body will also affect the mind. The body, mind and brain communicate with each other through the way of inner sense.

Based on the theories of cognitive emotion, embodied cognition, embodied emotion and emotional psychological construction, emotional experience refers to the psychological process that an individual experiences emotional intuition, emotional explanation, emotional judgment and reasoning under the influence of emotional inducing factors in the external environment, and finally achieves the harmony of body and mind (李文昊, 祝智庭, 2020).

The five senses are input into the brain through the way of extrasensory, and the heart and brain receive the emotional information of the five senses for

fast autonomous processing; the intelligent brain receive the emotional information of the five senses for slow control processing. In some types of emotions, the body is involved in processing. Through the difference of different participation levels of intelligence, body and mind, emotional experience can reach three different levels: instinct level, behavior level and reflection level. The participation of mind or brain constitutes the experience of primary emotion, which belongs to the instinct level; the participation of mind and body or brain and body constitutes the experience of secondary emotion; the participation of body, mind and brain forms the experience of attitude and values.

Emotional intuition is not only influenced by language expression, but also by emotional infection such as nonverbal expression. Studies have shown that people tend to automatically imitate nonverbal expressions unconsciously [13]. Some studies have also found that in virtual teams, unconscious imitation also occurs in interactions only using text(Cheshin & Rafaeli, 2011). When learners feel a certain emotion in teaching resources or teaching agents, and react with their own interaction or appropriate emotion, emotional interpretation occurs. Learners can not only react emotionally, but also infer emotional motivation. At this time, emotional judgment and reasoning occur. So we find that emotional experience can meet the challenge of modern education. Modern education faces many challenges, such as lifelong learning, whole person development and so on. Emotional experience integrates the educational objectives of the three fields, namely cognition (intelligence brain), emotion (heart brain) and Practice (body), fully expressing cognition, emotion and practice Emotion, experience and active interest in learning; emotional experience, as the intermediary of interpersonal relationship, serves the survival and continuation of human beings and responds to the four pillars of UNESCO education, namely "learning to learn" and "learning to get along with others". The emphasis on emotional experience will have a realistic and far-reaching impact on the return of the people-oriented value orientation of the education system after returning to normal.

An epidemic is both a disaster and an opportunity, which has changed the normal state of education. In the post epidemic period, we need to

comprehensively reconstruct the "new normal" of education in the post epidemic period on the basis of reflecting on the "normal" before the epidemic and the "abnormal" in the epidemic.

3. Free from the body: the traditional way of technology for learning

Early technology is attached to the teacher, students can only listen to the scene to identify the shape, in the interaction with teachers to achieve the transfer of knowledge and skills. After the appearance of the material carriers such as books and paper, knowledge can be solidified accordingly. In the long history, the carrier of educational resources has changed from the simple material form to the audio-visual equipment, until the construction of a simulated learning environment for learners to explore and learn. But the role of teachers has not disappeared. Through the batch and iterative teaching experience, teachers can know or understand the general characteristics of students' learning through their years of teaching experience. Through statistical comparison and screening, they can use relatively effective teaching skills to help learners build their own knowledge system more accurately. The use and principle of these teaching skills correspond to three different learning views, forming three mainstream ways of modern technology into traditional learning.

First, Adopting technology as a means to impart knowledge content in the previous learning concept, learning is understood as a process of psychological and behavioral changes after individuals accept knowledge content. It shows through the changes of body posture and movement mode, and judges the learning effect accordingly. Among them, the body is the carrier, knowledge content is the object of transmission. Professionists and behaviorists believe that the speed of knowledge transfer can be accelerated by enhancing the sensory stimulation of learners through external speech and behavior. These knowledge contents include the facts about the world and the procedures for solving problems, namely declarative knowledge and procedural knowledge. Teachers

must skillfully use various technical means to complete the important task of imparting these knowledge to learners. Learners are almost materialized into containers for passively receiving knowledge contents. Following this direction, the use of modern technology is understood to be under the guidance of teachers, through rich media and other ways, with gorgeous colors and vivid audio animation to enhance the sensory stimulation of learners, enhance learners' attention to learning content, help learners from sensory memory, working memory to long-term memory, and facilitate learners to learn in the future Technology has become a means to promote the teaching of knowledge content.

Second, using technology to construct context and stimulate cognitive motivation. The second way is to believe that learning is not just a process in which learners mechanically respond to stimuli. Learners have initiative. Learning should be regarded as a process in which learners selectively process and construct experience on the basis of their original cognitive structure. For example, cognitivism holds that human is a separate element in the process of learning, and its cognition is constructed on the basis of Gestalt. The key to learning is to enhance and develop learners' insight into the environment, which can occur in the process of solving problems. According to Piaget, learning is stimulated by a certain situation and promotes the development of learners' cognitive structure. M when learners are placed in a new learning context, the original cognitive structure is difficult to solve the new problems, the old balance is broken, and learners will have internal learning motivation to adjust and process their original cognitive structure. Adhering to this direction, the function of modern technology is to build a rich teaching environment, such as virtual simulation environment, use the open virtual space, enhance the connection between learners and learning scenes, stimulate learners' learning motivation, form a more effective new cognitive structure and reduce cognitive load in the process of using knowledge to solve problems (i.e. "learning by doing") In the end, learners can make appropriate response to the changing environment.

The third way is to provide learning reference through technology comparison.

Learning is not just the transfer of knowledge content between teachers and students, nor the change of cognitive structure based on the interaction between individual learners and the environment. Because individuals are not isolated, learners will be affected by other people's behavior when they live in the society. Following this direction, learning is regarded as the behavior change of learners in the society through comparison with others and then in the form of imitation. For example, the social learning theory represented by Bandura and others puts forward that most human behaviors are obtained through the observation of role models. [5] it is not only influenced by role models, but also influenced by the positive or negative reaction of role models to imitation observed by learners. Learners mainly use the method of "learning by examples", that is, referring to other people's examples, to find better solutions and lay the foundation for obtaining the problem-solving schema. [6] the function of modern technology is to find the general rules in the learning process by establishing a wide range of connections between people, using cloud computing, big data and other technologies, and use these rules to guide learners' learning. For example, they all have a common feature in the use of Technology: whether it is as a means to enhance the sensory stimulation of learners in order to obtain the expected response, or to build a context to break the original cognitive balance of learners in order to achieve the development of cognitive structure, or to promote communication with others In order to stimulate the role model effect of "seeing the good and thinking of the same", technology is based on the external position, which is dissociated from the learner's body, so it is difficult to be embodied into the learner himself to realize the close learning guidance. With the development of artificial intelligence technology, it is possible to bring in the embodiment.

4. Simulated learning: a new way of intelligent learning led by artificial intelligence

When we talk about learning, the first thing we have to face is that only learners can learn and others can't replace them. But at the same time, learning is a demand for self transcendence or even self transcendence. [7] in other words, learning must be carried out by learners themselves, and it can only be realized through self innovation. Unless learners subjectively generate the internal driving force of self breakthrough, modern technology is often placed in the opposite of learners, and becomes a tool for teachers to exert direct or indirect influence on learners. There is a common underlying assumption in the three traditional ways of using technology in learning: the development and change of technology will inevitably bring new perception and stimulation to learners, and then generate the driving force of learning. However, external technology may also have a negative impact on learners. The reality is that learning can't be separated from the role of the body, and the ideal teaching should be embodied, which requires sensory participation, physical and mental unity and physical practice. Therefore, it will become the proper orientation of learning in the AI enabled environment if the AI machine is used to replace the learner and imitate the learner.

Therefore, when technology gradually breaks away from teachers' body and becomes the external carrier of knowledge, technology itself becomes a separate and important teaching element. But technology does not have subjectivity. Even with artificial intelligence technology, the limit of self-learning and interaction with the environment of neural network will not exceed the combination of Turing machine behavior, so it has no self-consciousness and autonomy. Nowadays, the contradiction between people and technology is mostly rooted in the contradiction between people. In the field of education and teaching, it is mainly manifested as the contradiction between teachers and students. This kind of contradiction easily makes teachers try to use technology to explore the "secret behind" of students. This is what Aidan Russell said. He wants to use technology as a tool for teachers to "obtain, regenerate and define their own power" . However, if we regard learners as the main body of learning, the integration between artificial intelligence and human organism should focus on

learners.

By simulating learners' learning behavior, artificial intelligence can predict the learning outcomes that learners can achieve, empower learners with knowledge and technology, and help learners obtain the optimal results in the zone of nearest development This new learning mode will lead a new direction of intelligent learning. When technology gradually breaks away from teachers' body and becomes the external carrier of knowledge, technology itself becomes a separate and important teaching element. But technology does not have subjectivity. Even with artificial intelligence technology, the limit of self-learning and interaction with the environment of neural network will not exceed the combination of Turing machine behavior, so it has no self-consciousness and autonomy. Nowadays, the contradiction between teachers and students is mainly caused by the contradiction between teachers and people. This kind of contradiction easily makes teachers try to use technology to explore the "secret behind" of students. This is what Aidan Russell said. He wants to use technology as a tool for teachers to "obtain, regenerate and define their own power" (Russell, 2019).

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5. Summary

The epidemic situation in 2020 fully proves that digital education and educational informatization in the era of artificial intelligence have very important value and irreplaceable. Although the epidemic situation of most countries in the world is still unclear, most countries have put the future digital education action

on the agenda. Intelligent learning in the era of artificial intelligence is a high-quality learning that provides learners with targeted learning content, high-quality teacher supply and troubleshooting, more exploration opportunities, and dynamic control and adjustment of teaching through man-machine integration with the support of big data, blockchain and other technologies（钟绍春, 2019）. it points to the learning goal of higher-order thinking ability, the embodied learning environment and the systematic and personalized learning content(艾兴, 赵瑞雪, 2020). by simulating learners' learning, we can predict learners' possible learning outcomes in advance, stimulate learners' learning motivation, and obtain the best results in the most efficient way under the technological empowerment. It reflects the learning wisdom under the human-computer integration and represents the development direction of intelligent learning in the future.

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Challenges and Opportunities
for Transnational Education in Korean Universities
in the Post-Corona Era

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Abstract

In 2021, With Corona still threatening us, this study rethinks transnational education. To do this, we explored the movements of international students and what they were considering. In addition, special issues such as education and jobs related to Korea were checked after corona. On the basis of this, the opportunities that Korean universities found in transnational education and the challenges to achieve them are found and suggested.

Keywords : international students, transnational education, challenges and opportunities in Korean universities.

1. Introduction

With Corona, normal daily life was shaken. Social distancing was up and down throughout the year. Wearing masks became a daily routine and Classes for almost all of the students were replaced with online ones.

Meanwhile, universities around the world are experiencing a decline in international students. This is because it is safer to stay home and there is no reason to stay abroad as universities replace classes and exams online (Metro, 2020)[1]. As a result, international students from all over the world have questioned the necessity of studying abroad for reasons of safety, etc. As such, the framework of transnational education is being shaken.

In this situation, Korean universities cannot be free. It is because students

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1) Metro, March 19, 2020. "Korean international students hurriedly return to Korea in response to the spread of Corona 19 to Europe"/ Search date: March 6, 2021. (https://www.metroseoul.co.kr/article/20200319500094)

who were filling Korean universities also came to their home countries. Based on this recognition, this study seeks to find the challenges and opportunities of Korean universities for transnational education.

2. Study Transnational Education & special issues : The Background

Globalization is accelerating according to the Internet and the digital revolution, and the opening of the study abroad and education market is continuously expanding. In other words, education is crossing borders. Accordingly, this study proposes a term: trans-national education that is officially appeared in UNESCO (Chun, 2006: 99).

With corona, Universities in the U.S., the most popular study country, saw a 43% decrease in the number of new students enrolled in the fall semester 2020-2021(IIE, 2021)[2]. In addition, the number of Korean international students(university or higher) to the U.S. was a decrease of about 4.7% in the 2018-2019 school year(Usline, 2020).

In addition, the number of American students who chose to study abroad in Korea increased by 16%. This is an analysis that they would have chosen to study in Korea with the recognition that the spread of Corona is safer than in the United States(Usline, 2020).

On the other hand, Korea ranked 12th in the overall rankings in 2021 as the "most wanting country to work for" by the world's people(BCG[3], 2021; Hankyoreh, 2021). The report said, 'It is a remarkable phenomenon when considering the language barrier of 'Korean', and it was analyzed to mean that respondents consider public health largely after Corona(Hankyoreh, 2021)'[4].

Final issue is Expanding Korean language education support overseas. The

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2) Usline, November 19, 2020, "A 43% drop in international students in the United States… 16% increase in US international students going to Korea"/ Date of search: March 6, 2021 (http://www.usline.kr/news/articleView.html?idxno=20077)

3) the international consulting firm Boston Consulting Group (BCG),

4) Hankyoreh, 2021. 3. 17. Preference for 'the country where I want to work', Korea is ahead of the Nordic countries. / Search date: 2021. 3. 19.(http://www.hani.co.kr/arti/science/future/987087.html)

Ministry of Education announced that it plans to open Korean classes in 1,800 schools in 43 countries this year. The expansion of support from the Ministry of Education is a measure as the demand for Korean language education abroad continues to surge due to the global outbreak of K-pop despite the spread of Corona. In addition, Vietnam adopted Korean as the first foreign language and India as the second foreign language.

3. Conclusion

It can be interpreted that the trend of the transnational education market is shaking with Corona, and Korea is being ordered to play a role as a leader in transnational education. In other word, thanks to Corona, Korean Universities have Challenges and Opportunities for Transnational Education in the Post-Corona Era.

The reason is as follows: first, Corona has caused an increase in the need and demand for online classes and it is well known that Korea is a powerful country for 'Information technology'. so Korea is ready for transnational education. In addition, along with K-pop, there are countries[5] with increasing demand for Korean language education(Hankook Ilbo, 2021)[6]. In particular, these countries are in need of economic growth as well. Finally the OECD is forecasting Korea ranked 9th in economic power in 2021[7], which was a very poor country receiving economic aid in the 1960s. This is because there was an easy and scientific Hangul in Korea (Chun, 2013: 156). In this way, Korea was able to achieve literacy eradication and universal education pursued by the UN system in just 10 years. In other words, McGinn et al. (1998) writes in

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[5] Vietnam, India, Guatemala, Denmark, Latvia, Rwanda, Sri Lanka, Afghanistan, Czech Republic, Turkey and Laos.

[6] Hankook Ilbo, March 14, 2021. 'Double Investment in Korean Language Education Overseas Due to the K-Pop Frenzy', / Search Date: March 26, 2021.
   (https://www.hankookilbo.com/News/Read/A2021031411170002640)

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"Education and Development in Korea" that the power of human resources cultivated through Korean language-based education was the central axis of Korean economic growth(Chun, 2013: 139).

Therefore, this study suggests that Korean universities take on the role of a leader in transnational education along with Korean language education. And proposes to help them achieve economic growth.

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