

“Reflective Encounters”

Beyond the Profile of **Chinese** Graduate Students

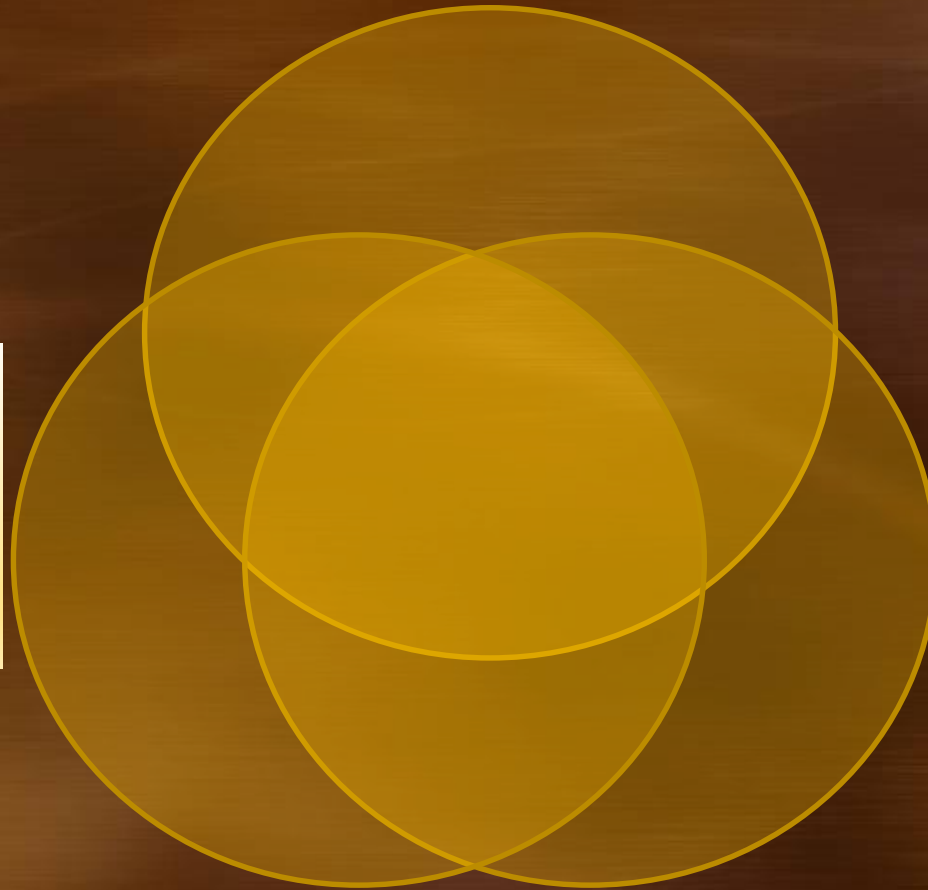
Outline

- Context: Current Literature & this Study
 - Problematic Profile of “Chinese students”
- Looking Beyond the Assumptions
 - Student stories & advocate perspectives
- Recommendations
 - Effective support

international
students

graduate
writing
support

academic
socialization



Current Research

- 20 Universities (+ a dozen distantly)
- 200 individuals involved in interviews
 - 40 int'l grad students, 12 Chinese
 - admin, staff, admins, professors, others
- Snowballing, focusing on "best" practices
- Grounded theory analysis
 - identify themes and use stories to illustrate issues

Persisting Profile

Focus on

- weaknesses & deficits
- language & error
- demographic & generalities
- static views & specialization

(an example)

Stories, Themes, Perspectives

- Ingenuity, "hacking," resilience...
- Non-linear, multidimensional learning
- Intersectionality of identity, proficiency...
- Rapid transition/change, adaptation

Ingenuity, hacking, resilience...

STORY 1: LC

- Writing thesis proposal
 - started with a model from a senior student
 - went to another student for help
 - professor only gave a lecture about writing it
 - never used the writing center
- Collaborates w/ outsiders
- Uses Grammarly (for writing/proofreading)
- Learned writing by observing local students and from many people, places

Non-linear, multidimensional transition

STORY 2: GY

- MBA student among 90+ of 100 Chinese IGS
- Not worried about writing, never used WC
- Involved in activism (a passion, to improve English, for professional growth)
- Tackled academic challenges as they arose, starting with more advanced skills and piecing together ingredients as feasible

Intersectionality of identities ...

STORY 3: CH

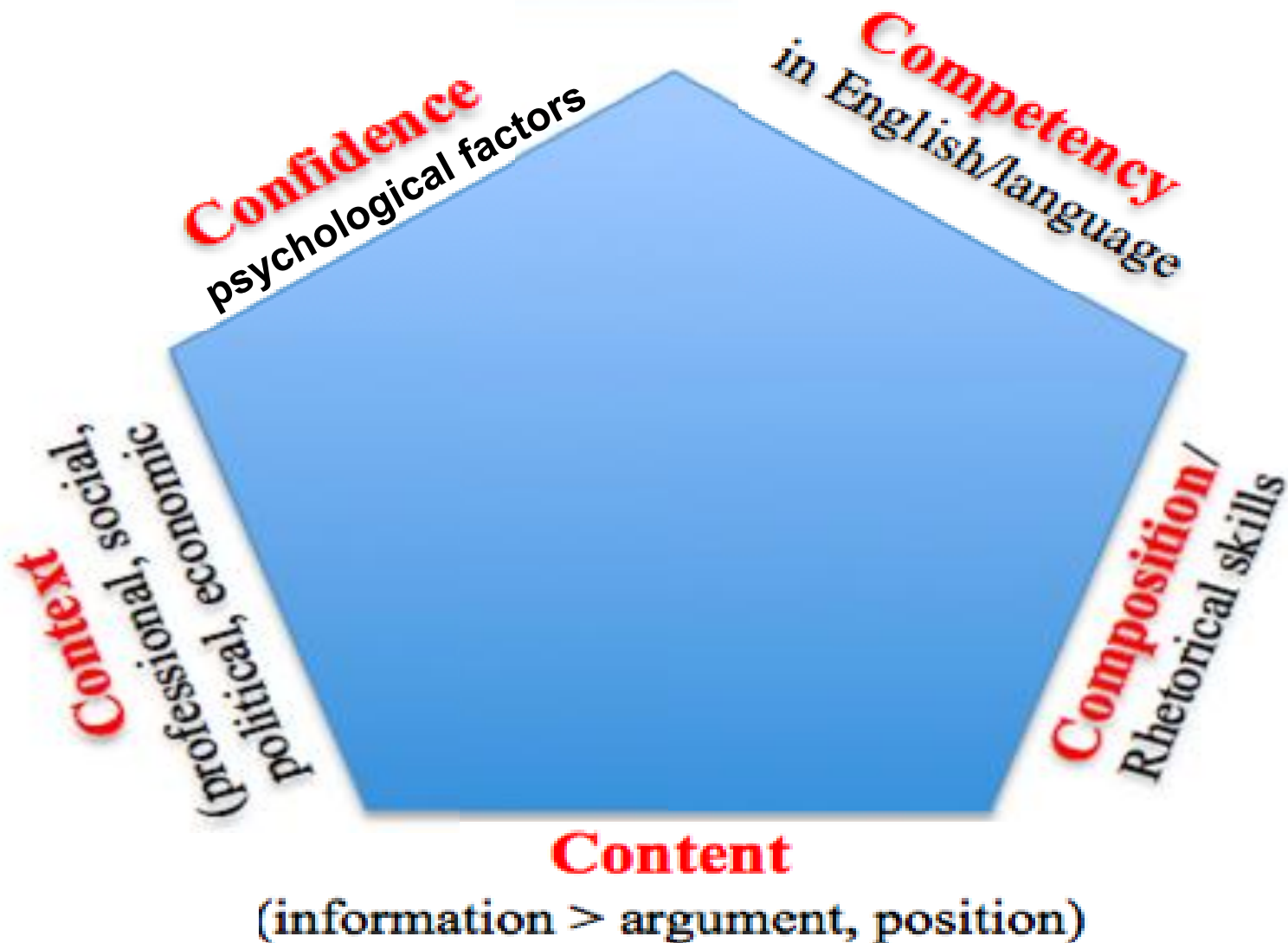
- Studied English literature in China, switched
- Complex identities, intersections, experiences in relation to discipline and society
- Bias, prejudice, double-consciousness
- Membership, leadership, and relationship to dominant culture adds to the intersections

Rapid Transition, Change ...

STORY 4: IC

- Went through many, often rapid changes— learning, shifting identity position, finding voice
- Psychology matters -- it is underestimated
- Institutions and people saw her in static terms

An illustration: Graduate-level “Writing”



Recommendations (effective support)

- Recognize challenges (not gloss over)-- foster agency
 - Work with dispersal of support, conflicting ideology...
- Embrace advocacy -- contribute to support network
 - Involve students in leadership, support, feedback
- Recognize diversity/intersectionality-- start w/ strength
 - View university as crossroads, not a walled community
- Create transition-adaptive support structures
 - Provide multiple entry points, variety of options

“Reflective Encounters”

A 3D graphic featuring the words "Teach" and "Learn" stacked vertically. The top word "Teach" is rendered in a light tan color with a dark brown shadow underneath. The bottom word "Learn" is rendered in a light blue color with a dark blue shadow underneath. Both words are set against a dark blue background that has a lighter blue oval shape behind them, creating a reflection effect.

Teach
Learn

Thank You!

The Big picture

5 million students outside home country;
1.7 million are from China; half a million leave
China every year now

328,547 Chinese students in the US (2015/16)
45-50 thousand professors

32% US institutions saw a decline in Chinese
student application this year (admission: TBD)