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Titolo	Becoming an International Student : A Practice-Based Study of Chinese Students' Learning in an Australian University / / by Jinqi Xu
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Nota di contenuto	Chapter 1 Why this book? -- Chapter 2 Overview of Internationalization in Australian Higher Education and the Chinese Education System -- Chapter 3 Why it is so hard: Chinese students' challenges and adaptation in Western universities -- Chapter 4: Students Putting Things Together – My journey, my voice -- Chapter 5 Becoming an International Student -- Chapter 6 Shaping Student Learning: Study and Sociocultural Practices -- Chapter 7 Embracing differences – embracing the One.
Sommario/riassunto	This book provides a unique perspective on internationalization in higher education, focusing on the experiences of Chinese business

students in Australia. It challenges conventional views by investigating the nuances of Chinese students' learning, rather than just addressing learning style differences and language barriers. The author's personal experience as a Chinese international student, and an academic in China turned academic in Australia lends authenticity to the exploration of teaching and engaging with this demographic. The book employs a practice-based study, drawing on the metaphor of 'becoming' to examine the everyday practices of five Chinese business undergraduate students. The innovative use of a practice-based theoretical framework influenced by the Chinese philosophical concept of yinyang sets this book apart. This approach illuminates the intricate connections between study practices and socio-cultural influences, offering a holistic understanding of learning. The book uncovers the transformative nature of student learning through interpretative methods such as semi-structured interviews, informal interviews, reflective group discussions, participative observation, and artefacts, highlighting the fluidity and complexity across diverse contexts. This book is a valuable resource for educators and policymakers, offering insights into the ongoing process of becoming that characterizes Chinese students' learning. Jinqi Xu is a Senior Interdisciplinary Lecturer in the Office of the Deputy Vice-Chancellor (Education) – Education, Enterprise, and Engagement at the University of Sydney, Australia. She is also an Honorary Associate with the Sydney School of Education and Social Work, Faculty of Arts and Social Sciences. Her expertise lies in researching the learning experiences of Chinese students in Western educational contexts, focusing on bridging cultural divides and fostering inclusive, culturally responsive education. Drawing on her knowledge of both Western and Chinese philosophies, Dr. Xu specializes in cultural studies, international and comparative studies, interdisciplinary education, and Confucian educational approaches.
