

Ambitious and Anxious: How Chinese College Students Succeed and Struggle in American Higher Education, 12 May 2022



00:51:17 philip altbach: Could you comment on whether you think that many of the undergrad students wish to stay in the US or abroad after their studies?

00:52:21 Trif Victorița: What is the meaning of success from the perspective of Chinese students (according to your research)?

00:52:26 philip altbach: Another question—some research has noted that 70% or so of doctoral graduates from US remain in US. Do you think that this is the case?

00:54:35 Simon Chan: what kind of systematic support that US or British universities could provide for the first generation students who are going to study abroad

00:54:40 Golo Henseke: 1. Seeing that academic prestige is so important, what role does it play/ do parents believe it plays in the recruitment process. 2. Access to international HE requires a lot of long-term strategizing, any insights? 3. How do the often substantial family investments reflect on individual students sense of agency?

00:55:05 Bowen Zhang: What are the differences between test-oriented tradition in China and taking exams in US from students' perspective?

00:57:46 B. Steven (Listener): The first of all, I thank you very much Prof Ma, for your great book and of course today's presentation. So, I would like to ask you; regarding the advantages of jobs or social economic activities participation among international students at their host, from your study, did you find evidence that Chinese students in US have or had experience on part-time jobs across different sectors during their study abroad period?

01:04:42 B. Steven (Listener): My second question; based on the name of your book Ambitious and Anxious; does your data reveal anxiety extent based on students major specialities or degree? For instance, how is the anxiety between undergraduate vs Masters or PhD students, or between Social sciences and Humanities vs STEM-based students

01:11:15 CGHE Webinars: Thank you for joining us today. A recording of this session will be on the CGHE site tomorrow: <https://www.researchcghe.org/events/cghe-seminar/ambitious-and-anxious-how-chinese-college-students-succeed-and-struggle-in-american-higher-education/>

01:11:52 CGHE Webinars: Our next webinar, 'Defamiliarising the Colonial Imaginaries Embedded in Interculturality: Self-Other Dichotomy and the Buddhist Concept of Non-self',

will be on Tuesday. You can register here: <https://www.researchcghe.org/events/cghe-seminar/defamiliarising-the-colonial-imaginaries-embedded-in-interculturality-self-other-dichotomy-and-the-buddhist-concept-of-non-self/>

01:12:03 Lisa Su: Recent years Chinese govt has tightened policies on those international department in public schools/private schools, (e.g., many international schools are required to change school names), what do you think the implication is on future join-venture schools in China? Another question is, English as a subject has been discouraging in compulsory education period, and the "double reduction" policy has seen a wave of closing of off-school training centers, do you think this would to some extent keep more student study in China and therefore affect Chinese students' outward mobility in the future?

01:12:44 CGHE Webinars: There is still time to register for our Annual Conference on 24-25 May. More details here: <https://www.cgheconference2022.com/>

01:17:17 Monika Jaiswal-Oliver: How is China attracting their students (students that are studying abroad) back into Chinese labor market post graduation.

01:27:09 Lisa Su: Thank you

01:28:41 Zorka Besevic: Thank you - very interesting talk. I look forward to reading your book.

01:29:04 Yingyi Ma: Thank you all for attending my talk and your interest in my book.

01:29:26 Bonnie Xie: Thanks for very insightful sharing!

01:29:27 Bowen Zhang: Thank you!!