Approaches for International Students Learning Management of the Universities in Jiangxi Province, China

Xin Tong
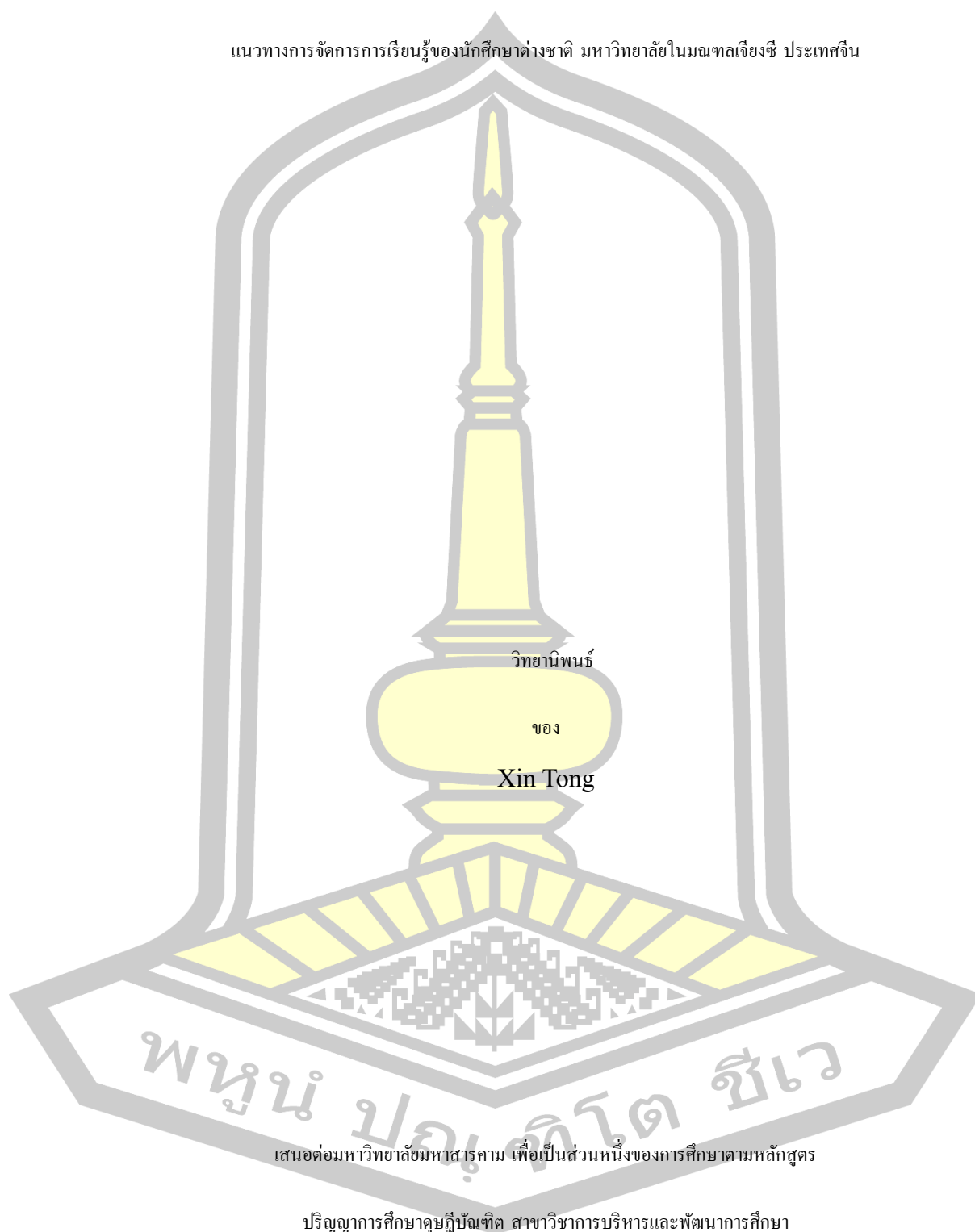
A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Doctor of Education in Educational Administration and Development

April 2024

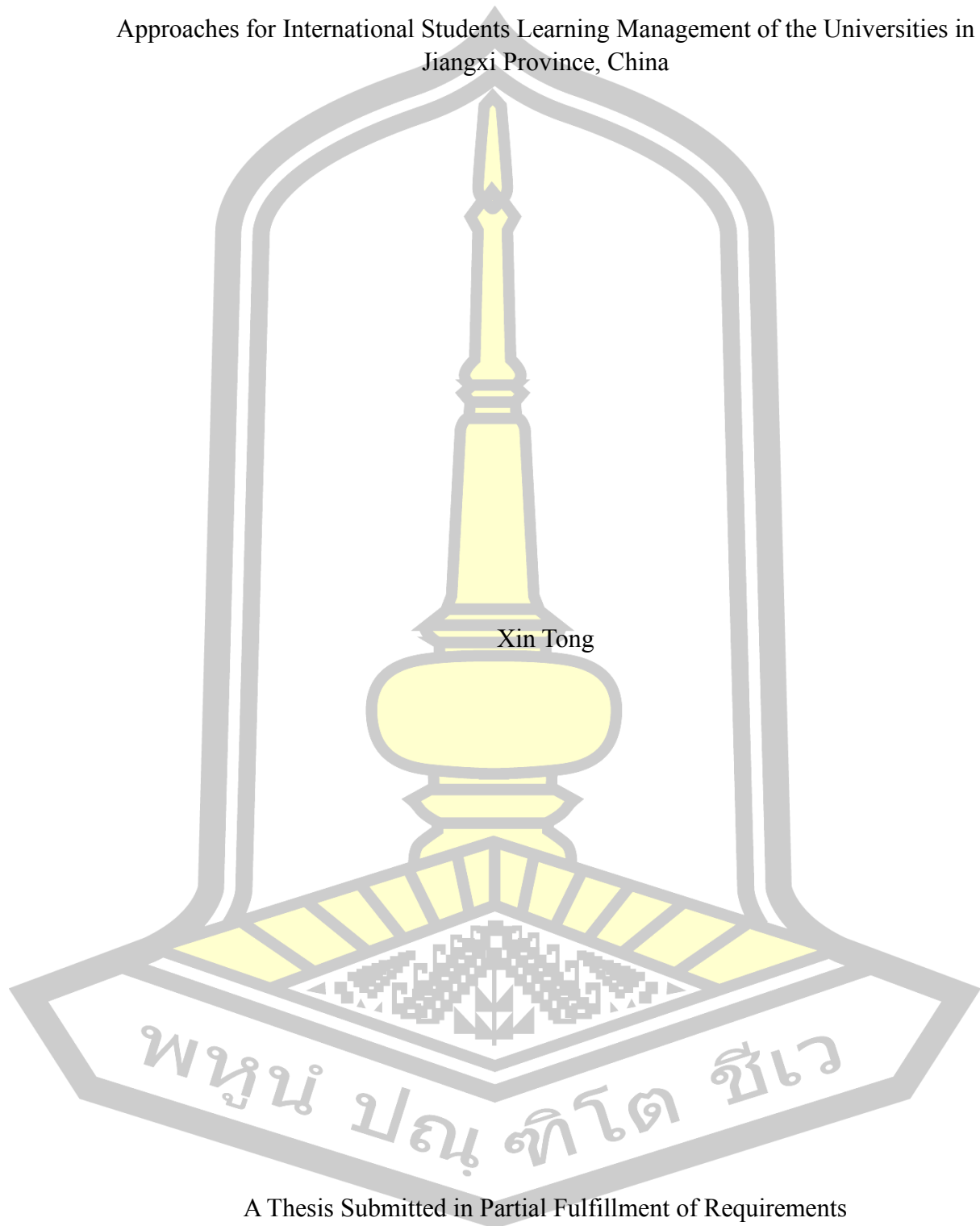แนวทางการจัดการการเรียนรู้ของนักศึกษาต่างชาติ มหาวิทยาลัยในมณฑลเจียงซี ประเทศจีน

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ปริญญาการศึกษาดุษฎีบัณฑิต สาขาวิชาการบริหารและพัฒนาการศึกษา

เมษายน 2567

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DEGREE Doctor of Education **MAJOR** Educational Administration and Development

UNIVERSITY Mahasarakham University **YEAR** 2024

ABSTRACT

This research aims to: 1) Investigate components and indicators of international students learning management. 2) Explore current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province. 3) Develop approaches for international students learning management of the universities in Jiangxi Province. There are 3 phases in this research: Phase 1 is research on the components and indicators of international students learning management. Phase 2 is research on current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province. A total of 193 international student administrators, teachers and international students from 4 universities in Jiangxi Province selected by stratified random sampling method participated in the questionnaire. Phase 3 is developing approaches for international students learning management of the universities in Jiangxi Province. The researcher interviewed 5 informants from 4 universities and summarized the views of the informants. Then invite 5 experts to provide revision opinions on the draft approaches. Finally, invite 5 experts to assess the appropriateness, utility and feasibility of the approaches. Data were analyzed by mean, standard deviation and modified priority need index. The results shows that: 1. International students learning management in universities consists of 6 components and 16 indicators, which are: 1) Curriculum with 2 indicators; 2) Teaching with 3 indicators; 3) Activities with 2 indicators; 4) Environment with 3 indicators; 5) Learning atmosphere with 3 indicators; 6) Evaluation with 3 indicators. And assessed

by experts that the suitability is very high. 2. The current state of international students learning management in 4 universities is at a moderate level, desired state is at a very high level, the modified priority need index for international students learning management in universities is ranked from high to low: 1) Environment; 2) Teaching; 3) Activities; 4) Evaluation; 5) Learning atmosphere; 6) Curriculum. 3. The approaches for international students learning management of the universities in Jiangxi Province consist of 6 aspects as follows: 1) Curriculum; 2) Teaching; 3) Activities; 4) Environment; 5) Learning atmosphere; 6) Evaluation. These 6 aspects could be elaborated into 51 detailed approaches for international students learning management in universities, and assessed by the experts at the highest level of appropriateness, utility and possibility. The approaches development consist of 5 processes as follows:1) Preparation; 2) Design; 3) Feedback and revision; 4) Dissemination and implementation; 5) Assessment and supervision.

Keyword : Approaches, International students, Learning management, Jiangxi universities
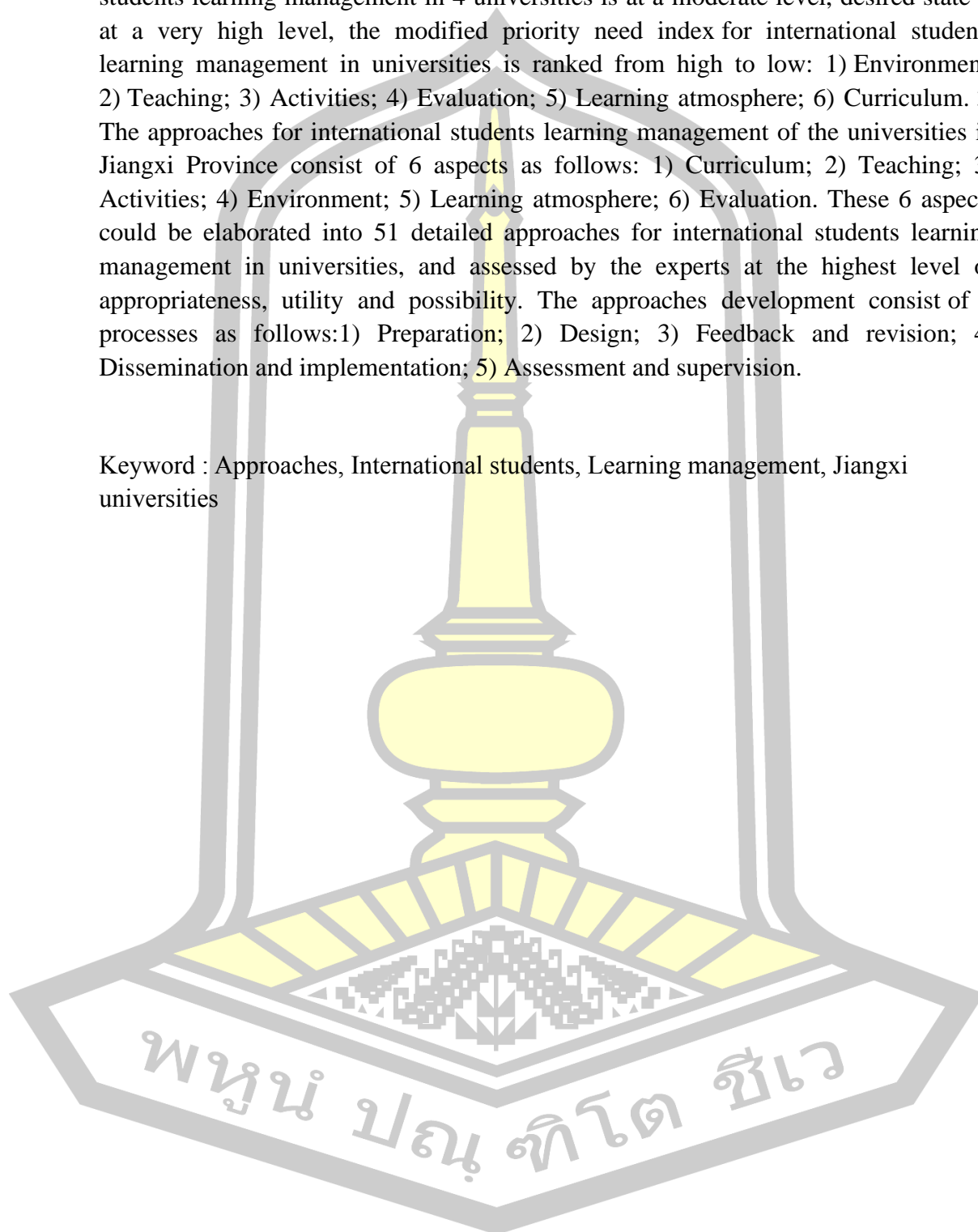
ACKNOWLEDGEMENTS

First and foremost, I would like to extend my deeply sincere gratitude to my advisor Assoc. Prof. Tharinthorn Namwan and Co-Advisor Asst. Prof. Karn Ruangmontri, who has guided me to the world of international students learning management Studies and inspired me greatly in the study. I also want to sincerely thank the chairman of the committee Prof. Kanokorn Somprach, The members of committee: Assoc.Prof. Lakkhana Sriwat、Assoc. Prof. Suwat Julsuwan、Assoc. Prof. Suttipong Hoksuwan. They profound learning, inspiring inculcation and constant strictness have stimulated my enthusiasm for working on the subject and thesis. Without their enlightened instruction and patient revision, it would be impossible for the accomplishment of my thesis.

Secondly, I would like to sincerely thank all the experts who helped me complete the research and the international student administrators, teachers and international students of the 4 universities who participated in the questionnaire. I am grateful for their friendly and effective suggestions that helped me carry out the research and complete the whole thesis.

Thirdly, I am also deeply indebted to all the teachers who taught me during my doctoral study. Your profound academic attainments have enriched my knowledge, broadened my horizon and greatly benefited me.

Lastly, thanks to my dear family for their care and support over the years. I also owe my sincere gratitude to my fellow classmates who gave me their help, helping me work out my problems during the difficult course of the thesis.
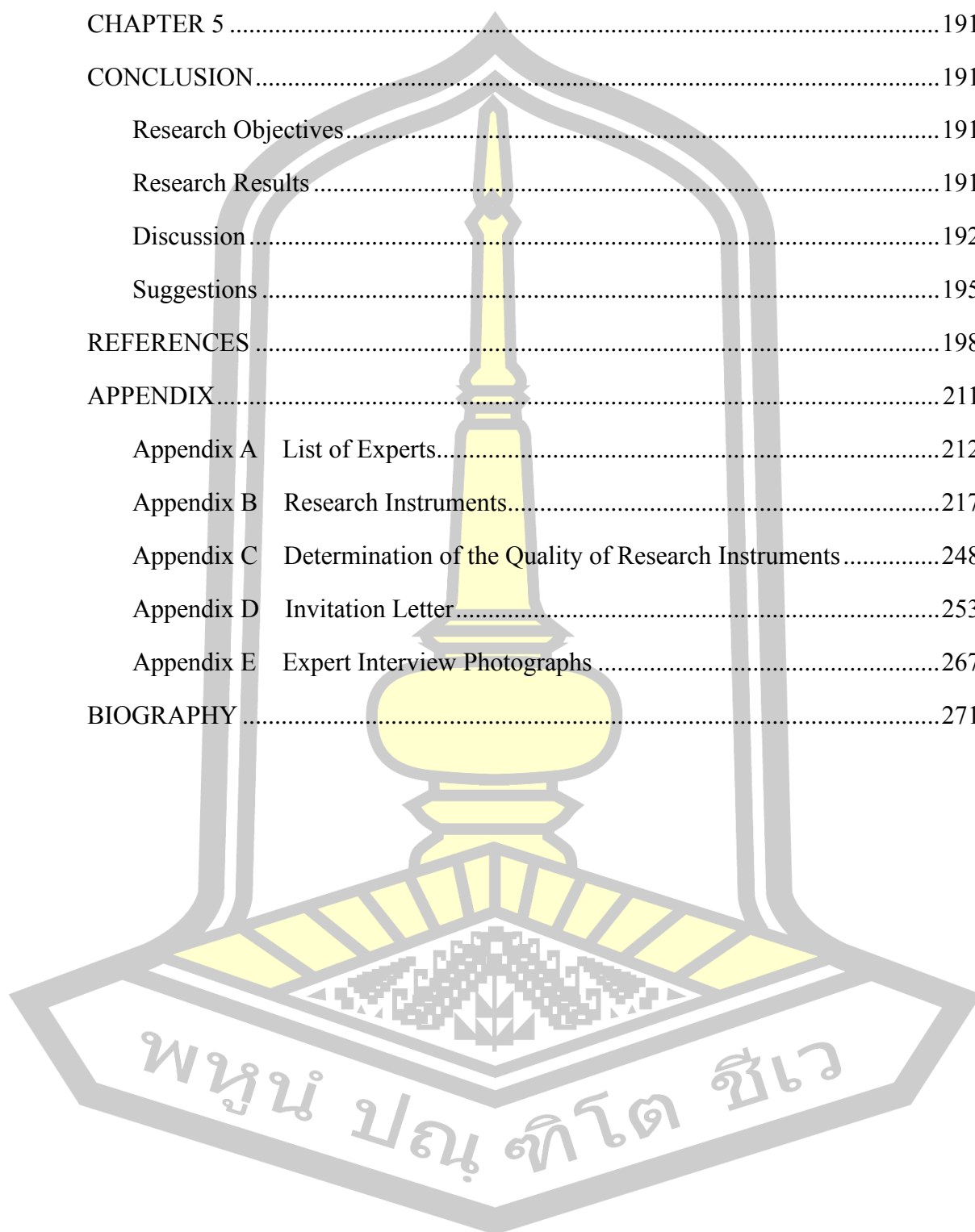
Xin Tong

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INTRODUCTION

Background

With the rapid development of world economic globalization, the exchanges between countries in the world are gradually increasing. As one of the important ways of cross-cultural exchanges and dissemination, international education has transcended the narrow definition of education and has become a national development strategy for improving economic competitiveness, carrying out bilateral and multilateral diplomacy, expanding cultural influence, promoting the employ ability of the international workforce, and even ensuring national security. Meanwhile, it is also an important measure to promote the development of higher education and enhance the internationalization level of universities. (Zhou Nanzhao,2014)

According to *"The Development of Chinese Students Studying Abroad (2023-2024)"* (CCG, 2024), based on the huge political, economic and cultural interests of the international student education market, countries around the world have formulated preferential education policies for international students to compete for students, and the competition in the international student market is becoming increasingly fierce. In recent years, with the improvement of Sino-foreign cooperative education and the internationalization level of higher education in China, the number of international students has maintained steady growth. China has become the third largest destination country for studying abroad in the world and the largest destination country in Asia, and the number of international students in many universities has exploded.

In order to regulate the recruitment and training of international students, the Chinese Ministry of Education, the Ministry of Foreign Affairs, and the Ministry of Public Security jointly issued Order No. 42, namely, the *"Management Measures*

for the Recruiting and Education of International students in Universities" (Ministry of Education, Ministry of Foreign Affairs, Ministry of Public Security, 2017). This document has made important instructions and specific requirements for universities in terms of enrollment management, teaching management, life management, scholarship management, social supervision and management in the process of the education management of international students in China. It has pointed out the direction and established the program and formulated the target for domestic universities. It has important practical significance.

In recent years, education for international students in China has expanded from scale expansion to connotation development. General Secretary Xi Jinping pointed out that the key to education opening to the outside world is to improve quality, rather than blindly expanding scale. Quality is a lifeline of education opening to the outside world (Mao Junhan, 2022). In September 2018, the Ministry of Education issued the *"Quality Standards of Higher Education for International Students in China (Trial)"* (Ministry of Education, 2018). This document provides detailed instructions and requirements for the education of international students in eighteen sub-aspects from four major aspects, including talent training objectives, recruitment and preparatory courses, education and teaching, management services and support, so as to guide universities to standardize the education management of international students and improve the quality of education and service level. This also marks that education abroad in China has entered a critical historical period for quality improvement.

In the *"China's Education Modernization 2035"* issued by the CPC Central Committee and State Council, it is also mentioned that it is necessary to enhance Chinese international influence and build an international study center. Implement the "Study in China" program, give full play to the role of government scholarships, improve funding methods and selection methods, optimize the structure of disciplines and majors for international students, increase the proportion of students with

academic degrees, establish and improve the quality guarantee mechanism for studying in China, and comprehensively improve the quality of studying in China (CPC Central Committee and State Council, 2019).

According to Liu Jin, director of the International Cooperation and Exchange Department of the Ministry of Education, introduced at the 2020 press conference of the Ministry of Education that during the"13th Five-Year Plan" period, in accordance with the overall deployment of comprehensive deepening education reform, the field of education opening to the outside world will focus on strengthening the system construction and institutional mechanism innovation, education for international students will focus on improving the quality. Eight government departments including the Ministry of Education jointly issued the *"Opinions on Accelerating and Expanding Opening Education to the outside world in the New Era"*, which also pointed out that it is necessary to adhere to internal and external coordination, improve quality and efficiency, take the initiative to lead, orderly opening up, and strengthen the brand of "Study in China". In the final analysis, it depends on improving the quality and management level of education for study in China. We will create key and high-quality programs for studying in China, and take multiple measures to promote the connotation development of studying in China (Ministry of Education, 2020).

A series of documents and regulations issued by the government not only standardized the eligibility conditions for universities to accept international students, but also enabled the continuous improvement of the quality standards and supervision system for studying in China, and the continuous optimization of the structure of international students in China. But until now, there is no unified standard for learning management or daily management of international students in China, and there is a lack of relevant research theories at home and abroad. So when the universities manage international students, they tend to cross the river by feeling for the stones. Through several years of exploration, some universities can basically form a unique

management system according to the actual situation of the university. However, there are still some universities due to the imperfect management system, rigid management methods, incomplete linkage mechanism between various management departments, lack of pertinence of international student training programs, insufficient activities for international students, insufficient efforts to build the style of study, unscientific teaching quality evaluation, slow construction of international teaching staff and other reasons, leading to various problems in international student learning management. If there are problems in the management of international students and are not well solved, it will not only affect the development of the university, but also easily cause cultural conflicts and affect the national image (Wang Yucui,2020).

The "14th Five-Year Plan for the Development of Education in Jiangxi Province" has clearly stated that during the "14th Five-Year Plan" period, Jiangxi Province will continue to implement the "Study in Jiangxi Province" program to optimize the hierarchical structure of international students, and strengthen the management of international students in accordance with laws and regulations (Jiangxi Provincial People's Government, 2022). As an important provincial capital city in central China, Jiangxi Province is limited by geographical location and economic development, so the education scale for international students is relatively small and starts late. However, in view of the increasingly prominent status of Jiangxi Province, it is necessary for universities to recruit international students and strengthen the management of international students.

At present, there are 45 universities at the undergraduate level and 61 universities at the junior college level in Jiangxi Province. Among the 106 universities, 42 are qualified to recruit international students. The 4 universities selected in this research are all located in Jiangxi Province, among which 2 are located in Nanchang city, and 2 are located in Jingdezhen city. The 4 universities are all at the undergraduate level, among which Jingdezhen Ceramic University, Jiangxi University of Finance and Economics, Jiangxi Agricultural University are eligible to recruit

international students with Chinese government scholarships. The reason why I choose these 4 universities is that they all have some problems in international students learning management, and they all need to improve their management level.

In order to implement the relevant national and policies on education for international students, Jiangxi Provincial People's Government set up the Jiangxi Provincial Government Scholarship for foreign Students on the basis of the *"Notice on Improving the Chinese Government Scholarship Funding System and Raising the Funding Standards"* jointly issued by the Ministry of Finance and the Ministry of Education in January 2015 to attract international students who are friendly to China, have excellent academic performance and have good moral character to study in Jiangxi, and encourage international students to study hard. Due to the limited number of universities that can apply for the Chinese Government scholarship and the Jiangxi Provincial Government Scholarship for International students, many universities have set up the University Scholarships to attract international students. However, due to the imperfect selection system, almost all international students can get the University Scholarships at least. Scholarships are meant to reward students with excellent academic performance, but the popularity of such scholarships has undoubtedly broken the original intention of setting up scholarships.

As mentioned above, strengthening the management of international students is an important guarantee for the education of international students, promoting the reform of international students' education and improving the quality of international students' education. In particular, the scale of international students in China continues to expand in recent years, and international student management problems encountered by universities are more and more prominent. Therefore, it is imperative to strengthen the learning management and daily management of international students in universities, improve the quality of education and training, and upgrade the management system of international students in China. As a person engaged in the management of international students in university, the researcher

undertakes the responsibility of management and supervision. Realizing the importance of this, the researcher summarized the methods to improve the international students learning management, so as to promote universities to properly and effectively manage the learning of international students.

Research Questions

1.What are components and indicators of international students learning management?

2. Which levels of the current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province are?

3. What kind of approaches for international students learning management of the universities in Jiangxi Province should be?

Research Objectives

1.To investigate components and indicators of international students learning management.

2.To explore current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province.

3.To develop approaches for international students learning management of the universities in Jiangxi Province.

Research Significances

1.The finding of this research will have some reference value for researchers working in the similar field of international student management. New

problems will arise, which need to properly deal with all aspects of the learning management of international students in universities.

2. It will also provide reference suggestions to policy makers and administrators of international student management in Jiangxi universities, which will help universities improve the quality of international student management and enhance the internationalization level of universities.

3. This research will also evaluate the existing international students learning management regulation in 4 universities in Jiangxi Province, combine the management experiences of 4 universities, and finally develop approaches for international students learning management of the universities in Jiangxi Province.

Research Scope

1.Scope of content

1.1 Components and indicators of international students learning management

From the study and synthesis of documents by various academic papers, the international students learning management consists of 6 components and 16 indicators, which are: 1) Curriculum with 2 indicators; 2) Teaching with 3 indicators; 3) Activities with 2 indicators; 4) Environment with 3 indicators; 5) Learning atmosphere with 3 indicators; 6) Evaluation with 3 indicators.

1.2 Processes of approach development

The researcher studied books and academic papers about approach development to develop approaches with the following processes: 1) Preparation; 2) Design; 3) Feedback and revision; 4) Dissemination and implementation; 5) Assessment and supervision.

2.Scope of population and sample

In order to meet the research objectives, the researcher divide the

research into 3 phases, as follows:

Phase 1: Investigate components and indicators of international students learning management. Invite 5 experts to assess components and indicators of international students learning management through expert questionnaire. 5 experts consisting of vice president of the university, dean of the international education college, dean of the academic affairs office and director of the teaching quality assessment and control office.

Phase 2: Explore current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province.

1)Population includes international students administrators, teachers, and international students in 4 universities in Jiangxi Province, including 19 international student administrators, 37 teachers, 314 international students, total: 370 people.

2)The sample group includes 10 international student administrators, 19 teachers, and 164 international students in 4 universities in Jiangxi Province.

Phase 3: Develop approaches for international students learning management of the universities in Jiangxi Province.

1) Interview 5 informants from 4 universities in Jiangxi Province, and summarize the views of the informants.

2) Draft approaches, and invite 5 experts to provide revision opinions, then develop formal approaches.

3) Evaluate the appropriateness, utility, feasibility of approaches by 5 experts.

Conceptual Framework

In this research, the researcher studied documents from various academics

related to international students learning management components. Components of international students learning management, methods of approach development, processes of the approach development are serve as conceptual framework for research as follows:

1.Components of international students learning management

From the study and synthesis of documents by academics including RM Lebcir & H Wells & A Bond (2008), Ryan, J. (2011), Chen Qiang & Wang Enlin & Chen Shucheng (2015), Jony, M. S. (2021), Dankers, P. & Stoltenkamp, J. & Nelson, M. C. (2022), Mao Junhan (2022), Lin Jian & Chen Qiang (2022). The international students learning management consists of 6 components: 1) Curriculum; 2) Teaching; 3) Activities; 4) Environment; 5) Learning atmosphere; 6) Evaluation.

2.The priority needs of international students learning management in 4 universities in Jiangxi Province

The researcher obtained the priority needs of international students learning management in 4 universities through questionnaire survey to develop approaches for international students learning management. The priority needs of international students learning management in 4 universities from high to low are: 1) Environment; 2) Teaching; 3) Activities; 4) Evaluation; 5) Learning atmosphere; 6) Curriculum.

3.Processes of the approach development for international students learning management

The researcher studied documents from Mitchell, R. K. & Agle, B. R. & Wood, D. J. (1997), Bryson, J. M. (2018), Bazzano, M. & Clark, D. (2011), He Shuang (2018), Wang June (2019), Li Xin & Zhang Ruibo (2018), Liu Na & Liu Yi (2019), conclude that there are 5 processes for approach development: 1) Preparation; 2) Design; 3) Feedback and revision; 4) Dissemination and implementation; 5) Assessment and supervision.

According to the above contents, the researcher designed a conceptual

framework as in Figure 1:
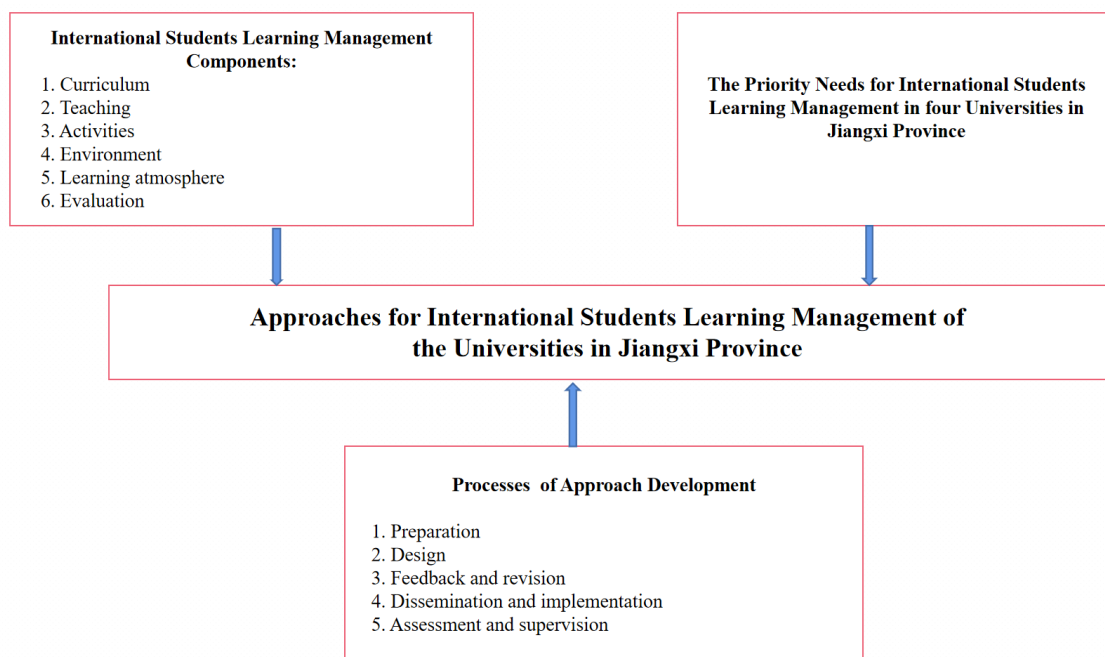
Figure 1   Research Conceptual Framework

Definition of Term

1.International student refers to foreign students who do not have Chinese nationality in accordance with the "Nationality Law of the People's Republic of China" and are receiving education in Chinese universities.

2. Learning management refers to a systematic approach to manage the learning process, so that the learning process is more planned and efficient. It is both a kind of organized thinking and a practice of guiding behavior. It is dedicated to identifying and eliminating learning barriers in organizations and promoting two-way learning for individuals and organizations, improve individual and organizational performance by organizing and implementing effective learning activities to adapt to changing environments and achieve better performance.

3. International students learning management refers to the comprehensive

learning and education management of international student groups by universities and teachers through various methods and measures. This not only involves the supervision of academic performance, but also a comprehensive process, including students' personal development, academic progress, cross-cultural adaptation, social integration and life support. Universities and teachers play a key role in this process, and they need to provide a full range of support and services to ensure that international students can learn, adapt and grow smoothly in the new learning environment. There are 6 components lead to implementation and determine its success as following:

3.1 Curriculum refers to a collection of organized learning activities and teaching content designed to achieve specific educational goals. The university need to set up and provide appropriate courses according to students' interests, abilities and developmental stages. Through flexible curriculum setting and student courses selection, students can choose the courses that best suit them according to their personal goals and needs, so as to better participate in the constructive learning process and achieve a personalized learning experience. In summary, curriculum consists of 2 indicators: curriculum setting and student courses selection.

3.2 Teaching refers to a kind of human peculiar talent training activity composed of teachers' teaching and students' learning. Through this kind of activity, teachers guide students to learn and master cultural and scientific knowledge and skills in a purposeful, planned and organized way, and improve their learning effect and quality level. In summary, teaching consists of 3 indicators: preparation before class, teaching process and teaching reflection.

3.3 Activities refers to various comprehensive activities that students participate in extensively on campus and in social practice. These activities include covering academic, culture, art, sports, public welfare and other fields. Through the diversified participation of students and the cultivation of comprehensive literacy, to promote all-round development of students and the realization of social value. In

summary, activities consists of 2 indicators: campus cultural activities, social practice activities

       3.4 Environment refers to all external factors that directly or indirectly affect individual and group learning. In school education, the learning environment mainly includes campus, classroom, library, laboratory, and teaching software platform, learning tools, various learning resources and other hardware and software material conditions. A good learning environment is conducive to improving the level of students' learning behavior. In summary, environment consists of 3 indicators: campus cultural environment, teaching hardware facilities environment, educational software resource environment.

       3.5 Learning atmosphere refers to the atmosphere created by the external environment which affects the acquisition of knowledge or skills. A good learning atmosphere is not only conducive to the efficient operation of teaching activities, but also to cultivate students' sentiments, encourage students to study hard, positive, and promote their all-round development and healthy growth. In summary, learning atmosphere consists of 3 indicators: construction of school spirit, construction of teaching style, construction of academic atmosphere.

       3.6 Evaluation refers to the systematic and comprehensive evaluation and analysis of students' learning process, learning outcomes and teaching effects. This includes the collection and analysis of various learning data and information, the assessment of student performance and achievement, the evaluation of the effectiveness of teaching methods and teaching resources, and the assessment of the achievement of educational objectives. In summary, evaluation consists of 3 indicators: curriculum evaluation, classroom teaching evaluation, students comprehensive performance evaluation.

       4. Processes of approach development refers to the systematic steps involved in creating, refining, and implementing an approach to tackle a particular problem, achieve a goal. There are 5 processes as following: 1) Preparation; 2) Design;

3) Feedback and revision; 4) Dissemination and implementation; 5) Assessment and supervision.

      4.1 Preparation refers to the act of making ready or getting ready for developing approaches. The preparatory work mainly includes: clarify the purpose and scope of the approaches, identify team members and stakeholders, collect information, sort out and analyze the information.

      4.2 Design refers to documenting approaches and rules that should be followed. In the process of designing approaches, the objectives of learning management for international students should be defined first, then the framework structure of approaches should be determined, and finally draft the approaches.

      4.3 Feedback and revision refers to collecting and analyzing the opinions and suggestions of stakeholders on the draft approaches, revising and improving the draft approaches based on the collected feedback and suggestions to ensure that they can better serve the learning management needs of international students.

      4.4 Dissemination and implementation refers to widely disseminated among the various audience groups after the approaches are developed, and establish the implementation plan and timetable to ensure the effective implementation of the approaches.

      4.5 Assessment and supervision refers to the measures taken to ensure the effective implementation and enforcement of the approaches. Universities should regularly assess the implementation and effects of approaches in order to determine what needs to be improved and adjusted. At the same time, the implementation processes of approach should be supervised to ensure their effective implementation and achieve the expected goals.

      5. Approaches for international students learning management refers to a set of methods to enhance the international students learning management of the universities in Jiangxi Province consisting of : 1) Preparation; 2) Design; 3) Feedback

and revision; 4) Dissemination and implementation; 5) Assessment and supervision.

6. Current status refers to the level of practice of international student learning management in 4 universities in Jiangxi Province

7. Desired state refers to the level of expectation of international student learning management in 4 universities in Jiangxi Province.

8. Priority needs refers to the most urgent aspects that universities need to be improved in international student learning management.
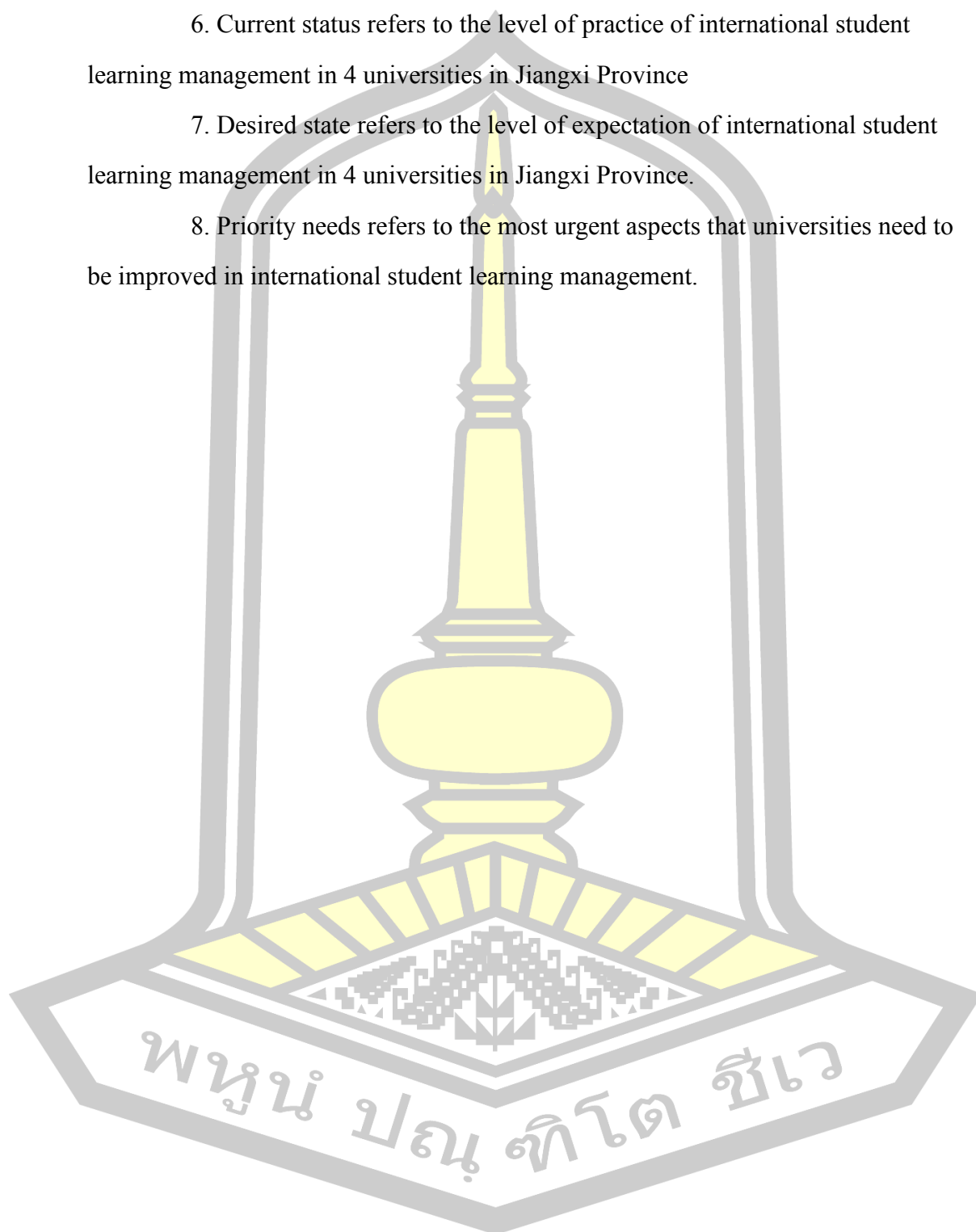
CHAPTER 2

LITERATURE REVIEW

In this research, the researcher conducts a comprehensive analysis, summary and commentary on the research state, new trends of international student learning management in universities through extensive reading, and puts forward their own opinions and research ideas, with the following topics specified:

1.Learning Management

    1.1 Definition of learning management

    1.2 Significance of learning management

    1.3 Learning management approach

    1.4 Characteristic of learning management

2. International Students Learning Management

    2.1 Definition of international students learning management

    2.2 Policy of international students learning management in China

    2.3 The development of international students learning management for in China

    2.4 Components and indicators of international students learning management

3. Approach and Approach Development

    3.1 Definition of approach

    3.2 Processes of approach development

4. Priority Needs Assessment

    4.1 Definition of priority needs assessment

    4.2 Processes of priority needs assessment

5. Context of International Students Learning Management in Jiangxi Province

6. Related Research

6.1 Domestic research

6.2 Foreign research

Learning Management

1.Definition of learning management

Chris Argyris (1978) proposed the "Double-loop Learning Theory", emphasizing that learning management is one of the key elements of organizational learning, which involves identifying and eliminating learning barriers in the organization, and promoting two-way learning process for individuals and organizations.

David A. Garvin (1988) defined learning management as the process of improving knowledge, skills and performance levels in the organization, including learning needs analysis, curriculum design, implementation, evaluation and feedback.

Peter M. Senge (1990) defined learning management as a series of practices and methods that promote, drive and maintain organizational learning.

David W. Cole (1995) defined learning management as a comprehensive approach aimed at improving individual and organizational performance by organizing and implementing effective learning activities to achieve this goal.

In summary, learning management refers to a systematic approach to manage the learning process, so that the learning process is more planned and efficient. It is both a kind of organized thinking and a practice of guiding behavior. It is dedicated to identifying and eliminating learning barriers in organizations and promoting two-way learning for individuals and organizations, improve individual and organizational performance by organizing and implementing effective learning activities to adapt to changing environments and achieve better performance.

2.Significance of learning management

Wang Qing (2017) mentioned that learning management can enhance the

organization and coordination of educational resources and materials, increase efficiency in the provision and access to learning materials, enhance flexibility to adapt to different learning needs and preferences, improve communication and collaboration between educators and learners, and ultimately improve student learning outcomes. Strengthening the learning management process enables schools to optimize teaching methods, increase student engagement, and effectively respond to changing challenges and needs in the education sector.

Li Xing (2019) mentioned that learning management promotes the improvement of the teaching process, enhances student learning outcomes, and adapts to the ever-changing educational environment through various means such as personalized learning, interactive learning, timely feedback, resource integration, flexibility, and accessibility. By fully utilizing learning management tools and technologies, teachers and students can better meet the challenges in the field of education, and achieve personalized, efficient, and inclusive education.

In summary, the significance of learning management lies in its ability to adapt to the evolving educational landscape, catering to diverse learner needs, and enhancing educational outcomes. By strengthening learning management and pedagogical strategies, schools can create dynamic and engaging learning environments that foster student-centered learning, collaboration, and critical thinking skills. Furthermore, effective learning management facilitates the efficient allocation of resources, promotes continuous improvement in teaching practices, and enables personalized learning experiences.

3.Learning management approach

3.1 Principle

Gilly Salmon (2000) mentioned that the principles of the learning management approach revolve around fostering effective learning experiences through structured and systematic management of educational resources, processes, and interactions. It is guided by principles aimed at enhancing learning effectiveness,

promoting learner engagement and success, and ensuring the continuous improvement of educational practices. Specifically include: 1) Alignment with learning objectives; 2) Learner-centered; 3) Flexibility; 4) Collaboration and communication; 5) Continuous improvement.

Michael Fullan (2001) mentioned that the principles of the learning management approach include: Establish a shared vision and goals, inspire participation and collaboration, continuous reflection and improvement, and create a supportive learning environment.

In summary, the principles of the learning management approach emphasize the importance of aligning learning activities with objectives, prioritizing the needs of learners, fostering collaboration and communication, promoting continuous improvement, and establishing a supportive learning environment. Together, these principles emphasize the holistic and learner-centered nature of the approach to learning management.

3.2 Process

Liu Lu (2015) mentioned that the process of learning management approach involves four steps: 1) Identifying learning objectives: determine the learning objectives and goals of the teaching, specifying the knowledge, skills, and abilities that students are expected to master. 2) Designing teaching activities: based on the learning objectives, design teaching activities and course content that meet the needs of students and curriculum requirements. 3) Implementing teaching: during the teaching process, teachers conduct instruction using various teaching methods and resources according to the designed teaching plan and activities, guiding students in their learning. 4) Assessing learning outcomes: after teaching, assess and provide feedback on students' learning outcomes. It can be done through exams, assignments, projects, etc., to determine whether students have achieved the intended learning objectives and to provide guidance for future instruction.

In summary, these steps interweave to form the complete process of the learning management approach, aiming to enhance teaching effectiveness and student learning outcomes.

3.3 Design

Michael Fullan (2001) mentioned that design learning management approach involves several key steps to ensure its effectiveness: 1) Identify learning objectives; 2) Assess learner's needs; 3) Select appropriate learning methods; 4) Create a structured learning environment; 5) Implement assessment and feedback mechanisms; 6) Monitor and evaluate effectiveness of learning management approach.

Peter Drucker (1973) mentioned that the step of designing learning management approach include: 1) Needs analysis; 2) Designing learning plans; 3) Implementing learning activities; 4) Monitoring and managing learning processes; 5) evaluating learning outcomes; 6) Continuous improvement; 7)Knowledge management and sharing.

In summary, through these steps, learning management approach that meets the needs of organization and students can be designed to facilitate knowledge transfer, skills development and performance improvement, contributing to the growth and success of organization.

3.4 Role of teachers and students

Richard Mayer (2001) mentioned that in developing learning management approaches, teachers and students cooperate with each other and work together to promote the implementation of teaching activities to achieve teaching objectives.

The roles of teachers include: Design and plan courses; Provide guidance and support for learners; Provide feedback and evaluation for learners; Stimulate students' interest in learning.

The roles of students include: Active learning; Independent learning; Cooperative learning; Reflective learning.

4.Characteristic of learning management

The characteristics of learning management lie in its comprehensiveness, facilitation and flexibility. It not only focuses on the transfer of knowledge, but also emphasizes the cultivation of learners' attitudes and skills, aiming to promote the comprehensive development and continuous progress of learners.

4.1 Knowledge

Benjamin Bloom (1956) mentioned that learning management is committed to the effective organization and dissemination of knowledge resources. This includes course design, textbook selection and so on, aiming at providing learners with a clear and systematic knowledge structure, and promoting knowledge transfer and sharing; Learning management is concerned with the optimization of learning content to ensure that content matches learning objectives and student needs. By constantly evaluating and updating learning content, ensure its accuracy, timeliness and adaptability; Learning management focuses on personalized learning experiences, providing customized learning paths and resources based on learners' knowledge levels, interests and learning styles. This is helpful to improve learning efficiency and motivation, and promote individual academic development; Learning management involves the management and analysis of knowledge, collecting and analyzing learning data through the learning management system, understanding students' learning progress and problems, providing decision support and improvement direction for teachers and schools; Learning management promotes interdisciplinary learning and lifelong learning. It provides an integrated platform of interdisciplinary knowledge and skills, encouraging learners to continue to learn and constantly improve themselves.

In summary, from a knowledge perspective, learning management emphasizes the organization, dissemination, optimization and personalization of

knowledge, while focusing on knowledge management and analysis to promote the development of interdisciplinary and lifelong learning.

4.2 Attitude

David Perkins (2009) mentioned that learning management advocates the cultivation of positive learning attitudes and encourages learners to have a positive attitude and interest in learning. This includes stimulating learners' curiosity, exploration spirit and thirst for knowledge, so that they are willing to actively participate in learning activities and enjoy the learning process; Learning management emphasizes the cultivation of learners' autonomous learning ability and enables them to have the ability of self-management, self-regulation and autonomous learning. This will help learners to establish self-confidence and improve the efficiency and results of independent learning. Learning management advocates cooperative learning and teamwork, encouraging learners to cooperate with others, share knowledge and resources, and solve problems and complete tasks together. This helps to develop learners' sense of teamwork, communication skills and social skills; Learning management emphasizes the awareness of continuous learning, encourages learners to constantly pursue the improvement of knowledge and skills, and constantly adapt to the changing environment and needs. This helps to cultivate learners' awareness of self-development and career development, so that they can continuously improve their personal competitiveness.

In summary, from the perspective of attitude, learning management emphasizes positive learning attitude, independent learning ability, cooperative spirit and continuous learning consciousness. By fostering these positive learning attitudes, learning management promotes learners' overall development and personal growth.

4.3 Skill

Marzano, Robert J., Pickering, Debra J., & Pollock, Jane E. (2001) mentioned that learning management emphasizes the training of teachers' teaching skills, including classroom management, teaching design, teaching methods and so on.

Through training teachers' professional skills, improve their teaching efficiency and quality; Learning management requires teachers to master the use of various learning management systems, teaching software and online teaching tools. This will help teachers make better use of technology to carry out teaching activities and improve teaching effect; Learning management involves providing support and guidance to learners, and teachers need to have effective learner support skills, including listening ability, emotional support ability, problem solving ability, etc. This helps to establish a good teacher-student relationship and promote students' learning and development; Learning management requires teachers to have the ability to evaluate students' learning outcomes and give timely feedback. Teachers need to master various assessment tools and methods to accurately evaluate students' learning performance, and give effective feedback and guidance; Learning management involves solving various problems in the teaching process. Teachers need to have good problem-solving ability and adaptability to cope with various teaching challenges and difficulties in time to ensure the smooth development of teaching activities.

In summary, from the perspective of skills, learning management emphasizes the cultivation of teachers' teaching skills, the ability to apply technology, the ability to provide support for learners, the ability to assess and feedback, and the ability to solve problems. The mastery of these skills is helpful for teachers to better carry out teaching work, improve teaching effect and teaching quality.

International Students Learning Management

1.Definition of international students learning management

Elspeth Jones (2010) emphasized that international student learning management is not only about the supervision of academic performance, but also a comprehensive process, involving international students' personal development, academic progress, cross-cultural adaptation, social integration and other aspects. This

requires all-round support and guidance from universities and teachers to ensure that international students are able to learn and grow smoothly in the new environment.

Simon Marginson (2015) pointed out that international student learning management can be defined as the learning and educational management for the international student groups, with the purpose of creating an environment conducive to the learning and development of international students and promoting their academic success and personal growth.

Zheng, L. & Weimer, D. L (2019) mentioned that international students learning management means the guides, supports and manages the international students through various methods and measures, helps international students arrange study plans and methods reasonably, and improves learning efficiency and learning outcomes. This is a measure taken by the university in order to better meet the learning needs and training objectives of international students, strengthen the management and service of international students, and promote their academic and life development.

In summary, international student learning management refers to the comprehensive learning and education management of international student groups by universities and teachers through various methods and measures. This not only involves the supervision of academic performance, but also a comprehensive process, including students' personal development, academic progress, cross-cultural adaptation, social integration and life support. Universities and teachers play a key role in this process, and they need to provide a full range of support and services to ensure that international students can learn, adapt and grow smoothly in the new learning environment.

2.Policy of international students learning management in China

In October 2018, the Chinese Ministry of Education formulated the *"Quality Standards of Higher Education for International students in China (Trial)"* for the first time. This document has made detailed instructions and requirements on

the education management of international students from four aspects: talent training objectives, enrollment and preparatory courses, education and teaching, management services and support. Among them, education and teaching, management services and support are clearly put forward:

2.1 The university should set up and adjust the majors to enroll international students in accordance with relevant regulations of the State. The majors to be enrolled shall belong to disciplines with the right to confer corresponding degrees (categories of professional degrees), and shall be open to the outside world according to state regulations. The length of study for international students in universities shall conform to the provisions of the basic system of higher education of the State.

2.2 The university should formulate their own talent training objectives for international students in China based on their school-running orientation, internationalization strategy, service orientation, advantages and characteristics, and in combination with the professional settings for recruiting international students.

2.3 The university should formulate clear and applicable professional training programs for international students in China based on the education and teaching standards and norms of corresponding levels and majors, and in combination with the training objectives and development characteristics of international students. The professional training program for international students should contain training objectives, curriculum system, teaching plan, practical teaching, etc., meet the requirements of the corresponding professional education and teaching standards and norms, also conform to the talent training objectives of international students, and adapt to the learning characteristics of international students in China.

2.4 The university should have an overall plan and specific measures for the construction of high-level teaching staffs to meet the requirements of guaranteeing the education quality of international students and promoting the internationalization of talent training.

2.5 The university should provide sufficient and qualified teaching facilities and resources for the teaching and training of international students, such as classrooms, laboratories, libraries, reading rooms, teaching and experimental equipment, computer networks and electronic resources, etc.

2.6 The university should provide students' guidance in line with the development characteristics of international students, organize and guide international students to participate in healthy and beneficial extracurricular educational activities, and promote the integration of international students into the campus environment and full exchanges and mutual understanding between Chinese students and international students.

2.7 The university should establish and improve the teaching management system for international students, conform to the national education and teaching standards and relevant regulations, and gradually realize the convergence of teaching management for Chinese students and international students.

2.8 The university should according to the characteristics of the education of international students, make targeted supplements to the various elements and links of the internal education quality assurance system to meet the needs of the education quality assurance of international students.

2.9 The university should establish and improve the education management system and working mechanism for international students, ensure the healthy development and continuous improvement of education for international students, and gradually realize the convergence of teaching management for Chinese students and international students.

2.10 The university should provide sufficient educational resources for the education of international students, provide safe, hygienic and convenient living conditions for international students, take proper account of the customs and cultural differences of international students in accordance with the principles of

reasonableness, fairness and prudence, and create conditions for the full exchange of Chinese and foreign students.

2.11 The university should have a sound archives and information management system for international students, in compliance with relevant national regulations.

2.12 The university should carry out safety education for international students and take comprehensive security measures to safeguard the safety and legitimate rights and interests of international students.

2.13 The university should establish and improve the immigration and entry-exit affairs management system and working mechanism for international students, earnestly fulfill the management responsibility stipulated by laws and regulations, and safeguard national security and social public interests.

In summary, the document aims to guide universities to conduct higher education activities for international students in a standardized manner, and improve the quality of higher education for international students and the level of management and service. Meanwhile, the document will help universities to formulate supporting documents at their own level on the basis of national documents, improve the quality assurance system for international students in China, and realize the healthy and sustainable development of education for international students in China.

3.The development of international students learning management for in China

Wang Yucui (2020) has made relevant research on the development process of international students learning management. She pointed out that looking back on the development of international student management over the past 70 years, it can be found that the way of international students learning management has undergone tremendous changes. Before the 1990s, China's economic development level was relatively low, the foundation of higher education was relatively weak, the number of international students in China was relatively small, and lack of experience in

receiving international education. Therefore, in terms of the management of international students, China adopts the mode of unified management by the Ministry of Education, from the annual work plan formulation, enrollment standards and materials review, the acceptance of universities, the change of learning majors, and the management of foreign affairs, etc., basically the responsibility of the Ministry of Education. The specific teaching and daily services for the international students are all undertaken by the universities. However, at this stage, the autonomy of university management is not very big. The teaching and daily management they are responsible for are basically directly designated by the Ministry of Education. If it involves the foreign affairs of students, the change of student's status and many other affairs, they need to report to the Ministry of Education for approval. The local government hardly deals with the work of overseas students. All the work of the university is communicated and coordinated with the Ministry of Education through the university designated by the Ministry of Education.

After the reform and opening up resumed the external exchange, and the number of international students began to grow rapidly. The original single centralized management model gradually could not support the large number of international students. Therefore, with the reform of the political system, the education management mode for international students has also changed. The model in which the Ministry of Education is under unified management and universities are responsible for teaching and daily management has changed to a three-level cooperative management model between the Ministry of Education, local governments and universities. In this management model, the Ministry of Education is in the position and role of overall management, coordinating and planning the education of international students, guiding the direction of work in universities, and supervising the quality of education management in universities.

In 1989, with the national self-funded international students enrollment power of the initiative to decentralize and universities strive for enrollment

simplification, universities in the international students management positioning has a great change, began to have the actual power of international students education management, especially the enrollment power. The state no longer sets the enrollment standard of self-funded students uniformly, and even part of the enrollment quota of the Chinese government scholarship is allocated to the major universities. International students can be recruited independently by qualified institutions of higher learning, which can be jointly examined and approved by the local education bureau and the public security foreign affairs bureau, and then submitted to the Ministry of Education.

After nearly 10 years of development, the power of universities to manage the education of international students has been further increased. The enrollment, teaching, academic status and degree, graduation, daily management and grade examination can all be handled by universities at the same time, and universities have become the main "responsible person" for the education management of international students. With the expansion of the scope of independent enrollment institutions and the deepening of the autonomy of enrollment, local governments begin to play a substantial role in the management of international student education. Universities no longer directly talk to the Ministry of Education, and local governments are mainly responsible for assisting the Ministry of Education in supervising international students learning management, acting as a bridge between the Ministry of Education and the university. The practice has proved that this model is a good model that adapts to the actual situation of international students, which involves the international students of each power subject division of labor is clear, reasonable distribution, the national government for international students education management should grasp, the release of the release, not only reduces the burden of the national government education management, so that it can retain enough energy planning and grasp the overall work development of international students education management. At the

same time, it greatly mobilized the enthusiasm and initiative of the local government and the major universities for international education.

4.Components and indicators of international students learning management

RM Lebcir & H Wells & A Bond (2008): When studying the factors affecting academic performance of international students through an empirical test of a sample of international students from post-92 universities in the UK, it found that international students come from different countries, with diverse early education, social backgrounds, and cultural experiences. There are many factors play an important role in influencing their academic performance. Reasonable curriculum arrangement can help students better manage their studies and balance the learning pressure of different subjects; The clarity of the content of the teaching and the appropriate teaching speed help students to better understand the content; Whether students can easily access academic materials and the quality of teaching materials and the compatibility with the course content will affect their learning experience and academic achievement. Whether international students can quickly integrate into campus life and adapt to the campus environment will affect their enthusiasm for learning. Strong language proficiency helps students actively involve in classroom discussions, read academic literature, and present their ideas and perspectives; A positive learning atmosphere can stimulate students' interest and motivation to explore subjects matter more deeply. In conclusion, there are 4 components in this research as follows: Curriculum, Teaching, Environment, Learning atmosphere.

Ryan, J. (2011): When studying how to enhance the teaching and learning experience of international students through cross-cultural methods, promote intercultural communication and comprehension, and improve the level of academic support for international students learning management. Due to a series of pedagogical issues that impact the learning experiences of international students, these problems are concerning for both staff and students, posing threats to the interests of both nations and universities. The report shows that administrators,

teachers and international students have collectively undergone a challenging process in the face of numerous challenges. Despite making some progress, there is still much work to be done by university in terms of curriculum design, teaching methods, and evaluation systems. In order to create a favorable learning and living environment for international students, the university can provide cultural adaptation support and social opportunities for them. In terms of curriculum setting, the university should take into consideration the unique characteristics and needs of international students from different countries, rationally allocate learning resources, and design curriculum with a focus on diversity and inclusion. By incorporating cross-cultural case studies, collaborative projects, and diverse academic resources, the university can offer international students a more enriched and meaningful learning experience. The university should actively invest in introducing various high-quality educational software resources, and teachers should guide international students to use online learning resources to study, and provide them with academic support and guidance. Teachers play a crucial role in teaching process, and they should undergo cross-cultural training to better understand the needs of students from diverse backgrounds. By adopting varied teaching strategies, encouraging active interaction and promoting knowledge sharing, teachers can create a supportive environment for international students. Furthermore, teachers can also innovate in curriculum evaluation, adopting more integrated and flexible evaluation methods to accurately reflect the academic achievements and growth of international students. In conclusion, there are 4 components in this research as follows: Curriculum, Teaching, Environment, Evaluation.

Chen Qiang & Wang Enlin & Chen Shucheng (2015): This book gives a comprehensive introduction to all aspects of the education management of studying in China, including: enrollment, admission, teaching management, curriculum education, immigration and emigration management, accommodation management, extracurricular activities and social practices, internships, and employment, among

others. In today's globalized educational landscape, international students teaching management and curriculum management play a pivotal role in shaping a high-quality educational experience. The university should provide a full range of support, including customized curriculum design, cross-cultural guidance and language assistance, to help international students better integrate into the learning environment. The university should provide courses that cover multiple fields according to the needs and interests of international students, thereby cultivating interdisciplinary thinking and a global perspective. Teachers should select appropriate teaching tools according to the teaching content and teaching objectives, adopt diversified teaching methods. The university can organize cross-cultural exchanges, international cultural showcases and social volunteer activities to help international students broaden their horizons and enrich their students life. The university should also establish close ties with local businesses and organizations to provide international students with internship and job opportunities, helping them to combine classroom learning with practical applications and lay a solid foundation for future career development. In conclusion, there are 7 components in this research as follows: Curriculum, Teaching, Activities, Environment, Learning atmosphere, Internship, Employment.

Jony, M. S. (2021): When studying the factors affecting the academic performance of first-year international students in Bangladesh, it was found that there are a number of key factors that play a role together. The university should take appropriate measures to manage international students. For example, properly selecting courses that align with personal interests contributes to igniting learning motivation; Attending lectures regularly helps improve academic performance; Teachers' high-quality teaching can inspire students' interest in learning, and promote them to better understand and master the course content; Effective written communication skills and learning methods can help students better express their ideas, organize their learning content, and prepare for exams efficiently; Support from family and encouragement and support from peers and teachers can enhance students'

learning confidence; Superior accommodation conditions and high-quality learning resources provided by the university can also provide students with a better learning environment; Adapting to university management methods, along with regular utilization of resources like libraries, contributes to improving academic performance. In conclusion, there are 6 components in this research as follows:: Curriculum, Teaching, Activities, Environment, Learning atmosphere, Evaluation.

Dankers, P. & Stoltenkamp, J. & Nelson, M. C. (2022): In the process of learning management for international students, it is necessary to investigate the needs and characteristics of international students, clarify the principles and objectives of the curriculum setting for international students, and formulate corresponding curriculum setting and course selection programs. Teachers should utilize a variety of technological tools to deliver course materials and assist students in their learning. The university should combine the characteristics of the university and the needs of international students to provide international students with a variety of campus cultural activities and social practice activities. To enhance international students' self-confidence and self-regulation abilities, and to achieve success within the curriculum, it is necessary to add interactive between teachers and international students in suitable learning environment, and create a positive learning atmosphere. Furthermore, in order to ensure the learning effect, it is essential to establish a comprehensive course evaluation and academic performance evaluation system. The success of e-learning resources and blended learning depends on the confidence and capabilities of both students and teachers engaging in blended learning activities. Therefore, utilizing a learning management system to reinforce blended learning methodologies will have a positive impact on student success. This type of system can provide teachers with powerful tools to help them design and manage blended learning courses to create richer learning experiences. The learning management system can also provide students with a platform for communication, collaboration and resource acquisition, which helps to stimulate students' learning motivation and

involvement. In conclusion, there are 6 components in this research as follow: Curriculum, Teaching, Activities, Environment, Learning atmosphere, Evaluation.

Mao Junhan (2022): In the survey of the satisfaction of international students on campus, management and teaching, it is found that the relatively lower levels of satisfaction include: Teaching materials and practical teaching contents; Internship and employment arrangement; English signage on campus; Student activities organized by the university; Learning environment and atmosphere; Elective course arrangement. In order to improve the satisfaction of international students, the university should adopt multiple measures to improve the quality of online teaching. Firstly, enhance the quality of teaching, ensure that teaching content is full, interactive, and provide an efficient online learning environment. Secondly, improve the construction of information platform and improve the application level of information technology for teachers and students. Thirdly, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students. Fourth, provide personalized course selection guidance services for international students, and constantly improve the course selection system and management regulations. Fifth, strengthen the education and management of students, guide international students to establish a correct learning attitude and improve their independent learning ability. Sixth, offer cultural adaptation courses and lectures for international students, organize cultural exchange activities, and provide language support for international students. In addition, the university can build more effective teaching evaluation mechanisms to strengthen the monitoring and feedback of the teaching process, and continuously optimize the teaching experience. Finally, bolster collaborations with businesses to offer students additional internship and employment opportunities, better meeting their career development needs. In conclusion, there are 8 components in this research as follows: Curriculum, Teaching, Activities, Environment, Learning atmosphere, Evaluation, Internship, Employment.

Lin Jian & Chen Qiang (2022): When studying the quality standard for higher education management for international students in China, they pointed out that the realization of the objectives for cultivating international students studying in China depends not only on the teaching process but also on the management and service aspects. In order to compete for high-quality students in the international arena, the demands for educational quality need to extend upstream to the enrollment and admission phase. Education and teaching constitute the core component of talent cultivation and the direct link to enhancing quality. The requirements for supporting education and teaching for international students in China and ensuring quality mainly include: enhancing the internationalization level of curriculum design, practical teaching, and course resource development; Considering the needs of international students when construction of teaching staff , strengthen the training and management of teachers and improve their teaching level and ethics; Providing guidance, counseling, and support tailored to the characteristics of international students; Conducting activities to experience China's national conditions and culture, facilitating the integration of international students into Chinese society; Integrating education for international students into the overall educational quality assurance system of the institution to improve the level of teaching evaluation. In conclusion, there are 6 components in this research as follows: Enrollment, Curriculum, Teaching, Activities, Learning atmosphere, Evaluation.

By studying the concepts and theories of the components of international students learning management, the researchers analyzed and synthesized the components of international students learning management and concluded that international students learning management has 9 components, as shown in Table 1：

Table 1   Analyze and Synthesize the Components of International Students Learning Management

Components	Academics							Total
	RM Lebcir & H Wells & A Bond (2008)	Ryan, J. (2011)	Chen Qiang & Wang Enlin & Chen Shucheng (2015)	Jony, M. S. (2021)	Dankers, P. & Stoltenkamp, J. & Nelson, M. C. (2022)	Mao Junhan (2022)	Lin Jian & Chen Qiang (2022)	
Curriculum	√	√	√	√	√	√	√	7
Teaching	√	√	√	√	√	√	√	7
Activities			√	√	√	√	√	5
Environment	√	√	√	√	√	√		6
Learning atmosphere	√			√	√	√	√	5
Evaluation		√		√	√	√	√	5
Enrollment							√	1
Internship			√			√		2
Employment			√			√		2

In summary, the components of international students learning management consisting of: Curriculum, Teaching, Activities, Environment, Learning atmosphere and Evaluation were mentioned by half or more of the experts, so I selected 6 out of 9 components to study in depth.

4.1 Curriculum

Ralph W. Tyler (1949) believed that curriculum is a collection of organized learning experiences with the goal of promoting student learning and development. He emphasized that the curriculum should be organized and goal-oriented, and set in a planned manner to achieve the expected learning results. Students choose the courses suitable for themselves, which is conducive to shaping the personalized learning path.

Jerome Bruner (1960) stated that curriculum is a combination of teaching materials and learning tasks designed to promote students' constructive learning and understanding of knowledge and skills. He emphasized that the curriculum should be constructive, compatible with students' cognitive development stages, and should promote students' understanding and application of knowledge. Students choose courses according to their interests and needs, which is conducive to improving their learning results.

Shi Liangfang (2020) mentioned that curriculum is a series of teaching activities designed to achieve specific learning goals. Students can choose the suitable course according to their individual needs, which can realize the personalized learning path.

In summary, curriculum refers to a collection of organized learning activities and teaching content designed to achieve specific educational goals. The university need to set up and provide appropriate courses according to students' interests, abilities and developmental stages. Through flexible curriculum setting and student courses selection, students can choose the courses that best suit them according to their personal goals and needs, so as to better participate in the constructive learning process and achieve a personalized learning experience.

Table 2   Analyze and Synthesize the indicators in "Curriculum"

Indicators	Academics			Total
	Ralph W. Tyler (1949)	Jerome Bruner (1960)	Shi Liangfang (2020)	
Curriculum setting	√	√		2
Student course selection	√	√	√	3

In summary, indicators of "Curriculum" consisting of: 1) Curriculum setting; 2) Student course selection.

4.1.1 Curriculum setting

John Kerr (1986) pointed out that curriculum setting refers to the process of curriculum design, implementation and evaluation.

Chen Zongji (1999) emphasized that curriculum setting refers to all arrangements and organizational activities to achieve specific curriculum goals.

Lu Danni (2016) said that curriculum setting refers to the selection of teaching content, arrangement of teaching schedule and formulation of curriculum system according to the characteristics and needs of students under the guidance of the syllabus and specific teaching objectives.

In summary, curriculum setting refers to all arrangements and organizational activities carried out in accordance with the curriculum design, implementation and evaluation process, as well as in order to achieve specific curriculum objectives. This process is guided by the syllabus and specific teaching objectives, while taking into account the characteristics and needs of students, so as to optimally select teaching content, arrange teaching schedule, and formulate curriculum system.

4.1.2 Student course selection

John Townsend (1996) said that student course selection refers to the behavior of students choosing and arranging among the various courses provided by the school based on their personal academic interests and future career plans. This process is not only a reflection of students' active participation in learning, but also an important part of students' self-management and planning, which helps to cultivate students' academic consciousness and independent learning ability.

Dong Kexin (2017) mentioned that student course selection is an important part of the student learning process. By choosing suitable courses, students can better meet their academic needs and interests, and improve their learning effectiveness.

Karen E. Rambo Hernandez (2018) mentioned that student course selection refers to the process in which students choose suitable courses from the list of courses according to factors such as personal interests, learning goals, academic plans and course requirements.

Wang Haitao & Liu Chunmei (2017) pointed out that the course selection of international students has a significant impact on their learning management. First, choosing courses that suit their background and interests can help international students better integrate into the local learning environment and improve their academic performance and grades. Secondly, course selection can assist international students in planning their study progress and time management more effectively. Thirdly, by choosing courses, international students can gain knowledge and skills in different fields, enhance their comprehensive quality. Fourthly, course selection can also promote communication and interaction between international students, teachers, and schoolmates, expand the interpersonal circle, and lay a foundation for future employment or academic development.

In summary, student course selection is a process of selection and decision-making among the courses offered by the school according to their personal

academic interests, professional direction and course requirements. Through course selection, students are able to customize their own learning path to meet their academic and career development needs, as well as enrich their personal knowledge and skills.

4.2 Teaching

Jerome Bruner (1960) pointed out that teaching is a purposeful and organized educational activity that achieves educational goals such as knowledge transfer, skill cultivation and character shaping through teacher guidance and student learning. Teachers should constantly reflect on and improve their teaching methods and adapt strategies to student needs, and continuously strive for improvement in both teaching effectiveness and learning outcomes.

Wu Yuzhang (2003) mentioned that teaching refers to the process in which teachers use various teaching methods and resources to guide students to learn knowledge, cultivate skills, shape attitudes and improve quality. It involves thorough preparation before class, engaging instructional delivery during the teaching process, and thoughtful reflection.

Paulo Freire (2014) pointed out that teaching is an interactive process in which teachers and students exchange information and build knowledge in the classroom, jointly explore problems, solve puzzles, and achieve learning goals. This encompasses thorough preparation before class and active participation during the teaching process, fostering problem-solving and goal attainment. Additionally, it involves reflective practices to enhance teaching effectiveness and optimize learning outcomes.

In summary, teaching refers to a kind of human peculiar talent training activity composed of teachers' teaching and students' learning. Through this kind of activity, teachers guide students to learn and master cultural and scientific knowledge and skills in a purposeful, planned and organized way, and improve their learning

effect and quality level. Teaching includes preparation before class, teaching process and teaching reflection.

Table 3   Analyze and Synthesize the indicators in "Teaching"

Indicators in "Teaching"	Academics			Total
	Jerome Bruner (1960)	Wu Yuzhang (2003)	Paulo Freire (2014)	
Preparation before class		√	√	2
Teaching process	√	√	√	3
Teaching reflection	√	√	√	3

In summary, indicators of "Teaching" consisting of: 1) Preparation; 2) Teaching process; 3) Teaching reflection.

4.2.1 Preparation before class

Wang Yiling (2001) pointed out that there are significant differences between domestic textbooks and foreign textbooks in the overall idea and framework. Most of the domestic textbooks start from the definition and have a relatively fixed system structure, which is consistent with the thinking mode of Easterners, with strong logic and organization but lacks innovation. Foreign textbooks start with practical problems, focus on examples, have strong coherence, and are rich in practical issues.

Jiao Junjie & Wang Chuanting (2019) mentioned that for international students, their basic knowledge accumulation is generally not as solid as that of Chinese students. When selecting textbooks, teachers should choose accompanying exercises as much as possible to facilitate students' review and

consolidation. If there are no suitable textbooks for certain professional courses, teachers can combine the students' cultural background, physical and mental development rules, and practical needs, and from the perspective of learners, combine multiple textbooks or rewrite them. They can also compile lecture notes and key points for students in each class and recommend some suitable English reference materials.

Wu Juanhong & Xie Fangfang (2018) pointed out that teachers should customize the teaching content according to the cultural differences of international students before teaching international students. They should understand international students' existing knowledge and their interests in advance, and combine the latest Chinese national conditions to design classroom learning content that is suitable for their needs, with emphasis on knowledge, interest, and a sense of the times. They should also systematize and standardize the course content, forming a reasonable and complete teaching outline and teaching plan with a clear system.

Wang Linlin (2015) mentioned that teachers can incorporate folk traditions, geographical features, and historical events in literary materials into cultural classes for international students to expose them to a wider range of cultural knowledge and broaden their horizons. At the same time, teachers should focus on cultivating students' thinking and experiential abilities, increase the use of knowledge and imagination, and conduct cultural practice teaching combined with practical situations to expose them to more cultural details in real life. This will deepen the students' understanding of cultural knowledge and increase their awareness of cultural knowledge in academic courses.

Yu Ling & Niu Fanglin (2014) pointed out that it is important to focus on characteristics such as concise and clear language, strong cultural adaptability, high-quality graphics and images, and strong interactivity when making courseware for international students. This will help international students better understand and master the course content, and improve learning efficiency and

performance. In addition, making courseware can make teaching more flexible and personalized. Teachers can develop different forms of courseware according to the varying needs and levels of international students in order to meet their learning requirements. At the same time, making courseware also allows teachers to better control class progress and attention, avoid wasting time and resources.

In summary, in preparation before class phrase, teacher should prepare teaching materials, focus on the key and difficult points of teaching, and also understand the learning situation of students and adjust the teaching in the classroom accordingly. When making courseware for international students, it is important to focus on characteristics such as concise and clear language, strong cultural adaptability, high-quality graphics and images, and strong interactivity.

4.2.2 Teaching process

Yu Ling & Niu Fanglin (2014) pointed out that international students differ from Chinese students in language, culture, and thinking patterns, and there are significant differences between Chinese and foreign classroom teaching methods. Currently, Chinese universities generally adopt the classroom-centered teaching method, with teachers imparting knowledge through lectures and students taking notes mechanically. With a similar educational background, thinking mode, and learning ability, Chinese students can adapt to this form of education and achieve their learning goals through self-regulation. However, international students have diverse educational backgrounds, more open thinking patterns, a pursuit of freedom, a desire for expression, a profound individualistic ideology, and relatively rigid and inflexible teaching methods can be restrictive and repressive for them. In addition, due to limitations in language proficiency and the complexity of the learning content, most international students have lower learning quality, and truancy and absenteeism are common. Foreign countries tend to prefer a more liberal classroom approach, with classroom teaching focusing heavily on interaction between teachers and students and on mobilizing students' learning enthusiasm and initiative. Many courses emphasize

exploring students' own potential, with teachers serving as designers and guides. Encouraging students' interest and initiative in learning is given great importance. The teaching methods are mainly focused on classroom discussions, group learning, individual presentations, experiments, lectures, field investigations, case analyses, debates, etc. Although in recent years Chinese classrooms have gradually shifted towards a student-centered approach, Chinese university classrooms still largely rely on teachers imparting knowledge, with students' participation and involvement remaining relatively low. Therefore, most international students find it difficult to understand and adapt to the teaching model in Chinese classrooms.

Ding Li & Zhao Hongmei (2017) pointed out that teachers should choose appropriate teaching tools according to teaching content and teaching objectives, in order to better demonstrate and impart knowledge, stimulate students' interest, and improve their learning effect. At the same time, teachers should be familiar with the usage of the chosen teaching tools to ensure the smooth progress of the teaching process.

In summary, the teaching process refers to the interactive process between teachers and students that aims to achieve teaching objectives through teaching activities. It should be an organized, methodical and interactive process. Teachers should fully utilize their teaching abilities and help students better grasp knowledge points through flexible teaching methods. The teaching process can include the selection of teaching methods and teaching tools.

4.2.3 Teaching reflection

Michael Posner (1989) proposed a formula for teacher growth: Growth= Experience + Reflection. He believed that only through reflection can a teacher's experience reach a certain height, their teaching level can be improved, and it can have an impact on future teaching behaviors.

Lin Chongde (2007) also proposed the growth formula for excellent teachers: Excellent Teacher=Teaching Process + Reflection. He believes that

teaching reflection is a necessary condition for teacher growth. Only through continuous self-observation, self-reflection, self-rating and self-monitoring, can teachers accumulate teaching experience and sublimate it into practical wisdom, as well as transform and reconstruct teaching concepts.

In summary, teaching reflection is a beneficial thinking and re-learning activity, it is also a process of reviewing teaching, analyzing successes and failures, identifying causes, seeking solutions, and benefiting future teaching. Teaching reflection is helpful for teachers to familiarize themselves with teaching materials, students, change teaching concepts, improve teaching methods, enhance their ability to manage the classroom, and realize efficient teaching.

4.3 Activities

Xia Lizhi (2009) mentioned that activities refers to the university offers a variety of opportunities for students to promote cross-cultural understanding and social engagement. These include campus cultural activities, such as international cultural displays, diversity celebrations and language exchange events, as well as social practices, such as volunteering, community engagement and cultural exchange programs.

Wang Tianyi & Zhang Hongping (2014) believes that activities are organized by the university to promote mutual exchange and understanding among students, including campus cultural activities and social practice activities.

Tan Zheng (2020) pointed out that activities refers to the various cultural activities and social practice activities that students participate in on and off campus. Through the active participation and performance of students, the campus cultural life and manipulatively ability are enriched and the all-round development of students is promoted.

In summary, Activities refers to various comprehensive activities that students participate in extensively on campus and in social practice. These activities include both campus cultural activities and social practice activities, covering

academic, culture, art, sports, public welfare and other fields. Through the diversified participation of students and the cultivation of comprehensive literacy, to promote all-round development of students and the realization of social value.

Table 4   Analyze and Synthesize the indicators in "Activities"

Indicators in "Activities"	Academics			Total
	Xia Lizhi (2009)	Wang Tianyi & Zzhang Hongping (2014)	Tan Zheng (2020)	
Campus cultural activities	√	√	√	3
Social practice activities	√	√	√	3

In summary, indicators of "Activities" consisting of: 1) Campus cultural activities; 2) Social practice activities.

4.3.1 Campus cultural activities

Wang Duan & Zhang Qiqi (2023) mentioned that as subjects of education, international students spend most of their time on university campus. Outside the classroom, campus cultural activities are their main window to access Chinese culture and gain insight into China. In universities, there are various kinds of campus activities. The advantages of international students participating in various kinds of campus cultural activities are as follows: 1) Campus cultural activities can help international students adapt and survive better in a foreign country, so that international students can establish connections and communication with other students and teachers, and expand their social circle and network. 2) As an extension of the classroom teaching, campus cultural activities provide a broad stage for

international students to showcase their talents and develop their abilities. Participation in activities can allow international students to fully display their charm and build their self-confidence. 3) Campus cultural activities are an important way for international students to adapt to life in a foreign country, improve their language skills, enrich their cultural experiences, and enhance their cross-cultural communication abilities. Participation in activities can help to strengthen international students' learning motivation, relieve learning pressure, reduce learning anxiety, and improve their Chinese proficiency. 4) Participating in campus cultural activities can help international students develop their leadership, organizational, coordination, and problem-solving skills, and improve their comprehensive quality and practical experience.

Zhang Wenting (2017) stated that universities hope that international students can quickly integrate into Chinese culture and life. In order to support and encourage international students to participate in various activities organized by the university, the universities should continuously update the activity content, increase the thematic activities that give international students a sense of belonging, and establish exclusive clubs for international students. In terms of activity arrangement, the universities should optimize the organization of campus cultural activities, ensure the smooth communication of campus activity notifications, and create favorable conditions for international students to participate in campus cultural activities, so that they can better integrate into campus life and lay a good foundation for their studies.

In summary, Campus cultural activities can be understood as group activities with a certain purpose and motivation, initiated by students around a certain cultural theme, and with a certain influence and role. It can cover academic, entertainment, cultural, artistic, and sports activities in the campus.

4.3.2 Social practice activities

Zou Xiaoyu (2011) pointed out that social practice activities for international students refer to their participation in social practice activities based on their own professional expertise and local practical needs. participating in social practice activities, international students can better integrate into the local community, understand local culture, history, customs, and social issues, while also improving their language skills and cross-cultural communication abilities.

Liu Haitao (2012) believes that social practice activities for international students mainly include volunteer service, cultural exchange, field visits, internship and training, science and technology innovation. In various social practice activities, teachers can focus on cultivating international students' emotions, attitudes, and values. By combining social practice activities with professional education of international students, the important role of social practice activities in cultivating international students' thinking and abilities can be played, enriching their learning experience.

In summary, social practice activities for international students can help them better integrate into local society, broaden their insights, improve their practical skills and enrich social experiences, while also laying a foundation for their future career development. International students should actively participate in local social practice activities and choose practical projects that suitable for their own interests and specialties.

4.4 Environment

John Hattie (2009) mentioned that environment refers to all external factors that directly or indirectly influence individual and group learning. It extends beyond mere physical surroundings to encompass the broader cultural, infrastructural, and resource-related elements that shape the educational experience and influence learning outcomes.

Allyson Hadwin (2010) defines environment in his research as the physical environment and social situation inside and outside the school, including

architecture, landscape, culture, teaching hardware facilities, software resource and so on. He emphasized the role of the environment in shaping students' emotions, cognition and behavior.

Cheng Huiling (2017) mentioned that environment is a comprehensive concept in the field of education, which refers to the various situations and conditions in which learning and educational activities occur. These situations and conditions include campus cultural environment, hardware facility environment and software resource environment, which together constitute the background and support of students' learning and teachers' teaching.

In summary, environment refers to all external factors that directly or indirectly affect individual and group learning. In school education, the learning environment mainly includes campus, classroom, library, laboratory, and teaching software platform, learning tools, various learning resources and other hardware and software material conditions. A good learning environment is conducive to improving the level of students' learning behavior.
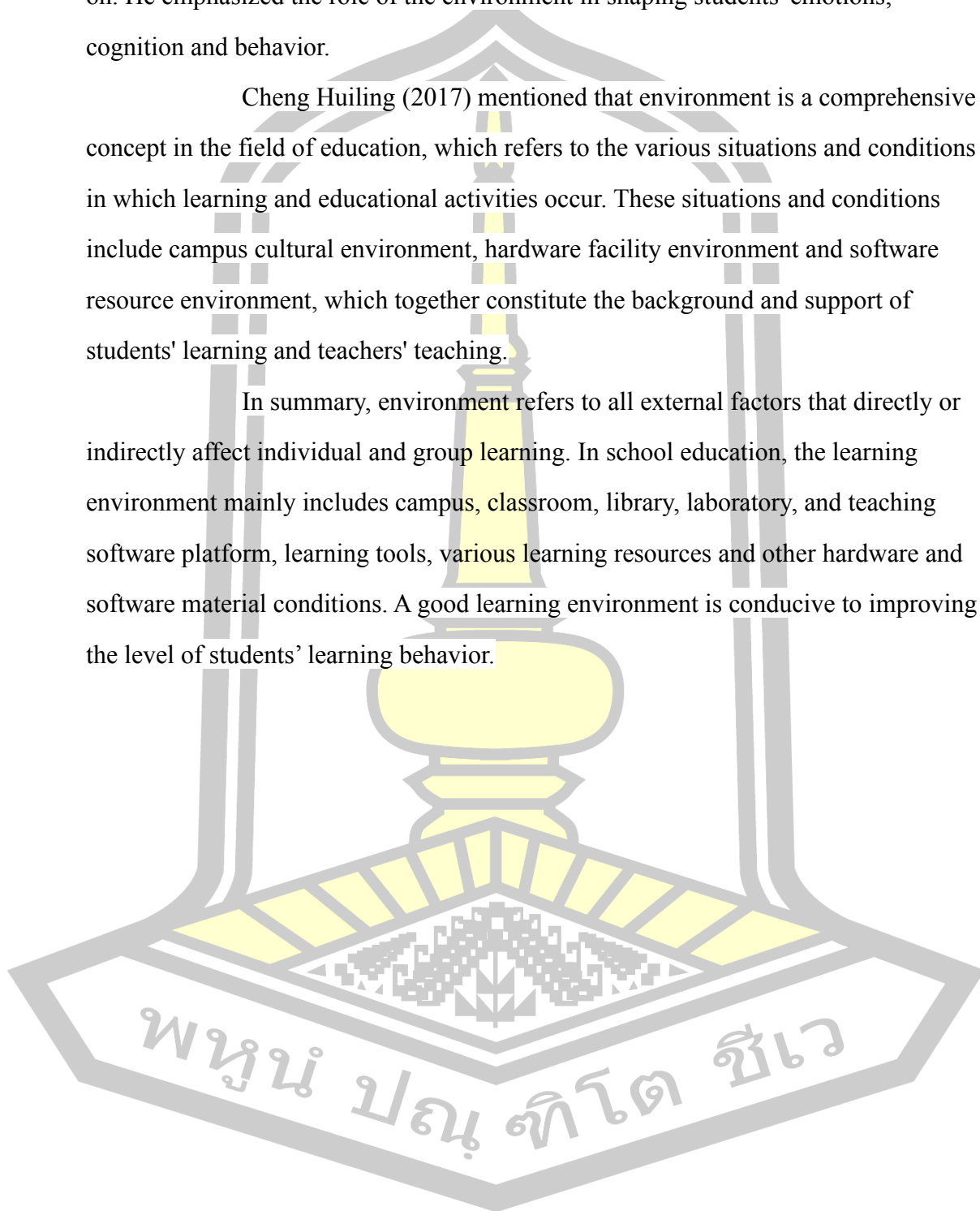
Table 5 Analyze and Synthesize the indicators in "Environment"

Indicators in "Environment"	Academics			Total
	John Hattie (2009)	Allyson Hadwin (2010)	Cheng Huiling (2017)	
Campus cultural environment	√	√	√	3
Teaching hardware facilities environment	√	√	√	3
Educational software resource environment	√	√	√	3

In summary, indicators of "Environment" consisting of: 1) Campus cultural environment; 2) Teaching hardware facilities environment; 3) Educational software resource environment.

4.4.1 Campus cultural environment

Zou Yuyan (2021) pointed out that the campus cultural environment reflects the school's educational philosophy and characteristics. It is the organic unity of the carrier culture based on the school's material conditions and the human-centered spiritual culture. It is an effective carrier to further improve the school's management level and create a good learning environment for students' healthy growth. The longer the students receive the education, the higher the demand for the school cultural environment, the stronger the dependence. The campus has transformed from a single-function body that imparts knowledge to a multifunctional body that integrates knowledge imparting, ability cultivation, entertainment and life. Students come to school not only to pursue knowledge but also to seek entertainment, life and art.

Xu Li (2020) believes that the campus cultural environment has a profound impact on the learning of international students. It is manifested in the following aspects: 1) The campus cultural environment can affect the learning atmosphere of international students. A positive, energetic, and academically-oriented campus culture environment can encourage international students to participate more actively in their studies and improve their learning efficiency and performance. 2) The campus cultural environment will also affect the teacher-student relationship between international students and teachers. A good campus cultural environment can enable international students to better communicate with teachers and establish a closer relationship between teachers and students. 3) The campus cultural environment can affect the learning styles and habits of international students. In a cultural environment that emphasizes practice, encourages innovation and respects individuality, international students will be open and free to study, explore and try new ways and methods of learning. 4) The campus cultural environment can also affect the cross-cultural communication of international students on campus. In a diverse, inclusive and open cultural environment, international students can better communicate with local students and other international students, learn about each other's culture and background, and broaden their vision and thinking.

In summary, the campus culture environment can have a profound impact on the values and ethics of international students. In turn, positive values and ethics can promote the optimization of the campus spiritual environment, enabling international students to form a positive learning mindset and behavior.

4.4.2 Teaching hardware facilities environment

Wang Yuhang & Li Wei (2018) point out that a good teaching hardware facilities environment has an important impact on the learning of international students, specifically as follows: 1) In the current era of rapid development of science and technology, high-quality teaching facilities can provide more convenience for teaching and improve the learning effect of international

students. For example, modern computer centers and other facilities can make it more convenient for international students to access online learning resources and technical support, improve their learning efficiency and practical ability. 2) The comfort of teaching hardware facilities directly affects the learning experience and efficiency of international students. For example, spacious, bright and well-ventilated classrooms and laboratories can improve students' learning comfort and make them more willing to devote themselves to learning. 3) A good teaching environment can stimulate the learning motivation and enthusiasm of international students. For example, modern computer centers and laboratory facilities can make international students more interested and motivated to study, and promote their active learning and exploration. 4) A good teaching environment can create a favorable academic atmosphere for international students and promote the study and communication among international students. For example, spacious and bright classrooms, laboratories can make it easier for international students to study and communicate, and promote teamwork and academic exchanges.

4.4.3 Educational software resource environment

Wang Yucui (2020) pointed out that educational software resource environment refers to various online learning tools and resources provided to students by the school, such as online courses, education and teaching software, electronic books, etc. With the continuous promotion of educational informatization, the application of educational software in teaching and learning has become increasingly widespread. Various learning software and electronic learning resources have become a new way for students to learn. In the new era of internet, university teachers can take the initiative to use various teaching software platforms, play the role of third-party applications in education, meet students' learning needs and improve students' learning effect.

Wang Bingbing (2019) believes that for international students, these software resource environments have an important impact on their learning:

1) Through educational software platforms and learning resources, international students can access more learning resources, including literature, video courses, academic journals, etc. These resources can enrich the learning content of international students, help them master the learning content in a more comprehensive way, so as to improve the learning effect. Moreover, the electronic learning platforms generally have Chinese and English versions, which can save a lot of learning time and also solve the problem of language barriers for most international students. 2) Online learning platforms provides a more flexible and interactive way of learning, so that international students can study, communicate and discuss anytime and anywhere. For example, students can use the learning platform to exchange experiences and discuss learning methods with classmates and teachers, so as to achieve efficient interaction between teachers and students and improve learning effect and satisfaction. 3) Online learning platforms and education and teaching software can provide more personalized and differentiated learning experiences for international students. Teachers can also choose teaching resources according to the characteristics of international students and directly use the resources in the software to carry out teaching activities. This can not only stimulate students' interest in learning, but also enhance their learning initiative. 4) Educational software platforms and learning resources can provide more learning support, such as online Q&A, homework tutoring, course recommendations, etc. These supports can help international students better master the content of their studies and improve their academic performance.

In summary, these software resources can provide more learning support and opportunities for international students and promote their learning and development. At the same time, these resources can also improve the learning efficiency and quality of international students, so that international students can better integrate into the learning environment and campus culture.

4.5 Learning Atmosphere

John Hattie (2009) believes that learning atmosphere refers to the environment and atmosphere in schools and classrooms, including students' attitude towards learning, teachers' teaching methods, school culture and other aspects. A good learning atmosphere can stimulate students' learning interest, enhance students' learning motivation, and improve students' academic performance.

Li Hua (2010) mentioned that learning atmosphere refers to the environmental and cultural atmosphere within school or classroom, including the values of school leaders, the teaching methods of teachers, and the interaction among students. This kind of atmosphere has an important impact on students' learning motivation, learning attitude and academic performance.

Sun Chi (2020) believed that learning atmosphere is a broad concept, it refers to the atmosphere and situation presented in the learning environment, which covers the cultural atmosphere, teacher-student interaction, academic atmosphere and other factors in the school.

In summary, learning atmosphere refers to the atmosphere created by the external environment which affects the acquisition of knowledge or skills. It can include the construction of school spirit, teaching style, and academic atmosphere. A good learning atmosphere is not only conducive to the efficient operation of teaching activities, but also to cultivate students' sentiments, encourage students to study hard, positive, and promote their all-round development and healthy growth.
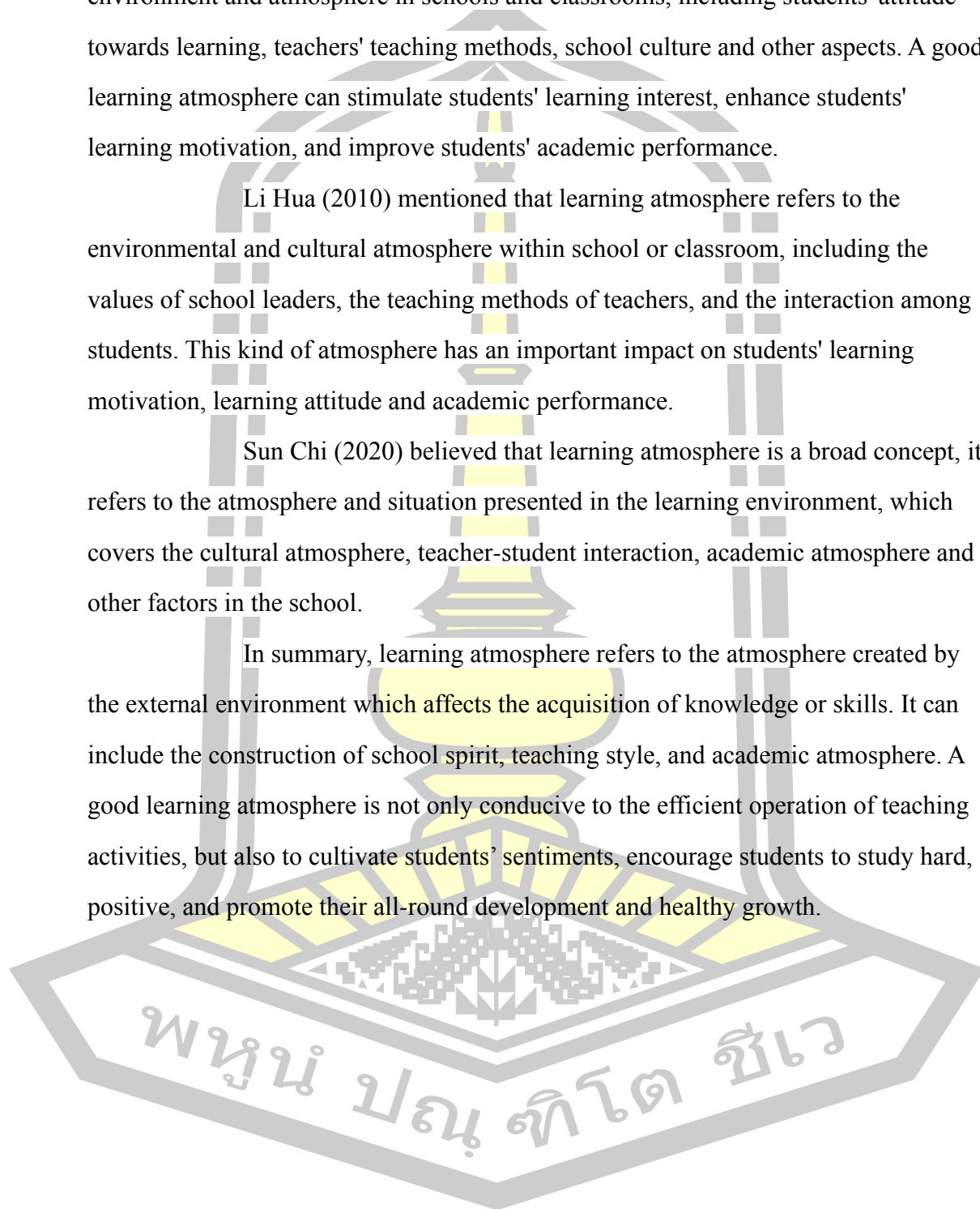
Table 6   Analyze and Synthesize the indicators in "Learning atmosphere"

Indicators in "Learning atmosphere"	Academics			Total
	John Hattie (2009)	Li Hua (2010)	Sun Chi (2020)	
Construction of school spirit	√	√	√	3
Construction of teaching style	√	√	√	3
Construction of academic atmosphere	√	√	√	3

In summary, indicators of "Learning atmosphere" consisting of: 1) Construction of school spirit; 2) Construction of teaching style; 3) Construction of academic atmosphere.

4.5.1 Construction of school spirit

The construction of school spirit refers to the university's shaping of a good educational environment and academic atmosphere through various means such as formulating relevant rules and regulations, cultivating students' good morals and behavior habits, promoting scientific spirit and innovative thinking, etc., in order to improve the quality of education and teaching and the overall image of the university.

Ge Jinguo (2006) believes that the school spirit is a group psychological attitude formed by the interaction of the campus subjects in long-term learning, work, and life, as well as the group behavioral tendency manifested by it.

Yao Beibei & Wu Rongyao (2017) pointed out that in order to cultivate civilized school spirit and improve management and service level, universities should make efforts from the following aspects: 1) Universities should

formulate a series of rules and regulations, clarify the behavior standards and requirements of students, establish sound management systems, and ensure the normal development of education and teaching work. 2) Universities should cultivate students' good moral character and behavior habits, including independent thinking, studiousness, honesty and trustworthiness, solidarity and cooperation. Through education and guidance, students should establish correct values and behavior standards. 3) Universities should pay attention to cultivating students' scientific spirit and innovative thinking, encourage students to actively explore the world of science and improve their innovative ability and scientific literacy by carrying out scientific and technological innovation activities and competitions. 4) Universities should pay attention to improving the quality of teaching, optimizing the education and teaching process, strengthening teaching management and evaluation, and promoting the continuous improvement of education and teaching quality. 5) Universities should pay attention to establishing and promoting campus culture and spirit, allowing students to deeply understand the connotation and value of campus culture and spirit, and enhancing students' cultural literacy and humanistic accomplishment.

Li Chunmei (2017) believes that the construction of school spirit has an important impact on the learning of international students, which is mainly reflected in the following aspects: 1) The construction of school spirit can create a positive, open, free and dynamic learning atmosphere, making it easier for international students to integrate into the learning environment, and improving their enthusiasm and interest in learning. 2) The construction of school spirit emphasizes standardized management, regulating and managing student's behavior, providing international students with a safe, orderly, and stable learning environment, which helps them better adapt to the new environment and study and life. 3) The construction of school spirit emphasizes the cultivation of students' good moral character and behavior habits, promoting scientific spirit and innovative thinking, and plays a positive role in the cultivation of the moral character and academic literacy of

international students. 4) The construction of school spirit pays attention to improving teaching quality, optimizing the teaching process and management, enhancing educational level, and providing international students with better educational resources and academic environment. 5) The construction of school spirit emphasizes the establishment and promotion of campus culture and spirit, so that international students can have a deep understanding of Chinese culture and academic traditions, and enhance their cultural confidence and sense of identity.

In summary, as an important part of the campus culture of universities, the school spirit reflects the values and overall spiritual outlook of universities, and plays an important role in guiding the teaching, scientific research, management and students' thoughts and behaviors in universities.

4.5.2 Construction of teaching style

Jiang Yiyue (2021) said that in order to form a good teaching style, universities should strengthen the construction of teaching style from the following aspects: 1) To enhance teacher training and improve teachers' literacy. Teacher training is divided into teacher teaching ability training and teacher ethics training. On the one hand, universities should regularly organize training for teachers' teaching ability, improve teachers' sense of responsibility and teaching skills and enhance teachers' collaborative ability. On the other hand, universities should strengthen the training of teachers' ethics and style, constantly strengthen teachers' cognition of teachers' professional ethics and improve teachers' ethics and style. 2) A reasonable teacher evaluation system should be formulated. The teacher evaluation system should be committed to the integration of teachers' scientific research and teaching work. In terms of scientific research, teachers' scientific research achievements and the effect of teachers guiding students to participate in scientific research should be included in the evaluation scope. In terms of teaching, the teacher's teaching effect should be included in the teaching evaluation criteria. 3) Universities should strengthen teaching supervision and management. Process supervision should be carried out for the four

stages of teacher preparation before class, classroom teaching implementation, post-class tutoring, and exams. By supervising in this way, teachers can be encouraged to better fulfill their teaching responsibilities and improve the quality of teaching.

Wang Linlin & Wang Liyong (2017) pointed out that the influence of the construction of teaching style on the learning of international students is mainly reflected in the following aspects: 1) Teaching style can improve the education and teaching level of teachers, enabling international students to better grasp knowledge and skills. Excellent teachers have rich knowledge reserves and teaching experience, and can systematically and clearly impart knowledge and skills to international students, thereby improving their learning effects. Teaching style construction guides teachers to establish the correct educational concept, improve the level of education and teaching, strengthen the innovation of teaching methods and means, and improve the educational and teaching ability of teachers, providing international students with better learning opportunities. 2) The construction of teaching style pays attention to cultivating the humanistic literacy and moral quality of international students, promoting their comprehensive development. Education should be comprehensive, not only focusing on the cultivation of knowledge and skills, but also on the cultivation of humanistic literacy and moral quality of international students. The construction of teaching style strengthens the construction of teachers' professional ethics and style, advocates education for all, so that international students can receive comprehensive cultivation in the process of learning, form a positive outlook on life, values, and morals. 3) The construction of teaching style can build the trust relationship between teachers and students, and promote the students to better integrate into the university education environment. To establish a good teacher-student relationship is one of the important goals of the construction of teaching style. By emphasizing the professional ethics of teachers and paying attention to the communication between teachers and students, the construction of

teaching style establishes an educational atmosphere of mutual trust and mutual respect, makes foreign students more confident and open, better integrate into the educational environment of the school, and helps them to learn and grow better.

4) The construction of teaching style improves the reputation and attractiveness of the university, and provides better learning opportunities and platforms for international students. The reputation and attractiveness of a school are important factors for international students when choosing a university. The construction of teaching style can enhance the educational level and reputation of the university, strengthen its attractiveness, and provide better learning opportunities and platforms for international students.

In summary, teaching style reflects the comprehensive qualities of teachers, including their ideology, moral character, teaching and research abilities, among others. The key point of the construction of teaching style is to build a team of teachers with strong ideals and beliefs, noble moral sentiments, profound professional knowledge, diverse teaching methods, harmonious relationship with students, good teaching, happy teaching and good teaching. Universities should attach great importance to the construction of teaching style and guide teachers to build their careers on the foundation of ethics, knowledge, and teaching.

4.5.3 Construction of academic atmosphere

Li Yan & Zhang Pan (2019) believes that academic atmosphere is reflected in students' learning motivation, attitude, behavior and results. The construction of academic atmosphere is to stimulate students' learning motivation, enable students to form good learning behaviors. Only when students recognize the value of learning, stimulate students' intrinsic motivation to learn, consciously and actively explore and acquire and digest knowledge, can educational goals be achieved and expected results be obtained.

Jiang Yiyue (2021) mentioned that in order to build a good academic atmosphere, universities should: 1) Establish a working mechanism of

multi-departmental collaboration. The construction of academic atmosphere is a systematic work that requires the participation and collaboration of all teachers and students as well as various departments in universities. Universities should establish a working group for academic atmosphere construction, create a resource sharing platform, and convert research resources, campus environment resources, and network resources into teaching resources, providing diversified learning resources for students' study, life, internship, and practice. 2) Strengthen the construction of the first classroom and the second classroom. On the one hand, the first classroom is an important way for international students to learn and acquire knowledge and improve their ability. It is also the main form of teaching. Universities should give full consideration to the characteristics and ways of thinking of international students when formulating classroom management systems and programs, and play an important role of classroom teaching in international students' learning. On the other hand, the second classroom is an important platform to shape students' correct values, stimulate students' interest in learning, and promote students' ability and quality. Universities should pay attention to combining with students' interests and needs when developing the second classroom, and hold diverse and rich learning activities. 3) Develop a scientific evaluation and incentive system. It is necessary to systematically construct an evaluation and incentive system for the construction of academic atmosphere, and incorporate the evaluation results into departmental work assessments and teacher performance evaluations. At the same time, appropriate rewards and punishments should be given based on the evaluation results, and the important role of spiritual motivation should be emphasized.

        Yao Jing (2016) believes that the impact of the construction of academic atmosphere on international students is very important, which is specifically reflected in: 1) International students may face difficulties adapting to the unfamiliar academic and management systems of their host university. Through the construction of academic atmosphere, the university can introduce its educational philosophy,

learning requirements, and behavioral norms to international students, helping them better adapt to the university environment. 2) The construction of academic atmosphere can improve international students' learning outcomes and academic performance by promoting their self-directed learning ability, innovation ability, and critical thinking ability. In addition, the construction of academic atmosphere can also provide a good learning environment and resources, facilitate communication and collaboration between international and domestic students, and enhance the quality of international students' learning effects. 3) International students come from different countries and cultural backgrounds. Through the construction of academic atmosphere, the university can use academic culture development to impart etiquette and norms for studying and living, cultivate their cultural literacy and sense of social responsibility, and help them gradually integrate into the cultural environment of the school and society. 4) The construction of academic atmosphere can create an open, inclusive and respectful learning environment and cultural atmosphere, promote the exchange and integration between international students and domestic students, enhance the study and living experiences of international students, and enrich their study abroad experiences and life experiences.

In summary, the academic atmosphere is an important indicator of the ideology, talent cultivation quality, and management level of higher education institutions. It is also an important reflection of students' ideological quality, learning attitude, and comprehensive quality. It is an important part of students' ideological and political education, campus spiritual civilization construction, and the school spirit of universities. A good academic atmosphere has significant implications for improving teaching quality and talent cultivation, promoting students' comprehensive development and healthy growth.

4.6 Evaluation

Daniel L. Stufflebeam (1963) defined evaluation as a systematic process to determine the value, quality, and effectiveness of a program, project, or

policy. It also includes the reflective practice of programs or policies to understand, evaluate, and improve their effectiveness and impact. In the field of educational administration, evaluation can be divided into curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation. Through evaluation, learners' learning effect can be understood and learners' learning activities can be promoted. The protagonist of the learning evaluation is the learner, and the teacher is the guide and assistant of learning evaluation.

Michael Scriven (1967) mentioned that evaluation is not only a tool to evaluate students' learning process and learning results, but also a key measure to promote teaching improvement and improve the quality of education. Through evaluation, teachers can have a deep understanding of students' learning needs and learning progress, find problems and challenges in teaching. At the same time, evaluation can help universities guide future teaching plans and policy development, and evaluation can also give students an idea of their own learning.

Patricia Rogers (1996) pointed out that evaluation refers to the process of systematic analysis and evaluation of curriculum, teaching and comprehensive performance in learning management. Through evaluation, universities can fully understand the quality and effect of teaching activities, and provide scientific basis for teaching improvement and student development.

In summary, evaluation refers to the systematic and comprehensive evaluation and analysis of students' learning process, learning outcomes and teaching effects. This includes the collection and analysis of various learning data and information, the assessment of student performance and achievement, the evaluation of the effectiveness of teaching methods and teaching resources, and the assessment of the achievement of educational objectives.

Table 7   Analyze and Synthesize the indicators in "Evaluation"

Indicators in "Evaluation"	Academics			Total
	Daniel L. Stufflebeam (1963)	Michael Scriven (1967)	Patricia Rogers (1996)	
Curriculum evaluation	√	√	√	3
Classroom teaching evaluation	√	√	√	3
Student comprehensive performance evaluation	√	√	√	3

In summary, indicators of "Evaluation" consisting of: 1) Curriculum evaluation; 2) Classroom teaching evaluation; 3) Students comprehensive performance evaluation.

4.6.1 Curriculum evaluation

Ralph W. Tyler during the "Eight-Year Study" period (1933-1940) first proposed the concept of curriculum evaluation. He believed that the process of curriculum evaluation is essentially a process of determining the degree to which the curriculum and teaching plan actually achieve educational objectives.

Yang Sigeng (2019) believed that curriculum evaluation is a process of value judgment aimed at checking whether the curriculum objectives, curriculum design and curriculum implementation have achieved the educational objectives and to what extent, so as to judge the effectiveness of the curriculum and make decisions on curriculum improvement based on this evaluation.

Zhang Ming & Wang Jianping (2017) pointed out that curriculum evaluation plays a positive role in the learning management of international students.

Curriculum evaluation can not only help universities and teachers to monitor and evaluate the teaching effect, but also take timely measures to improve the teaching quality and level, so that international students can obtain better learning experience. At the same time, curriculum evaluation can provide valuable reference information for other international students when selecting courses. They can understand the difficulty, content, teaching quality and other information by reviewing past curriculum evaluation, thus making better decisions for themselves.

In summary, curriculum evaluation refers to the process of making judgments about the value or characteristics of a curriculum plan, implementation process, and results based on certain curriculum values or goals, using scientific methods and collecting and analyzing information and data systematically, in order to provide reliable information for curriculum decision-making. Appropriately organizing and implementing curriculum evaluation is an important condition for the effective implementation of curriculum reform, which can effectively understand the rationality of the curriculum setting for international students and promote the realization of the educational goals for international students.

4.6.2 Classroom teaching evaluation

Chen Jiang & Wang Bin (2022) believe that when conducting teacher classroom teaching evaluation, it is necessary to comprehensively consider multiple factors such as the teacher's teaching behavior, teaching methods, teaching effectiveness, and teacher-student interaction. At the same time, evaluation results should be promptly fed back to teachers so that they can adjust and improve their teaching methods and content in a timely manner, and improve teaching quality and students learning effect. Common methods of classroom teaching evaluation include: 1) Observation evaluation: Teaching supervisors, fellow teachers or experts observe and record in class to evaluate teachers' teaching behavior, teacher-student interaction and teaching effect. 2) Student evaluation: Teachers' teaching ability, teaching

methods, teaching attitude, and teaching effectiveness are evaluated through methods such as students filling out questionnaires or providing verbal feedback. 3) Classroom test evaluation: Teachers' teaching quality and students' learning effect are evaluated through methods such as classroom tests, assignments, and exams. 4) Self-evaluation: Teachers evaluate their own teaching behavior, teaching effect and improvement measures, reflect on and summarize their teaching experience and deficiencies.

Zhang Siqi & Wang Xiaohong (2020) believed that universities should encourage international students to participate in classroom teaching evaluation activities, actively solicit international students' opinions and suggestions on teaching work, which has a positive impact on the learning management of international students. This is manifested in the following aspects: 1) Through the evaluation of teachers' classroom teaching, international students can have a clearer understanding of their own learning level and abilities, further enhancing their self-management awareness, and developing more scientific and reasonable learning plans and methods. 2) Feedback on the results of teacher classroom teaching evaluations can help international students have a clearer understanding of their learning situation and areas for improvement, thereby enabling them to more actively engage in learning. 3) Evaluating teachers' classroom teaching can make international students more actively participate in teaching activities, and also encourage them to provide their own feedback and suggestions to help teachers continuously improve and refine their teaching. 4) Evaluating teachers' classroom teaching, teachers can help teachers gain a deeper understanding of their teaching methods and effect, and more scientifically design and implement teaching plans, thus better promoting international students learning management and improving learning effect.

In summary, classroom teaching evaluation serves as a crucial link in educational evaluation and management and is an effective way for universities to improve and guarantee the quality of education and teaching. It plays an extremely important role in promoting the high-quality development of universities.

Universities and teachers should take classroom teaching evaluation seriously, continuously improve their teaching methods and effectiveness, and create better conditions for students' learning and growth.

4.6.3 Students comprehensive performance evaluation

Wang Zhenqiang (2017) mentioned that as one of the important indicators for evaluating the quality of education and teaching, the comprehensive performance evaluation of students can not only reflect the educational and teaching effect of universities and teachers, provide useful information for teachers to improve their teaching, but also help students have a more comprehensive and objective understanding of themselves, identify their strengths and weaknesses, and provide important reference for their future development and career planning. It usually includes academic performance evaluation and comprehensive quality evaluation, and the evaluation results will be the main basis for the evaluation of outstanding students and various scholarships.

Xiao Hua & Li Heyan & and Peng Yong (2020) believed that the academic performance evaluation of international students is based on their academic performance of the course, including the scores of compulsory courses and elective courses. Universities should clearly specify the evaluation methods for course exams of international students. Common evaluation methods include: 1) Examination evaluation: Chinese universities mostly evaluate students' academic performance based on their regular grades and final exam scores for each course. The usual scores usually include attendance rate, completion of assignments, and classroom interaction. For the same course, the examination and evaluation methods for international students should be as consistent as possible with those for Chinese students. 2) Credit system evaluation: Each course has credit, which is related to the difficulty and credit hours. The scores obtained through the examinations and assignments can be converted into credits. The credit system can help students understand their academic progress and compare themselves with other students. 3) Thesis evaluation: For some

majors, students are required to submit research thesis or project reports. The thesis will be evaluated by the supervising teacher based on criteria such as content, language expression, research methods and contribution.

In summary, through a comprehensive quality evaluation system, universities can comprehensively evaluate the performance of international students in all aspects, tap their potential, identify their shortcomings, and put forward targeted training suggestions for each international students in knowledge learning, ability improvement, character building, so as to effectively promote the all-round development and growth of international students. At the same time, it can help students improve their learning motivation and initiative, plan their personal learning and development plans, promote effective communication between teachers and international students, and improve their learning effect and management level.

Approach and Approach Development

1.Definition of approach

Frederick Taylor (1911) mentioned that approach refers to a method, strategy or way to deal with or solve a problem, challenge or task. It can refer to a systematic process or set of steps to achieve a specific goal or accomplish a task.

Peter Drucker (1973) mentioned that approach refers to a common set of assumptions, perspectives, and methods used to solve problems in a specific domain.

Henry Mintzberg (1973) mentioned that approach refers to a specific method taken when solving a problem, performing a task, or achieving a goal.

In summary, approach refers to a systematic method or strategy used to solve a specific problem or achieve a specific goal. This approach usually involves a series of steps or stages, each with its own specific function and purpose. The approach referred to in this study refers to a set of approaches to enhance the international students learning management of the universities in Jiangxi Province.

2.Processes of approach development

According to the research on "*Research and Formulation of Approaches and Policies*" (Liu Tienan, 2009), there are 5 steps in approach development: preparation, design, feedback and revision, dissemination and implementation, and assessment and supervision.

Preparation
- Determine the purpose and scope
- Selection of working group members and stakeholders
- Information collection
- Organization and analysis of information

Design
- Define the objectives of international students learning management
- Determine the framework and structure of the approaches
- Drafting the approaches

Feedback and Revision
- Feedback collection
- Analysis of feedback
- Revision and improvement of approaches

Dissemination and Implementation
- Diffusion of approaches to international students and stakeholders
- Implementation among international students, teachers and relevant administrators

Assessment and Supervision
- Assessment of the actual situation of learning management and the implementation effect of the approaches
- Supervision of the international students learning management and the implementation of the approaches

Figure 2   Processes of Approach Development

2.1 Preparation

Preparation is the first step in developing approaches. It can help decision-makers better understand the problem and the current situation, collect data and information, assess risks and challenges, and develop a set of practical, feasible, and effective approaches.

2.1.1 Clarify the purpose and scope

Mitchell, R. K. & Agle, B. R. & Wood, D. J. (1997) said that the purpose and scope need to be clarified before starting to develop approaches. Clarifying the purpose can help the developers determine the specific objectives and desired outcomes of the approaches. Clarifying the scope can help the developer determine the objects, scope, and situations to which the approaches are applied. By clarifying the purpose and scope, the developer can better determine the direction and goals of the approaches, thus enhancing their relevance and effectiveness.

2.1.2 Identify team members and stakeholders

Bryson, J. M. (2018) mentioned that it is very important to identify team members and stakeholders before developing approaches, as they are the main participants and audiences in the development and implementation of approaches. The developer can gain a better understanding of the key issues and factors involved in the process of developing and implementing approaches, thereby enhancing the achievement of the goals and effects of the approaches.

Identifying team members and stakeholders can help the developer establish a common understanding and goals to achieve effective implementation and supervision of the approaches. By communicating and collaborating with these individuals, we can ensure that the approaches are practical, feasible, widely supported, and recognized.

2.1.3 Collect information

Before developing approaches, it is necessary to collect information related to the international students learning management. Team members can utilize methods such as surveys, interviews with teachers and international students, and field investigations to comprehend issues related to international students' study status, study needs, classroom effectiveness, evaluation methods, and so on. The objects and content of information collection should align with the purpose and scope of the approaches.

Information collection can help the team understand the current status and existing problems of international students learning management, identify the needs and issues of international students learning management, and determine the priority needs and problems, and provide a strong support and basis for developing approaches. By collecting and analyzing data, the team can determine the core content and focus of the approaches. This helps making informed decisions during the approach development process and ensures the practicality and applicability of the approaches.

2.1.4 Sort out and analyze the information

After the information is collected, the team members should first classify and sort out the collected information according to subject, sources, types, etc. , then use appropriate statistical methods and tools to analyze and evaluate the data related to the six components of learning management that have been collected, using comparative analysis to analyze the current regulations on learning management for international students, the obstacles encountered in the practice of international students learning management, desired management state, international students' needs and problems, international students learning environment, the training program of the university for international students and other aspects in the 4 surveyed universities. At this point, the team members should pay attention to the accuracy and reliability of the information, and ensure the completeness and consistency of the information.

In the process of analyzing information, team members need to collaborate, understand and discuss the information together, and determine the core content and key points of the approach. Through the analysis of the information, the existing problems and priority needs in international students learning management need to be identified. This will help the team better develop approaches and ensure their practicality and feasibility.

2.2 Design

Bazzano, M. & Clark, D. (2011) states that design is the core step in developing approaches. It involves creating the framework and structure of the approaches, determining contents, designing the format and layout, and establishing the revision and review procedures.

2.2.1 Clarify the objectives of international students learning management

Clarifying the objectives of the international students learning management plays a crucial role in developing approaches for international students learning management. It can ensure that the approaches are practical and targeted, provide comprehensive learning support, and constantly evaluate and improve the learning management programs to better help international students adapt to the overseas learning environment and improve the learning effectiveness and quality.

In developing international students learning management approaches, it is crucial for developer to establish clear objectives based on the needs and challenges of international students. The objectives should be feasible, measurable, and aligned with the identified needs and challenges, such as improving academic performance, enhancing cultural adaptation skills, achieving social goals, and providing appropriate support and resources. In addition, it is important to establish criteria for measuring the achievement of these objectives, which should be consistent with the objectives and be measurable, feasible, and evaluative.

2.2.2 Determine the framework and structure of the approaches

Before developing approaches, clarifying the framework and structure of the approaches can help the developer better organize their thoughts, improve readability, clarify the division of responsibilities and the implementation paths, and also provide a basis for evaluation and adjustment, so as to improve the implementation effect and quality of the approaches.

Bazzano, M. & Clark, D. (2011) mentioned that the framework and structure of the approaches should be closely centered around the theme and purpose of the approaches to ensure that they meet actual needs.

2.2.3 Draft the approaches

Bazzano, M. & Clark, D. (2011) stated that after establishing the framework and content of the approaches, the developer should begin drafting the approaches based on the objectives and collected information. The approaches should use clear and concise language, be operable and implementable, while considering the interests of all parties and potential feedback. Approaches need to be revised and improved repeatedly to ensure that the content is accurate, clear and easy to understand. After the approaches are completed, they should be submitted to relevant stakeholders for review and suggestions for modification.

2.3. Feedback and revision

2.3.1 Collect feedback

The developer can collect feedback from relevant stakeholders through questionnaires, individual interviews and convening meetings with representatives of teachers and students, etc.

2.3.2 Analyze the feedback

The developer should first sort out and classify the feedback and suggestions from stakeholders on the approaches, and summarize the common and individual problems. Then, they should compare the approaches for international students learning management with the stakeholders' feedback and see whether the approaches meet their needs and expectations, and whether there are any issues or

shortcomings related to the feedback. Finally, they should identify the important issues in the feedback and determine the modification plan based on the stakeholders' weight, feedback weight.

2.3.3 Revise and improve the approaches

The developer should make necessary additions, deletions and amendments to the draft approaches based on the feedback and suggestions from stakeholders. Revising the approaches requires taking into account the actual needs and issues of stakeholders and trying to solve the problems as specifically as possible.

The revised approaches will also require an internal review and external evaluation.

Internal review refers to submitting the revised approaches to the relevant authorities or internal experts for evaluation to assess the legality, feasibility and effectiveness of the approaches. The main purpose of an internal review is to ensure that the approaches align with the internal policies and requirements of the organization, and to prevent any significant issues during the implementation process.

External review refers to submitting the revised approaches to external experts or organizations for evaluation of their feasibility, effectiveness, and practicality. The primary goal of external evaluation is to evaluate the approaches from an external perspective, identify potential issues, and offer recommendations for further improvement.

2.4. Dissemination and implementation

2.4.1 Dissemination

He Shuang (2018) pointed out that the university can widely disseminate international students learning management approaches to international students and relevant stakeholders through various channels such as websites, emails, social media, posters and brochures, etc. Additionally, the university can organize publicity events like symposiums and lectures to boost interactivity and engagement in the dissemination process. In the publicity content, it is important to enhance the

introduction of specific operational requirements and implementation methods for the audience. This will help the audience gain a better understanding of the content, purpose and requirements of the approaches, and enable them to effectively implement the approaches for international students learning management.

2.4.2 Implementation

Wang June (2019) pointed out that the implementation is a crucial step in implementing approaches for international students learning management and a key factor in assessing the success of approach development. In order to better implement the approaches, a detailed plan and timetable can be developed to take into account possible problems and challenges that may arise during the implementation process. Corresponding solutions should also be developed. During the implementation process, plans and problem-solving measures should be adjusted promptly in response to the actual situation.

Through the implementation, international students, teachers of international students and relevant administrative personnel can conduct international students learning management in accordance with the requirements of the approaches. This can ensure the legitimacy, standardization, and fairness of the international students learning management process. At the same time, implementation can also enable the university to identify and solve the problems and deficiencies in the learning management of international students promptly. This provides a practical basis and support for enhancing the international students learning management in the future.

2.5. Assessment and supervision

2.5.1 Assessment

Li Xin & Zhang Ruibo (2018) pointed out that by assessing the current situation of international students learning management, issues such as incomplete management systems, insufficient services and low teaching quality can be identified promptly. This assessment can serve as a foundation for future

improvement efforts. By assessing the implementation effect of approaches, we can test the feasibility and effectiveness of these approaches. This evaluation helps us understand the satisfaction and compliance of international students, providing a foundation for further enhancing the approaches of international students learning management. By assessing the current situation of international students learning management, we can identify shortcomings in the management system and develop measures to improve it. This will allow us to revise and enhance the approaches for international students learning management in a timely manner, thereby improving the scientific and practical aspects of the system and facilitating its implementation and enforcement. By assessing the current situation of international students learning management, we can identify problems and bottlenecks in the work. This allows us to formulate and implement timely improvement measures to enhance work efficiency and quality, as well as to improve the satisfaction and learning outcomes of international students.

2.5.2 Supervision

Liu Na & Liu Yi (2019) point out that supervision can ensure that international students learning management is carried out in accordance with the approaches. Supervision can promote the standardization of international students learning management. Supervision can help prevent management risks and is. Supervision can promote the improvement of the learning and living quality of international students.

Priority Needs Assessment

1.Definition of priority needs assessment

Michael Johnson (2015) mentioned that priority needs assessment is a crucial step in public policy development, involving the identification and ranking of the most pressing needs of the population in order to allocate public resources

efficiently and meet the most vital societal demands.

Jane Smith (2018) pointed out that priority needs assessment refers to the systematic evaluation of the most urgent and impactful needs of a community, organization, or individual, to guide decision-making and resource allocation towards achieving the greatest overall benefit.

John Doe (2020) pointed out that priority needs assessment is a process of identifying, analyzing, and prioritizing the most critical requirements of a project or organization in order to allocate resources effectively and ensure the achievement of key objectives.

In summary, the definition of Priority needs assessment by the three academics emphasized the process of assessing and prioritizing needs to ensure efficient resource allocation and achieve maximum impact.

2.Processes of priority needs assessment

Peter Drucker (1954) mentioned that the processes of priority needs assessment include the following steps: 1) Prepare; 2) Identify needs; 3) Impact evaluation; 4) Develop solutions plan.

Joseph Juran (1974) pointed out the processes of priority needs assessment consists of: 1) Prepare; 2) Data collection; 3) Conduct needs assessment; 4) Needs analysis; 5) Develop solutions.

David Clepper (1989) pointed out the processes of priority needs assessment consists of: 1) Prepare; 2) Define and scope the problem; 3) Conduct needs assessment; 4) Priority Ranking; 5) Develop solutions.

In summary, priority needs assessment involves processes of prepare, data collection, needs analysis, priority ranking and develop solutions. The purpose of priority needs assessment is to allocate resources rationally, improve work efficiency and enhance satisfaction.

Context of International Students Learning Management in Jiangxi Province

1.Location and territory

The 4 universities selected in this research are all located in Jiangxi Province, among which 2 are located in Nanchang city, and 2 are located in Jingdezhen city.

2.Administrative area

There are 45 universities at the undergraduate level and 61 universities at the junior college level in Jiangxi Province. Among the 106 universities, 42 are qualified to recruit international students. All the universities are under jurisdiction of the Jiangxi Education Bureau.

3.The current status of international students learning management in Jiangxi universities

3.1 The management system and mechanism of international students are not perfect

3.1.1 The management system of international students is not perfect

At present, many universities in Jiangxi lack targeted top-level design for goals, specific paths, safeguard systems of international students' education from the university level. The international students' management system in many universities are derived from the basic national policies, and have not been timely improved and updated with the rapid development of education for international students. In addition, the special and unique characteristics of education for international students were not fully considered during the process of system formulation, resulting in a lack of targeted policies. These policies were not effectively implemented during the execution process, and did not solve practical problems from a systematic perspective.

In the specific management process, Deng Huan (2013) pointed out that some universities adopt the "one-size-fits-all" management system and manage international students in the same way as Chinese students, which makes it difficult for most international students to adapt to the system. In terms of education and teaching management systems, the training programs for international students formulated by some universities basically adopt the way and method of training Chinese students, and the curriculum setting, teaching model and degree application requirements are also the same as those for Chinese students. As a result, many international students find it difficult to meet the graduation conditions, and even temporarily change their major, postpone graduation, or drop out and return to China.

3.1.2 The linkage mechanism of management departments is not perfect

At present, in most of universities in Jiangxi Province, the International Education College is responsible for the overall planning and joint management with other relevant departments. For example, the International Education College is responsible for the management of enrollment, teaching, employment and foreign affairs; The Youth League Committee is responsible for students' activities; The Student Affairs Office is responsible for students' daily work; The Logistics Office is responsible for student's accommodation and life management, and The Security Office is responsible for student's safety and security. This management mode is a new management mode formed on the basis of the traditional secondary college management mode. This management model is a new model that has been continuously explored based on the traditional two-tiered college management model. It integrates all aspects of international student's affairs, including enrollment, teaching, student affairs, foreign affairs, accommodation, life, and safety, and is centrally managed by the university's foreign affairs department. This can greatly reduce the overall burden of foreign affairs agencies, and is also in line with the increasing number of international students.

According to Wang Yucui (2020), the international students management system of universities is chaotic, with various departments passing the buck and long problem-solving cycles being important issues in the current implementation of international education in Jiangxi Province. Chen Qi (2021) also stated that in the specific management process, many universities have incomplete management systems, unclear division of responsibilities among departments, and a lack of service awareness among management personnel. The departments are pushing the responsibility to each other, which leads to a mixed and overlapping situation in international student affairs, low management efficiency, and even the inability to carry out many tasks.

3.2 The training program for international student needs to be improved

3.2.1 The curriculum is not scientific and rational enough

He Baili (2015) pointed out that at present, many universities in Jiangxi Province adopt the education and teaching model of "assimilation" with Chinese students in the education and teaching of international students, and lack of pertinence in the curriculum setting of international students' teaching plans. They simply apply or modify the curriculum settings of Chinese students to international students. In terms of course content, many universities seldom consider the learning background and ability characteristics of international students, and the curriculum system for international students is single, with limited options for general education and practical courses, and cannot meet the requirements of training objectives. In terms of elective courses, the content of elective courses is not rich, and the proportion of courses involving comprehensive, effective and transferable knowledge is small, which makes it difficult to satisfy the needs of international students.

3.2.2 Lack of pertinence in textbook selection

Zhang Linlin (2018) pointed out that there is a lack of specific targeted teaching materials for international students. Due to the differences in

individual learning ability, thinking mode, ways of thinking and acceptance ability among international students, as well as their cultural and educational backgrounds and subject settings are very different, if the university does not distinguish between them and directly use the same textbooks for all students in the same major to learn, it is easy to cause difficulties in knowledge connection between courses learned in their home country and those learned in Chinese universities.

At present, many textbooks in Chinese book market are not specifically designed for international students, but are generally used by domestic university students. Some of these textbook's content are too thin, the language is too simple; Some are too rigid in their writing style and focus on listing facts. Some are too concise and difficult to understand. What's more, all of these textbooks focus solely on the transmission of cultural knowledge, while neglecting the importance of student participation as active learners. Few textbooks are designed to allow students to participate actively and engage in the learning process.

3.2.3 Solidification of teaching methods

From the perspective of interaction between teachers and students, American Professor Robert Axelrod constructed the two-dimensional teaching classification of teachers, namely, "lecture style" and "awakening style" teaching types. Many teachers of international students in Jiangxi universities belong to the "lecture style". In language teaching, teachers do not immerse students in language learning situations, nor do they group students for free discussions on predetermined topics. There is a lack of practice in class, and teacher-student interaction cannot be carried out smoothly. In professional courses, group exercises and classroom discussions are rarely used, and coupled with difficult professional knowledge, students' absorption efficiency is not high. Most students cannot keep up with the pace of the teacher, and international students also lack confidence, leading to little interest and exploration desire in the content they learn.

According to Zhang Linlin (2018), due to the significant differences between the education models in China and Western countries, the current classroom teaching methods for international students in Chinese universities do not match their actual needs. The teaching lacks flexibility, and international students find it difficult to switch quickly from a personalized education model in their basic education to a teaching model that emphasizes internal harmony and unified viewpoints. This leads to a lack of motivation among international students studying in China. International students need to spend a lot of time overcoming cognitive biases and adjusting their understanding of the teacher-led and passive learning teaching methods.

In the process of investigation in 4 universities, the research randomly followed international students to attend classes for three times, and found that the classroom effect was not ideal. Whether it is Chinese major, or economic management major, or science and engineering major, the teaching content is very old, the teaching method is mechanized, generally scripted, especially liberal arts majors, did not play their own professional advantages, to enrich the teaching form.

3.3 International students' club activities are not sufficient

Chen Huihui (2019) pointed out that there are few activities for international students in school clubs, and the infrastructure of clubs is backward. The organization and system for international students' clubs are not well-established, and there is a severe lack of resources for club activities, with no relevant school-level management personnel responsible for club development.

Zhao Liping (2020) pointed out that most of the student organizations for international students in China lack guidance from faculty advisors in organizing activities, which results in a lack of scientific planning and poor utilization of resources, leading to unsatisfactory outcomes that fail to attract international students' interest and participation. Meanwhile, Chinese students' organizations have not fully considered the actual interests of international students or integrated multiple cultures

when organizing activities, which exacerbates communication issues between the two students' groups and makes it difficult for international students to integrate into the educational environment of Chinese universities.

      3.4 The construction of international students' academic atmosphere needs to be strengthened

      Sun Chi (2020) found through investigation that many universities in Jiangxi Province have the following problems in the construction of academic atmosphere: 1) The construction of academic atmosphere for international students is still in a relatively preliminary stage, and the international students have not been included in the whole assessment system of the construction of academic atmosphere in universities, there are also no comprehensive rules, regulations, rewards and punishment measures. 2) International students do not have clear learning goals, accurate learning direction, and have not made learning plans. As a result, their motivation for active learning is insufficient. 3) International students have not obtained a comprehensive understanding of their undergraduate majors before starting their studies, but only consider the difficulty of obtaining credits. Many students even consider changing their major or dropping out due to the lack of professional knowledge. 4) The study attitude of the international students is not proper, often absent classes, arrive late or leave early, and cheat in exams. Many international students fail exams due to their lack of understanding of the subject matter. Some teachers take an excessively differentiated approach towards international students and lack critical thinking when dealing with their disciplinary violations, resulting in inadequate supervision. 5) International students have low participation in classroom activities, and teaching methods do not cater to their individual needs, resulting in lack of attention and reduced motivation and interest in learning. 6) Teachers are generally more tolerant of international students, and many do not pay much attention to disciplinary violations such as attendance, classroom behavior, and exam

performance, which has led to a steep decline in the academic integrity of international students.

Yang Dingjuan (2018) also pointed out that the academic atmosphere of international students in many universities has the following problems: 1) International students have uneven academic backgrounds and weak awareness of academic atmosphere. 2) International students are not fully prepared for the exam, and the exam discipline is loose. 3) The study and scientific research atmosphere are not strong enough.

3.5 Teaching quality evaluation of international students is not scientific

3.5.1 The teaching quality evaluation process is distorted

Li Yujuan (2020) mentioned that the prominent problem in the teaching evaluation of international students in many universities is that the evaluation process is formalized and superficial, and the authenticity and practical effectiveness of the final teaching evaluation are greatly reduced. Classroom teaching quality evaluation is a comprehensive evaluation carried out by supervisors, teachers and students. However, the current supervision is limited to one class per semester for each teacher, and the evaluation among teachers is also affected by the relationship between colleagues. The evaluation of the teaching quality of international students cannot objectively and comprehensively reflect the quality of teachers' teaching, because the evaluation of the teaching quality of international students is only done once a semester. Some teachers even try to curry favor with international students in order to receive satisfactory evaluation results.

3.5.2 The teaching quality evaluation method is backward

At present, most universities in Jiangxi Province directly apply the teaching quality evaluation system for Chinese students to international students without taking into account the particularity and cultural differences of this group. Even though some universities have established teaching quality evaluation systems

for international students, they are limited to the campus evaluation system and lack of third-party evaluation at the national level, which makes it difficult to guarantee the training quality of international students. Compared with the teaching quality evaluation system for local students, there is no professional and credible evaluation and supervision organization for the teaching quality evaluation of international students. The guiding significance of the evaluation results is not much, and the effect of promoting reform by evaluation has little effect.

3.6 Slow progress in building a teaching staff for international students

Qiu Yuting (2016) pointed out that based on the actual situation of universities in Jiangxi Province, most teachers who are engaged in education for international students are part-time teachers from other faculties of the university, which will lead to inappropriate use of teaching methods for international students. They do not understand the characteristics of international students, and the teaching effect is not ideal, which has a certain impact on the learning of international students.

Chen Qi (2021) argues that despite the increasing number of international students, various universities have introduced multiple policies to accelerate the construction of the international student teacher team. However, the effectiveness of these policies has been minimal. Due to a shortage of foreign teachers and slow recruitment, local teachers who are introduced or trained internally may lack the necessary abilities, resulting in a severe shortage of teachers who specialize in teaching international students. In addition, many universities have not established long-term plans or methods for the training of international student teachers, which lacks specific development indicators and measures. The existing incentive systems are also poorly implemented and often superficial, making it difficult for teachers engaged in international student education to obtain a sense of professional identity and self-fulfillment. Therefore, many domestic teachers are unwilling to engage in international student education.

In summary, universities in Jiangxi Province have more or less problems in international students learning management. In order to strengthen the management of international students, it is necessary to develop approaches for international students learning management of the universities in Jiangxi Province.

Related Research

1.Domestic research

Cui Lian & Zu Na & Liu Fei & Deng Yu (2010) put forward relevant suggestions on curriculum construction for international students. Firstly, they propose to establish Confucius Institutes and utilize cultural advantages to provide characteristic courses that enhance the internationalization of disciplinary settings, with a focus on international students. They suggest adhering to the principles of combining internationalization with local characteristics, deepening educational and teaching reforms for international students, broadening the scope of professional development, and optimizing the structure of disciplines, in order to align our academic disciplines and specialties with international standards and meet the needs of international students. Secondly, they suggest increasing elective courses, offering more interdisciplinary, combining edge discipline or liberal arts, and the combination of science and technology and humanities, social science courses. In addition, they recommend strengthening foreign language teaching.

Liu Dongyang (2015) believes that the curriculum design for international students should consider the combination of practicality and professionalism. The practicality of the curriculum refers to setting courses that cater to the language ability, comprehension ability, and interests of international students. For example, the teaching design should take into account the cross-cultural factors of international students. In regular tests and evaluations, it is necessary to consider the different professional foundations of international students compared to Chinese students, and

appropriately relax standards. Professional refers to strengthening professional development and meeting the needs of cultivating compound talents. For first and second grade students, Chinese language teaching should be strengthened to comprehensively improve their language abilities. For higher-level international students, the focus should be on their professional direction, teaching them systematic professional knowledge.

Chen Xiangming (2003) pointed out that only by attaching importance to the autonomy and initiative of teaching objects and believing in the power of subjectivity can teaching be full of vitality in the book "*Learning and Action in Participation*", . However, the development of students' subjectivity is mediated by practical experience activities. Only by engaging in various practical activities can students' subjectivity be well developed.

He Baili (2015) pointed out that international students are the direct objects of university teaching, and the important criteria for them to perceive the quality of teaching is whether they can enjoy high-quality teaching and learn useful knowledge, so as to effectively improve and continuously enhance their own abilities and qualities. Therefore, in the teaching of international students, teachers must thoroughly change the existing traditional teaching ideas, establish the teaching concept of "teaching students in accordance with their aptitude", improve the learning effect of international students, and ensure the teaching quality for international students.

Sun Chi (2010) pointed out that learning style is the behavioral trend that students have formed after long-term cultivation in school, and the spiritual outlook that students show in the process of learning and life. Creating a good university learning style has important guiding, motivating, regulating, and assimilating effects on improving the quality of talent training and enhancing the level of teaching and scientific research in the university.

Wang Nanping & Liu Xianzhe (2006) explored and practiced how to improve the teaching quality of international students. They believed that quality

monitoring should be strengthened and provided several suggestions, including classroom observation for teachers who teach international students, students evaluations of teachers, regular lectures and forums for international students to exchange ideas and share experiences, etc. They emphasized the importance of continuous improvement and finding effective ways to enhance teaching effectiveness for international students.

Deng Hui (2013) pointed out that the teaching quality management of undergraduate international students should start from ensuring the quality and level of teachers. To ensure the quality of teachers and the teaching quality of undergraduate international students, it is necessary to strictly implement the teacher evaluation system and conduct strict evaluations of teachers' teaching attitude, teaching quality, and professional level.

Zeng Wenge & Yang Jifu (2017) pointed out that the systematic orientation of education quality assurance for international students should be: integrated goals, linked processes, diversified stakeholders, and standardized systems. They also identified the shortcomings of the existing system for ensuring the quality of education for international students in China and proposed corresponding solutions, including: establishing a complete internal and external system for ensuring the quality of higher education, establishing a third-party quality certification mechanism, and strengthening the coordination between responsibility holders and systems.

2.Foreign research

Austin, A.W. (1984) proposed that in the "Input-Environment-Output" model, the development of students (output) is a result of the interaction between the students' personal characteristics (input) and the environment provided by the university. And based on this, the "students involvement theory" was formally proposed. This theory holds that students and universities are the two main bodies that decide the quality of student cultivation, and the efforts of either side simply cannot bring the best effect. The higher the level of student engagement throughout their

university experience, the more beneficial it is for individual learning and development. On the one hand, it emphasizes the input of the university, that is, the level of support that the students perceive the university provides during the educational process. The university should create a better campus environment, but also formulate various incentive policies to mobilize students' enthusiasm for involvement, encouraging them to actively involve in campus culture construction and various cultural activities, in order to achieve the advanced educational effect of self-cultivation. Teachers should adjust their teaching methods according to students' individual differences to adapt to different learning styles and levels of students. On the other hand, it highlights student involvement, which refers to the time and effort students put into meaningful learning activities. During the learning process, students can take the initiative to ask questions, engage in discussions, and participate in practical activities. The theory requires that students' involvement should maintain continuity, ensure the time and quantity of involvement and the effectiveness of involvement, which are positively correlated with the final quality of students training.

Jacqueline De Matos-Ala & David J. Hornsby (2015) proposed that, generally speaking, large class sizes teaching for international students will reduce students' motivation, engagement and satisfaction in learning. However, research has found that vibrant teaching opportunities can be created for large class teaching by adjusting teaching and assessment methods, focusing on interactive teaching and assessment strategies, promoting critical thinking, and instilling deep learning.

Morgan McCall & Bob Eichinger & Mike Lombardo introduced the "70-20-10 Learning Rule" in the 1980s at the Center for Creative Leadership. This rule posits that learning and development can be divided into different proportions: Experiential learning accounts for 70%, emphasizing learning through actual experience and practical activities; Social interaction accounts for 20%, highlighting learning through interaction with others, including collaborative learning, mentor

guidance, feedback exchange, etc.; Formal classroom education accounts for 10%, emphasizing systematic knowledge transfer and conceptual understanding. The principle of this rule is to emphasize diverse learning approaches and methods, encourage students to learn through practical experiences and social interactions, and combine these with formal classroom education to promote learning and development in a more comprehensive and profound way. This method can better cater to students' varied learning styles and needs, and promote lifelong learning and practical application ability cultivation.

Tinto. V has found that the interaction between students and the school environment and its impact on their adaptation can be reflected in two ways: "academic integration" and "social integration". Academic integration mainly refers to students actively participating in various activities related to learning, while social integration includes participating in extracurricular activities, interacting with other classmates, adapting to school life, and developing a sense of belonging.

M Allhouse (2013) observed a group of international students from Oman for 10 weeks and found that international students improved their sense of belonging, cultural integration and English language expression confidence in the host country by participating in campus activities organized by the student union, especially for those who participated most actively in the activities. It can be seen that campus activities can provide international students with a wide range of social platforms and opportunities to contact local cultural life. Active participation in campus activities is crucial for their adaptation to the university and cultural environment.

Jennifer O. Burrell & Lorraine Fleming & Afiya C. Fredericks & Inez Moore (2015) focused on Black and other minority students in American universities and argued that teachers play a crucial role in creating a positive learning environment. They emphasized the importance of high-quality relationships between teachers and students in promoting a good learning atmosphere.

The National School Culture Council in the United States (2018) pointed out that school spirit is the quality and characteristic of school life. Bloom regarded school as a social system. The set of norms, expectations and beliefs that are recognized by the members of the system (principals, teachers and students) and are different from other systems constitute the school spirit. Through research, Bloom put forward that "if appropriate conditions are provided before and during learning, almost all people in the world can learn what anyone can learn". The "appropriate conditions" here are the school spirit.
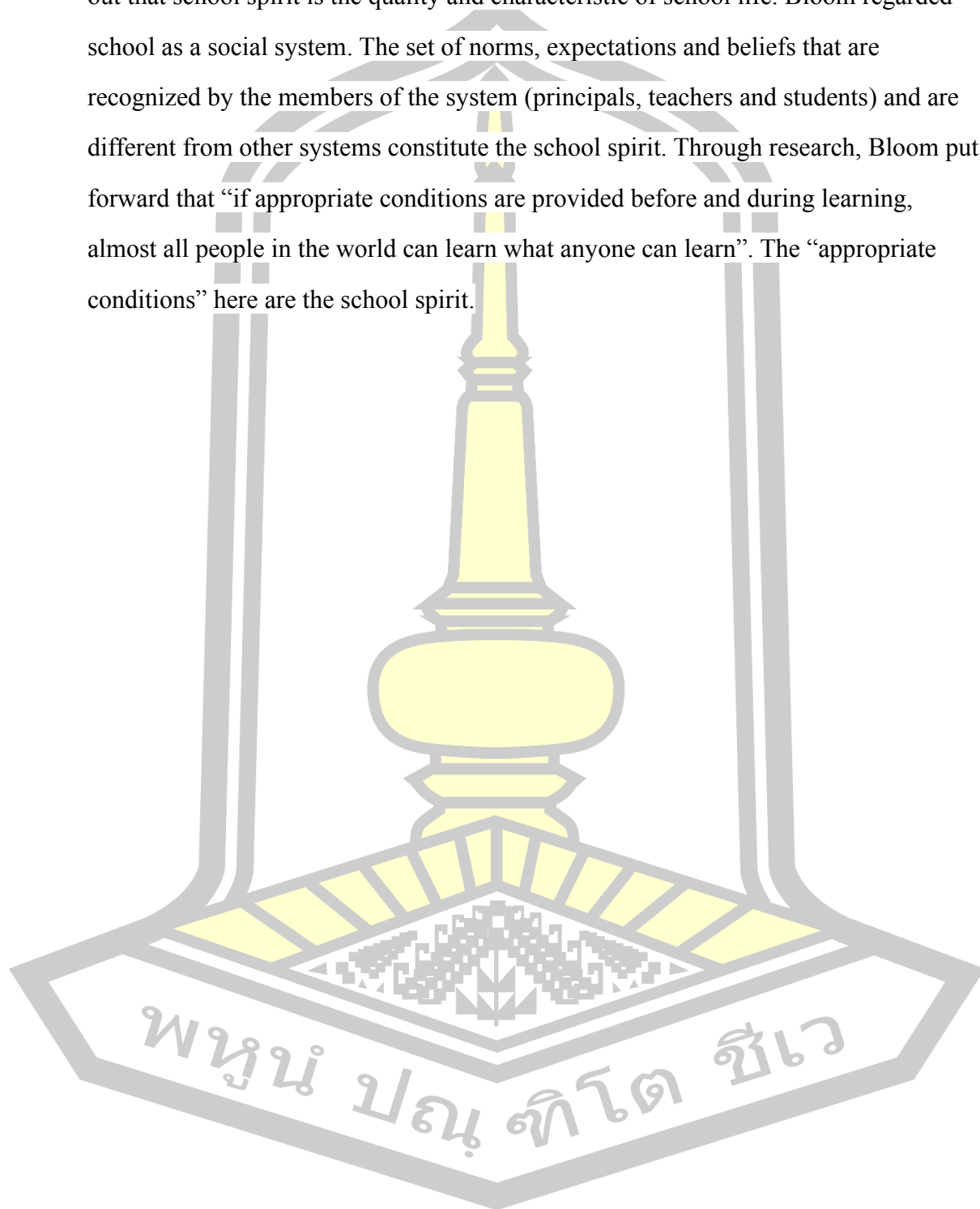
CHAPTER 3
RESEARCH METHODOLOGY

Research methodology is the basis of scientific research, which can be used for scientific research, data collection, data analysis, conclusion derivation and verification of research results. Researchers can use the right instruments and convincing data according to research needs and turn it into complete results. At the same time, it also provides a clue for readers to know what effective methods the researchers are implementing to conduct their research. In this research, research and development is used.

Phases	**Procedure**	**Expected Outcome**
1.To investigate components and indicators of international students learning management	Step 1: Reviewed literature to get the components and sub-components. Step 2: Invite 5 experts to asses components and indicators through expert questionnaire.	Components and indicators of international students learning management
2. To explore current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province	- Survey questionnaire (five-point rating scale) sent to 193 respondents in 4 universities in Jiangxi Province. - Calculated Mean、Standard Deviation. - Employed PNImodified to get the priority needs.	The level of current status, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province
3. To develop approaches for international students learning management of the universities in Jiangxi Province	Step 1: Interview 5 informants from 4 universities in Jiangxi Province, and summarize the views of the informants. Step 2: Draft approaches, and invite 5 experts to provide revision opinions, then develop formal approaches. Step 3: Evaluate the appropriateness, utility, feasibility of approaches by 5 experts.	Approaches for international students learning management of the universities in Jiangxi Province

Figure 3   Processes of the Research Methodology

Phase 1: To Investigate Components and indicators of International Students Learning Management

Step 1: The researcher conducted the study by using qualitative methods. The researcher reviewed the literature by reading books, academic articles, research reports to investigate components and indicators of international students learning management.

Step 2: The researcher invited 5 experienced experts in relevant fields from 4 universities to fill out expert questionnaire, in order to identify the components and indicators of international students learning management.

1.Experts

The researcher provided the expert questionnaire, in order to check the components of international students learning management with 5 experts. These experts all have doctoral degrees, professor titles and more than 10 years of experience in education management. Experts included:

Prof. Dr. Huang Zhijian, Vice president of Jingdezhen University, has been engaged in education management for a long time, received doctorate degree in management. He has served as vice president of the university for more than 10 years, and has rich experience in education management.

Prof. Dr. Zhang Jingjing, Dean of the International Education College of Jingdezhen Ceramic University, holds a doctorate degree in management. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

Prof. Dr. Si Chuncan, Dean of the Academic Affairs Office of Jingdezhen University, received doctorate degree in education. He has been engaged in education management for more than 10 years and has rich experience in education management.

Prof. Dr. Xia Xiaohong, Director of the Teaching Quality Assessment and Control Office of Jingdezhen University, received doctorate degree in education. She has been engaged in the research of education management for a long time. She has served as the vice dean and dean of the faculty of education for more than 10 years, and has rich experience in education management.

Prof. Dr. Wu Guoping, Dean of the Academic Affairs Office of Jiangxi Agricultural University, received doctorate degree in management. He has been engaged in education management for more than 10 years and has rich experience in education management.

2.Research instrument

2.1 Instrument characteristics

In this step, the researcher constructed the expert questionnaire to identify the six components of international students learning management, which are validated the research objective one from selected experts.

2.2 Construction and quality determination of instrumental

The researchers invited experts to check the content validity to identify the content validity through used the Likert-Type Scales (five-point rating scale) with a brief explanation for each indicator. The accuracy of the content validity is valid if the value falls within the range of 3.50-5.00. The researcher revises the expert questionnaire based on expert suggestions and recommendations, and then submits the expert questionnaire to the advisor for final editing.

3. Data collection

After the expert questionnaire has been constructed, the researcher will review the expert questionnaire before submitting it to the expert to ensure that the interpretation is accurate, clear and understandable. In the next step of data collection, the researcher will contact selected experts and submit expert questionnaire to verify accuracy and confirm the strength of these components. Finally, the researcher will collect back the expert questionnaires from the experts. After receiving the tables, the

researcher will adjust these components according to the expert's suggestions, in order to improve the highest quality of the components of international students learning management, which is beneficial to objective one and the research as a whole.

4. Data manipulation and analysis

In expert questionnaire, the researcher included the six components of international students learning management and used the Likert-Type Scales (five-point rating scale), with a short explanation of each indicator. The rating ranges from 5 "very high" to 1 "very low". The standard rating is set as follows:

5 refers to the suitability is very high.

4 refers to the suitability is high.

3 refers to the suitability is moderate.

2 refers to the suitability is low.

1 refers to the suitability is very low.

To obtain the results of first phase, the researcher used a statistical package program called the Statistical Package for the Social Sciences to find the mean score and standard deviation for each item of international students learning management components. The rank of the mean is divided into five levels:

4.51-5.00 refers to the suitability is very high.

3.51-4.50 refers to the suitability is high.

2.51-3.50 refers to the suitability is moderate.

1.51-2.50 refers to the suitability is low.

1.00-1.50 refers to the suitability is very low.

Phase 2: To Explore Current State, Desired State and the Priority Needs of International Students Learning Management in 4 universities in Jiangxi Province

The researcher will consider population and sample as the first step to learn

the current state and desired state of international students learning management in 4 universities in Jiangxi Province. The second step is to construct the questionnaires. The third step is to work with 5 experts from China to test the validity of the questionnaire by IOC criteria. The fourth step is data collection, which is to explore the current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province. Finally, in order to obtain the complete results of the second stage, the researcher will analyze the data filled in by the respondents to get the mean score and standard deviation.

     1. Population and sample

       1.1 The population used in this research consists of international student administrators, teachers, and international students in 4 universities in Jiangxi Province. Among them, including 19 international student administrators, 37 teachers, 314 international students, total: 370 people.

       1.2 The sample group includes 10 international student administrators, 19 teachers, and 164 international students in 4 universities in Jiangxi Province. Specific calculations are as follows:

$$n = \frac{N}{1 + N * e^2}$$

$$n = \frac{370}{1 + 370 * (0.05)^2} = 193$$

Where :

n - Sample size

N - Population size

e - Acceptable sampling error

* 95% confidence level and p = 0.5 are assumed

     At the same time, the research will use stratified random sampling to obtain the sample size for this research.

$$\mathbf{n}_i = \frac{N_i}{N} * n$$

Where i=1,2,3,4

Table 8   Target Group, Population, Sample Size of Respondents

Target group	Population	Sample Size
Jingdezhen Ceramic University	70	37
Administrator	6	3
Teacher	9	5
International Student	55	29
Jiangxi University of Finance and Economics	200	104
Administrator	6	3
Teacher	12	6
International Student	182	95
Jiangxi Agricultural University	54	28
Administrator	4	2
Teacher	8	4
International Student	42	22
Jingdezhen University	46	24
Administrator	3	2
Teacher	8	4
International Student	35	18
Total	370	193

2.Research instrument

2.1 Instrument characteristics

The research instrument is questionnaire. The questionnaire consists of two main sections: personal information and key questions. The questionnaire conducted through the Likert-Type Scales (five-point rating scale). The score value is 5 levels as follows:

5 refers to the level is very high.

4 refers to the level is high.

3 refers to the level is moderate.

2 refers to the level is low.

1 refers to the level is very low.

2.2 Construction and quality determination of instrumental

In the process of designing the questionnaire, the researcher will follow the following steps. First, the researcher constructed the questionnaire based on the results of the study in Phase 1. Second, the researcher divided the question into two main sections. Third, the researcher submitted the first draft of the questionnaire to the tutor for checking and editing, so as to verify the accuracy of the questionnaire. Fourth, the researcher submitted the second draft of the questionnaire to the experts for more opinions and suggestions. The questionnaire should be verified by 5 experts, who received doctorate degree, associate professor or above titles and more than 10 years of experience in the field of international student management. These experts were:

Prof. Dr. Lv Jinquan, Vice president of Jingdezhen Ceramic University, received doctorate degree in management. He has served as vice president of the university for more than 10 years, and has rich experience in education management.

Prof. Dr. Fang Man, Vice president of Jingdezhen University, received doctorate degree in management. He has been engaged in education management for a long time, and served as vice president for more than 10 years, has rich experience in education management.

Prof. Dr. Lv Xiaomei, Dean of the International Education College of Jiangxi University of Finance and Economics, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

Prof. Dr. Wu Weiping, Director of international cooperation and exchange office of Jiangxi Agricultural University, holds a doctorate degree. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

Assoc. Prof. Dr. Yang Fan, Vice Dean of the International Education College of Jingdezhen Ceramic University, holds a doctorate degree in education. She has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

Finally, the expert checked the content validity to identify the content validity through Index of Item-Objective Congruence (IOC) of questionnaire forms. If the values of IOC ranges from 0.60 to 1.00, the accuracy of the content validity is valid. The researcher revised the questionnaire based on experts' opinions and suggestions, and sent the questionnaire form back to the tutor for final confirmation. The IOC was considered as the following:

+1 refers to experts are sure the question responds to the content.

0 refers to experts are not sure the question responds to the content.

-1 refers to experts are sure the question doesn't responds to the content.

In order to find the reliability of the questionnaire form, the researcher first conducted a Try-out survey on 30 non-representative samples to try the

questionnaire form. The questionnaire used in the experiment was analyzed to find item-total correlations by calculating the simple Pearson correlation coefficient between item scores and total scores. Questions with item-total correlation coefficients of 0.20 or higher were selected using Pearson's simple correlation coefficient. By examining the correlation between item scores and total scores (Item Total Correlation), the researcher identified questions that met the criteria and proceeded to evaluate reliability. The reliability evaluation was conducted using Cronbach's Alpha Coefficient. The calculation details are as follows:

(1) Finding the congruence value of questionnaire items involves using the Index of Item-Objective Congruence (IOC), which is determined by the congruence index between the questionnaire items and the content, aiming to ascertain the alignment of the questions. The formula for IOC is as follows:

$$IOC = \frac{\sum R}{N}$$

Where:

IOC is the index of congruence between questionnaire items and content,

$\sum R$ is the sum of the scores of expert opinions,

N is the number of experts.

(2) Determining the discriminant power of the questionnaire employs Pearson's correlation coefficient (r_{xy}). The formula is as follows:

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where:

r_{xy} is the correlation coefficient,

N is the number of data points,

$\sum X$ is the total sum of scores for X,

$\sum Y$ is the total sum of scores for Y,

$\sum X^2$ is the total sum of the square of X,

$\sum Y^2$ is the total sum of the square of Y,

$\sum XY$ is the total sum of the product of X and Y for each pair.

(3) The reliability of a questionnaire is determined through Cronbach's Alpha Coefficient, which employs the formula as follows:

$$\alpha = \frac{k}{k-1}\{1 - \frac{\sum s_i^2}{s_t^2}\}$$

Where:

α is the reliability of the measurement tool,

K is the number of questionnaire items,

$\sum s_i^2$ is the variance for each item,

S_t^2 is the variance of the measurement tool.

3. Data collection

In this section, the researcher submitted a request letter through an official process to the Faculty of Education in Mahasarakham University, and obtained approval from the Faculty of Education. After receiving the letter of approval, the researcher attached the letter of approval for data collection request to Jingdezhen Ceramic University, Jiangxi University of Finance and Economics, Jiangxi Agricultural University, and Jingdezhen University to collect data. The researchers sent questionnaire forms to 193 respondents attached with the letter.

4. Data manipulation and analysis

After getting back the questionnaires, the researcher needs to interpret the respondents' answers into script. To obtain the results of the second stage, the researcher used a statistical package program called the Statistical Package for the Social Sciences to find the mean score and standard deviation for each item of the current status and desired state of international students learning management component. The rank of the mean score is divided into five levels:

4.51-5.00 refers to the level is very high.

3.51-4.50 refers to the level is high.

2.51-3.50 refers to the level is moderate.

1.51-2.50 refers to the level is low.

1.00-1.50 refers to the level is very low.

Finally, the Modified Priority Need Index was obtained based on the calculated mean and standard deviation. The Modified Priority Need Index is self-evaluation to assess the critical priority of respondents was used to reveal respondents' needs. The higher the PNImodified value, the greater the importance of the need. This tool is the average difference between the expected performance level and the actual performance level divided by the actual performance:

Modified PNI= (I-D)/D

Where:

I was referred to desired state

D was referred to current state

The PNImodified value are usually in the range of 0.00-1.00. The average score of the PNImodified is seen as the key point in determining performance.

After using PNImodified to get the results of priority needs, the researcher conducted in-depth interviews, in order to develop approaches for international students learning management of the universities in Jiangxi Province.

5. Statistics for data analysis

5.1 The statistics used to determine the quality of the instrument are the Index of Congrurance (IOC) and Reliability of the Questionnaire

5.2 Basic statistics: mean, standard deviation, ranking.

5.3 Priority Needs of Index (PNImodified)

Phase 3: Develop Approaches for International Students Learning Management of the Universities in Jiangxi Province

The researcher conducted the research by using qualitative research with the following research methods.

Step 1: The researcher interview at 4 universities in Jiangxi Province. The steps are as follows:

1. Informants

To study the situation of international students learning management in 4 universities, informants consisting of:

Prof. Dr. Deng Hui, President of Jiangxi University of Finance and Economics, received doctorate degree in management. He has been engaged in university education management for many years, and has been the head of the international education and exchange department of the university for many years. He has 10 years of work experiences as vice president and president in the university.

Prof. Dr. Chen Yunping, President of Jingdezhen University, has been engaged in education management for a long time, received doctorate degree in management. He has served as vice president and president of the university for more than 10 years, and has rich experience in education management.

Prof. Dr. Liu Muhua, Vice President of Jiangxi Agricultural University, received doctorate degree in management. He has served as vice president of the university for more than 10 years, and has rich experience in education management.

Prof. Dr. Zheng Wenli, Dean of the International Exchange and Education College of Jingdezhen University, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

Prof. Dr. Zhang Jingjing, Dean of the International Education College of Jingdezhen Ceramic University, holds a doctorate degree in management. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more

than 10 years, and has rich experience in international education management.

    2. Research instrument

      2.1 Instrument characteristics

      The researchers conducted interview at 4 universities in Jiangxi Province, and the interview outline is divided into two parts. The first part is general information, including the expert's position, education level and work experience. The second part is the opinions of the interviewed questions

      2.2 Construction and quality determination of instrumental

      In order to construct the interview outline, the researcher will follow the following steps: First, the researcher will ask questions based on the literature reviewed, including the 6 components of international students learning management, to form the draft of the interview outline. Second, submit the interview outline to the advisor for inspection, and modify it according to the advisor's opinion; Third, the revised interview questionnaire was given to experts to evaluate the consistency of the questions, and revise the interview outline again according to the expert's opinion.

    3.Data collection

      The researcher submitted a request letter through an official process to the Faculty of Education in Mahasarakham University, and obtained approval from the Faculty of Education. After receiving the letter of approval, the researcher will submit the cooperation request letter and interview questionnaire to the expert, and make an appointment with the experts for an interview, and the researcher will conduct the interview according to the agreed time.

    4.Data manipulation and analysis

      Collect interview results, sort out the information content, and use qualitative data analysis techniques to analyze the data.

    Step 2: Draft approaches, and invite 5 experts to provide revision opinions, then develop formal approaches for international students learning management of the

universities in Jiangxi Province.

1.Experts

The researcher invited 5 experts to provide revised opinions on the draft approaches. These experts all hold doctoral degrees, professor titles and more than 5 years of experience in the field of education management. They are:

Prof. Dr. Wei Fuwen, President of Jiangxi Agricultural University, has been engaged in education management for a long time, received doctorate degree in management. He has served as vice president and president of the university for more than 10 years, and has rich experience in education management.

Prof. Dr. Lv Pinchang, President of Jingdezhen Ceramic University, received doctorate degree. He has been engaged in university education management for many years, and has 10 years of work experiences as vice president and president in the university. He has rich experience in education management.

Prof. Dr. Liu Xiaoli, Vice President of of Jiangxi University of Finance and Economics, received doctorate degree in management. She has been engaged in university education management for many years, and has been the head of the international education and exchange department of the university for many years. She has 10 years of work experiences as vice president in the university.

Prof. Dr. Zheng Wenli, Dean of the International Exchange and Education College of Jingdezhen University, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

Prof. Dr. Lv Xiaomei, Dean of the International Education College of Jiangxi University of Finance and Economics, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education

management.

      2. Research instrument

      In this step, the researcher invites 5 experts to provide revision opinions on the draft approaches for international student learning management of the universities in Jiangxi Province.

      3. Data collection

      Collect the revision opinions of experts, and revise the approaches according to experts' opinions.

      Step 3: Invite 5 experts to evaluate the approaches.

      1. Experts

      The researcher invites 5 experts to check the expert evaluation table. These experts all hold doctoral degrees, professor titles and more than 10 years of experience in the field of education management. They are:

      Prof. Dr. Wei Fuwen, President of Jiangxi Agricultural University,has been engaged in education management for a long time, received doctorate degree in management. He has served as vice president and president of the university for more than 10 years, and has rich experience in education management.

      Prof. Dr. Lv Pinchang, President of Jingdezhen Ceramic University, received doctorate degree. He has been engaged in university education management for many years, and has 10 years of work experiences as vice president and president in the university. He has rich experience in education management.

      Prof. Dr. Liu Xiaoli, Vice President of of Jiangxi University of Finance and Economics, received doctorate degree in management. She has been engaged in university education management for many years, and has been the head of the international education and exchange department of the university for many years. She has 10 years of work experiences as vice president in the university.

      Prof. Dr. Zheng Wenli, Dean of the International Exchange and Education College of Jingdezhen University, holds a doctorate degree in education.

She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

Prof. Dr. Lv Xiaomei, Dean of the International Education College of Jiangxi University of Finance and Economics, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

2.Research instrument

2.1 Instrument characteristics

The researcher constructed the expert evaluation table to assess the appropriateness, utility and feasibility of the approaches through used the Likert-Type Scales (five-point rating scale) .

2.2 Construction and quality determination of instrumental

The expert evaluation table designed according to the approaches for international students learning management. Then thesis advisor checked the correctness of the idioms.

3. Data collection

After the evaluation table was finished, the researcher sent the expert evaluation table to the experts. When getting the evaluation form back, the researcher checked the expert evaluation tables to ensure that all the information was completed.

4.Data manipulation and analysis

The researcher invited 5 experts to check expert evaluation table based on the Likert-type scales (five-point rating scale) to rate in appropriateness, utility, and feasibility:

5 refers to the appropriateness, utility and feasibility are very high

4 refers to the appropriateness, utility and feasibility are high

3 refers to the appropriateness, utility and feasibility are moderate

2 refers to the appropriateness, utility and feasibility are low

1 refers to the appropriateness, utility and feasibility are very low

To obtain the results of phase 3, the researcher through Statistical Package for the Social Sciences to get the mean and standard deviation for each item on the evaluation table.

4.51-5.00 refers to the appropriateness, utility and feasibility are very high

3.51-4.50 refers to the appropriateness, utility and feasibility are high

2.51-3.50 refers to the appropriateness, utility and feasibility are moderate

1.51-2.50 refers to the appropriateness, utility and feasibility are low

1.00-1.50 refers to the appropriateness, utility and feasibility are very low
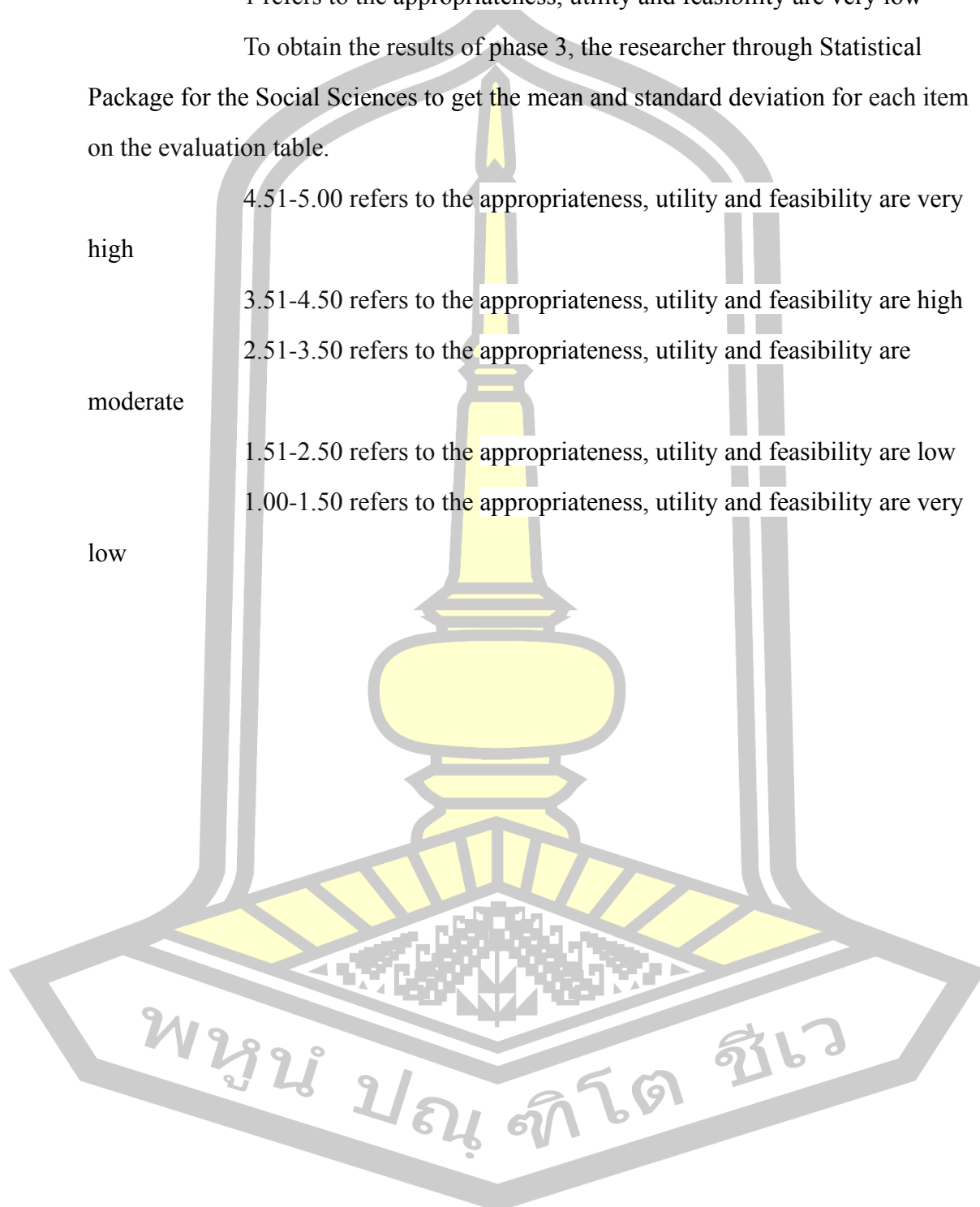
CHAPTER 4

RESULTS OF ANALYSIS

Through the analysis of international students learning management at 4 universities in Jiangxi Province, the following conclusions for the results are as follows:

1. The symbol for data analysis

2. Stages of data analysis

3. Results of data analysis

The Symbol for Data Analysis

In order to make the data understandable during the analysis process, the researcher explained the symbols used in the data analysis results as follows:

n: Numbers of sample

$\bar{x}$: Mean

S.D.: Standard Deviation

PNImodified: Modified Priority Need Index

D: Current Status

I: Desired State

Stages of Data Analysis

The purpose of this research is to develop approaches for international students learning management of the universities in Jiangxi Province. The researchers divided the data analysis into three phases:

Phase 1: To investigate components and indicators of international students learning management.

Phase 2: To explore current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province.

Phase 3: To develop approaches for international students learning management of the universities in Jiangxi Province.

Results of Data Analysis

Phase 1: To investigate components and indicators of international students learning management

Step 1: The international students learning management consists of 6 components and 16 indicators, which are: 1) Curriculum with 2 indicators; 2) Teaching with 3 indicators; 3) Activities with 2 indicators; 4) Environment with 3 indicators; 5) Learning atmosphere with 3 indicators; 6) Evaluation with 3 indicators.

Step 2: The researcher first sent the expert questionnaire to 5 experts to investigate components and indicators of international students learning management in universities. The researcher analyzed the results of the six components of international students learning management, as shown in Table 9-15:
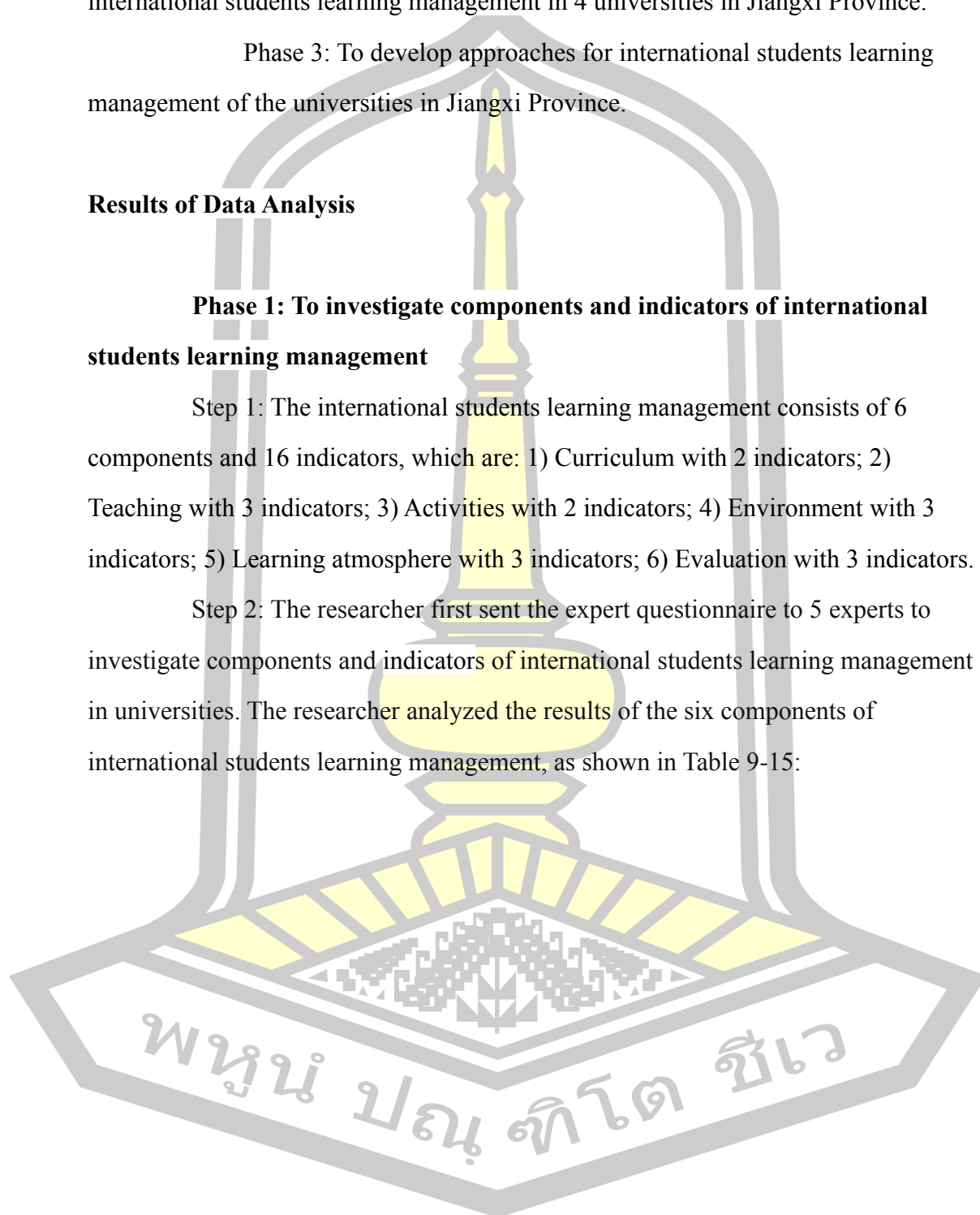
Table 9   Mean, Standard Deviation, and Interpretation of Suitability of Six

Components of International Students Learning Management

No	Components	Suitability		
		$\bar{x}$	S.D.	Interpretation
1	Curriculum	4.90	.224	Very high
2	Teaching	4.87	.183	Very high
3	Activity	4.80	.274	Very high
4	Environment	4.73	.149	Very high
5	Learning atmosphere	4.87	.183	Very high
6	Evaluation	4.87	.183	Very high
	Total	**4.84**	**.036**	**Very high**

Table 9 shows that 6 components and each of which of international students learning management in universities are very high suitability.

Table 10   Mean, Standard Deviation, and Interpretation of Suitability of Curriculum

No	Curriculum	Suitability		
		$\bar{x}$	S.D.	Interpretation
1	Curriculum setting	5.00	.000	Very high
2	Student courses selection	4.80	.447	Very high
	Total	**4.90**	**.224**	**Very high**

Table 10 shows that indicators of "Curriculum" are very high suitability.

Table 11   Mean, Standard Deviation, and Interpretation of Suitability of Teaching

No	Teaching	Suitability		
		$\bar{x}$	S.D.	Interpretation
1	Preparation before class	4.60	.548	Very high
2	Teaching process	5.00	.000	Very high
3	Teaching reflection	5.00	.000	Very high
	Total	**4.87**	**.183**	**Very high**

Table 11 shows that indicators of "Teaching" are very high suitability.

Table 12   Mean, Standard Deviation, and Interpretation of Suitability of Activities

No	Activities	Suitability		
		$\bar{x}$	S.D.	Interpretation
1	Campus cultural activities	4.80	.447	Very high
2	Social practice activities	4.80	.447	Very high
	Total	**4.80**	**.274**	**Very high**

Table 12 shows that indicators of "Activities" are very high suitability..

Table 13   Mean, Standard Deviation, and Interpretation of Suitability of Environment

No	Environment	Suitability		
		$\bar{x}$	S.D.	Interpretation
1	Campus cultural environment	4.60	.548	Very high
2	Teaching hardware facilities environment	4.80	.447	Very high
3	Educational software resource environment	4.80	.447	Very high
	Total	**4.73**	**.149**	**Very high**

Table 13 shows that indicators of "Environment" are very high suitability.

Table 14   Mean, Standard Deviation, and Interpretation of Suitability of Learning Atmosphere

No	Learning atmosphere	Suitability		
		$\bar{x}$	S.D.	Interpretation
1	Construction of school spirit	5.00	.000	Very high
2	Construction of teaching style	4.80	.447	Very high
3	Construction of academic atmosphere	4.80	.447	Very high
	Total	**4.87**	**.183**	**Very high**

Table 14 shows that indicators of "Learning Atmosphere" are very high suitability.

Table 15   Mean, Standard Deviation, and Interpretation of Suitability of Evaluation

No	Evaluation	Suitability		
		$\bar{x}$	S.D.	Interpretation
1	Curriculum evaluation	4.60	.548	Very high
2	Classroom teaching evaluation	5.00	.000	Very high
3	Student comprehensive performance evaluation	5.00	.000	Very high
	Total	**4.87**	**.183**	**Very high**

Table 15 shows that indicators of "Evaluation" are very high suitability.

In conclusion, international students learning management in universities consists of 6 components and 16 indicators, which are: 1) Curriculum with 2 indicators; 2) Teaching with 3 indicators; 3) Activities with 2 indicators; 4) Environment with 3 indicators; 5) Learning atmosphere with 3 indicators; 6) Evaluation with 3 indicators. And assessed by experts that the suitability are very high.

Phase 2: To explore current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province

The researcher distributed 193 questionnaires to international student administrators, teachers and international students in 4 universities. After collecting the questionnaires, the researcher through computer software (SPSS) to calculate the mean and standard deviation of current status and desired state, then analyzed the priority needs of international students learning management in 4 universities in Jiangxi Province, the results as shown in Table 16-22.

Table 16   Mean, Standard Deviation, Interpretation, PNImodified and Rank of Current State and Desired State of Six Components

No	Components	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
1	Curriculum	3.33	.303	Moderate	4.64	.325	Very High	0.393	6
2	Teaching	3.15	.401	Moderate	4.65	.320	Very High	0.476	2
3	Activity	3.14	.444	Moderate	4.62	.383	Very High	0.471	3
4	Environment	3.16	.419	Moderate	4.67	.343	Very High	0.478	1
5	Learning atmosphere	3.21	.447	Moderate	4.67	.369	Very High	0.454	5
6	Evaluation	3.24	.399	Moderate	4.72	.290	Very High	0.457	4
Total		**3.20**	**.296**	**Moderate**	**4.66**	**.259**	**Very High**	**0.456**	

Table 16 shows that 6 components and each of which of international students learning management in 4 universities are all at moderate level in current state. But those of desired state are at very high level. "Environment" is the first rank need for international students learning management in universities, followed by "Teaching", "Activities", "Evaluation", "Learning atmosphere" and "Curriculum".

Table 17   Mean, Standard Deviation, Interpretation, PNImodified and Rank of

Curriculum

No	Curriculum	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
1	The curriculum setting for international students is consistent with the requirements of the training objectives.	3.34	.642	Moderate	4.66	.609	Very High	0.395	3
2	The curriculum for international students is designed scientifically and reasonably, and inject international elements while teaching domestic cultural knowledge.	3.21	.663	Moderate	4.64	.542	Very High	0.445	1
3	In the course setting for international students, the university has increased the proportion of practical courses and set up various elective courses and language courses for international students.	3.45	.676	Moderate	4.61	.646	Very High	0.336	5

Table 17 (Continued)

No	Curriculum	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
4	International students will balance their interests and course difficulty when selecting courses, listen to the advice of senior students, and consider future career planning.	3.21	.628	Moderate	4.58	.535	Very High	0.427	2
5	Independent course selection by international students is beneficial to international students' learning management.	3.42	.658	Moderate	4.70	.533	Very High	0.374	4
	Total	**3.33**	**.303**	**Moderate**	**4.64**	**.325**	**Very High**	**0.393**	**6**

Table 17 shows that 5 items about the level of current state in "Curriculum" are all at moderate level. But those of desired state are all at very high level. Universities should improve the management level of curriculum in an orderly manner according to the ranking of modified priority need index.

Table 18   Mean, Standard Deviation, Interpretation, PNImodified and Rank of

Teaching

No	Teaching	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
1	Teachers select appropriate textbooks based on the characteristics of international students.	3.19	.733	Moderate	4.69	.517	Very High	0.470	6
2	Teachers take into account the special backgrounds and needs of international students, and combine them with course objectives and positioning to make reasonable choices in teaching content.	3.14	.761	Moderate	4.62	.576	Very High	0.471	5
3	The teaching courseware has concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity.	3.11	.766	Moderate	4.65	.578	Very High	0.495	1

Table 18 (Continued)

No	Curriculum	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
4	Teachers develop different forms of courseware based on the varying needs and proficiency levels of international students to meet their learning requirements.	3.11	.724	Moderate	4.64	.579	Very High	0.492	2
5	Teachers choose appropriate teaching methods based on the learning objectives, characteristics of international students, and subject specific factors.	3.15	.724	Moderate	4.65	.576	Very High	0.476	3
6	Teachers choose appropriate teaching tools based on the teaching content and teaching objectives.	3.15	.738	Moderate	4.64	.605	Very High	0.473	4

Table 18 (Continued)

No	Curriculum	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
7	Teachers will conduct timely teaching reflections after class in order to improve teaching methods and enhance teaching effect.	3.19	.721	Moderate	4.62	.575	Very High	0.448	7
	Total	**3.15**	**.401**	**Moderate**	**4.65**	**.320**	**Very High**	**0.476**	**2**

Table 18 shows that 7 items about the level of current state in "Teaching" are all at moderate level. But those of desired state are all at very high level. Universities should improve the management level of teaching in an orderly manner according to the ranking of modified priority need index.
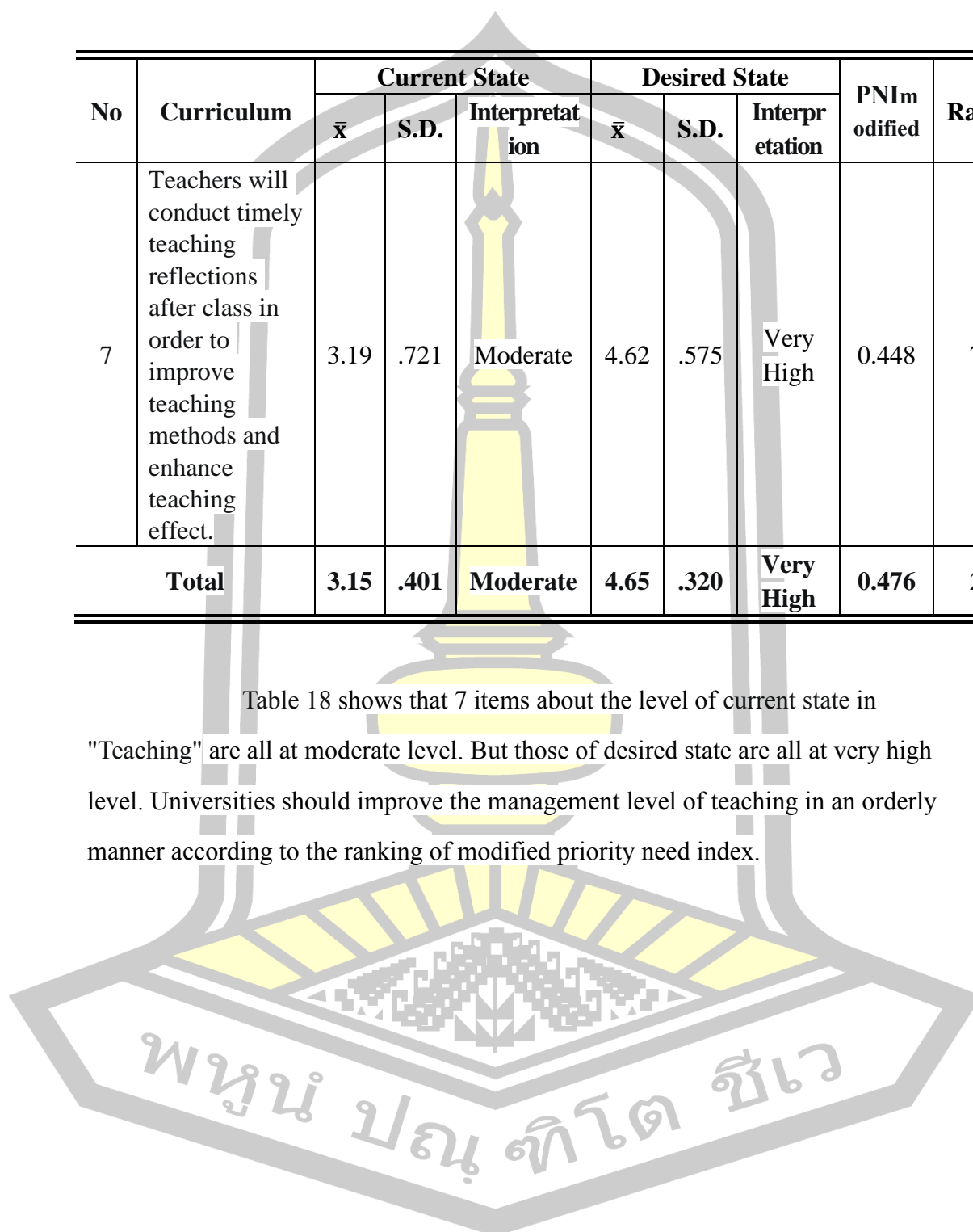
Table 19   Mean, Standard Deviation, Interpretation, PNImodified and Rank of

Activity

No	Activity	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
1	There is a diverse range of campus cultural activities in university.	3.15	.750	Moderate	4.61	.613	Very High	0.463	4
2	The university carries out thematic campus cultural activities and exclusive club organizations for international students.	3.20	.766	Moderate	4.59	.624	Very High	0.434	5
3	The university constantly optimizes the organization and arrangement of campus cultural activities to create favorable conditions for international students to participate in campus cultural activities.	3.10	.726	Moderate	4.62	.585	Very High	0.490	2

Table 19 (Continued)

No	Activity	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
4	In various social and practical activities, teachers focus on cultivating international students' emotions, attitudes, and values.	3.13	.735	Moderate	4.61	.629	Very High	0.473	3
5	The university combines social practice activities with professional education for international students to cultivate their thinking skills and abilities and enrich their learning experience.	3.10	.721	Moderate	4.65	.585	Very High	0.500	1
	Total	**3.14**	**.444**	**Moderate**	**4.62**	**.383**	**Very High**	**0.471**	**3**

Table 19 shows that 5 items about the level of current state in "Activities" are all at moderate level. But those of desired state are all at very high level. Universities should improve the management level of activities in an orderly manner according to the ranking of modified priority need index.

Table 20   Mean, Standard Deviation, Interpretation, PNImodified and Rank of
Environment

No	Environment	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
1	The university provides a good campus cultural environment for international students to improve their learning efficiency, expand their vision, and broaden their thinking.	3.11	.702	Moderate	4.65	.568	Very High	0.495	2
2	The university has complete teaching hardware facilities and equipment.	3.17	.727	Moderate	4.66	.528	Very High	0.470	3
3	High-quality teaching hardware facilities provide international students with a good learning environment, to stimulate their learning motivation and enthusiasm.	3.22	.659	Moderate	4.72	.484	Very High	0.466	4

Table 20 (Continued)

No	Environment	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
4	The university has diverse educational software platforms and online learning resources.	3.11	.717	Moderate	4.67	.563	Very High	0.502	1
5	The software resource environment provides international students with more learning support and opportunities, as well as personalized and differentiated learning experience.	3.19	.719	Moderate	4.66	.547	Very High	0.461	5
	Total	**3.16**	**.419**	**Moderate**	**4.67**	**.343**	**Very High**	**0.478**	**1**

Table 20 shows that 5 items about the level of current state in "Environment" are all at moderate level. But those of desired state are all at very high level. Universities should improve the management level of environment in an orderly manner according to the ranking of modified priority need index.

Table 21　Mean, Standard Deviation, Interpretation, PNImodified and Rank of
Learning Atmosphere

No	Learning Atmosphere	Current State			Desired State			PNImodified	Rank
		x̄	S.D.	Interpretation	x̄	S.D.	Interpretation		
1	The university has a good school spirit, teaching style and academic atmosphere.	3.25	.687	Moderate	4.74	.495	Very High	0.458	2
2	The university creates a good school spirit, which enables international students to quickly integrate into the learning environment and improves their learning enthusiasm and motivation.	3.22	.762	Moderate	4.52	.798	Very High	0.404	4
3	The university pays attention to the construction of teaching style, and constantly improves the teaching level of teachers, so that international students can better grasp the knowledge and skills.	3.25	.722	Moderate	4.72	.527	Very High	0.452	3

Table 21 (Continued)

No	Learning Atmosphere	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
4	The university takes a variety of measures to strengthen the construction of academic atmosphere, to help international students improve the learning effect and academic level.	3.10	.729	Moderate	4.71	.509	Very High	0.519	1
Total		**3.21**	**.447**	**Moderate**	**4.67**	**.369**	**Very High**	**0.454**	**5**

Table 21 shows that 4 items about the level of current state in "Learning atmosphere" are all at moderate level. But those of desired state are all at very high level. Universities should improve the management level of learning atmosphere in an orderly manner according to the ranking of modified priority need index.

Table 22　Mean, Standard Deviation, Interpretation, PNImodified and Rank of

Evaluation

No	Evaluation	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
1	Evaluating curriculum each semester and making timely improvements based on feedback from the target groups can provide better learning experiences for international students.	3.24	.698	Moderate	4.69	.547	Very High	0.448	5
2	The results of curriculum evaluation can provide valuable reference information for other international students when selecting courses.	3.28	.697	Moderate	4.76	.476	Very High	0.451	4
3	The university will organize international students to evaluate teachers' classroom teaching each semester.	3.30	.679	Moderate	4.74	.508	Very High	0.436	6

Table 22 (Continued)

No	Evaluation	Current State			Desired State			PNImodified	Rank
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation		
4	Teachers will adjust and improve the teaching methods and contents in time according to the evaluation results.	3.25	.692	Moderate	4.72	.494	Very High	0.452	3
5	Evaluating international students' academic performance each semester allows them to understand their own learning status.	3.19	.707	Moderate	4.69	.517	Very High	0.470	2
6	The comprehensive quality evaluation of international students every academic year can lead to their overall development, improve their learning effect and self-management level.	3.18	.680	Moderate	4.71	.477	Very High	0.481	1
	Total	**3.24**	**.399**	**Moderate**	**4.72**	**.290**	**Very High**	**0.457**	**4**

Table 22 shows that 6 items about the level of current state in "Evaluation" are all at moderate level. But those of desired state are all at very high level. Universities should improve the management level of evaluation in an orderly manner according to the ranking of modified priority need index.

In conclusion, the current state of international students learning management in 4 universities is at a moderate level, desired state is at a very high level. The modified priority need index for international students learning management in universities is ranked from high to low: 1) Environment；2) Teaching; 3) Activities; 4) Evaluation; 5) Learning atmosphere; 6) Curriculum.

Phase 3: Develop approaches for international students learning management of the universities in Jiangxi Province.

Step 1: Interview 5 informants from 4 universities and analyze the interview results

1. Interview 5 informants from 4 universities

According to the research results of the current state, desired state and the priority needs of international students learning management in 4 universities, the researcher interviewed 5 informants from 4 universities, including 2 university presidents, 1 university vice president and 2 deans of international education college. The following results are obtained:

1.1 Curriculum

Informants suggested that the curriculum setting of international students should be consistent with the requirements of the training objectives, and inject international elements while teaching domestic cultural knowledge. Universities should focus on cultivating international students' ability to choose courses independently. When choosing courses, students should combine their own needs and professional characteristics, listen to the advice of senior students,

understand the relevant regulations of the university's course selection, and make a decision after full consideration.

Informants gave the following interview results, such as:

"In terms of curriculum setting, the university should fully take into account the cultural background and language ability of international students, and provide diversified course content as much as possible to meet the needs of different students. At the same time, the school will also increase the proportion of practical courses for international students, increase hands-on opportunities for international students, and set up various elective courses and language courses for international students. In terms of course selection, teachers will provide certain guidance and suggestions to help students choose the right courses according to their interests and career plans."

（The first informant, January 25, 2024）

"In terms of curriculum setting, the university should balance the cultural background of international students with the course content, and strive to provide rich and diverse courses to meet the needs of different students, while ensuring that the course content is practical and in-depth, so that students can truly learn useful knowledge and skills. In terms of course selection, the school will give students a certain degree of autonomy, allowing them to choose appropriate courses based on their interests and career plans. At the same time, the school will provide comprehensive course introduction and consulting services to help international students make the best choice."

（The second informant, January 26, 2024）

"When curriculum setting for international students, the core principle the university adheres to is to ensure that the course content not only conforms to international standards, but also meets the individual needs of students. The university will develop a curriculum setting plan, organize a professional team of teachers, and carefully design the curriculum to balance the cultural background of

international students and the course content. When guiding students to select courses, the university should formulate detailed course selection plans, and provide comprehensive course introduction and consulting services to help students choose the most suitable courses according to their interests and career planning. The university should also establish effective feedback mechanisms to collect opinions and suggestions from international students and teachers. And according to the feedback, timely optimize the curriculum and students' course selection plan."

（The third informant, January 25, 2024）

"In terms of curriculum setting, the university will fully take into account the cultural background and language level of international students, organize a professional team of teachers, and make appropriate adjustments to the course content according to the actual situation of the students to ensure that students can smoothly integrate into the classroom. Regarding course selection, the university will give students a certain degree of autonomy, allowing them to choose appropriate courses based on their interests and career plans. At the same time, teachers should provide students with course selection suggestions and guidance to help students better plan their own learning paths."

（The fourth informant, January 26, 2024）

"When designing a curriculum for international students, the first consideration should be the needs of the students and the mission of the university. In balancing the cultural backgrounds and course content of students, the university will focus on diversity and inclusion, and regularly evaluates the learning outcomes of international students. When guiding international students to select courses, the teacher should provide personalized guidance and advice. And help students choose the most suitable courses based on their interests, specialties and career plans."

（The fifth informant, January 26, 2024）

1.2 Teaching

Informants suggested that teachers should choose appropriate teaching materials for international students based on the learners' cultural background, Chinese language level, learning goals and other aspects of learners. Teaching courseware should be concise and clear in language, strong cultural adaptability, high-quality charts and images, and strong interactivity. In the teaching process, teachers should give full play to their teaching abilities and help students better master knowledge points through flexible teaching methods. After class, teachers should reflect and summarize their teaching process, teaching strategies, teaching effects, etc., and make timely adjustments to their teaching methods to improve students' learning effects.

Informants gave the following interview results, such as:

"When preparing for class, teachers need to take into account the special background and needs of international students, formulate reasonable teaching plans, and customize teaching content according to the cultural differences of international students. The school can provide some auxiliary courses and resources to help them understand the background knowledge involved in the course content, so as to reduce cultural differences and language barriers. In the teaching process, teachers should pay attention to the individual needs of international students, adopt some diversified teaching methods, and use teaching materials in multiple languages to help international students better understand the course content. In teaching reflection, teachers should pay attention to the feedback of international students, understand their difficulties and needs in the learning process, and adjust teaching strategies according to feedback. At the same time, teachers should also reflect on their own teaching effect and constantly improve teaching methods to enhance the learning effect of international students."

（The first informant, January 25, 2024）

"When preparing for class, the university should provide a range of supports and resources to help them overcome cultural and language barriers.

In the teaching process, teachers should pay attention to students' individual needs and learning characteristics, and adopt some targeted teaching methods and means, such as personalized teaching and cooperative learning, to help students better understand and master the course content. About teaching reflection, teachers can reflect through self-assessment, peer evaluation and student evaluation. Teachers should also pay attention to students' feedback and performance, and adjust their teaching strategies and methods in time. At the same time, teachers should also reflect on their own teaching effect and teaching methods in line with students' learning needs and development characteristics.*"*

（The second informant, January 26, 2024）

"When preparing for class, teachers should understand students' existing knowledge reserves and their interests in advance, and combine the latest Chinese national conditions to design classroom learning content and teaching courseware that meet students' needs and pay equal attention to knowledge, interest and sense of The Times. In the teaching process, teachers should choose the appropriate teaching methods according to the teaching objectives, the characteristics of students and the characteristics of subjects, and choose the appropriate teaching tools according to the teaching content and teaching objectives. After the end of teaching activities, teachers should timely reflect on teaching and adjust teaching methods.*"*

（The third informant, January 25, 2024）

"When preparing for class, teachers should combine the characteristics of Eastern and western teaching materials to choose suitable teaching materials for international students, that is, pay attention to the knowledge system of domestic teaching materials, and combine the advantages of the theory and practice of foreign teaching materials. In the teaching process, teachers should adopt some innovative teaching methods, such as online teaching, flipped classroom, etc., to help students better understand and master the course content, improve their learning

interest and learning effect. In terms of teaching reflection, teachers can reflect by communicating with other teachers, observing other teacher's courses, and collecting feedback from students. Teachers should also regularly evaluate their teaching effects and teaching methods, and constantly improve and optimize their teaching process."

（The fourth informant, January 26, 2024）

"In preparation stage, teachers should develop different forms of teaching courseware according to the different needs and levels of international students, and select appropriate teaching materials and teaching content. During the teaching process, we must fully consider the differences in language, culture, and way of thinking among international students, and choose teaching methods and teaching tools suitable for international students. In the process of teaching reflection, teachers should not only pay attention to whether their teaching methods and means meet the needs and learning characteristics of students, but also pay attention to the feedback of students, and adjust the teaching strategies and methods in time."

（The first informant, January 26, 2024）

1.3 Activities

Informants suggested that schools should organize various activities for international students and provide different learning situations to meet the needs of cultivating multiple abilities. At the same time, social practice activities should be combined with professional education to cultivate the thinking and abilities of international students.

Informants gave the following interview results, such as:

"When considering international student participation in campus cultural activities and social practices, it is most important to ensure that the activities are diverse and inclusive. Universities should provide a variety of activities for international students, so that they can fully display their talents, while feeling the care and support of the university. International students can choose activities and

social practice projects that suit them based on their interests and strengths. Universities can set up a flexible credit system to allow students to strike a balance between academic courses and practical activities. In addition, international students should be provided with some practical opportunities, such as internships, research, etc., to help students apply what they have learned in practice and promote their all-round development.〞

（The first informant, January 25, 2024）

"When organizing campus cultural activities for international students, universities should comprehensively consider cultural differences, students' interests, participation and other factors, and constantly optimize the organization and arrangement of activities to create favorable conditions for international students to participate in activities. In order to promote the exchange and integration of international students and local students, universities can set up some cooperative projects or competitions to encourage them to participate in a team. In terms of balancing academics and practice, universities should provide students with diversified learning and development opportunities. In addition to traditional academic courses, schools can also provide internship, research, volunteer service and other opportunities to help students develop in an all-round way.〞

（The second informant, January 26, 2024）

"In order to support and encourage international students to participate in various activities organized by the university, the university should constantly update the content of activities in terms of activity design, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students. In terms of activity arrangement, universities should ensure the smooth communication process of campus activity notification, and at the same time create favorable conditions for international students to participate in campus cultural activities, so that international students can better integrate into campus life and lay a good foundation for better learning. The

university should also organize students to participate in some social practice activities to allow students to learn and grow in practice, while providing sufficient resources and support."

（The third informant, January 25, 2024）

"When planning campus cultural activities and social practice activities, the university should pay attention to the specific needs and adaptation process of international students, and provide them with corresponding support and guidance to ensure that they can successfully participate and benefit from it. After the activity, students' feedback on the activity should be collected, and experiences should be summarized based on the feedback to make improvements and adjustments for future cultural activities. In addition to traditional academic courses, the university can also provide international students with diversified learning and development opportunities such as internships, research, and volunteer services. This can help students apply theoretical knowledge into practice and promote their all-round development."

（The fourth informant, January 26, 2024）

"When planning activities, the university must fully consider the needs and backgrounds of international students and ensure that activities are diverse and inclusive. This will not only help increase the participation of international students, but also help them better integrate into campus life. When organizing international students to participate in social practice activities, attention should be paid to the combination of theory and practice, and the professional knowledge learned should be applied in practice. In various social practice activities, teachers should focus on cultivating students' emotions, attitudes, and values."

（The fifth informant, January 26, 2024）

1.4 Environment

Informants suggested that the university should strive to create a positive, open and inclusive campus cultural environment, providing

international students with spacious and bright classrooms, modern computer center and laboratory facilities, libraries and other learning and research places and equipment. Teachers should take the initiative to use all kinds of teaching software platforms, give play to the educational role of third-party applications, meet students' learning needs, and improve students' learning results.

Informant gave the following interview results, such as:

"In terms of building a harmonious campus cultural environment, the biggest challenge faced by international students is the lack of understanding and recognition of Chinese culture. Therefore, the university can organize some Chinese culture lectures and practical activities to help international students better understand and adapt to campus culture. In terms of teaching hardware facilities, the university must regularly inspect and update equipment to ensure its excellent performance and provide teachers and students with a high-quality teaching environment. In terms of educational software resource environment, the university should further optimize and utilize educational software resource environment to strengthen the learning management of international students. Introduce more high-quality educational software to provide students with rich online learning resources. At the same time, a dedicated learning support platform has been established to provide international students with personalized learning guidance and assistance."

（The first informant, January 25, 2024）

"In terms of the construction of campus cultural environment, in order to support international students to better integrate into campus culture, the university can organize cultural exchange activities, language corners and social activities to help them better understand and adapt to campus culture. In terms of teaching hardware facilities environment, the university should regularly check and update teaching equipment to ensure its performance and adaptability. At the same time, advanced teaching equipment and tools can be introduced to improve teaching

quality and efficiency. In terms of educational software resource environment, the university can introduce more high-quality educational software platforms to provide rich online learning resources for international students."

（The second informant, January 26, 2024: interview）

"International students may feel unfamiliar and lonely about the campus cultural environment. The university can organize various cultural festivals and activities to promote exchanges between international students and Chinese students and create an inclusive and diverse environment. In terms of teaching hardware facilities, the university should increase investment in teaching facilities, update and upgrade teaching equipment. At the same time, attention should be paid to the maintenance and management of the equipment to ensure its normal operation and use effect. In terms of educational software resources and environment, the university should introduce some high-quality educational software resources at home and abroad, and establish a perfect educational software resource library. At the same time, the university should pay attention to the update and maintenance of software to ensure its adaptability and effectiveness. The university should regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources, and formulate improvement plans based on the feedback to continuously optimize the learning environment for international students."

（The third informant, January 25, 2024）

"In terms of campus cultural environment construction, the university can help international students better integrate into campus life by carrying out cross-cultural training, language courses and cultural exchange activities. At the same time, establish an international student support team to provide personalized counseling services. In terms of teaching hardware facilities, in addition to routine maintenance and update, schools should pay attention to the latest development of technology, upgrade teaching equipment in a timely manner, and strengthen the

training of teachers on the use of new equipment skills to ensure that they can make full use of hardware resources to improve teaching effects. The university should also focus on the diversity and adaptability of educational software. Invest in the introduction of various high-quality educational software resources to meet the needs of different disciplines. In addition, the university should strengthen the training of teachers' ability to use educational software to improve their awareness and skills of online teaching. At the same time, establish an effective student support service system to provide online consultation and tutoring services to help international students solve problems encountered in their studies."

（The fourth informant, January 26, 2024）

"The university should provide necessary language and cultural training for international students, encourage Chinese students to interact with international students, and enhance mutual understanding and friendship through common activities. In terms of teaching hardware facilities, the university should regularly check and update teaching equipment to ensure that it meets the needs of modern teaching. At the same time, strengthen teachers' training on the application of new technology and new equipment to improve teaching quality. In terms of educational software resources and environment, the university should invest in introducing more abundant and diversified educational software resources. Teachers should actively guide students to use the learning platform to exchange experience and discuss learning methods with classmates and teachers, and can also use the education and teaching software platform to carry out online question answering and homework tutoring, so as to achieve efficient interaction between teachers and students and improve learning effect and satisfaction."

（The fifth informant, January 26, 2024）

1.5 Learning atmosphere

Informants suggested that the university should formulate a series of rules and regulations, clarify the code of conduct and requirements of

students, pay attention to improving teaching quality, optimize education and teaching links, and strengthen teaching management and evaluation. It is necessary to cultivate students' good moral character and behavior habits, and through education and guidance, let students establish correct values and codes of conduct. In order to build a good academic atmosphere, the university should set up a working group for academic style construction, establish a resource sharing platform, convert scientific research resources, campus environment resources, and network resources into teaching resources, and provide diversified learning for students' study, life, and internship practice. It is necessary to regularly investigate and evaluate the implementation of the construction of school spirit, teaching style and academic atmosphere, collect feedback from international students on teaching and management, and adjust the construction plan of school spirit, teaching style and academic atmosphere according to the problems and deficiencies found.

Informants gave the following interview results, such as:

"In order to strengthen the construction of school spirit, the administrators should set an example of good behavior and strengthen the school discipline and rules and regulations. At the same time, attention should be paid to the inheritance and innovation of campus culture, and diversified cultural activities should be actively carried out to improve students' comprehensive quality and cross-cultural communication ability. In the construction of teaching style, the university should regularly organize teachers to participate in international academic exchanges, teaching seminars and other activities, encourage teachers to participate in international scientific research cooperation, and improve the internationalization level of teachers. In the construction of academic atmosphere, students should have the qualities and habits of independent learning, critical thinking, innovation ability and cross-cultural communication ability. The university can guide students to develop these qualities and habits by setting up international curricula, carrying out diversified academic activities and social practices. At the same time, strengthen the

management of students, establish a good style of study discipline, and create a positive learning atmosphere."

<div align="right">（The first informant, January 25, 2024）</div>

"In order to cultivate a good school spirit, teaching style and academic atmosphere, the university should focus on establishing and promoting campus culture and spirit, so that students can deeply understand the connotation and value of campus culture and spirit, and strengthen students' cultural literacy and humanistic accomplishment. It is necessary to strengthen teacher training, improve teacher quality, formulate a reasonable teacher evaluation system, and strengthen teaching monitoring and management. Stimulate students' learning motivation, correct students' learning attitudes and teach students scientific learning methods, so that students can form good learning behaviors."

<div align="right">（The second informant, January 26, 2024）</div>

"For the construction of school spirit, the university should pay attention to the cultivation of students' comprehensive quality, create a positive campus atmosphere, strengthen the construction of school system, and ensure the orderly progress of school work. In the construction of teaching style, teachers should set an example and establish a good model of teacher's ethics. The university should attach importance to teacher training and improve teachers' teaching level and professional ethics. At the same time, establish a sound teaching quality monitoring system to ensure that teaching quality is effectively guaranteed. In the construction of academic atmosphere, students should develop good study habits and independent thinking ability. The university should strengthen curriculum and teaching management to guide students to establish correct learning concepts. Stimulate students' academic interest and innovative spirit through academic lectures, scientific and technological innovation and other activities."

<div align="right">（The third informant, January 25, 2024）</div>

"For the construction of school spirit, on the one hand, we

should carry forward the fine tradition and cultural essence of the university; On the other hand, teachers and students should be encouraged to participate in the innovation and development of campus culture to enhance the overall image and cultural soft power of the university. In the construction of teaching style, the university should strengthen the professional quality training and moral education of teachers to improve their educational level and moral quality. At the same time, the construction of teaching management and supervision mechanism should be strengthened to ensure the steady improvement of teaching quality and level. In the construction of the academic atmosphere, the university should pay attention to cultivating students' independent learning ability and innovative spirit, and encourage students to participate in extracurricular activities and academic competitions. At the same time, strengthen students' comprehensive quality evaluation and incentive mechanism construction, stimulate students' internal motivation and learning enthusiasm."

（The fourth informant, January 26, 2024）

"In view of the construction of school spirit, the university must strengthen the construction of organizational culture and rules and regulations. Through the formulation of scientific and reasonable management system and work specifications, improve the management level and operation efficiency of the university. At the same time, strengthen moral education and humanistic care for students, cultivate students' ideological and moral quality and humanistic spirit. In the construction of teaching style, the university should strengthen professional training and academic exchange activities for teachers to improve their teaching level and academic accomplishment. At the same time, a sound teaching quality monitoring system and teacher evaluation mechanism should be established to promote the professional growth of teachers and the improvement of education quality. In the construction of the academic atmosphere, the university should pay attention to cultivating students' innovative thinking and practical ability, and strengthen practical

teaching and laboratory construction. At the same time, it pays attention to the mental health and growth needs of students, and provides comprehensive psychological counseling and support services.＂

（The fifth informant, January 26, 2024）

1.6 Evaluation

Informants suggested that proper organization and implementation of curriculum evaluation is an important condition for the effective implementation of curriculum reform. The university should organize international students to evaluate curriculum every semester and make timely improvements according to the opinions of the audience. At the same time, international students must be regularly organized to evaluate teachers' classroom teaching, evaluate teachers' teaching performance and effectiveness in the classroom, understand students' learning situations, and urge teachers to pay attention to classroom teaching. In addition, the academic performance of international students should be evaluated every semester, and the comprehensive quality of international students should be evaluated every academic year.

Informants gave the following interview results, such as:

"In terms of curriculum evaluation, attention should be paid to the organic combination of process evaluation and result evaluation. Process evaluation can reflect students' learning status and needs in time, while result evaluation can visually display students' learning outcomes. In the evaluation of teachers' classroom teaching, students' feedback and peer evaluation should be fully valued. Student feedback can reflect the quality of teaching, and peer evaluation can help improve the professional level of teachers. Communication and coordination need to be strengthened to achieve the best evaluation results. When evaluating a student's comprehensive performance, academic performance should be balanced with other non-academic performance. In addition to academic results, students' non-academic performance such as social practice, innovation and teamwork should

also be fully recognized. The university need to further strengthen the construction of the evaluation system of non-academic performance and increase its weight in the comprehensive results.＂

（The first informant, January 25, 2024）

＂For curriculum evaluation, the university should adopt multiple evaluation methods, including students' self-evaluation and teachers' evaluation and so on. This allows for a more comprehensive understanding of student learning and also encourages students to participate more actively in the evaluation process. When evaluating teachers' classroom teaching, it is necessary to consider teachers' teaching behavior, teaching method, teaching effect and teacher-student interaction. At the same time, the evaluation results should be timely feedback to teachers, so that teachers can timely adjust and improve the teaching methods and teaching content, improve the teaching quality and students' learning effect. When evaluating students' comprehensive performance, a weighted average method should be used, and the ratio of academic performance and other performance should be reasonably set according to subject characteristics and course requirements. At the same time, we also need to focus on the individual development of students and encourage them to excel in their areas of expertise.＂

（The second informant, January 26, 2024）

"In the aspect of curriculum evaluation, the university can adopt the combination of formative evaluation and terminal evaluation. Formative evaluation can help teachers adjust teaching strategies in time and improve teaching quality. The final evaluation provides a comprehensive understanding of the student's learning outcomes. The university need to pay more attention to and apply formative assessment. In the evaluation of teachers' classroom teaching, students should be the center and students' feedback and experience should be emphasized. At the same time, peer evaluation and professional committee evaluation should also be fully valued and used. The university need to establish a multi-dimensional evaluation system to

ensure the objectivity and impartiality of the evaluation results. When evaluating the comprehensive results of students, we should pay attention to the overall development of students. In addition to academic results, students should also pay attention to their social practice, teamwork, leadership and other aspects of performance."

（The third informant, January 25, 2024）

"In curriculum evaluation, the university should grasp the balance between process evaluation and result evaluation, and can add diversified elements, including students' self-evaluation, classmates' evaluation and teachers' evaluation, so as to make the evaluation more comprehensive and objective. In the evaluation of teachers' classroom teaching, the university should adopt a combination of multiple evaluation methods, and establish a perfect evaluation system to ensure the accuracy and fairness of the evaluation results. For the evaluation of international students' academic performance, the university should clearly specify the examination and assessment methods of international students' courses, and evaluate their academic performance every semester, so as to help international students understand their study status more comprehensively and formulate more reasonable study plans and goals. In addition, the university should also formulate comprehensive quality assessment methods for international students in the academic year, and conduct comprehensive evaluation of international students every academic year."

（The fourth informant, January 26, 2024）

"For curriculum evaluation, we should emphasize the principle of equal emphasis on process and result. Process evaluation can reflect students' learning attitude, effort and progress. Result evaluation can reflect students' learning outcomes and achievement. The university need to develop a scientific and reasonable evaluation index system to ensure the fairness and objectivity of the evaluation. In the evaluation of teachers' classroom teaching, multi-dimensional evaluation system can be adopted. In addition to student feedback, peer evaluation, expert evaluation and teacher self-reflection should be incorporated into the

evaluation system. The university need to establish a complete evaluation mechanism to promote teachers' professional growth and continuously improve teaching work. When evaluating students' comprehensive performance, academic performance is one of the important evaluation indicators, but the performance of other aspects should also be given reasonable weight and recognition. The university should formulate a reasonable weighted average plan to reflect the comprehensive quality and ability of students."

（The fifth informant, January 26, 2024）

2.Summarize informant's opinions and get the interview results

The researcher conducted interviews with 5 informants from 4 universities in Jiangxi Province. The researcher summarized the views of the informants in order to improve the learning management level of international students. As shown in Table 23-28.

Table 23   Summary Results of the "Curriculum" in International Students Learning Management of the Universities

Indicator	Interview results	Results of the summary
1.Learn the cultural background, language abilities and needs of international students; 2.The curriculum setting is consistent with the requirements of the training objectives; 3.The curriculum for international students is designed scientifically and reasonably; 4.Inject international elements while teaching domestic cultural knowledge; 5.Increase the proportion of practical courses and set up various elective courses and language courses; 6.Balance the interests and course difficulty when selecting courses, listen to the advice of senior students, and consider future career plans.	1.Fully consider the cultural background, language abilities and needs of international students, clarify the principles and objectives of the curriculum setting for international students, develop corresponding curriculum setting and students course selection plans; 2.Organize professional team of teachers and design curricula with a focus on diversity and inclusion; 3.Provide individualized course selection guidance services for international students; 4.Regularly evaluate the learning effectiveness of international students, and establish an effective feedback mechanism to collect international students' feedback on the curriculum and students course selection; 5.Optimize and adjust curriculum setting and course selection plans according to the feedback and evaluation results.	1.International student administrators should investigate the needs and characteristics of international students, clarify the principles and objectives of the curriculum setting for international students, develop corresponding curriculum setting and students course selection plans; 2.International student administrators should organize professional team of teachers and design curricula with a focus on diversity and inclusion; 3.Teachers should provide international students with individualized course selection guidance services; 4.International student administrators should evaluate the learning effectiveness of international students regularly, and establish an effective feedback mechanism to collect international students' feedback on the curriculum and students course selection;

Table 23 (Continued)

Indicator	Interview results	Results of the summary
		5.International student administrators should analyze and evaluate the collected feedback to understand the effects and existing problems of the plan implementation; 6.International student administrators should optimize and adjust curriculum setting and course selection plans according to the feedback and evaluation results.

According to the summary results in Table 23, which will be used to draft approaches for international student learning management of the universities in Jiangxi Province, in the "Curriculum", we can draw the conclusion that:

1) International student administrators should investigate the needs and characteristics of international students, clarify the principles and objectives of the curriculum setting for international students, develop corresponding curriculum setting and students course selection plans;

2) International student administrators should organize professional team of teachers and design curricula with a focus on diversity and inclusion;

3) Teachers should provide international students with individualized course selection guidance services;

4) International student administrators should evaluate the learning effectiveness of international students regularly, and establish an effective

feedback mechanism to collect international students' feedback on the curriculum and students course selection;

5) International student administrators should analyze and evaluate the collected feedback to understand the effects and existing problems of the plan implementation;

6) International student administrators should optimize and adjust curriculum setting and course selection plans according to the feedback and evaluation results.

Table 24   Summary Results of the "Teaching" in International Students Learning Management of the Universities

Indicator	Interview results	Results of the summary
1.Learn the cultural background, language abilities and prior knowledge of international students; 2.Select appropriate textbooks based on the characteristics of international students；3.Develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity；4.Develop different forms of courseware based on the varying needs and proficiency levels of international students；5.Choose appropriate teaching methods based on the learning objectives, characteristics of international students, and subject-specific factors；6.Choose appropriate teaching tools based on the teaching content and teaching objectives；7.Teachers should conduct timely teaching reflections after class.	1.Clarify the learning objectives of international students, learn the cultural background, language abilities and prior knowledge of international students, and formulate reasonable teaching plans; 2.Select appropriate teaching materials according to students' cultural background, Chinese level, learning objectives and other differences; 3.Develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity；4.Adopt diversified teaching methods to teach; 5.Select appropriate teaching tools based on teaching content and teaching objectives; 6.Teachers should reflect on teaching in time and pay attention to the feedback from international students; 7.Adjust teaching strategies and methods in a timely manner based on feedback; 8.Regularly evaluate teaching effects and teaching methods, and continuously improve and optimize the teaching process.	1.Teachers should clarify the learning objectives of international students, learn the cultural background, language abilities and prior knowledge of international students, and formulate reasonable teaching plans; 2.Teachers should select appropriate teaching materials according to students' cultural background, Chinese level, learning objectives and other differences; 3.Teachers should develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity；4.Teachers should adopt group discussion, case analysis and other diversified teaching methods to teach; 5.Teachers should select appropriate teaching tools based on teaching content and teaching objectives; 6.Teachers should provide international students with necessary language translation, content explanation and other learning support;

Table 24 (Continued)

Indicator	Interview results	Results of the summary
		7.Teachers should collect the feedback of international students on teaching through questionnaire survey, face-to-face communication and other ways; 8.Teachers should analyze the feedback collected and find out the problems existing in the teaching process; 9.Teachers should formulate corresponding improvement measures based on the analysis results; 10.Teachers should incorporate teaching reflection into daily work and continuously optimize teaching methods and strategies.

According to the summary results in Table 24, which will be used to draft approaches for international student learning management of the universities in Jiangxi Province, in the "Teaching", we can draw the conclusion that:

1) Teachers should clarify the learning objectives of international students, learn the cultural background, language abilities and prior knowledge of international students, and formulate reasonable teaching plans;

2) Teachers should select appropriate teaching materials according to students' cultural background, Chinese level, learning objectives and other differences;

3) Teachers should develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity；

4) Teachers should adopt group discussion, case analysis and other diversified teaching methods to teach;

5) Teachers should select appropriate teaching tools based on teaching content and teaching objectives;

6) Teachers should provide international students with necessary language translation, content explanation and other learning support;

7) Teachers should collect the feedback of international students on teaching through questionnaire survey, face-to-face communication and other ways;

8) Teachers should analyze the feedback collected and find out the problems existing in the teaching process;

9) Teachers should formulate corresponding improvement measures based on the analysis results;

10) Teachers should incorporate teaching reflection into daily work and continuously optimize teaching methods and strategies.
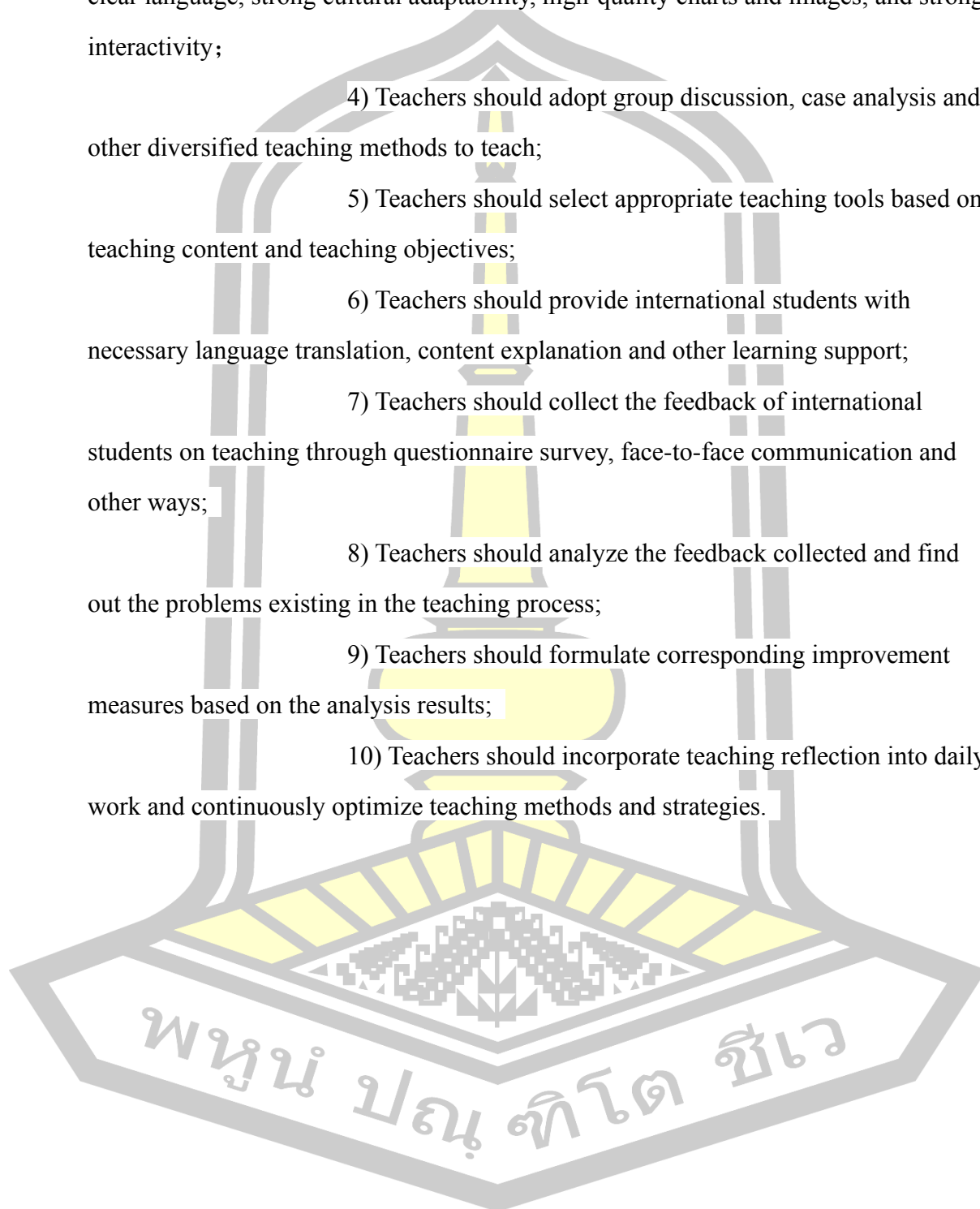
Table 25   Summary Results of the "Activities" in International Students Learning
Management of the Universities

Indicator	Interview results	Results of the summary
1.The university organizes a variety of campus cultural activities and social practice activities; 2.Set up thematic campus cultural activities and exclusive club organizations for international students; 3.Constantly optimize the organization and arrangement of the activities; 4.In various social practical activities, focus on cultivating international students' emotions, attitudes, and values; 5.Combine social practice activities with professional education for international students.	1.Provide a variety of campus cultural activities and social practice activities for international students; 2.Constantly update the content of the activities, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students; 3.When organizing international students to participate in social practice activities, attention should be paid to the combination of theory and practice, and apply the professional knowledge they have learned to practice; ; 4.Provide the necessary support and guidance according to the needs of international students; 5.Keep abreast of international students' participation and satisfaction; 6.Analyze the performance and gains of international students in the activities; 7.Collect feedback from international students on the activities;	1.International student administrators should make plans for campus cultural activities and social practice activities according to the characteristics of the university and the needs of international students, provide a variety of campus cultural activities and social practice activities for international students; 2.International student administrators should constantly update the content of the activities, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students; 3.International student administrators should be paid attention to the combination of theory and practice, and apply the professional knowledge they have learned to practice when organizing international students to participate in social practice activities; 4.International student administrators should provide the necessary support and guidance according to the needs of international students;

Table 25 (Continued)

Indicator	Interview results	Results of the summary
	8.According to the evaluation of activity effects and feedback from students, the organization and arrangement of campus cultural activities and social practice activities and the content of activities should be improved.	5.International student administrators should monitor the participation of international students in activities and adapt resources and support to their needs; 6.International student administrators should evaluate the participation and adaptability of international students in campus cultural activities and social practice activities; 7.International student administrators should analyze the performance and gains of international students in the activities; 8.International student administrators should collect feedback from international students on the activities; 9.International student administrators should improve the organization and arrangement of campus cultural activities and social practice activities and the content of activities according to the evaluation of activity effects and feedback from students.

According to the summary results in Table 25, which will be used to draft approaches for international student learning management of the universities in Jiangxi Province, in the "Activities", we can draw the conclusion that:

1) International student administrators should make plans for campus cultural activities and social practice activities according to the characteristics of the university and the needs of international students, provide a variety of campus cultural activities and social practice activities for international students;

2) International student administrators should constantly update the content of the activities, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students;

3) International student administrators should be paid attention to the combination of theory and practice, and apply the professional knowledge they have learned to practice when organizing international students to participate in social practice activities;

4) International student administrators should provide the necessary support and guidance according to the needs of international students;

5) International student administrators should monitor the participation of international students in activities and adapt resources and support to their needs;

6) International student administrators should evaluate the participation and adaptability of international students in campus cultural activities and social practice activities;

7) International student administrators should analyze the performance and gains of international students in the activities;

8) International student administrators should collect feedback from international students on the activities;

9) International student administrators should improve the organization and arrangement of campus cultural activities and social practice activities and the content of activities according to the evaluation of activity effects and feedback from students.

Table 26   Summary Results of the "Environment" in International Students Learning Management of the Universities

Indicator	Interview results	Results of the summary
1.Provides a good campus cultural environment for international students；2.The university has complete teaching hardware facilities and equipment；3.High-quality teaching hardware facilities provide international students with a good learning environment；4.The university has diverse educational software platforms and online learning resources；5.The software resource environment provides international students with more learning support and opportunities.	1.Deeply understand the learning needs of international students and help them set learning goals, offer cultural adaptation courses and lectures, and organize cultural exchange activities; 2.Provide language support to international students; 3.Regularly inspect and update the teaching facilities, and introduce advanced teaching equipment and tools to ensure that the teaching facilities are fully equipped to meet the learning needs of international students; 4.Strengthen teachers' application training on new technologies and equipment; 5.Invest in introducing various high-quality educational software resources; 6.Teachers actively guide international students to use online learning resources to study, and provide academic support and guidance;	1.International student administrators should deeply understand the learning needs of international students, offer cultural adaptation courses and lectures, and organize cultural exchange activities; 2.The university should establish a dedicated international student services department; 3.International student administrators should provide language support to international students; 4.The university should regularly inspect and update the teaching facilities, and introduce advanced teaching equipment and tools to ensure that the teaching facilities are fully equipped to meet the learning needs of international students; 5.The university should strengthen teachers' application training on new technologies and equipment; 6.The university should invest in introducing various high-quality educational software resources;

Table 26 (Continued)

Indicator	Interview results	Results of the summary
	7.Regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources to understand their needs and difficulties; 8.Based on feedback, formulate improvement plans to optimize the learning environment for international students;	7.Teachers should actively guide international students to use online learning resources to study, and provide academic support and guidance; 8.International student administrators should regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources to understand their needs and difficulties; 9.International student administrators should analyze the problems reflected in the feedback and find out the potential causes and solutions; 10.International student administrators should formulate improvement plans to optimize the learning environment for international students based on feedback; 11.International student administrators should implement improvement measures according to the plan.

According to the summary results in Table 26, which will be used to draft approaches for international student learning management of the universities in Jiangxi Province, in the "Environment", we can draw the conclusion that:

1) International student administrators should deeply understand the learning needs of international students, offer cultural adaptation courses and lectures, and organize cultural exchange activities;

2) The university should establish a dedicated international student services department;

3) International student administrators should provide language support to international students;

4) The university should regularly inspect and update the teaching facilities, and introduce advanced teaching equipment and tools to ensure that the teaching facilities are fully equipped to meet the learning needs of international students;

5) The university should strengthen teachers' application training on new technologies and equipment;

6) The university should invest in introducing various high-quality educational software resources;

7) Teachers should actively guide international students to use online learning resources to study, and provide academic support and guidance;

8) International student administrators should regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources to understand their needs and difficulties;

9) International student administrators should analyze the problems reflected in the feedback and find out the potential causes and solutions;

10) International student administrators should formulate improvement plans to optimize the learning environment for international students based on feedback;

11) International student administrators should implement improvement measures according to the plan.
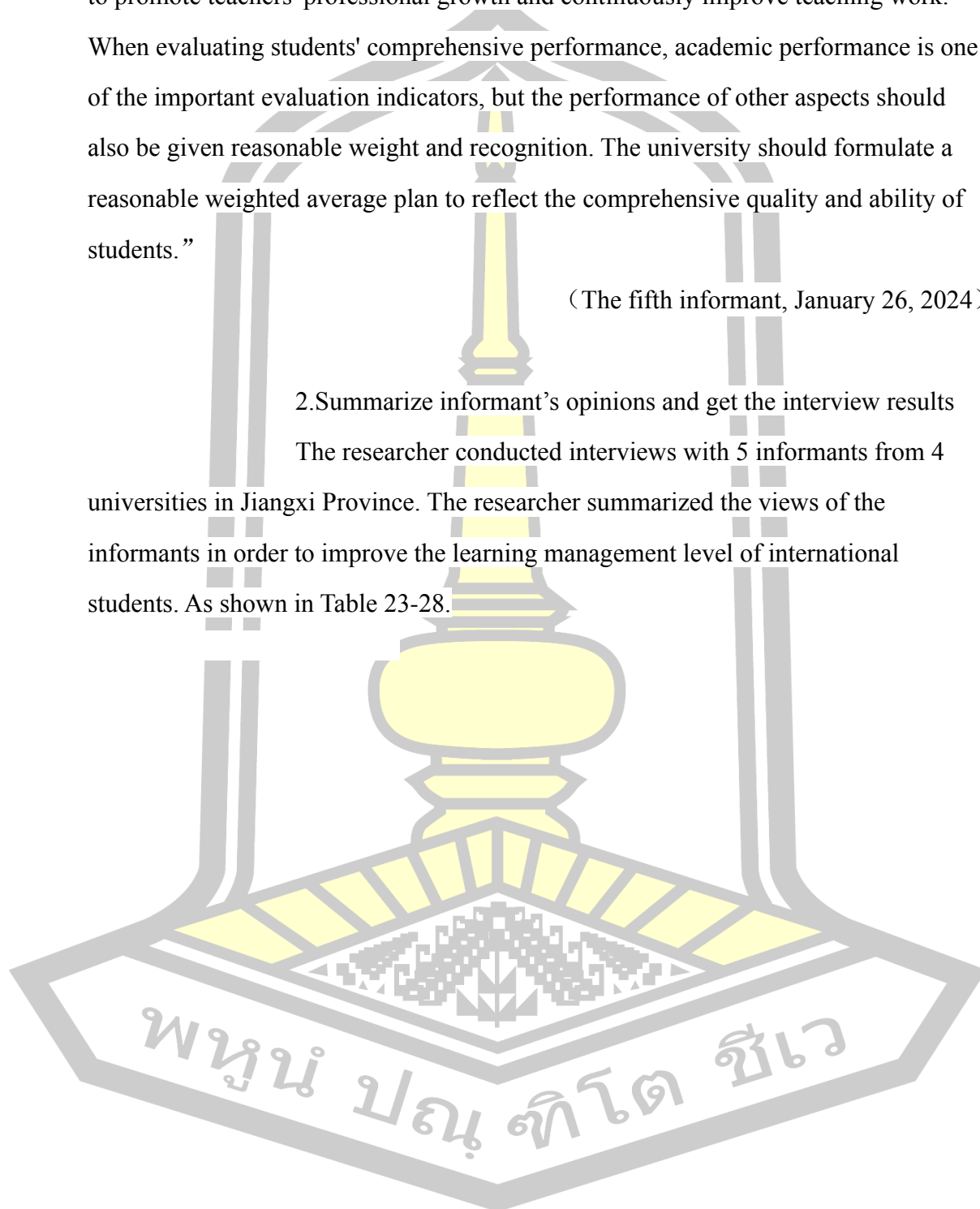
Table 27   Summary Results of the "Learning atmosphere" in International Students
Learning Management of the Universities

Indicator	Interview results	Results of the summary
1.The university has a good school spirit, teaching style and academic atmosphere; 2.Strengthen the interaction between teachers and students to create a good school spirit; 3.Strengthen the training and management of teachers, pay attention to the construction of teaching style; 4.Cultivate and guide international students to form good study habits and strengthen the construction of academic atmosphere.	1.Clarify the goals of the construction of school spirit, teaching style and academic atmosphere; 2.Create a positive campus cultural atmosphere and strengthen communication and interaction between teachers and students; 3.Strengthen the training and management of teachers to improve their teaching level and ethics; 4.Strengthen the education and management of students to guide international students to establish a correct learning attitude; 5.Regularly investigate and evaluate the implementation of school spirit, teaching style and academic atmosphere construction, and collect feedback from international students on school teaching and management; 6.Identify problems and deficiencies through evaluation and feedback, take effective measures to solve the problems in time, adjust the school spirit, teaching style and academic atmosphere construction plan according to the problems and deficiencies found.	1.The university should clarify the goals of the construction of school spirit, teaching style and academic atmosphere, develop specific plans for construction of school spirit, teaching style and academic atmosphere; 2.The university should create a positive campus cultural atmosphere and strengthen communication and interaction between teachers and students; 3.The university should strengthen the training and management of teachers to improve their teaching level and ethics; 4.International student administrators should strengthen the education and management of students to guide international students to establish a correct learning attitude; 5.International student administrators should regularly investigate and evaluate the implementation of school spirit, teaching style and academic atmosphere construction, and collect feedback from international students on school teaching and management;

Table 27 (Continued)

Indicator	Interview results	Results of the summary
		6.International student administrators should identify problems and deficiencies through evaluation and feedback; 7.International student administrators should take effective measures to solve the problems in time, adjust the school spirit, teaching style and academic atmosphere construction plan according to the problems and deficiencies found.

According to the summary results in Table 27, which will be used to draft approaches for international student learning management of the universities in Jiangxi Province, in the "Learning atmosphere", we can draw the conclusion that:

1) The university should clarify the goals of the construction of school spirit, teaching style and academic atmosphere, develop specific plans for construction of school spirit, teaching style and academic atmosphere;

2) The university should create a positive campus cultural atmosphere and strengthen communication and interaction between teachers and students;

3) The university should strengthen the training and management of teachers to improve their teaching level and ethics;

4) International student administrators should strengthen the education and management of students to guide international students to establish a correct learning attitude;

5) International student administrators should regularly

investigate and evaluate the implementation of school spirit, teaching style and academic atmosphere construction, and collect feedback from international students on school teaching and management;

6) International student administrators should identify problems and deficiencies through evaluation and feedback;

7) International student administrators should take effective measures to solve the problems in time, adjust the school spirit, teaching style and academic atmosphere construction plan according to the problems and deficiencies found.

Table 28 Summary Results of the "Evaluation" in International Students Learning

Management of the Universities

Indicator	Interview results	Results of the summary
1.Evaluating curriculum each semester; 2.Making timely improvements based on feedback from the target groups 3.Organize international students to evaluate teachers' classroom teaching each semester. 4.Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results. 5.Evaluating international students' academic performance each semester. 6.Evaluating international students' comprehensive quality every academic year.	1.Formulate standard evaluation criteria and clarify the plans and arrangements of various evaluations, establish a perfect evaluation index system; 2.Implement curriculum evaluation, classroom teaching evaluation and students' comprehensive performance evaluation according to the plan. 3.Regularly collect feedback from international students on various evaluation methods; 4.Analyze the data of curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation to understand the learning status and existing problems of international students; 5.Optimize the evaluation plan based on student feedback and problems found. 6.Feedback the results of curriculum evaluation and classroom teaching evaluation to teachers in time; 7.Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results.	1.International student administrators should clarify the learning objectives of international students and the objectives of various evaluations; 2.International student administrators should formulate standard evaluation criteria and clarify the plans and arrangements of various evaluations, establish a perfect evaluation index system; 3.International student administrators should implement curriculum evaluation, classroom teaching evaluation and students' comprehensive performance evaluation according to the plan; 4.International student administrators should regularly collect feedback from international students on various evaluation methods; 5.International student administrators should analyze the data of curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation to understand the learning status and existing problems of international students;

Table 28 (Continued)

Indicator	Interview results	Results of the summary
		6.International student administrators should optimize the evaluation plan based on student feedback and problems found; 7.International student administrators should feedback the results of curriculum evaluation and classroom teaching evaluation to teachers in time; 8.Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results.

According to the summary results in Table 28, which will be used to draft approaches for international student learning management of the universities in Jiangxi Province, in the "Evaluation", we can draw the conclusion that:

1) International student administrators should clarify the learning objectives of international students and the objectives of various evaluations;

2) International student administrators should formulate standard evaluation criteria and clarify the plans and arrangements of various evaluations, establish a perfect evaluation index system;

3) International student administrators should implement curriculum evaluation, classroom teaching evaluation and students' comprehensive performance evaluation according to the plan;

4) International student administrators should regularly collect feedback from international students on various evaluation methods;

5) International student administrators should analyze the data of curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation to understand the learning status and existing problems of international students;

6) International student administrators should optimize the evaluation plan based on student feedback and problems found;

7) International student administrators should feedback the results of curriculum evaluation and classroom teaching evaluation to teachers in time;

8) Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results.

Step 2: Draft approaches, and invite 5 experts to provide revision opinions, then develop formal approaches for international students learning management of the universities in Jiangxi Province.

1. Draft approaches

Based on the current state and desired state of international students learning management in 4 universities in Jiangxi Province and the above summary results, the researcher drafted approaches for international student learning management of the universities in Jiangxi Province, as shown in Table 29:

Table 29   Draft Approaches for International Students Learning Management of the Universities in Jiangxi Province

Components	Approaches for international students learning management of the universities in Jiangxi Province
1.Curriculum	1.International student administrators need to investigate the needs and characteristics of international students, clarify the principles and objectives of the curriculum setting for international students, develop corresponding curriculum setting and students course selection plans; 2.International student administrators should organize professional team of teachers and design curricula with a focus on diversity and inclusion; 3.Teachers should provide international students with individualized course selection guidance services; 4.International student administrators need to evaluate the learning effectiveness of international students regularly, and establish an effective feedback mechanism to collect international students' feedback on the curriculum and students course selection; 5.International student administrators need to analyze and evaluate the collected feedback to understand the effects and existing problems of the plan implementation; 6.International student administrators need to optimize and adjust curriculum setting and course selection plans according to the feedback and evaluation results.
2.Teaching	1.Teachers should clarify the learning objectives of international students, learn the cultural background, language abilities and prior knowledge of international students, and formulate reasonable teaching plans; 2.Teachers should select appropriate teaching materials according to students' cultural background, Chinese level, learning objectives and other differences; 3.Teachers should develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity； 4.Teachers should adopt group discussion, case analysis and other diversified teaching methods to teach; 5.Teachers should select appropriate teaching tools based on teaching content and teaching objectives; 6.Teachers should provide international students with necessary language translation, content explanation and other learning support;

Table 29 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
2.Teaching	7.Teachers should collect the feedback of international students on teaching through questionnaire survey, face-to-face communication and other ways; 8.Teachers should analyze the feedback collected and find out the problems existing in the teaching process; 9.Teachers should formulate corresponding improvement measures based on the analysis results; 10.Teachers should incorporate teaching reflection into daily work and continuously optimize teaching methods and strategies.
3.Activities	1.International student administrators should make plans for campus cultural activities and social practice activities according to the characteristics of the university and the needs of international students, provide a variety of campus cultural activities and social practice activities for international students; 2.International student administrators should constantly update the content of the activities, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students; 3.International student administrators should be paid attention to the combination of theory and practice, and apply the professional knowledge they have learned to practice when organizing international students to participate in social practice activities; 4.International student administrators should provide the necessary support and guidance according to the needs of international students; 5.International student administrators should monitor the participation of international students in activities and adapt resources and support to their needs; 6.International student administrators should evaluate the participation and adaptability of international students in campus cultural activities and social practice activities; 7.International student administrators should analyze the performance and gains of international students in the activities; 8.International student administrators should collect feedback from international students on the activities;

Table 29 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
3.Activities	9.International student administrators should improve the organization and arrangement of campus cultural activities and social practice activities and the content of activities according to the evaluation of activity effects and feedback from students.
4.Environment	1.International student administrators should deeply understand the learning needs of international students, offer cultural adaptation courses and lectures, and organize cultural exchange activities; 2.The university should establish a dedicated international student services department; 3.International student administrators should provide language support to international students; 4.The university should regularly inspect and update the teaching facilities, and introduce advanced teaching equipment and tools to ensure that the teaching facilities are fully equipped to meet the learning needs of international students; 5.The university should strengthen teachers' application training on new technologies and equipment; 6.The university should invest in introducing various high-quality educational software resources; 7.Teachers should actively guide international students to use online learning resources to study, and provide academic support and guidance; 8.International student administrators should regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources to understand their needs and difficulties; 9.International student administrators should analyze the problems reflected in the feedback and find out the potential causes and solutions; 10.International student administrators should formulate improvement plans to optimize the learning environment for international students based on feedback; 11.International student administrators should implement improvement measures according to the plan.

Table 29 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
5.Learning atmosphere	1.The university should clarify the goals of the construction of school spirit, teaching style and academic atmosphere, develop specific plans for construction of school spirit, teaching style and academic atmosphere; 2.The university should create a positive campus cultural atmosphere and strengthen communication and interaction between teachers and students; 3.The university should strengthen the training and management of teachers to improve their teaching level and ethics; 4.International student administrators should strengthen the education and management of students to guide international students to establish a correct learning attitude; 5.International student administrators should regularly investigate and evaluate the implementation of school spirit, teaching style and academic atmosphere construction, and collect feedback from international students on school teaching and management; 6.International student administrators should identify problems and deficiencies through evaluation and feedback; 7.International student administrators should take effective measures to solve the problems in time, adjust the school spirit, teaching style and academic atmosphere construction plan according to the problems and deficiencies found.
6.Evaluation	1.International student administrators should clarify the learning objectives of international students and the objectives of various evaluations; 2.International student administrators should formulate standard evaluation criteria and clarify the plans and arrangements of various evaluations, establish a perfect evaluation index system; 3.International student administrators should implement curriculum evaluation, classroom teaching evaluation and students' comprehensive performance evaluation according to the plan; 4.International student administrators should regularly collect feedback from international students on various evaluation methods;

Table 29 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
	5.International student administrators should analyze the data of curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation to understand the learning status and existing problems of international students; 6.International student administrators should optimize the evaluation plan based on student feedback and problems found; 7.International student administrators should feedback the results of curriculum evaluation and classroom teaching evaluation to teachers in time; 8.Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results.

2. Invite 5 experts to provide revision opinions

Expert suggestions on the draft approaches for the international students learning management of the universities in Jiangxi Province are shown in Table 30：
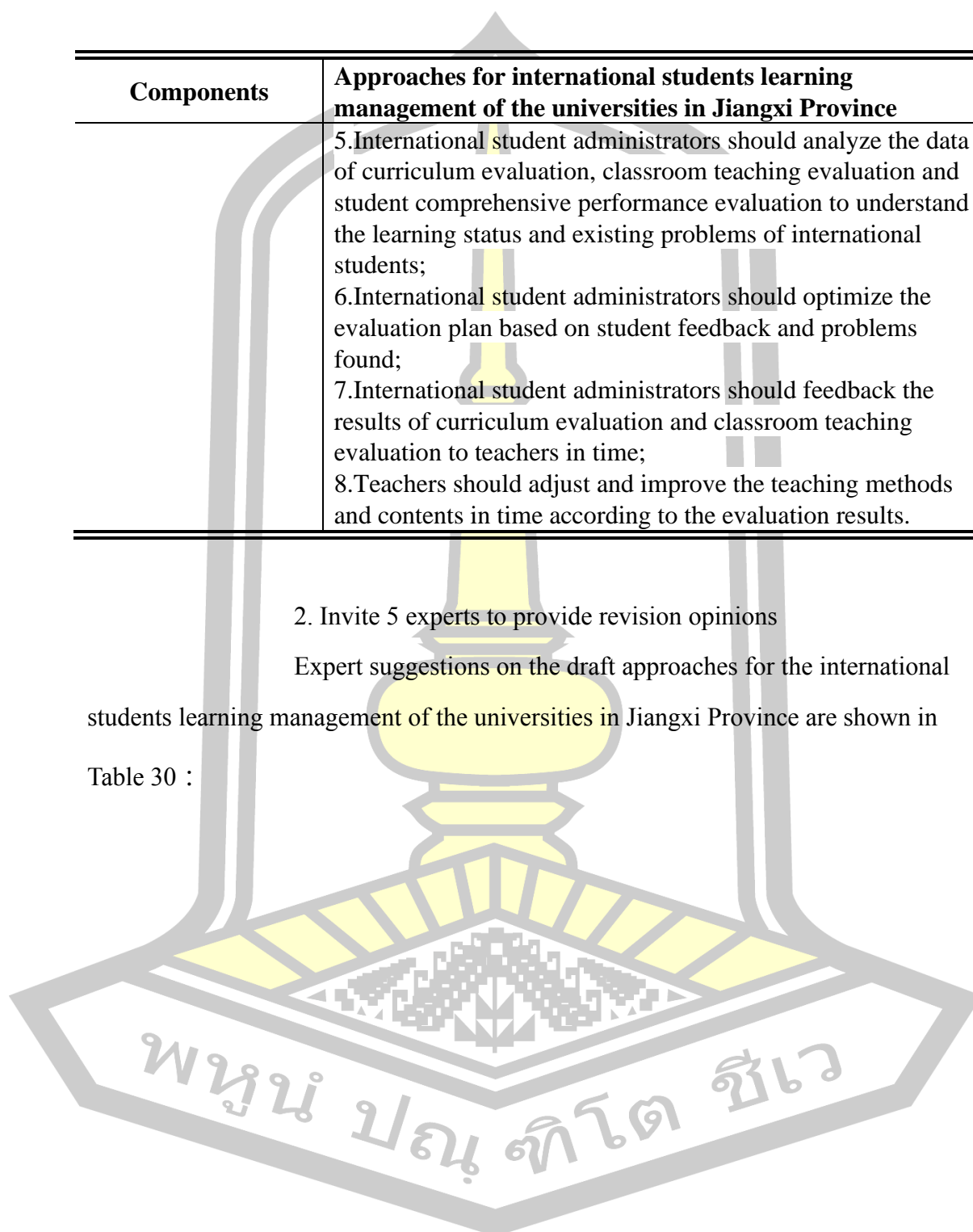
Table 30   Expert Interview Results of Draft Approaches for the International

Students Learning Management of the Universities in Jiangxi Province

Interview key points	Expert feedback	Revision opinions
1.Curriculum	Clear (Retention)	Retention
2.Teaching	Clear (Retention)	Retention
3.Activities	Clear, but it is recommended to add: Ensure the smooth communication of activity notifications, and create favorable conditions for international students to participate in activities.	Adjust according to expert advice.
4.Environment	Clear (Retention)	Retention
5.Learning atmosphere	Clear (Retention)	Retention
6.Evaluation	Clear (Retention)	Retention

3.Develop approaches for international students learning

management of the universities in Jiangxi Province

Based on the experts' revision opinions, the researcher develop

approaches for international students learning management of the universities in

Jiangxi Province, as shown in Table 31:

Table 31   Approaches for International Students Learning Management of the
Universities in Jiangxi Province

Components	Approaches for international students learning management of the universities in Jiangxi Province
1.Curriculum	1.International student administrators need to investigate the needs and characteristics of international students, clarify the principles and objectives of the curriculum setting for international students, develop corresponding curriculum setting and students course selection plans; 2.International student administrators should organize professional team of teachers and design curricula with a focus on diversity and inclusion; 3.Teachers should provide international students with individualized course selection guidance services; 4.International student administrators need to evaluate the learning effectiveness of international students regularly, and establish an effective feedback mechanism to collect international students' feedback on the curriculum and students course selection; 5.International student administrators need to analyze and evaluate the collected feedback to understand the effects and existing problems of the plan implementation; 6.International student administrators need to optimize and adjust curriculum setting and course selection plans according to the feedback and evaluation results.
2.Teaching	1.Teachers should clarify the learning objectives of international students, learn the cultural background, language abilities and prior knowledge of international students, and formulate reasonable teaching plans; 2.Teachers should select appropriate teaching materials according to students' cultural background, Chinese level, learning objectives and other differences; 3.Teachers should develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity； 4.Teachers should adopt group discussion, case analysis and other diversified teaching methods to teach; 5.Teachers should select appropriate teaching tools based on teaching content and teaching objectives; 6.Teachers should provide international students with necessary language translation, content explanation and other learning support;

Table 31 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
2.Teaching	7.Teachers should collect the feedback of international students on teaching through questionnaire survey, face-to-face communication and other ways; 8.Teachers should analyze the feedback collected and find out the problems existing in the teaching process; 9.Teachers should formulate corresponding improvement measures based on the analysis results; 10.Teachers should incorporate teaching reflection into daily work and continuously optimize teaching methods and strategies.
3.Activities	1.International student administrators should make plans for campus cultural activities and social practice activities according to the characteristics of the university and the needs of international students, provide a variety of campus cultural activities and social practice activities for international students; 2.International student administrators should constantly update the content of the activities, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students, ensure the smooth communication of activity notifications, and create favorable conditions for international students to participate in activities; 3.International student administrators should be paid attention to the combination of theory and practice, and apply the professional knowledge they have learned to practice when organizing international students to participate in social practice activities; 4.International student administrators should provide the necessary support and guidance according to the needs of international students; 5.International student administrators should monitor the participation of international students in activities and adapt resources and support to their needs; 6.International student administrators should evaluate the participation and adaptability of international students in campus cultural activities and social practice activities; 7.International student administrators should analyze the performance and gains of international students in the activities;

Table 31 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
3.Activities	8.International student administrators should collect feedback from international students on the activities; 9.International student administrators should improve the organization and arrangement of campus cultural activities and social practice activities and the content of activities according to the evaluation of activity effects and feedback from students.
4.Environment	1.International student administrators should deeply understand the learning needs of international students, offer cultural adaptation courses and lectures, and organize cultural exchange activities; 2.The university should establish a dedicated international student services department; 3.International student administrators should provide language support to international students; 4.The university should regularly inspect and update the teaching facilities, and introduce advanced teaching equipment and tools to ensure that the teaching facilities are fully equipped to meet the learning needs of international students; 5.The university should strengthen teachers' application training on new technologies and equipment; 6.The university should invest in introducing various high-quality educational software resources; 7.Teachers should actively guide international students to use online learning resources to study, and provide academic support and guidance; 8.International student administrators should regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources to understand their needs and difficulties; 9.International student administrators should analyze the problems reflected in the feedback and find out the potential causes and solutions; 10.International student administrators should formulate improvement plans to optimize the learning environment for international students based on feedback; 11.International student administrators should implement improvement measures according to the plan.

Table 31 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
5.Learning atmosphere	1.The university should clarify the goals of the construction of school spirit, teaching style and academic atmosphere, develop specific plans for construction of school spirit, teaching style and academic atmosphere; 2.The university should create a positive campus cultural atmosphere and strengthen communication and interaction between teachers and students; 3.The university should strengthen the training and management of teachers to improve their teaching level and ethics; 4.International student administrators should strengthen the education and management of students to guide international students to establish a correct learning attitude; 5.International student administrators should regularly investigate and evaluate the implementation of school spirit, teaching style and academic atmosphere construction, and collect feedback from international students on school teaching and management; 6.International student administrators should identify problems and deficiencies through evaluation and feedback; 7.International student administrators should take effective measures to solve the problems in time, adjust the school spirit, teaching style and academic atmosphere construction plan according to the problems and deficiencies found.
6.Evaluation	1.International student administrators should clarify the learning objectives of international students and the objectives of various evaluations; 2.International student administrators should formulate standard evaluation criteria and clarify the plans and arrangements of various evaluations, establish a perfect evaluation index system; 3.International student administrators should implement curriculum evaluation, classroom teaching evaluation and students' comprehensive performance evaluation according to the plan; 4.International student administrators should regularly collect feedback from international students on various evaluation methods;

Table 31 (Continued)

Components	Approaches for international students learning management of the universities in Jiangxi Province
6.Evaluation	5.International student administrators should analyze the data of curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation to understand the learning status and existing problems of international students; 6.International student administrators should optimize the evaluation plan based on student feedback and problems found; 7.International student administrators should feedback the results of curriculum evaluation and classroom teaching evaluation to teachers in time; 8.Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results.

Step 3: Invite 5 experts to evaluate the approaches
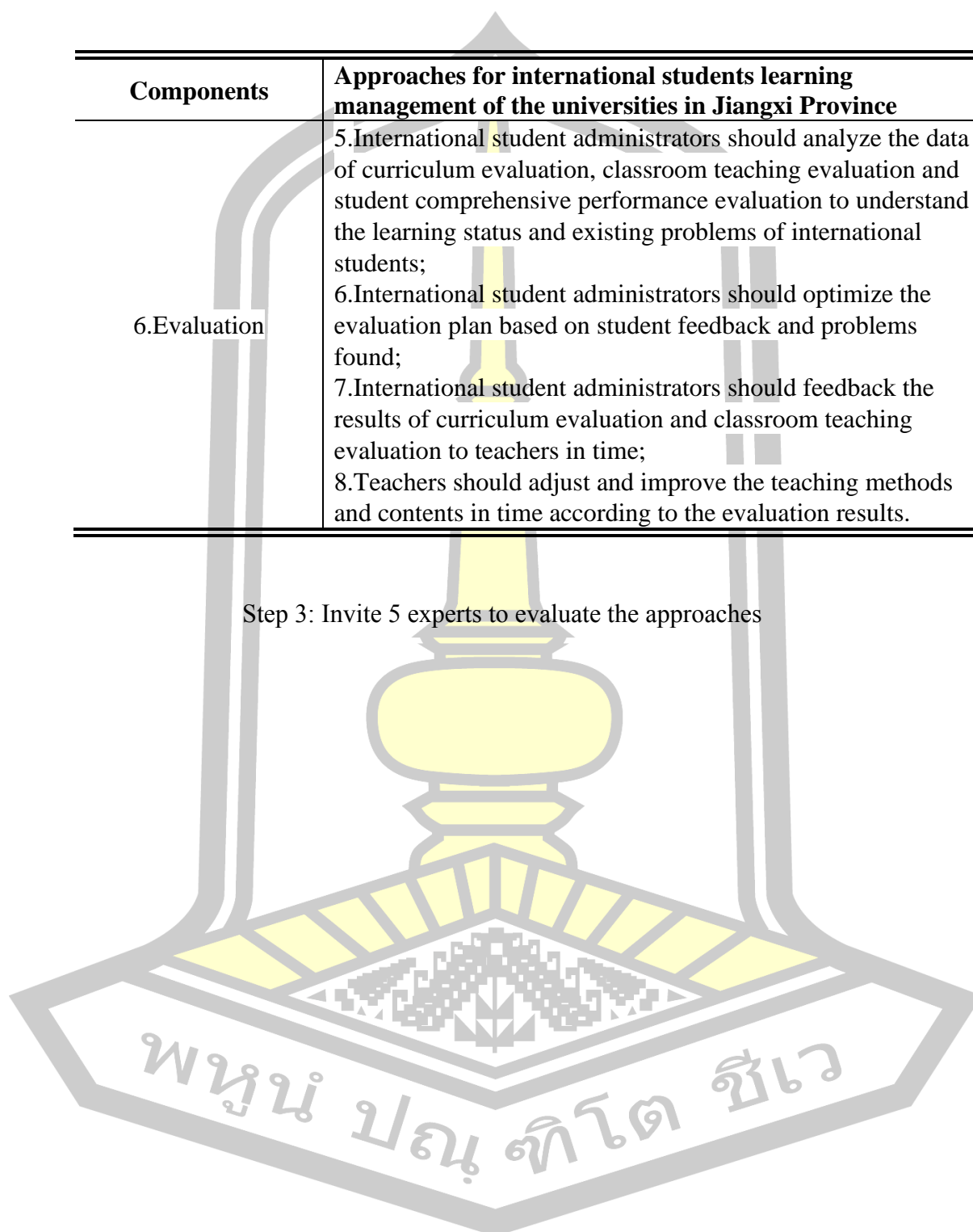
Table 32   The Mean, Standard Deviation, Appropriately, Utility and Feasibility of the
Approaches for International Students Learning Management of the Universities in
Jiangxi Province

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
1.Curriculum									
1.1 International student administrators need to investigate the needs and characteristics of international students, clarify the principles and objectives of the curriculum setting for international students, develop corresponding curriculum setting and students course selection plans;	5.00	.000	Very high	4.80	.447	Very high	4.80	.447	Very high
1.2 International student administrators should organize professional team of teachers and design curricula with a focus on diversity and inclusion;	4.80	.447	Very high	4.60	.548	Very high	5.00	.000	Very high
1.3 Teachers should provide international students with individualized course selection guidance services;	4.80	.447	Very high	4.80	.447	Very high	4.60	.548	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
1.4 International student administrators need to evaluate the learning effectiveness of international students regularly, and establish an effective feedback mechanism to collect international students' feedback on the curriculum and students course selection;	5.00	.000	Very high	4.80	.447	Very high	4.80	.447	Very high
1.5 International student administrators need to analyze and evaluate the collected feedback to understand the effects and existing problems of the plan implementation;	4.60	.548	Very high	4.80	.447	Very high	4.80	.447	Very high
1.6 International student administrators need to optimize and adjust curriculum setting and course selection plans according to the feedback and evaluation results.	4.60	.548	Very high	5.00	.000	Very high	4.60	.548	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
2.Teaching									
2.1 Teachers should clarify the learning objectives of international students, learn the cultural background, language abilities and prior knowledge of international students, and formulate reasonable teaching plans;	4.80	.447	Very high	4.80	.447	Very high	4.60	.548	Very high
2.2 Teachers should select appropriate teaching materials according to students' cultural background, Chinese level, learning objectives and other differences;	4.80	.447	Very high	4.80	.447	Very high	5.00	.000	Very high
2.3 Teachers should develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity;	4.80	.447	Very high	4.60	.548	Very high	5.00	.000	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
2.4 Teachers should adopt group discussion, case analysis and other diversified teaching methods to teach;	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high
2.5 Teachers should select appropriate teaching tools based on teaching content and teaching objectives;	4.60	.548	Very high	4.80	.447	Very high	5.00	.000	Very high
2.6 Teachers should provide international students with necessary language translation, content explanation and other learning support;	4.80	.447	Very high	5.00	.000	Very high	4.80	.447	Very high
2.7 Teachers should collect the feedback of international students on teaching through questionnaire survey, face-to-face communication and other ways;	4.80	.447	Very high	4.80	.447	Very high	5.00	.000	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation
2.8 Teachers should analyze the feedback collected and find out the problems existing in the teaching process;	4.80	.447	Very high	4.80	.447	Very high	4.40	.548	High
2.9 Teachers should formulate corresponding improvement measures based on the analysis results;	4.80	.447	Very high	4.60	.548	Very high	4.60	.548	Very high
2.10 Teachers should incorporate teaching reflection into daily work and continuously optimize teaching methods and strategies.	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high
3.Activities									
3.1 International student administrators should make plans for campus cultural activities and social practice activities according to the characteristics of the university and the needs of international students, provide a variety of campus cultural activities and social practice activities for international students;	4.80	.447	Very high	4.60	.548	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
3.2 International student administrators should constantly update the content of the activities, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students, ensure the smooth communication of activity notifications, and create favorable conditions for international students to participate in activities;	4.80	.447	Very high	4.80	.447	Very high	4.60	.548	Very high
3.3 International student administrators should be paid attention to the combination of theory and practice, and apply the professional knowledge they have learned to practice when organizing international students to participate in social practice activities;	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation
3.4 International student administrators should provide the necessary support and guidance according to the needs of international students;	4.80	.447	Very high	4.80	.447	Very high	5.00	.000	Very high
3.5 International student administrators should monitor the participation of international students in activities and adapt resources and support to their needs;	4.80	.447	Very high	4.80	.447	Very high	4.40	.548	High
3.6 International student administrators should evaluate the participation and adaptability of international students in campus cultural activities and social practice activities;	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high
3.7 International student administrators should analyze the performance and gains of international students in the activities;	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
3.8 International student administrators should collect feedback from international students on the activities;	4.60	.548	Very high	4.80	.447	Very high	4.40	.548	High
3.9 International student administrators should improve the organization and arrangement of campus cultural activities and social practice activities and the content of activities according to the evaluation of activity effects and feedback from students.	4.60	.548	Very high	4.80	.447	Very high	5.00	.000	Very high
4.Environment									
4.1 International student administrators should deeply understand the learning needs of international students, offer cultural adaptation courses and lectures, and organize cultural exchange activities;	5.00	.000	Very high	4.80	.447	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation
4.2 The university should establish a dedicated international student services department;	4.80	.447	Very high	4.60	.548	Very high	4.80	.447	Very high
4.3 International student administrators should provide language support to international students;	4.60	.548	Very high	4.80	.447	Very high	4.80	.447	Very high
4.4 The university should regularly inspect and update the teaching facilities, and introduce advanced teaching equipment and tools to ensure that the teaching facilities are fully equipped to meet the learning needs of international students;	4.80	.447	Very high	4.60	.548	Very high	4.80	.447	Very high
4.5 The university should strengthen teachers' application training on new technologies and equipment;	4.60	.548	Very high	4.80	.447	Very high	4.80	.447	Very high
4.6 The university should invest in introducing various high-quality educational software resources;	4.80	.447	Very high	5.00	.000	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	x̄	S.D.	Interpretation	x̄	S.D.	Interpretation	x̄	S.D.	Interpretation
4.7 Teachers should actively guide international students to use online learning resources to study, and provide academic support and guidance;	5.00	.000	Very high	4.80	.447	Very high	5.00	.000	Very high
4.8 International student administrators should regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources to understand their needs and difficulties;	4.80	.447	Very high	5.00	.000	Very high	5.00	.000	Very high
4.9 International student administrators should analyze the problems reflected in the feedback and find out the potential causes and solutions;	4.80	.447	Very high	5.00	.000	Very high	4.60	.548	Very high
4.10 International student administrators should formulate improvement plans to optimize the learning environment for international students based on feedback;	5.00	.000	Very high	4.60	.548	Very high	5.00	.000	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation
4.11 International student administrators should implement improvement measures according to the plan.	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high
5.Learning atmosphere									
5.1 The university should clarify the goals of the construction of school spirit, teaching style and academic atmosphere, develop specific plans for construction of school spirit, teaching style and academic atmosphere;	4.80	.447	Very high	5.00	.000	Very high	5.00	.000	Very high
5.2 The university should create a positive campus cultural atmosphere and strengthen communication and interaction between teachers and students;	4.60	.548	Very high	5.00	.000	Very high	4.80	.447	Very high
5.3 The university should strengthen the training and management of teachers to improve their teaching level and ethics;	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
5.4 International student administrators should strengthen the education and management of students to guide international students to establish a correct learning attitude;	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high
5.5 International student administrators should regularly investigate and evaluate the implementation of school spirit, teaching style and academic atmosphere construction, and collect feedback from international students on school teaching and management;	4.40	.548	High	5.00	.000	Very high	4.80	.447	Very high
5.6 International student administrators should identify problems and deficiencies through evaluation and feedback;	4.60	.548	Very high	5.00	.000	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
5.7 International student administrators should take effective measures to solve the problems in time, adjust the school spirit, teaching style and academic atmosphere construction plan according to the problems and deficiencies found.	4.80	.447	Very high	5.00	.000	Very high	5.00	.000	Very high
6.Evaluation									
6.1 International student administrators should clarify the learning objectives of international students and the objectives of various evaluations;	4.80	.447	Very high	5.00	.000	Very high	5.00	.000	Very high
6.2 International student administrators should formulate standard evaluation criteria and clarify the plans and arrangements of various evaluations, establish a perfect evaluation index system;	4.60	.548	High	5.00	.000	High	4.80	.447	High

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
6.3 International student administrators should implement curriculum evaluation, classroom teaching evaluation and students' comprehensive performance evaluation according to the plan;	5.00	.000	Very high	4.80	.447	Very high	4.80	.447	Very high
6.4 International student administrators should regularly collect feedback from international students on various evaluation methods;	4.80	.447	Very high	4.80	.447	Very high	4.60	.548	Very high
6.5 International student administrators should analyze the data of curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation to understand the learning status and existing problems of international students;	5.00	.000	Very high	4.80	.447	Very high	4.80	.447	Very high

Table 32 (Continued)

Items	Appropriateness			Utility			Feasibility		
	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation	$\bar{x}$	S.D.	Interpr etation
6.6 International student administrators should optimize the evaluation plan based on student feedback and problems found.	4.80	.447	High	4.60	.548	High	5.00	.000	High
6.7 International student administrators should feedback the results of curriculum evaluation and classroom teaching evaluation to teachers in time;	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high
6.8 Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results.	4.80	.447	Very high	4.80	.447	Very high	4.80	.447	Very high
Total	**4.78**	**.128**	**Very high**	**4.82**	**.116**	**Very high**	**4.80**	**.107**	**Very high**

As can be seen from Table 32, the approaches for the international students learning management of the universities in Jiangxi Province are appropriate, utility and feasible, and their mean are 4.78, 4.82 and 4.80 respectively.

In conclusion, the approaches for international students learning management of the universities in Jiangxi Province consisting of 6 aspects as follows:

1) Curriculum; 2) Teaching; 3) Activities; 4) Environment; 5) Learning atmosphere; 6) Evaluation. These 6 aspects could be elaborated into 51 detailed approaches for international students learning management in universities, and assessed by the experts at the highest level of appropriateness, utility and possibility.
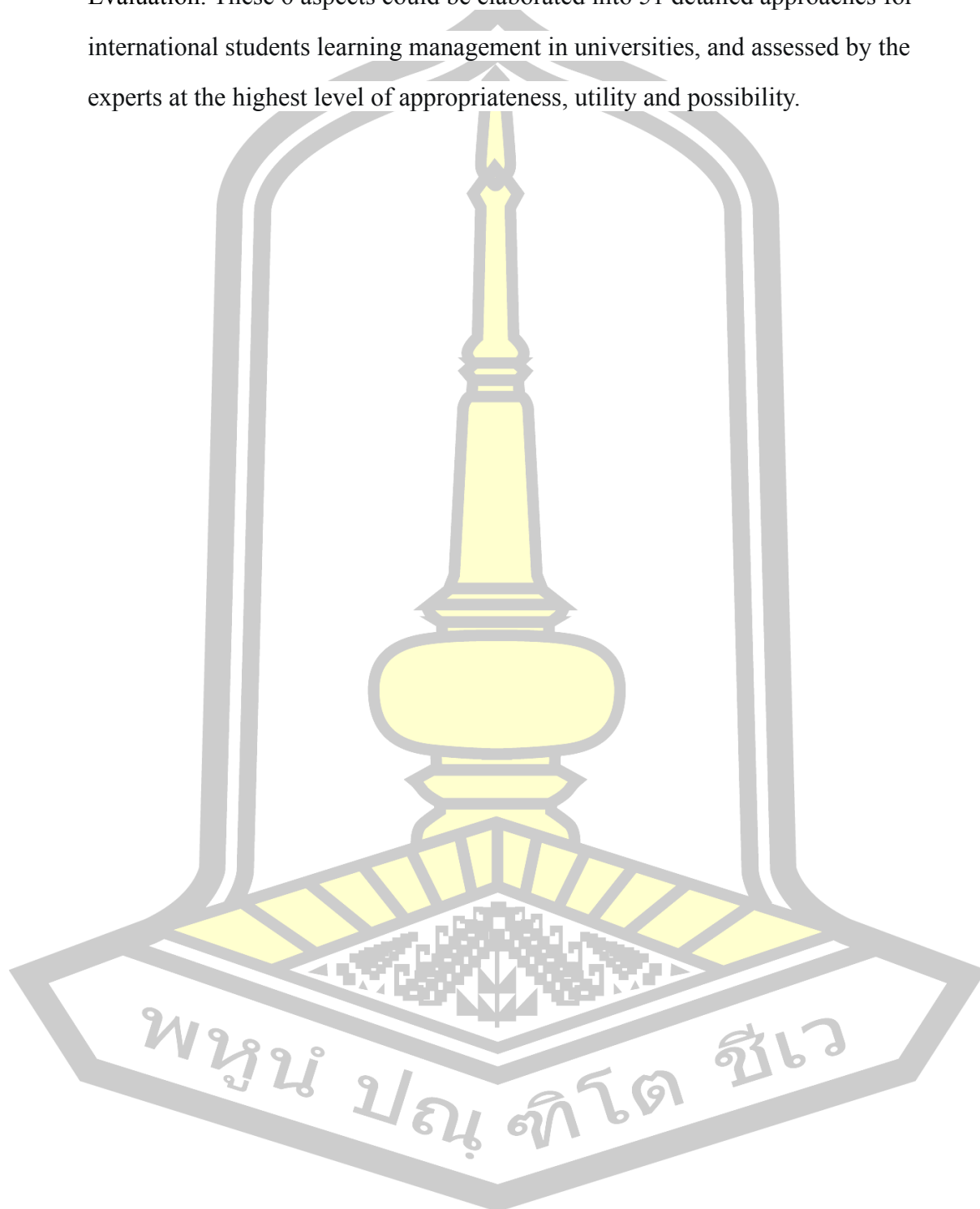
CHAPTER 5

CONCLUSION

This research is about develop approaches for international students learning management of the universities in Jiangxi Province. The researcher analyzed the data, drew conclusions, discussed the results, and made recommendations. Follow these steps:

1. Research objectives
2. Research results
3. Discussion
4. Suggestions

Research Objectives

1.To investigate components and indicators of international students learning management.

2.To explore current state, desired state and the priority needs of international students learning management in 4 universities in Jiangxi Province.

3.To develop approaches for international students learning management of the universities in Jiangxi Province.

Research Results

1.International students learning management in universities consists of 6 components and 16 indicators, which are: 1) Curriculum with 2 indicators; 2) Teaching with 3 indicators; 3) Activities with 2 indicators; 4) Environment with 3 indicators; 5) Learning atmosphere with 3 indicators; 6) Evaluation with 3 indicators. And assessed by experts that the suitability are very high.

2.The current state of international students learning management in 4 universities is at a moderate level, desired state is at a very high level. The modified priority need index for international students learning management in universities is ranked from high to low: 1) Environment; 2) Teaching; 3) Activities; 4) Evaluation; 5) Learning atmosphere; 6) Curriculum.

3.The approaches for international students learning management of the universities in Jiangxi Province consisting of 6 aspects as follows: 1) Curriculum; 2) Teaching; 3) Activities; 4) Environment; 5) Learning atmosphere; 6) Evaluation. These 6 aspects could be elaborated into 51 detailed approaches for international students learning management in universities, and assessed by the experts at the highest level of appropriateness, utility and possibility.

Discussion

Through the study of international students learning management of the universities in Jiangxi Province, we draw the following conclusions:

1.International students learning management in universities consists of 6 components and 16 indicators, which are: 1) Curriculum with 2 indicators; 2) Teaching with 3 indicators; 3) Activities with 2 indicators; 4) Environment with 3 indicators; 5) Learning atmosphere with 3 indicators; 6) Evaluation with 3 indicators. And assessed by experts that the suitability is very high. This is accordance with the research by Jony, M. S. (2021). When studying the academic performance of first year international students at undergraduate level in Bangladesh, the results found that there are several key influence factors to academic performance, including curriculum setting, teaching, activities, learning environment, academic atmosphere, teaching quality evaluation. The university should take appropriate measures respectively to improve international students learning management. In addition, this research is also accordance with the research by Hussain, W. A.& Zhang, Z.& Ilyas, M., Akram, S. &

Ali, M. R. (2022). In an empirical investigation on the cultivation and management of international postgraduates at five universities located in Wuhan, the authors found that six critical problems, including teaching and learning, curriculum arrangement, academic activities, and campus facilities, learning atmosphere, teaching quality evaluation system. In order to overcome these challenges, universities have to actively take a series of countermeasures to improve learning management level.

2.The current state of international students learning management in 4 universities is at a moderate level, desired state is at a very high level. The modified priority need index for international students learning management in universities is ranked from high to low: 1) Environment；2) Teaching; 3) Activities; 4) Evaluation; 5) Learning atmosphere; 6) Curriculum. From the results of questionnaire, we can found that the current state of international students learning management in 4 universities is at a moderate level because there are many problems, such as the curriculum setting is not scientific and rational enough, lack of pertinence in textbook selection, solidification of teaching methods, club activities are not sufficient, teaching hardware facilities and software resources are not rich enough, academic atmosphere need to be strengthened, teaching quality evaluation is not scientific. The main reason for these problems is that language communication barriers, cultural differences, value orientation difference, management models difference. This is accordance with the research by Mao Junhan (2022). In the investigation of the satisfaction of the international students in Nanchang University on campus, management and teaching, it is found that the management status is generally at a moderate level. International students generally believe that the university needs to improve the satisfaction of international students from the aspects of teaching materials and practical teaching content, English usage instructions of laboratory equipment, student activities, online teaching environment and atmosphere, and elective course arrangement. In addition, this research is also in accordance with the viewpoint of Zhang Linlin (2018). Through the questionnaire survey and interview of international students teachers and

international students in twelve universities in China, the study found that there are some problems in the current status of learning management of international students in universities，International students have urgent needs for learning environment, teaching quality, extra-curricular activities and evaluation mechanism, which should be improved.

3.The approaches for international students learning management of the universities in Jiangxi Province consisting of 6 aspects as follows: 1) Curriculum; 2) Teaching; 3) Activities; 4) Environment; 5) Learning atmosphere; 6) Evaluation. These 6 aspects could be elaborated into 51 detailed approaches for international students learning management in universities, and assessed by the experts at the highest level of appropriateness, utility and possibility. This is in accordance with the findings of Gao Fei (2021), which studied the educational management of international graduate students in Harbin Normal University. The results show that the current state of the university in terms of teaching, curriculum, teaching quality evaluation, environment and atmosphere are all at a lower middle level, and international students have high expectations in these aspects. The university needs to deeply understand the learning needs and expectations of international students, formulate targeted approaches, optimize management methods and improve management level. In addition, this research is also in accordance with the research by He Baili (2015) . Through the questionnaire survey of international students, it is found that the curriculum, teaching management, learning atmosphere and evaluation system of the university were all lower than the level of "general satisfaction". In order to improve the learning management of undergraduate international students, the university should develop learning management approaches according to the needs of international student administrators, teachers and international students, so as to improve the level of international students learning management and the teaching level of teachers, help international students better adapt to the new environment, stimulate international students' learning interest and motivation, and enhance the

learning effect.

Suggestions

    1.Suggestions for use

        1.1 The university should continue to improve the international student management system and strengthen the supervision mechanism. In the specific management process, it is necessary to clarify the main body of responsibility and strengthen the consciousness of responsibility of the main body.

        1.2 International student administrators and teachers should understand the needs, habits, and differences of students from different cultural backgrounds and learn ways of communicating in different cultural contexts, including verbal and non-verbal acculturation support. In addition, personalized support and guidance covering personal development planning should be provided to better support the growth and adaptation of international students.

        1.3 The university should establish a comprehensive support system, including academic advisors, mental health support and social activities, aiming to help international students better integrate into campus life.

        1.4 The university should provide academic guidance and counseling for international students to help them adapt to diverse academic systems and learning methods, including support in writing guidance, study skills and course tutoring.

        1.5 The university should organize cultural exchange activities regularly to promote exchanges between international students and Chinese students, teachers, so as to deepen mutual understanding and friendship.

        1.6 The university should provide clear and timely information to international students, including university's policies, academic requirements, community activities, etc., to help international students fully understand and actively participate in campus life.

1.7 The university should continuously strengthen the construction of international students' teaching staff and regularly provide cross-cultural training and educational opportunities for international students' administrators and teachers, which will help to enhance the understanding and support of international students, reduce misunderstandings or troubles caused by cultural differences, and provide international students with better educational services that are closer to their needs.

1.8 The university should provide diversified learning resources, such as multilingual libraries, e-books, online learning platforms, cultural exchange activities and international exchange programs, so as to show the university's comprehensive support and inclusive attitude towards international students, so that they can fully feel the university's care and support.

1.9 The university should establish mechanisms to motivate international students to study and stimulate their interest and motivation in learning through scholarships, academic honors or other rewards. At the same time, international students are encouraged to actively participate in academic research, community service or other academic activities to promote their overall development and personal growth.

1.10 Maintain communication with international students and regularly collect their feedback on the management of the university. By evaluating the effectiveness of current support measures, the university should continually adjust and improve management strategies based on feedback from international students to better meet their needs.

2. Suggestions for future research:

2.1 Study the learning management level of international students in universities by various methods.

2.2 In-depth exploration of the relationship between the approaches and the improvement of learning management level of international students in universities.

 2.3 To explore the influence and effect of this research on international students learning management of universities in Jiangxi Province.

 2.4 To investigate stakeholders' views and opinions on the implementation effect of the approaches for international students learning management of universities in Jiangxi Province, and revise the approaches based on feedback.

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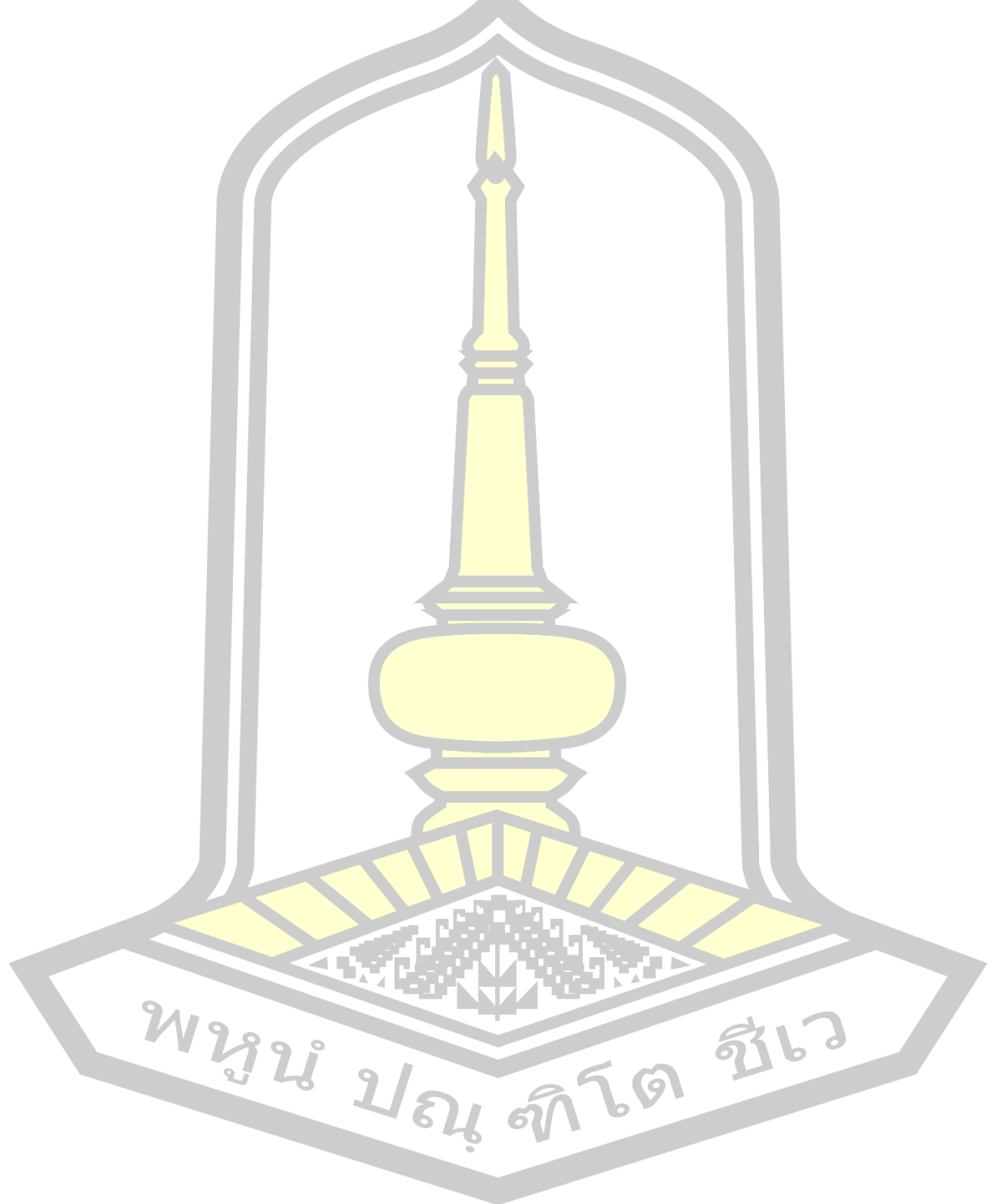
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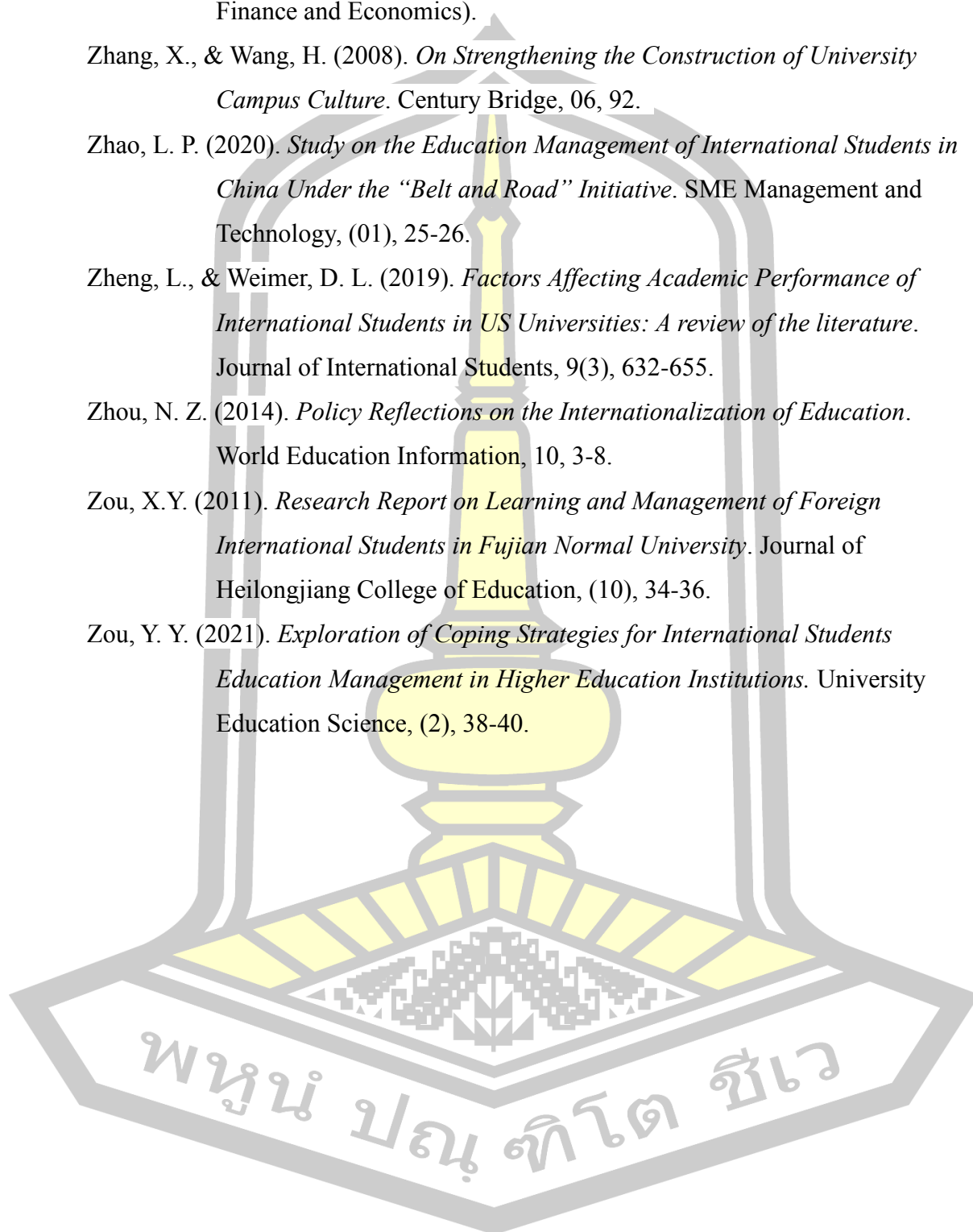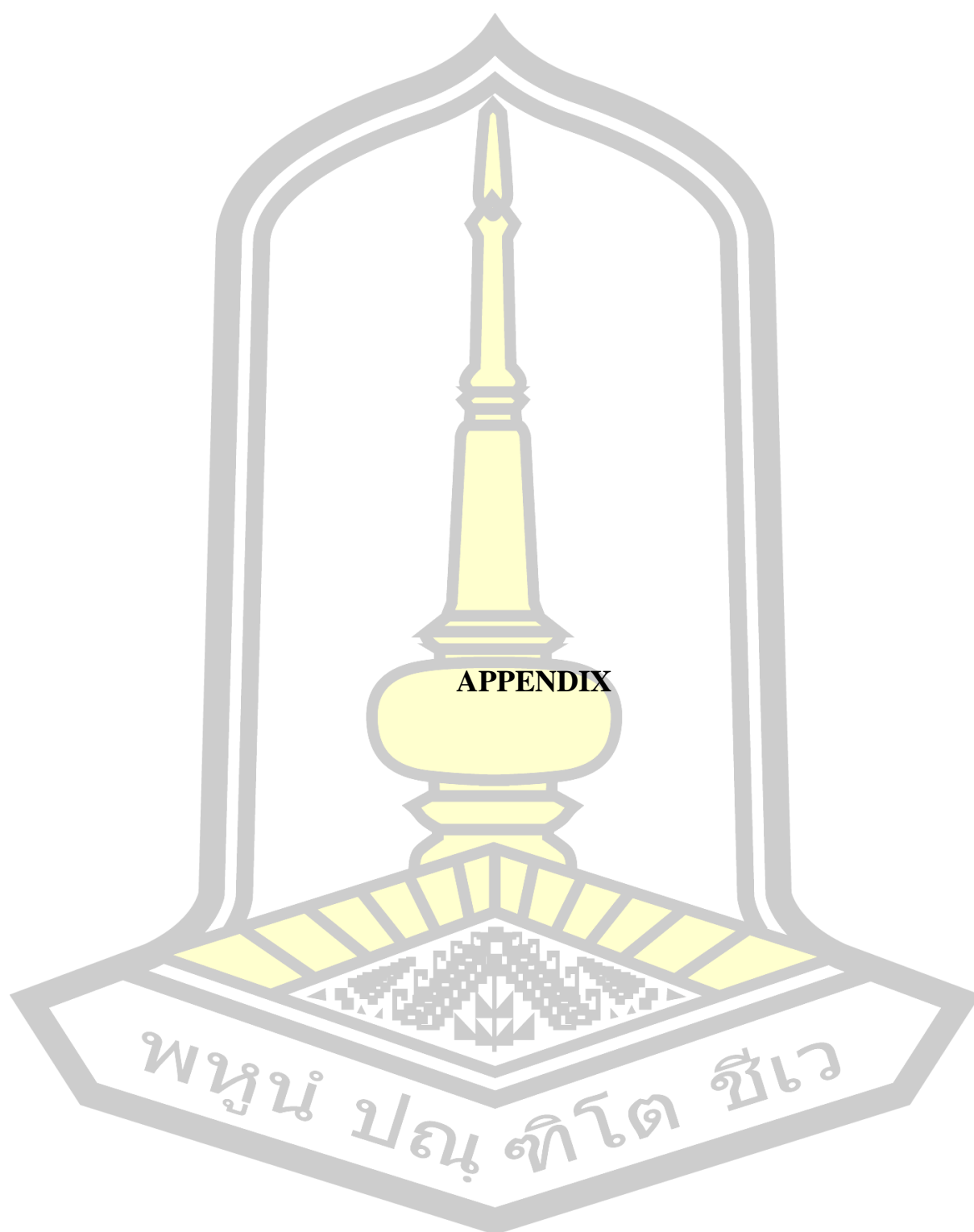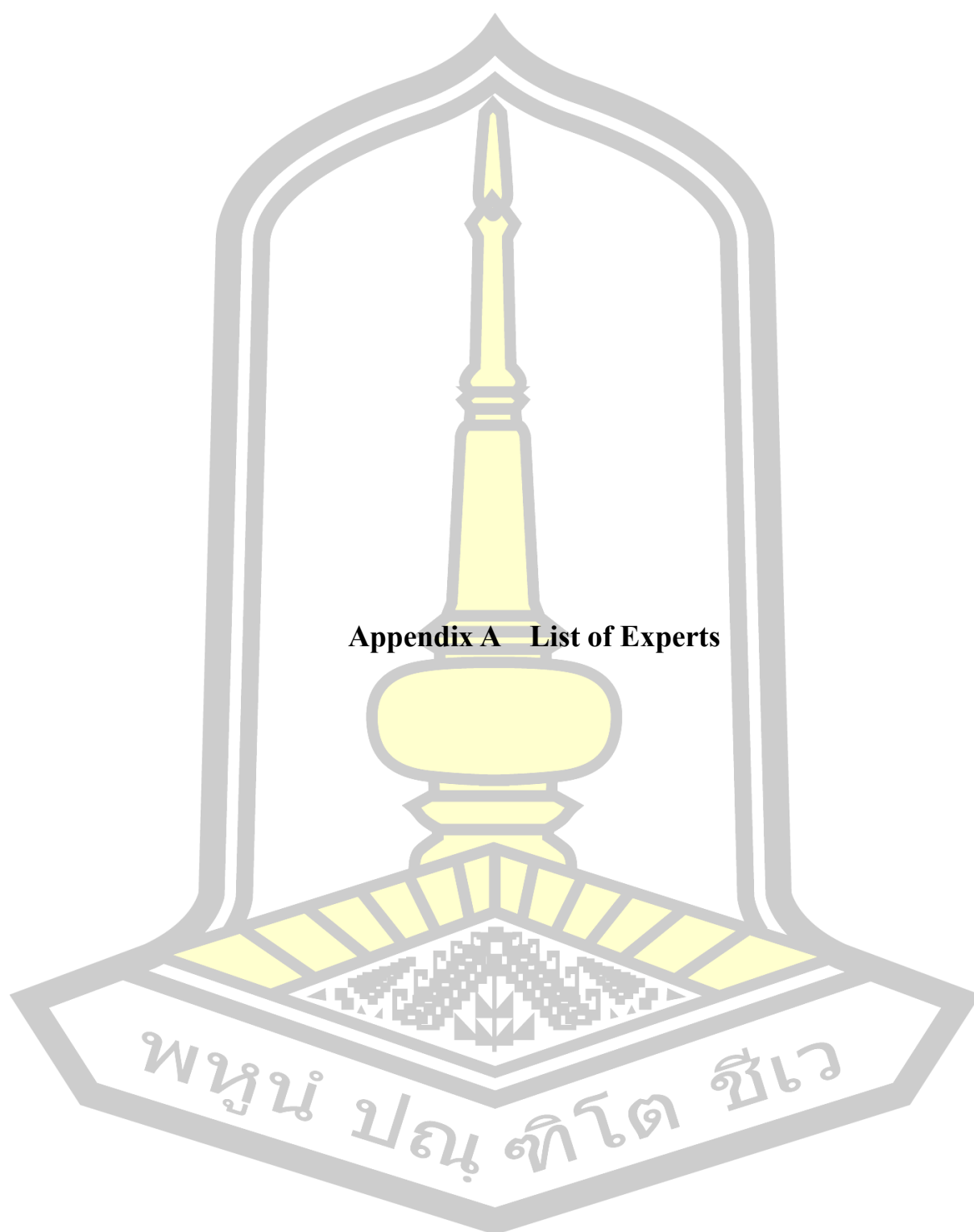
APPENDIX

Appendix A   List of Experts

List of Experts to Check the Components and Indicators

1. Prof. Dr. Huang Zhijian, Vice president of Jingdezhen University, has been engaged in education management for a long time, received doctorate degree in management. He has served as vice president of the university for more than 10 years, and has rich experience in education management.

2. Prof. Dr. Zhang Jingjing, Dean of the International Education College of Jingdezhen Ceramic University, holds a doctorate degree in management. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

3. Prof. Dr. Si Chuncan, Dean of the Academic Affairs Office of Jingdezhen University, received doctorate degree in education. He has been engaged in education management for more than 10 years and has rich experience in education management.

4. Prof. Dr. Xia Xiaohong, Director of the Teaching Quality Assessment and Control Office of Jingdezhen University, received doctorate degree in education. She has been engaged in the research of education management for a long time. She has served as the vice dean and dean of the faculty of education for more than 10 years, and has rich experience in education management.

5. Prof. Dr. Wu Guoping, Dean of the Academic Affairs Office of Jiangxi Agricultural University, received doctorate degree in management. He has been engaged in education management for more than 10 years and has rich experience in education management.
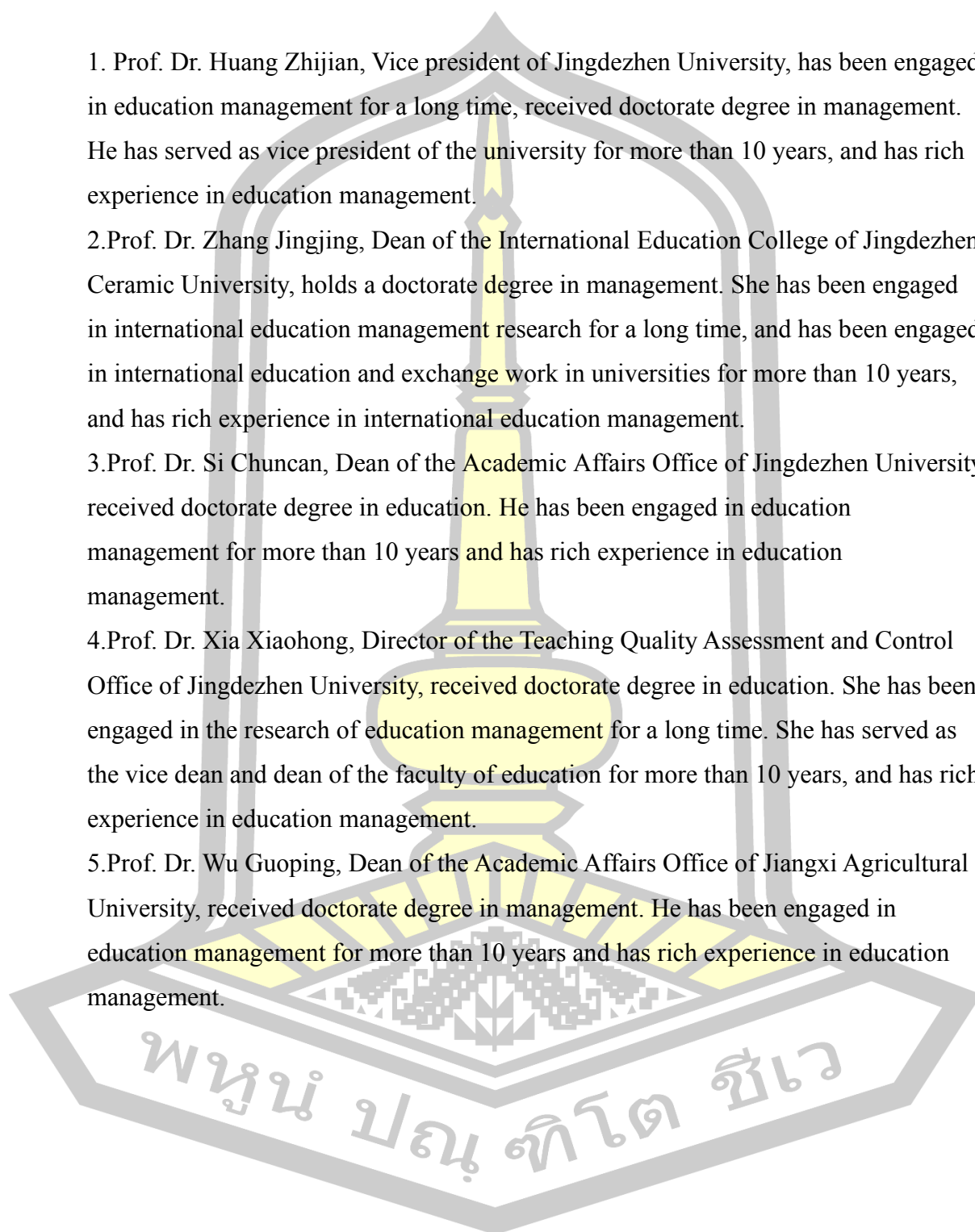
List of Experts to Evaluate the Research Instruments

1.Prof. Dr. Lv Jinquan, Vice president of Jingdezhen Ceramic University, received doctorate degree in management. He has served as vice president of the university for more than 10 years, and has rich experience in education management.

2.Prof. Dr. Fang Man, Vice president of Jingdezhen University, received doctorate degree in management. He has been engaged in education management for a long time, and served as vice president for more than 10 years, has rich experience in

3.Prof. Dr. Lv Xiaomei, Dean of the International Education College of Jiangxi University of Finance and Economics, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

4.Prof. Dr. Wu Weiping, Director of international cooperation and exchange office of Jiangxi Agricultural University, holds a doctorate degree. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

5.Assoc. Prof. Dr. Yang Fan, Vice Dean of the International Education College of Jingdezhen Ceramic University, holds a doctorate degree in education. She has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.
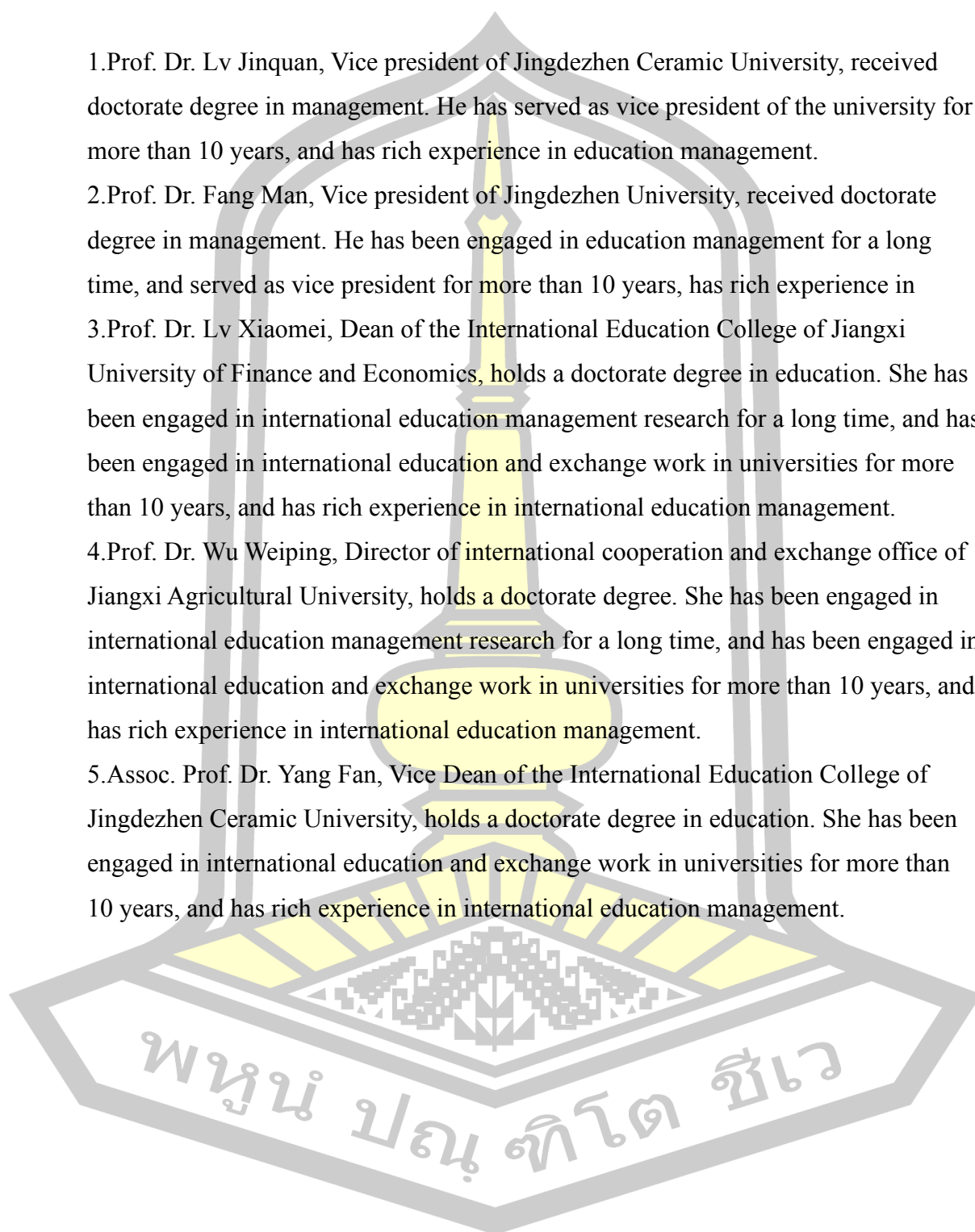
List of Interviewed Informants

1.Prof. Dr. Deng Hui, President of Jiangxi University of Finance and Economics, received doctorate degree in management. He has been engaged in university education management for many years, and has been the head of the international education and exchange department of the university for many years. He has 10 years of work experiences as vice president and president in the university.

2.Prof. Dr. Chen Yunping, President of Jingdezhen University, has been engaged in education management for a long time, received doctorate degree in management. He has served as vice president and president of the university for more than 10 years, and has rich experience in education management.

3.Prof. Dr. Liu Muhua, Vice President of Jiangxi Agricultural University, received doctorate degree in management. He has served as vice president of the university for

4.Prof. Dr. Zheng Wenli, Dean of the International Exchange and Education College of Jingdezhen University, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

5.Prof. Dr. Zhang Jingjing, Dean of the International Education College of Jingdezhen Ceramic University, holds a doctorate degree in management. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.
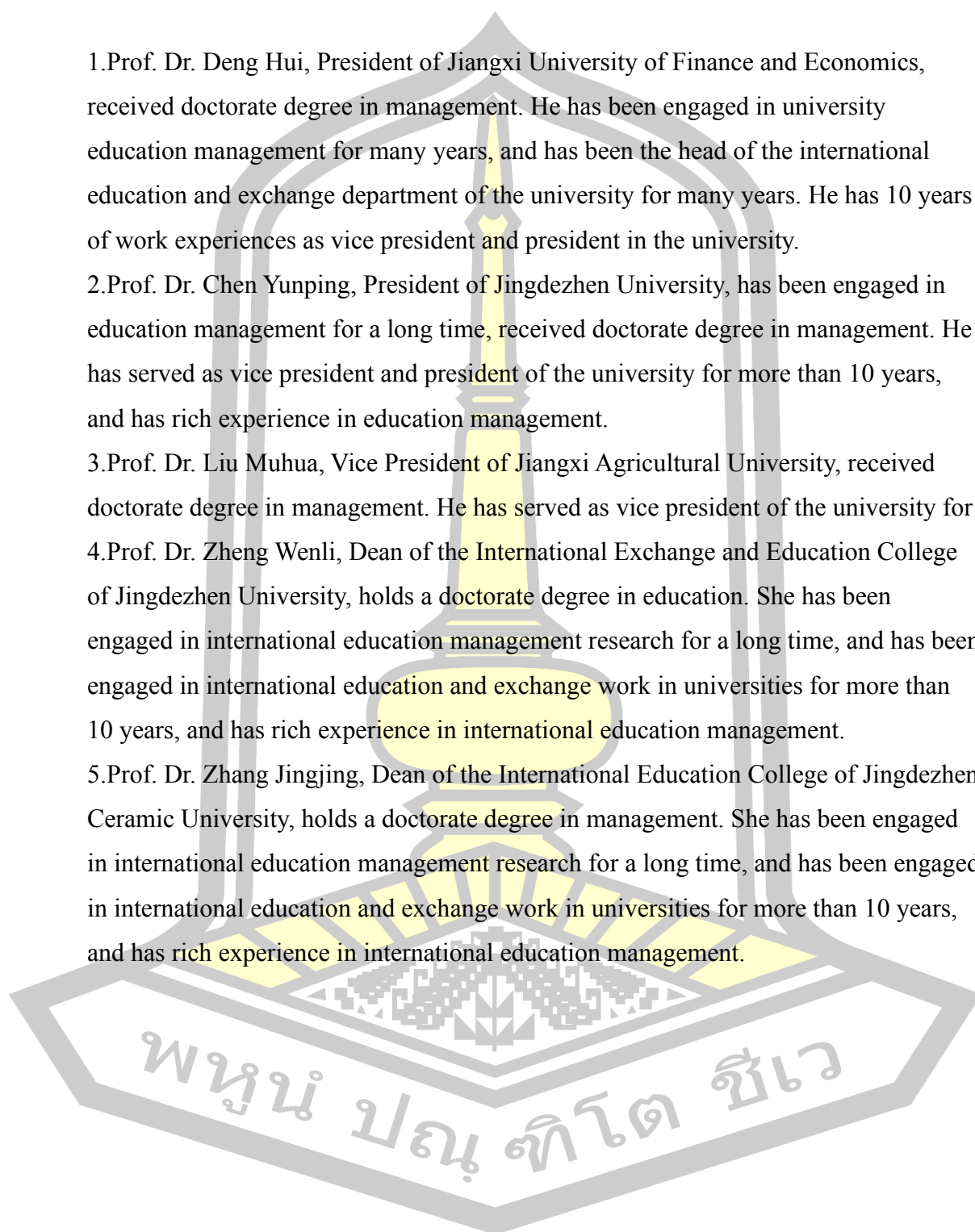
List of Experts to Evaluate the Appropriateness, Utility and Feasibility of Approaches

1.Prof. Dr. Wei Fuwen, President of Jiangxi Agricultural University, has been engaged in education management for a long time, received doctorate degree in management. He has served as vice president and president of the university for more than 10 years, and has rich experience in education management.

2.Prof. Dr. Lv Pinchang, President of Jingdezhen Ceramic University, received doctorate degree. He has been engaged in university education management for many years, and has 10 years of work experiences as vice president and president in the university. He has rich experience in education management.

3.Prof. Dr. Liu Xiaoli, Vice President of of Jiangxi University of Finance and Economics, received doctorate degree in management. She has been engaged in university education management for many years, and has been the head of the international education and exchange department of the university for many years. She has 10 years of work experiences as vice president in the university.

4.Prof. Dr. Zheng Wenli, Dean of the International Exchange and Education College of Jingdezhen University, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.

5.Prof. Dr. Lv Xiaomei, Dean of the International Education College of Jiangxi University of Finance and Economics, holds a doctorate degree in education. She has been engaged in international education management research for a long time, and has been engaged in international education and exchange work in universities for more than 10 years, and has rich experience in international education management.
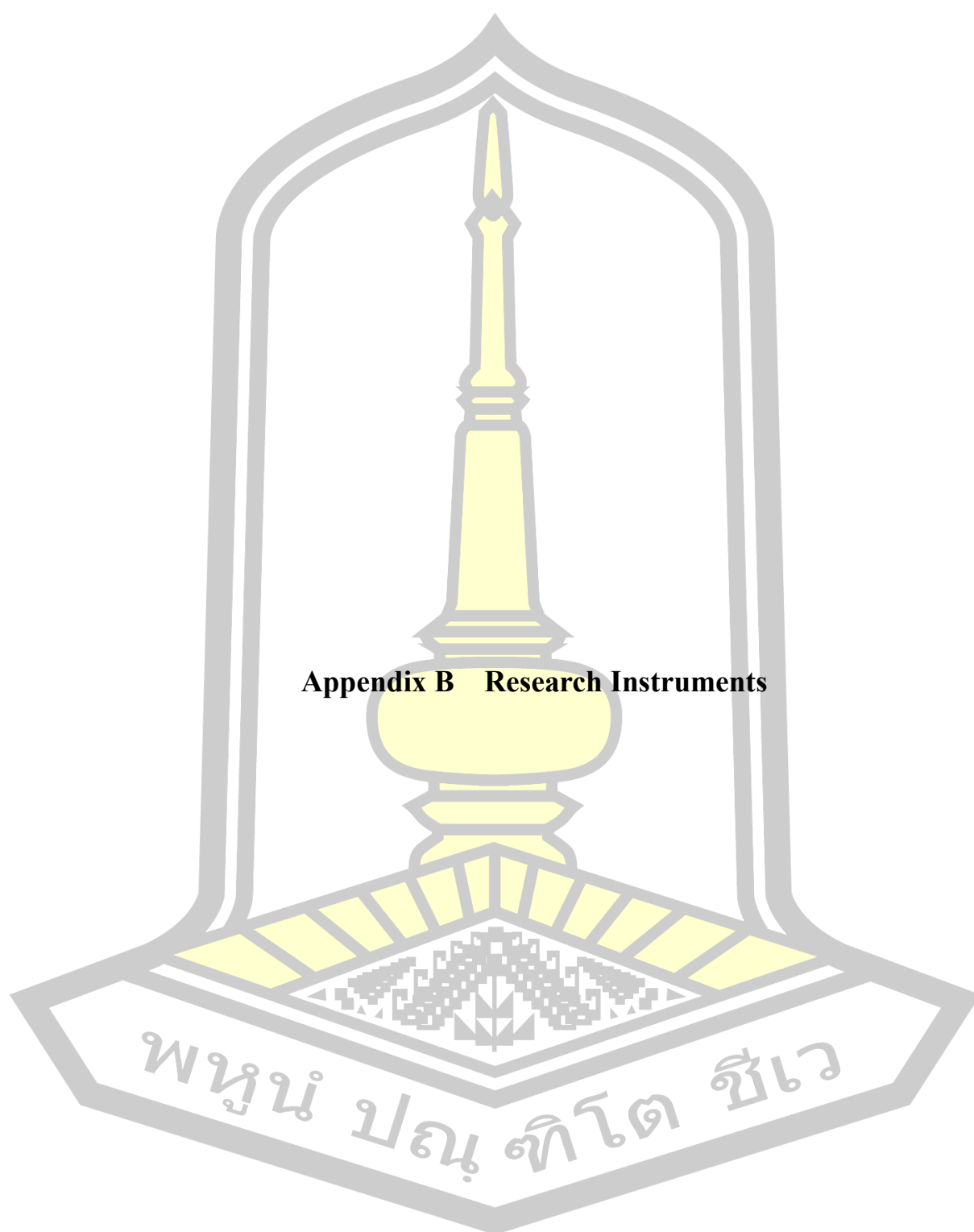
Appendix B   Research Instruments

Expert Questionnaire
For Doctoral Degree Thesis

Title: Approaches for International Students Learning Management of the Universities in Jiangxi Province, China

Direction: How do you rate the components and indicators of international students learning management? Please check the appropriate column that best describes if the components and indicators suitable for international students learning management contents based on following criteria:

5 refers to the suitability is very high.

4 refers to the suitability is high.

3 refers to the suitability is moderate.

2 refers to the suitability is low.

1 refers to the suitability is very low.
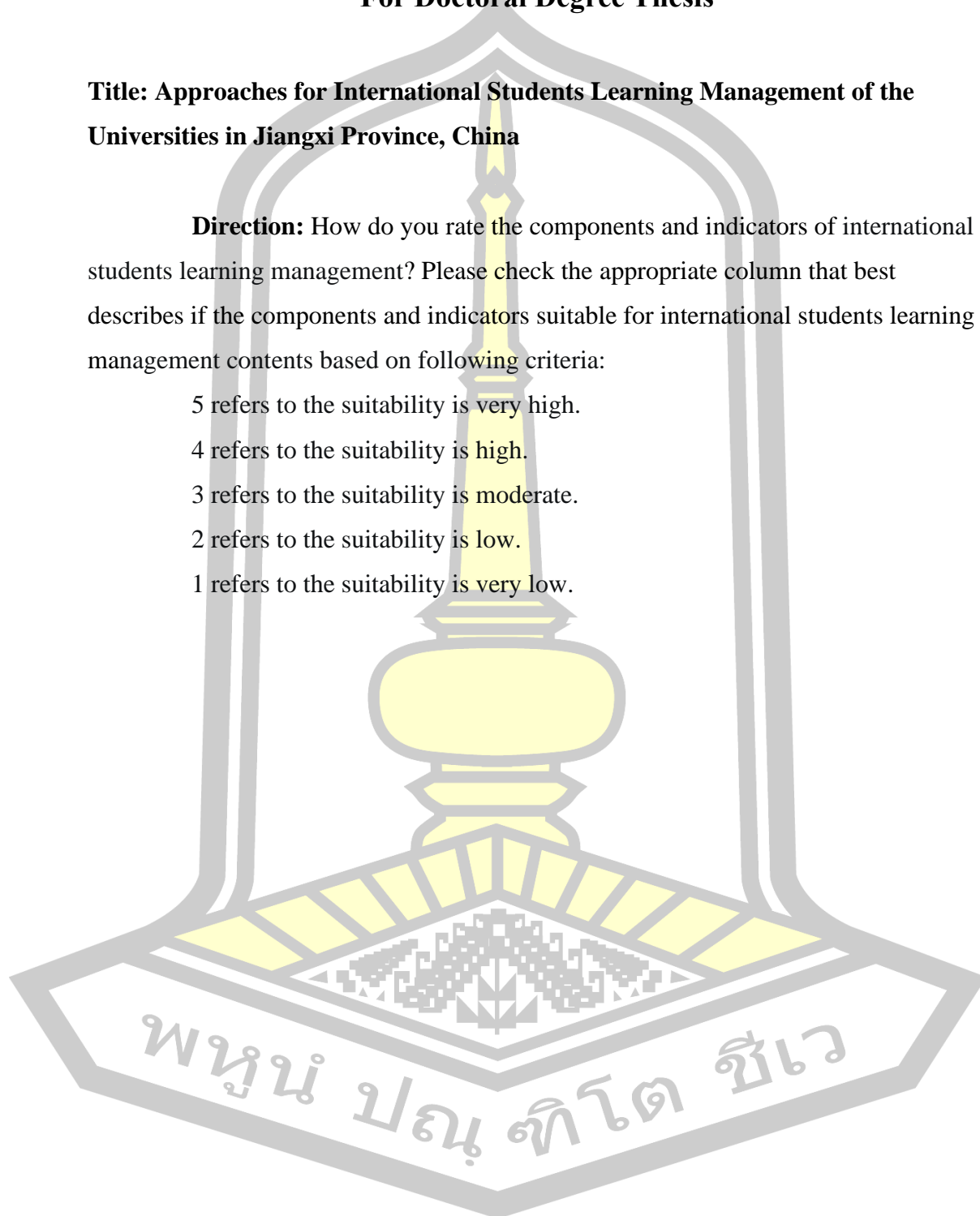
No	Components and Indicators of International Students Learning Management	Suitability				
		5	4	3	2	1
1.Curriculum						
1.1	Curriculum setting					
1.2	Student courses selection					
2.Teaching						
2.1	Preparation before class					
2.2	Teaching process					
2.3	Teaching reflection					
3.Activities						
3.1	Campus cultural activities					
3.2	Social practice activities					
4.Environment						
4.1	Campus cultural environment					
4.2	Teaching hardware facilities environment					
4.3	Educational software resource environment					
5.Learning atmosphere						
5.1	Construction of school spirit					
5.2	Construction of teaching style					
5.3	Construction of academic atmosphere					
6.Evaluation						
6.1	Curriculum evaluation					
6.2	Classroom teaching evaluation					
6.3	Student comprehensive performance evaluation					

More comments and suggestions:

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....
....
....

Thank you for your assistance.

Date:

Checked and rated by: Mr/Mrs
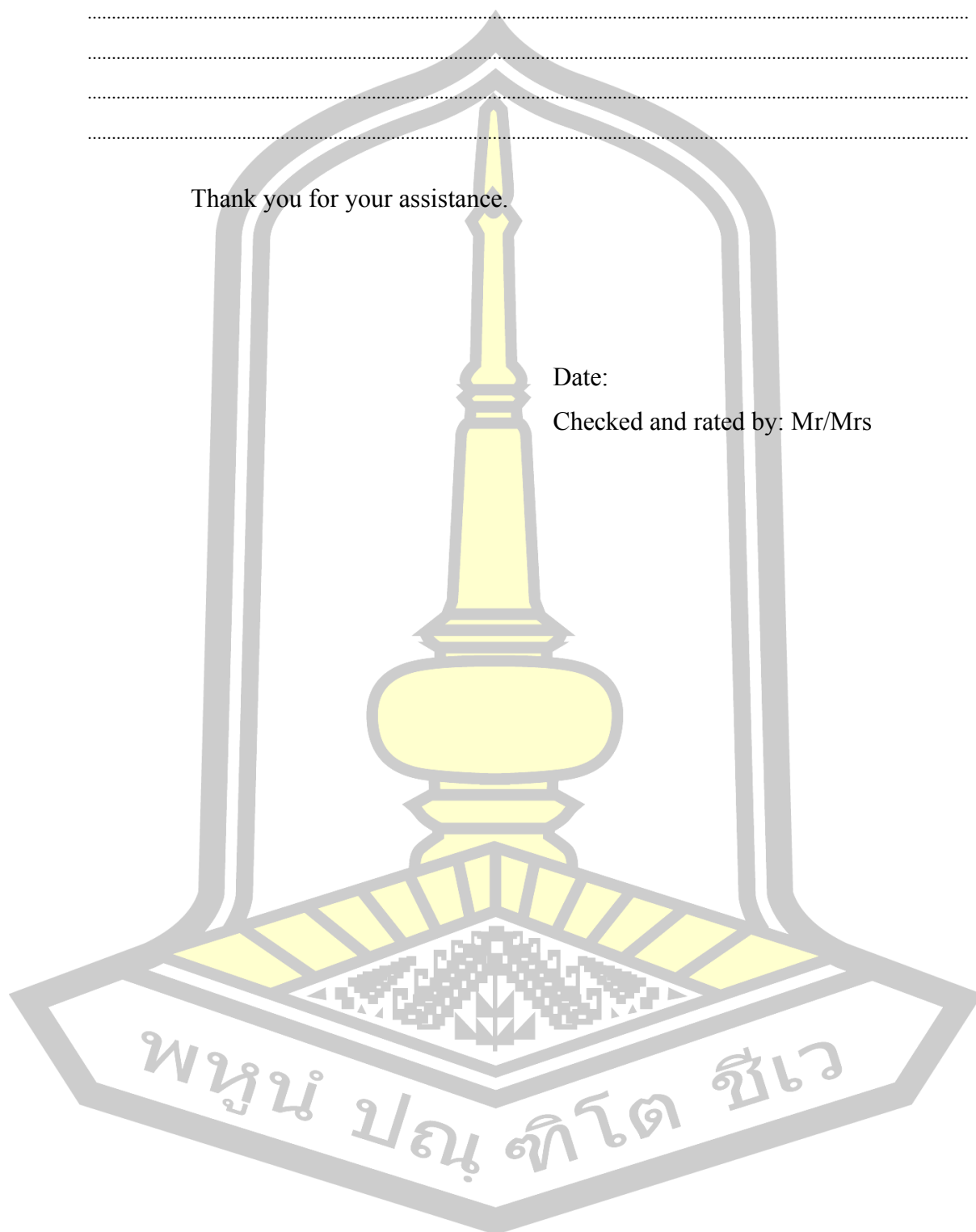
Survey Questionnaire
For Doctoral Degree Thesis

Title: Approaches for International Students Learning Management of the Universities in Jiangxi Province, China

Part Ⅰ: Personal Profile

    1.Name of University (Please specify):..

    2.Profession: Administrator   Teacher   International Student

Part Ⅱ: The level of international students learning management

    Direction: How do you rate the level of international students learning management in your university? Please check the appropriate column that best describes the level of international students learning management in your university based on following criteria:

    5 refers to the level is *very high*

    4 refers to the level is *high*

    3 refers to the level is *moderate*

    2 refers to the level is *low*

    1 refers to the level is *very low*

No	International Students Learning Management	Current State					Desired State				
		5 Very high	**4** High	**3** Moderate	**2** Low	**1** Very low	**5** Very high	**4** High	**3** Moderate	**2** Low	**1** Very low
1.Curriculum											
1.1	The curriculum setting for international students is consistent with the requirements of the training objectives.										
1.2	The curriculum for international students is designed scientifically and reasonably, and inject international elements while teaching domestic cultural knowledge.										
1.3	In the curriculum setting for international students, the university has increased the proportion of practical courses and set up various elective courses and language courses for international students.										
1.4	International students will balance their interests and course difficulty when selecting courses, listen to the advice of senior students, and consider future career planning.										
1.5	Independent course selection by international students is beneficial to international students' learning management.										
2.Teaching											
2.1	Teachers select appropriate textbooks based on the characteristics of international students.										

Table (Continue)

No	International Students Learning Management	Current State					Desired State				
		5	4	3	2	1	5	4	3	2	1
		Very high	High	Moderate	Low	Very low	Very high	High	Moderate	Low	Very low
2.2	Teachers take into account the special backgrounds and needs of international students, and combine them with course objectives and positioning to make reasonable choices in teaching content.										
2.3	The teaching courseware has concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity.										
2.4	Teachers develop different forms of courseware based on the varying needs and proficiency levels of international students to meet their learning requirements.										
2.5	Teachers choose appropriate teaching methods based on the learning objectives, characteristics of international students, and subject-specific factors.										
2.6	Teachers choose appropriate teaching tools based on the teaching content and teaching objectives.										
2.7	Teachers will conduct timely teaching reflections after class in order to improve teaching methods and enhance teaching effect.										
3.Activities											

Table (Continue)

No	International Students Learning Management	Current State					Desired State				
		5	4	3	2	1	5	4	3	2	1
		Very high	High	Moderate	Low	Very low	Very high	High	Moderate	Low	Very low
3.1	There is a diverse range of campus cultural activities in university.										
3.2	The university carries out thematic campus cultural activities and exclusive clubs organizations for international students.										
3.3	The university constantly optimizes the organization and arrangement of campus cultural activities to create favorable conditions for international students to participate in campus cultural activities.										
3.4	In various social and practical activities, teachers focus on cultivating international students' emotions, attitudes, and values.										
3.5	The university combines social practice activities with professional education for international students to cultivate their thinking skills and abilities and enrich their learning experience.										
4.Environment											
4.1	The university provides a good campus cultural environment for international students to improve their learning efficiency, expand their vision, and broaden their thinking.										

Table (Continue)

No	International Students Learning Management	Current State					Desired State				
		5	4	3	2	1	5	4	3	2	1
		Very high	High	Moderate	Low	Very low	Very high	High	Moderate	Low	Very low
4.2	The university has complete teaching hardware facilities and equipment.										
4.3	High-quality teaching hardware facilities provide international students with a good learning environment, to stimulate their learning motivation and enthusiasm.										
4.4	The university has diverse educational software platforms and online learning resources.										
4.5	The software resource environment provides international students with more learning support and opportunities, as well as personalized and differentiated learning experience.										
	5.Learning atmosphere										
5.1	The university has a good school spirit, teaching style and academic atmosphere.										
5.2	The university creates a good school spirit, which enables international students to quickly integrate into the learning environment and improves their learning enthusiasm and motivation.										

Table (Continue)

No	International Students Learning Management	Current State					Desired State				
		5	4	3	2	1	5	4	3	2	1
		Very high	High	Moderate	Low	Very low	Very high	High	Moderate	Low	Very low
5.3	The university pays attention to the construction of teaching style, and constantly improves the teaching level of teachers, so that international students can better grasp the knowledge and skills.										
5.4	The university takes a variety of measures to strengthen the construction of academic atmosphere, to help international students improve the learning effect and academic level.										
	6.Evaluation										
6.1	Evaluating curriculum each semester and making timely improvements based on feedback from the target groups can provide better learning experiences for international students.										
6.2	The results of curriculum evaluation can provide valuable reference information for other international students when selecting courses.										
6.3	The university will organize international students to evaluate teachers' classroom teaching each semester.										

Table (Continue)

No	International Students Learning Management	Current State					Desired State				
		5	4	3	2	1	5	4	3	2	1
		Very high	High	Moderate	Low	Very low	Very high	High	Moderate	Low	Very low
6.4	Teachers will adjust and improve the teaching methods and contents in time according to the evaluation results.										
6.5	Evaluating international students' academic performance each semester allows them to understand their own learning status.										
6.6	The comprehensive quality evaluation of international students every academic year can lead to their overall development, improve their learning effect and self-management level.										

Comments:

What would you like to improve or put in the agenda in your university in order to promote the quality of international students learning management? Please leave your comments below:

....

....

....

Thank you for your assistance.

Interview Outline

For Doctoral Degree Thesis

Title: Approaches for International Students Learning Management of the Universities in Jiangxi Province, China

Part 1：General Information

Interviewer: ....

Interview time: ....

Interview place: ....

Interviewee name: ....

Interviewee's workplace: ....

Interviewee's title: ....

Interviewee's working experiences:

☐1-10 years   ☐11-20 years   ☐21 years up

Part 2: Interview Contents

2.1 Curriculum

2.1.1 How can universities ensure that the cultural background and language skills of international students are fully taken into account when formulating curriculum plans, and that a diverse course content is balanced?

....

....

2.1.2 Regarding the feedback mechanism established by the university, how do you think the opinions and suggestions of international students and teachers can be effectively collected and applied to the optimization of curriculum settings and course selection plans?

....

....

       2.1.3 When guiding international students in their course selection, how does the school ensure that students make the best choice based on their personal interests and career plans?

....

....

2.2 Teaching

       2.2.1 When selecting teaching materials and designing teaching courseware for international students, how do you think you can ensure that these teaching materials and courseware are consistent with the students' cultural background, language level and learning goals?

....

....

       2.2.2 Do you have any suggestions or experiences on how teachers can flexibly use teaching methods in the teaching process to help international students better grasp knowledge?

....

....

       2.2.3 How should teachers adjust teaching strategies and methods according to students' feedback and performance in time to improve students' learning results?

....

....

2.3 Activities

       2.3.1 When organizing campus cultural activities for international students, how does the university comprehensively consider factors such as cultural differences, student interest and participation? Which measures do you think are the

most effective?

....

....

   2.3.2 How does the university ensure diversity and inclusion of the activities when considering the participation of international students in campus cultural activities and social practice activities?

....

....

   2.3.3 What methods do you think are most effective when collecting student feedback and summarizing the experiences after the activity? How to ensure that the information gained from student feedback can actually helps improve and adjust future activities?

....

....

2.4 Environment

   2.4.1 In terms of building a campus cultural environment, what measures do you think the university can take to support international students to better integrate into the campus culture?

....

....

   2.4.2 Regarding the teaching hardware environment, How do you think the university should strengthen the construction of teaching hardware facilities?

....

....

   2.4.3 In terms of educational software resource environment, how do you think the university should further optimize and use educational software resource environment to strengthen international students learning management?

....

....

2.5 Learning atmosphere

2.5.1 How do the rules and regulations formulated by the university clarify students' code of conduct and requirements? What aspects do you think should be considered when formulating these rules and regulations?

....

....

2.5.2 Regarding educational guidance to cultivate students' good moral character and behavioral habits, what specific measures do you think the university should take to ensure that students establish correct values and codes of conduct?

....

....

2.5.3 How do the academic atmosphere construction working groups and resource sharing platforms established by universities ensure that various resources are converted into high-quality teaching resources to provide diversified learning support for international students?

....

....

2.6 Evaluation

2.6.1 In the curriculum evaluation, how to balance the process evaluation and the result evaluation? What areas do you think need to be improved or strengthened?

....

....

2.6.2 In classroom teaching evaluation, how do you think the results of student feedback and peer evaluation should be handled?

....

....

2.6.3 When evaluating students' comprehensive performance, how should academic performance be balanced with other non-academic performance? What areas do you think we need to further strengthen or improve?

....

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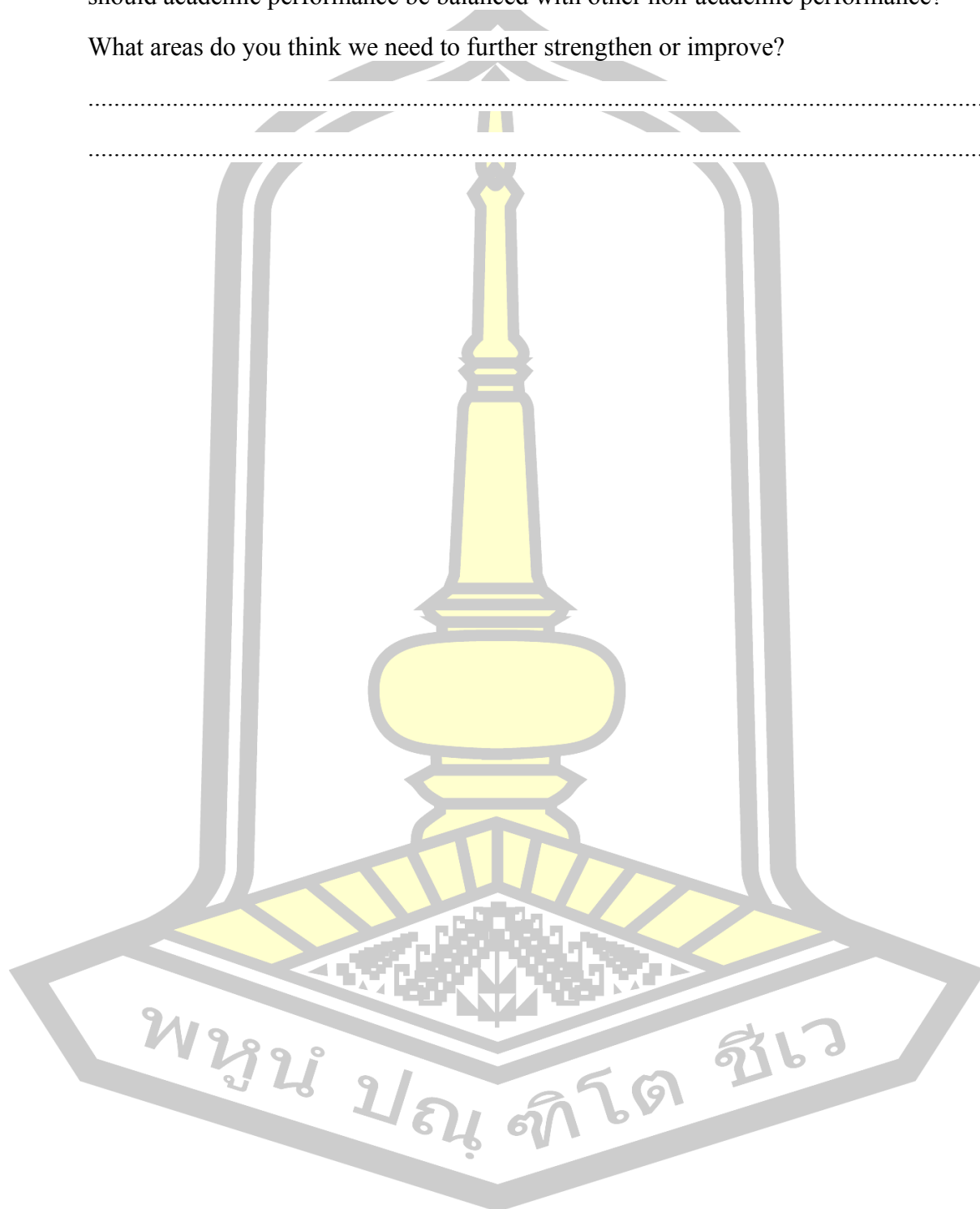
Expert Evaluation Table for Approaches

For Doctoral Degree Thesis

Title: Approaches for International Students Learning Management of the Universities in Jiangxi Province, China

Direction: How do you rate the approaches for international students learning management? Please check the appropriate column that best describes the appropriateness, utility and feasibility of the content of approaches based on following criteria:

5 refers to the appropriateness, utility and feasibility are very high

4 refers to the appropriateness, utility and feasibility are high

3 refers to the appropriateness, utility and feasibility are moderate

2 refers to the appropriateness, utility and feasibility are low

1 refers to the appropriateness, utility and feasibility are very low

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1.Curriculum																
1.1	International student administrators need to investigate the needs and characteristics of international students, clarify the principles and objectives of the curriculum setting for international students, develop corresponding curriculum setting and students course selection plans;															
1.2	International student administrators should organize professional team of teachers and design curricula with a focus on diversity and inclusion;															
1.3	Teachers should provide international students with individualized course selection guidance services;															
1.4	International student administrators need to evaluate the learning effectiveness of international students regularly, and establish an effective feedback mechanism to collect international students' feedback on the curriculum and students course selection;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1.5	International student administrators need to analyze and evaluate the collected feedback to understand the effects and existing problems of the plan implementation;															
1.6	International student administrators need to optimize and adjust curriculum setting and course selection plans according to the feedback and evaluation results.															
2.Teaching																
2.1	Teachers should clarify the learning objectives of international students, learn the cultural background, language abilities and prior knowledge of international students, and formulate reasonable teaching plans;															
2.2	Teachers should select appropriate teaching materials according to students' cultural background, Chinese level, learning objectives and other differences;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
2.3	Teachers should develop courseware that is concise and clear language, strong cultural adaptability, high-quality charts and images, and strong interactivity;															
2.4	Teachers should adopt group discussion, case analysis and other diversified teaching methods to teach;															
2.5	Teachers should select appropriate teaching tools based on teaching content and teaching objectives;															
2.6	Teachers should provide international students with necessary language translation, content explanation and other learning support;															
2.7	Teachers should collect the feedback of international students on teaching through questionnaire survey, face-to-face communication and other ways;															
2.8	Teachers should analyze the feedback collected and find out the problems existing in the teaching process;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
2.9	Teachers should formulate corresponding improvement measures based on the analysis results;															
2.10	Teachers should incorporate teaching reflection into daily work and continuously optimize teaching methods and strategies.															
	3.Activities															
3.1	International student administrators should make plans for campus cultural activities and social practice activities according to the characteristics of the university and the needs of international students, provide a variety of campus cultural activities and social practice activities for international students;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
3.2	International student administrators should constantly update the content of the activities, increase the thematic activities that allow international students to have a sense of belonging, and set up exclusive clubs for international students, ensure the smooth communication of activity notifications, and create favorable conditions for international students to participate in activities;															
3.3	International student administrators should be paid attention to the combination of theory and practice, and apply the professional knowledge they have learned to practice when organizing international students to participate in social practice activities;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
3.4	International student administrators should provide the necessary support and guidance according to the needs of international students;															
3.5	International student administrators should monitor the participation of international students in activities and adapt resources and support to their needs;															
3.6	International student administrators should evaluate the participation and adaptability of international students in campus cultural activities and social practice activities;															
3.7	International student administrators should analyze the performance and gains of international students in the activities;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
3.8	International student administrators should collect feedback from international students on the activities;															
3.9	International student administrators should improve the organization and arrangement of campus cultural activities and social practice activities and the content of activities according to the evaluation of activity effects and feedback from students.															
4.Environment																
4.1	International student administrators should deeply understand the learning needs of international students, offer cultural adaptation courses and lectures, and organize cultural exchange activities;															
4.2	The university should establish a dedicated international student services department;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
4.3	International student administrators should provide language support to international students;															
4.4	The university should regularly inspect and update the teaching facilities, and introduce advanced teaching equipment and tools to ensure that the teaching facilities are fully equipped to meet the learning needs of international students;															
4.5	The university should strengthen teachers' application training on new technologies and equipment;															
4.6	The university should invest in introducing various high-quality educational software resources;															
4.7	Teachers should actively guide international students to use online learning resources to study, and provide academic support and guidance;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
4.8	International student administrators should regularly collect feedback from international students on the learning environment, hardware facilities and educational software resources to understand their needs and difficulties;															
4.9	International student administrators should analyze the problems reflected in the feedback and find out the potential causes and solutions;															
4.10	International student administrators should formulate improvement plans to optimize the learning environment for international students based on feedback;															
4.11	International student administrators should implement improvement measures according to the plan.															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
5.Learning atmosphere																
5.1	The university should clarify the goals of the construction of school spirit, teaching style and academic atmosphere, develop specific plans for construction of school spirit, teaching style and academic atmosphere;															
5.2	The university should create a positive campus cultural atmosphere and strengthen communication and interaction between teachers and students;															
5.3	The university should strengthen the training and management of teachers to improve their teaching level and ethics;															
5.4	International student administrators should strengthen the education and management of students to guide international students to establish a correct learning attitude;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
5.5	International student administrators should regularly investigate and evaluate the implementation of school spirit, teaching style and academic atmosphere construction, and collect feedback from international students on school teaching and management;															
5.6	International student administrators should identify problems and deficiencies through evaluation and feedback;															
5.7	International student administrators should take effective measures to solve the problems in time, adjust the school spirit, teaching style and academic atmosphere construction plan according to the problems and deficiencies found.															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
6.Evaluation																
6.1	International student administrators should clarify the learning objectives of international students and the objectives of various evaluations;															
6.2	International student administrators should formulate standard evaluation criteria and clarify the plans and arrangements of various evaluations, establish a perfect evaluation index system;															
6.3	International student administrators should implement curriculum evaluation, classroom teaching evaluation and students' comprehensive performance evaluation according to the plan;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
6.4	International student administrators should regularly collect feedback from international students on various evaluation methods;															
6.5	International student administrators should analyze the data of curriculum evaluation, classroom teaching evaluation and student comprehensive performance evaluation to understand the learning status and existing problems of international students;															
6.6	International student administrators should optimize the evaluation plan based on student feedback and problems found;															
6.7	International student administrators should feedback the results of curriculum evaluation and classroom teaching evaluation to teachers in time;															

Table (Continue)

No	Items	Appropriateness					Utility					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
6.8	Teachers should adjust and improve the teaching methods and contents in time according to the evaluation results.															

More comments and suggestions:

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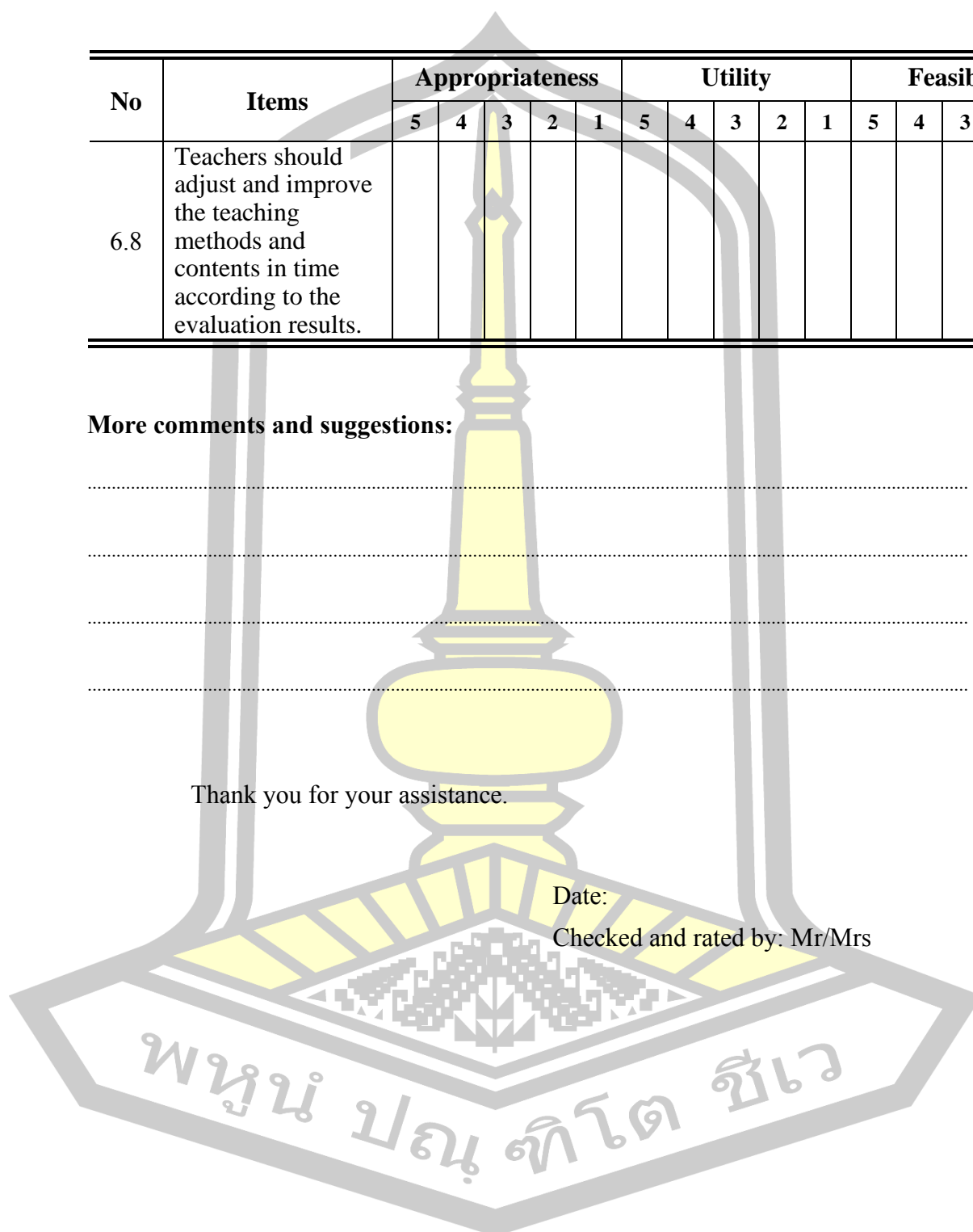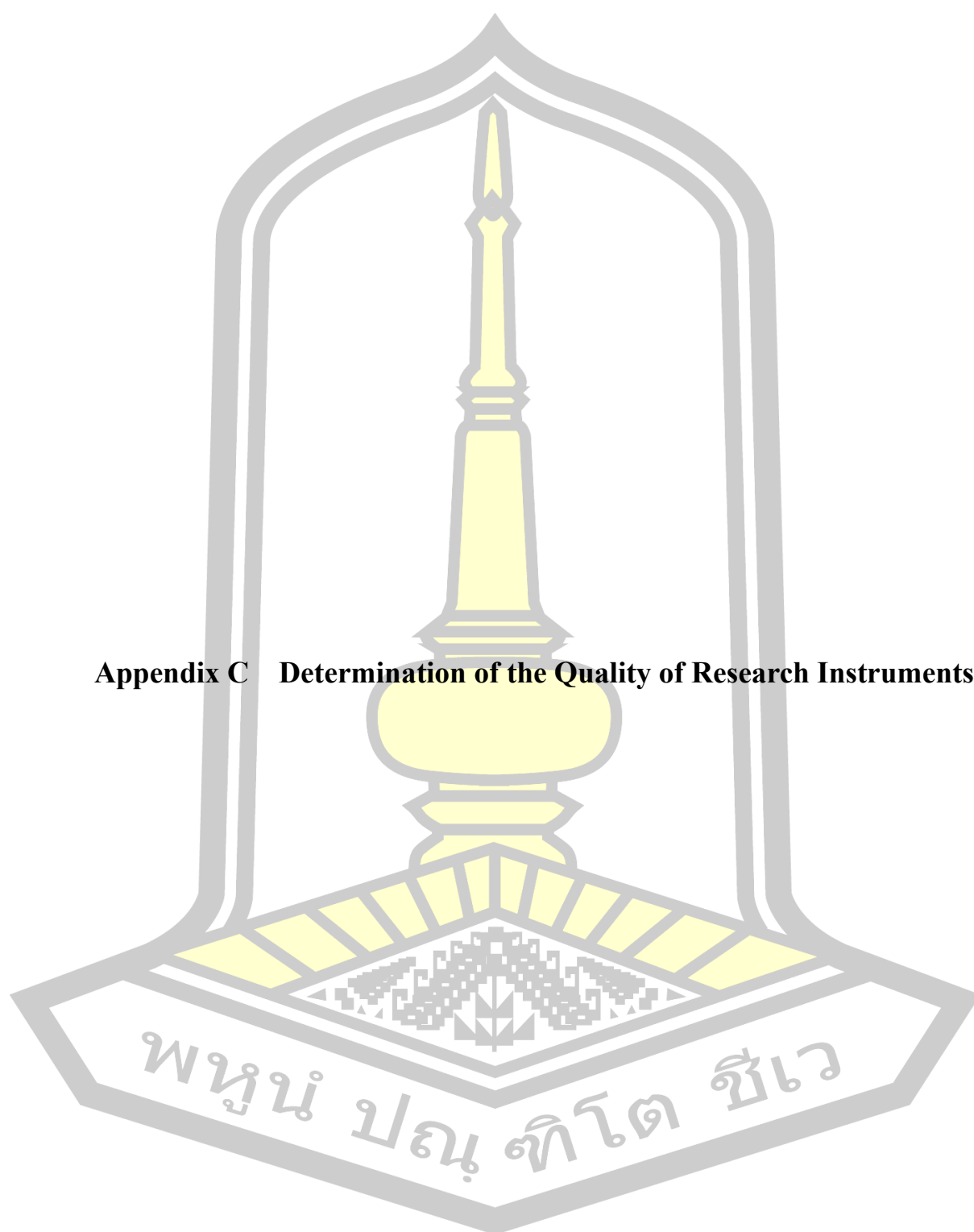
Thank you for your assistance.

Date:

Checked and rated by: Mr/Mrs

Appendix C   Determination of the Quality of Research Instruments

Item-Objective Congruence Index (IOC) Based on International Students Learning Management Questionnaire in Four Universities in Jiangxi Province

Table 33   Item-Objective Congruence Index (IOC) Survey Results

No	Experts					Include	IOC	Results
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
1	+1	+1	+1	+1	+1	5	1.00	Consistent
2	+1	+1	+1	+1	+1	5	1.00	Consistent
3	+1	+1	+1	+1	+1	5	1.00	Consistent
4	+1	+1	+1	+1	0	5	0.80	Consistent
5	+1	+1	+1	+1	+1	5	1.00	Consistent
6	+1	+1	+1	+1	+1	5	1.00	Consistent
7	+1	+1	+1	+1	+1	5	1.00	Consistent
8	+1	+1	+1	+1	+1	5	1.00	Consistent
9	+1	+1	+1	+1	+1	5	1.00	Consistent
10	+1	+1	+1	+1	+1	5	1.00	Consistent
11	+1	+1	+1	+1	+1	5	1.00	Consistent
12	+1	+1	+1	+1	+1	5	1.00	Consistent
13	+1	0	+1	+1	+1	5	0.80	Consistent
14	+1	+1	+1	+1	+1	5	1.00	Consistent
15	+1	+1	+1	+1	+1	5	1.00	Consistent
16	+1	+1	+1	+1	+1	5	1.00	Consistent
17	+1	+1	+1	+1	+1	5	1.00	Consistent
18	+1	+1	+1	+1	+1	5	1.00	Consistent
19	+1	+1	+1	+1	+1	5	1.00	Consistent
20	+1	+1	+1	+1	+1	5	1.00	Consistent
21	+1	+1	+1	+1	+1	5	1.00	Consistent
22	+1	+1	+1	+1	+1	5	1.00	Consistent
23	+1	+1	+1	0	+1	5	0.80	Consistent
24	+1	+1	+1	+1	+1	5	1.00	Consistent
25	+1	+1	+1	+1	+1	5	1.00	Consistent
26	+1	+1	+1	+1	+1	5	1.00	Consistent
27	+1	+1	+1	+1	+1	5	1.00	Consistent
28	+1	+1	+1	+1	+1	5	1.00	Consistent

Table 33 (Continue)

No	Experts					Include	IOC	Results
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
29	+1	+1	+1	+1	+1	5	1.00	Consistent
30	+1	+1	+1	+1	+1	5	1.00	Consistent
31	+1	+1	+1	+1	+1	5	1.00	Consistent
32	+1	+1	+1	+1	+1	5	1.00	Consistent
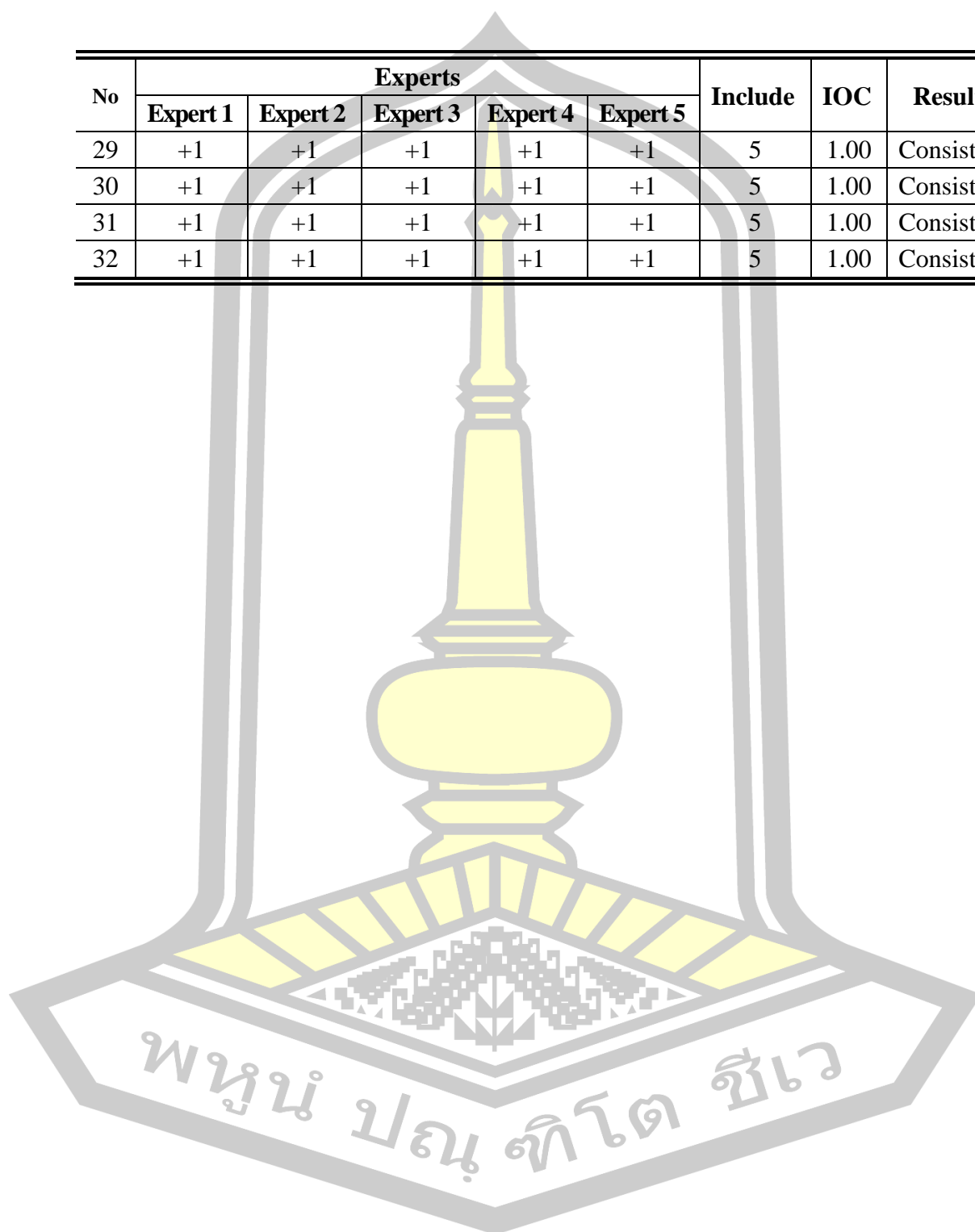
Table 34   Pearson's Correlation Coefficient of the Questionnaire on the Current

Status and Desired State of International Students Learning Management in Jiangxi

Province

No	Pearson's Correlation Coefficient (r_{xy})		No	Pearson's Correlation Coefficient (rxy)	
	Current status	Desired state		Current status	Desired state
1	.325	.449	17	.512	.603
2	.300	.256	18	.462	.483
3	.237	.257	19	.441	.579
4	.410	.511	20	.417	.482
5	.389	.523	21	.444	.410
6	.301	.373	22	.551	.596
7	.549	.560	23	.334	.426
8	.528	.368	24	.487	.638
9	.428	.534	25	.519	.487
10	.401	.484	26	.421	.324
11	.516	.560	27	.479	.606
12	.469	.512	28	.393	.345
13	.519	.429	29	.406	.408
14	.540	.588	30	.542	.612
15	.503	.493	31	.551	.471
16	.444	.506	32	.465	.408

Table 35   Confidence Level of the Current Status Query

Reliability Statistics	
Cronbach's Alpha Coefficient	Number of items
.823	32

Table 36   Confidence Level of the Desired State Query

Reliability Statistics	
Cronbach's Alpha Coefficient	Number of items
.878	32
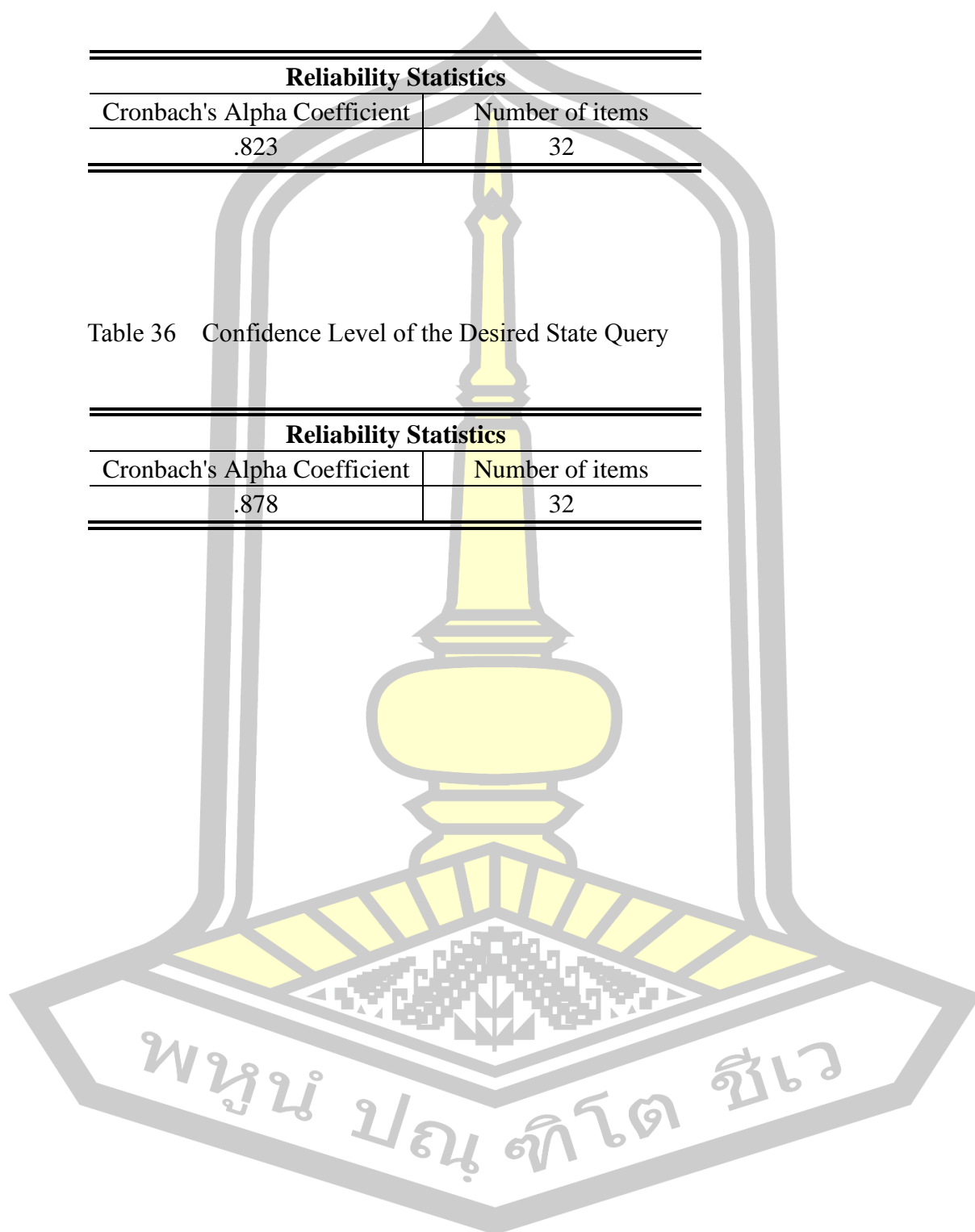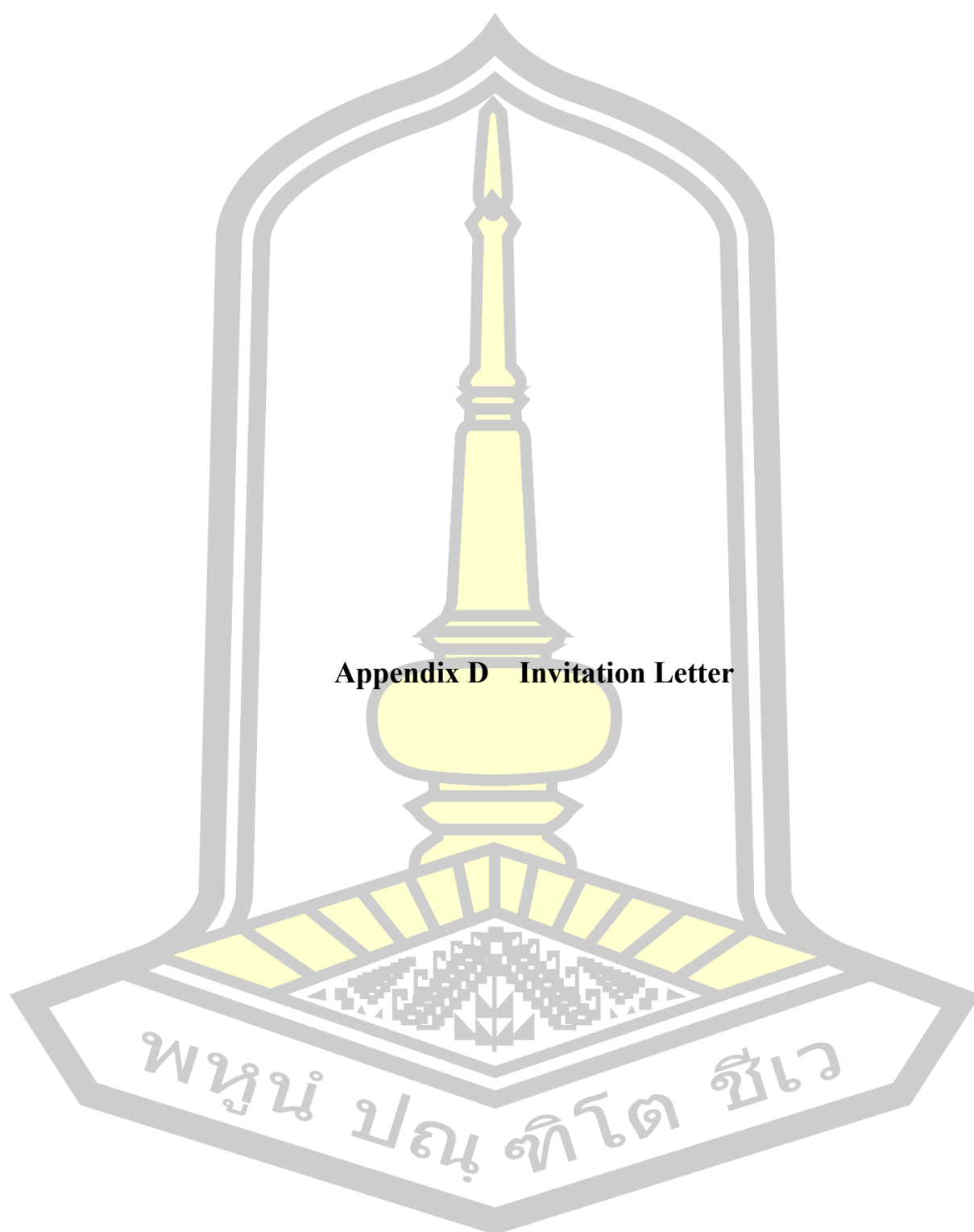
Appendix D   Invitation Letter

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL5524   Date: December 14, 2023

To:
Prof. Huang Zhijian
Vice President,
Jingdezhen University, China

Subject:
Thesis Reviewer Invitation

Our student, **Ms. Tong Xin**, student ID **64010561029** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Developing a Guideline for International Students Learning Management of the Universities in Jiangxi Province, China "** under the guidance of Assoc. Prof. Tharinthorn Namwan.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL5524

Date: December 14, 2023

To:
Prof. Zhang Jingjing
Dean, International Education College,
Jingdezhen Ceramic University, China

Subject:
Thesis Reviewer Invitation

Our student, **Ms. Tong Xin**, student ID **64010561029** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled " **Developing a Guideline for International Students Learning Management of the Universities in Jiangxi Province, China** " under the guidance of Assoc. Prof. Tharinthorn Namwan.

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Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL5524

Date: December 14, 2023

To:
Prof. Si Chuncan
Dean, Academic Affairs Office,
Jingdezhen University, China

Subject:
Thesis Reviewer Invitation

Our student, **Ms. Tong Xin**, student ID **64010561029** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Developing a Guideline for International Students Learning Management of the Universities in Jiangxi Province, China "** under the guidance of Assoc. Prof. Tharinthorn Namwan.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL5524

Date: December 14, 2023

To:

Prof. Xia Xiaohong

Director, Teaching Quality Assessment and Control Office,
Jingdezhen University, China

Subject:

Thesis Reviewer Invitation

Our student, **Ms. Tong Xin**, student ID **64010561029** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Developing a Guideline for International Students Learning Management of the Universities in Jiangxi Province, China "** under the guidance of Assoc. Prof. Tharinthorn Namwan.

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL5524

Date: December 14, 2023

To:
Prof. Wu Guoping
Dean, Academic Affairs Office,
Jiangxi Agricultural University, China

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL36   Date: January 3, 2024

To:
Prof. Deng Hui
President,
Jiangxi University of Finance and Economics, China

Subject:
Thesis Reviewer Invitation

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Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL36   Date: January 3, 2024

To:

Prof. Chen Yunping
President,
Jingdezhen University, China

Subject:

Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL36

Date: January 3, 2024

To:
Prof. Liu Muhua
Vice President,
Jiangxi Agricultural University, China

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL36   Date: January 3, 2024

To:

Prof. Zheng Wenli
Dean, International Exchange and Education College,
Jingdezhen University, China

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL5498   Date: December 12, 2023

To: Whom It May Concern
     Jingdezhen Ceramic University,
     Jingdezhen City, Jiangxi Province, China

Subject: Data Collection Permission Request

Our student, **Ms. Tong Xin**, student number **64010561029**, majoring in the **Educational Administration and Development Program** is currently undertaking a research project titled **" Developing a Guideline for International Students Learning Management of the Universities in Jiangxi Province, China "** under the guidance of Assoc. Prof. Tharinthorn Namwan.

To ensure this project's success and quality, we seek your permission to allow our students to process data collection within your institution.

The details of the data collection are as follows:
     Thesis title: **Developing a Guideline for International Students Learning Management of the Universities in Jiangxi Province, China**
     The period of data collection: **December 2023 to January 2024**

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

Should you require further information or clarification regarding this permission, please feel free to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL5498   Date: December 12, 2023

To: Whom It May Concern
Jiangxi University of Finance and Economics,
Nanchang City, Jiangxi Province, China

Subject: Data Collection Permission Request

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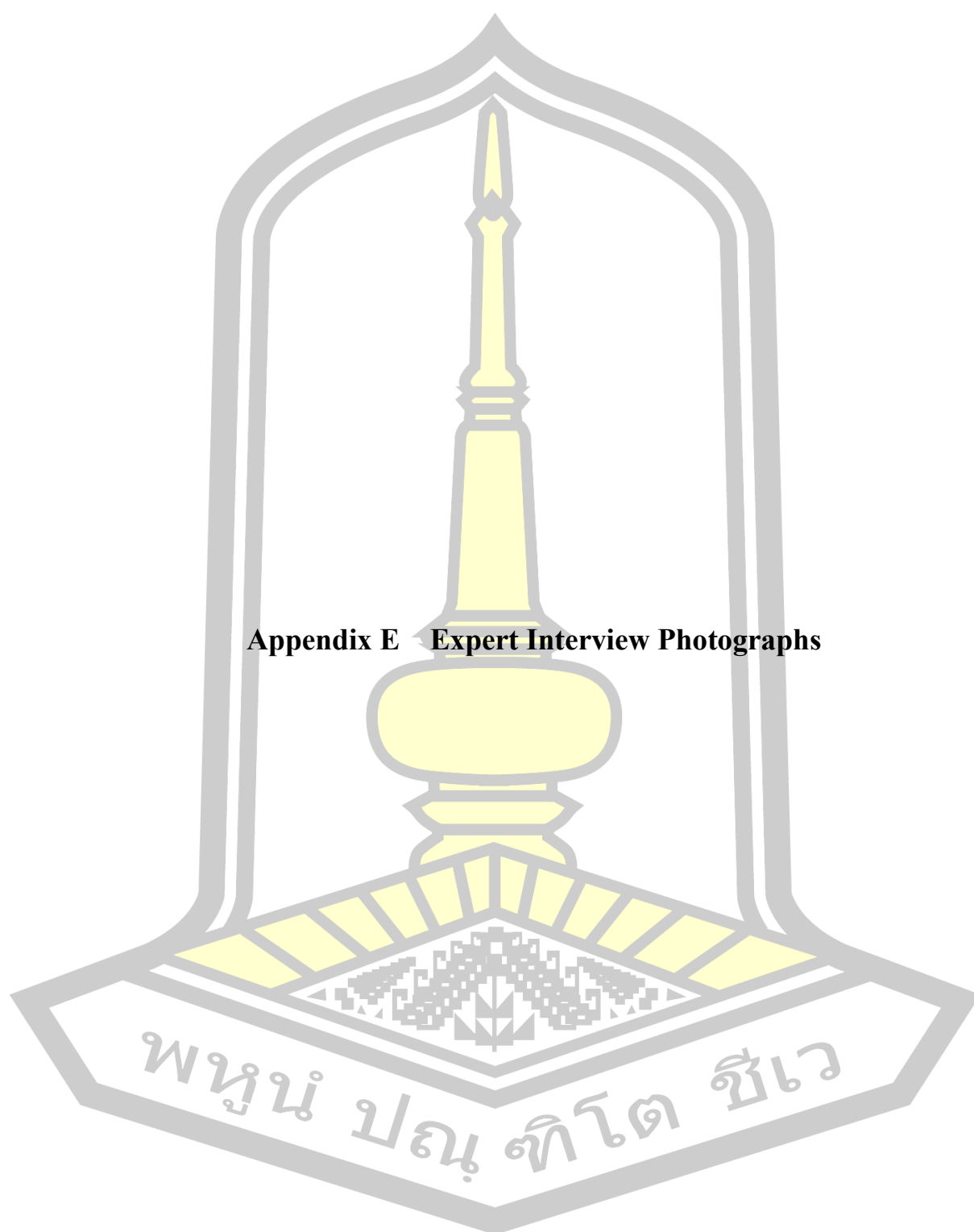
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Appendix E   Expert Interview Photographs

Interviewed with expert in Jiangxi University of Finance and Economics

Interviewed with expert in Jingdezhen University

Interviewed with expert in Jiangxi Agricultural University

Interviewed with expert in Jingdezhen University

Interviewed with expert in Jingdezhen Ceramic University

BIOGRAPHY

NAME   Xin Tong

DATE OF BIRTH   27 April 1987

PLACE OF BIRTH   Jingdezhen City, Jiangxi Province, China

ADDRESS   Jingdezhen University, No. 3 Fuliang Avenue, Jingdezhen
                      City, Jiangxi Province, China

POSITION   Teacher

PLACE OF WORK   Jingdezhen University

EDUCATION   2004   High School in Jingdezhen Changjiang No.1
                      Middle School, Jiangxi Province, China
                      2009   Bachelor in English from Jingdezhen Cerimic
                      University, Jiangxi Province, China
                      2018   Master in History from Jingdezhen Cerimic
                      University, Jiangxi Province, China
                      2024   Doctor of Educational Administration and
                      Development from Mahasarakham University, Thailand