

The Impact of COVID-19 Outbreak on International Student Mobility: Analysis, Response Strategies and Experience from China

Qiguang Yang^a, and Jiameng Shen^{a*}

^a*Jiangnan University, China*

*Corresponding author: Email: 1150816119@vip.jiangnan.edu.cn.

Address: Jiangnan University, Jiangsu Province, China

ABSTRACT

The sudden outbreak of COVID-19 has had a huge impact on international higher education. As the largest exporter of international students, China bore the brunt. Facing the uncertainty of health and overseas study policy brought by the pandemic, Chinese students and international students in China are all waiting and considering whether to abandon or change their study abroad plans. In this article, we analyze the impact of the pandemic on the mobility of different international student groups in China and discuss China's higher education countermeasures from the perspectives of government, higher education institutions (HEIs), academic researchers, students, and service agencies for studying abroad. China's experience in combating COVID-19 can offer valuable lessons for global student mobility and international higher education, including building up a top-down government-led management system, a collaborative network of different stakeholders, and fighting the pandemic with international education cooperation.

Keywords: China, COVID-19, international cooperation, international student mobility, internationalization of higher education

INTRODUCTION

The unexpected outbreak of the new crown pneumonia spread rapidly to the world, causing a huge impact on the international mobility of higher education. China is currently the largest exporting country of international students in the world (Yue, 2020) and the largest receiving country of international students in Asia (Ha, 2020). Its international student mobility has been seriously affected. An investigation report of Quacquarelli Symonds ((QS), 2020a) shows that among prospective international students from China, India, the European Union (EU), and North America, Chinese students' study abroad plans are most affected by the pandemic. Faced with such a problem, how China takes action will have a great impact on the flow of international students in the future, which will also have an impact on the internationalization of higher education.

This paper aims to introduce the impact of the pandemic on the international student mobility of Chinese higher education and China's countermeasures. First, we analyze the impact of the pandemic on the student mobility of China, including the impact on international students and prospective international students from China, as well as international students coming to China. Then, we outline China's measures to reduce the impact of the pandemic on higher education from four perspectives: the Chinese government, higher education institutions (HEIs), educational researchers and students, and service agencies for studying abroad. At last, we summarize some inspirations brought by China in the fight against the pandemic.

LITERATURE REVIEW

With the process of globalization, the term internationalization is increasingly used to discuss the international dimension of higher education. According to Knight (2012a), the internationalization of higher education include two pillars: "at home" and "cross-border". Cross-border education refers to the cross-border flow of people, projects, providers, policies, knowledge, ideas, projects, and services, including face-to-face and virtual flows. Among different forms of internationalization, international student mobility has received the greatest attention and has become a priority area (Knight, 2012a).

Research on International Student Mobility

Scholars from various countries have conducted a lot of research on the concept, structure, motivation, and value of international student mobility.

Regarding the concept, the scope defined by academic organizations or scholars has expanded with the diversification of international student mobility. A broad definition in a Higher Education Funding Council for England (HEFCE) report of 2004 is that International Student Mobility is "any form of international mobility which takes place within a student's program of study in higher education" (King, et al., 2004, p. 11). Knight (2012b) classified the forms of international student mobility into the following six categories: (a) a complete degree program in a foreign country, (b) short-term study abroad experience as part of a degree program in a domestic institution, (c) two or more cross-border cooperation degree programs between institutions or providers, (d) research and field trips, (e) internships and practical experience, (f) study tours, seminars. With the development of society and technology, new virtual forms of international student mobility have emerged. Wells (2014) expanded the conceptual scope of international student mobility. He proposed that international student mobility can be virtual (computer-mediated, remote) or physical (also called spatial or geographic); it can be introverted (to enter a country) or outgoing (to leave a country). At present, virtual mobility is becoming more and more common in cross-border learning. Therefore, international student mobility discussed in this article also includes virtual mobility.

In terms of structure, the scale and direction of international student mobility are the focus of scholars and governments. In the past ten years, the number of international students has grown rapidly. There are currently more than 5 million international students worldwide, an increase of 67% compared to a decade ago (Ma & Chen, 2018). International organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), and educational groups with international influence such as the Institute of International Education (IIE) and the National Association of Foreign Student Affairs (NAFSA), have played an important role in the statistics of international student mobility. Ma and Chen (2018) analyzed the relevant data and reports of international organizations and found that the number of international students continued to grow, but the number of students in destination countries was uneven, showing a trend toward high-end academic qualifications and sought-after STEM fields. In terms of spatial distribution, international students are unevenly distributed among different countries according to the level of education and population size. Nicolescu and Galalae (2013) conducted statistics on the main exporting/receiving countries of international students from 1968 to 2006, finding that European and American countries were the most popular study destinations, and China, India, and South Korea were the most active providers of international students. At present, although European and American countries are still the preferred destinations for studying abroad, Asian countries such as China and Japan are emerging as host countries for international students. In particular, more and more Asian students are turning their study destinations to Asian universities (Pfaff-Czarnecka, 2020).

Regarding the motivation of international student mobility, scholars often use theoretical frameworks to support their analysis, including push-pull theory, human capital theory, cultural capital theory, international migration theory, etc. The push-pull theory advocates that the motivation of international students is combined with the "push" factors from the home country and the "pull" factors from the destination country. This will be described in detail below. The human capital theory advocates that the international mobility of students is a typical human capital investment of individual students by the national government or individual families (Crossman & Clark, 2010). On this basis of Bourdieu's theory of cultural capital, Waters (2007) proposed that the pursuit of high-quality overseas higher education is to protect the advantages of the class and promote the reproduction of family cultural capital. International migration theory advocates that international student mobility is a special phenomenon of international migration (Bai et al., 2018). Wolf, Freedman, and Soldo (1997) proposed that international migration is a collective decision and strategy aimed at ensuring the economic survival and development of family units. Therefore, social units (such as families) influence the formation of international student mobility and migration decisions.

Many scholars have also summarized more comprehensive influencing factors through surveys. Soutar and Turner (2002) proposed that the factors that influence international students' choice of studying abroad can be divided into two categories: objective factors and subjective factors. Objective factors include course type (professional setting), academic reputation, campus cultural atmosphere, teacher quality, school type, etc. Subjective factors include the distance from home, family views, and friends' choices. Some scholars have also conducted subdivision studies on different types of countries. Kondakci (2011) proposed based on empirical research that, for students from the West and economically developed countries, personal factors are the main factors affecting their choice to study abroad; while for international students from the East and economically developing countries, economic and academic factors are the main influencing factors.

Besides, studies have proven that international student mobility is valuable to the country, family, and individual. At the national level, international student mobility has reproductive value and effect on national education (Collins, 2008). On the level of family and personal development, Crossman and Clarke's (2010) research showed that international student mobility can bring economic benefits in the form of money, such as higher incomes, more reasonable expenditures, healthier bodies, and greater professional development prospects. It can also bring non-monetary benefits, such as the level of knowledge and ability, the level of mental health, the quality of leisure, the quality of family life, and the improvement of social status. In an increasingly international environment, the importance and benefits of promoting international student mobility have become more prominent.

Research on International Student Mobility under COVID-19

Since the outbreak of COVID-19, scholars have paid attention to the impact of major health crises on international student mobility. International organizations such as United Nations Educational, Scientific and Cultural Organization (UNESCO) (Goris, 2020), research teams such as the Institute of International Education (Martel, 2020), and scholars from various countries (Mok et al., 2020) have all conducted investigations on the flow of international students after the epidemic. These studies all predict that the mobility of international students will decline. Marginson (2020) proposed that COVID-19 has also changed the weight of factors influencing students' and parents' decision on studying abroad and country choice, and health protection and safety will occupy a more important position. During the pandemic, the psychological pressure on international students has also received attention. Bilecen (2020) examined the uncertainty, social isolation, xenophobia, verbal attacks, and discrimination faced by international students during the pandemic.

Some researchers have also explored the teaching and management challenges of international students brought by the pandemic to universities. Novikov (2020) investigated the learning adjustment difficulties faced by international students after the seamless transition to distance learning during the national pandemic lockdown in Russia, to explore strategies for improving online teaching. Jiang and Zhang (2020) focused on the management of higher education tuition for international students from universities, and put forward the challenges and countermeasures under the pandemic.

Research on Countermeasures of Different Countries under COVID-19

In the face of an unprecedented public health crisis, learning from each other has become a necessary means of coping with the crisis. Khan and Bertone (2020) introduced the Australian government's placement of international students in the field of higher education during COVID-19, and its possible economic and long-term emotional impact. When social isolation hinders face-to-face teaching, online teaching has become a common response strategy. Cervi et al. (2020) conducted a comparative study on the digital teaching of higher education institutions in Spain, Italy, and Ecuador during COVID-19 through a questionnaire, and proposed areas for improvement. Besides, new forms of international student mobility are also in the pipeline. Johnston (2020) discussed the "Internationalization at Home" global citizenship program offered by La Trobe University as an alternative to the international mobility program.

In summary, a wealth of research on the connotation, structure, influencing factors, and value of international student mobility has been accumulated. However, a sudden outbreak has triggered new discussions. Since the outbreak of COVID-19, there have been many predictions and empirical studies on the impact of the pandemic on international student mobility, but the research on the coping strategies of countries is still relatively weak, especially on the coping strategies of emerging international student host countries such as China. Therefore, this paper analyzes the impact of the epidemic on different international student groups and countermeasures from the case of China.

THEORETICAL FRAMEWORK

The push-pull model was originally used in immigration theory to explain the factors that affect population mobility, and now it has been used to understand the motivations of international student mobility (Altbac & Lulat, 1985). The driving factors are factors related to the education, economy, and policies of the home country. According to related researches, the driving factors may include the home country's lower quality of education, fewer educational opportunities, the level of per capita GDP (Gross Domestic Product), the government's emphasis on educational development, limited access to funding, and employers' preference for overseas qualifications (Ahmad, 2015; Lee, 2014; McMahan, 1992). Pulling factors include the attractive political, economic, educational, and cultural factors of the host country. The most frequently mentioned in the literature include the host country's economic scale, reputation, lower cost of study and living, opportunities to experience new cultures, environment, host country government's policy on recruiting international students, and course quality (Maringe & Carter, 2007; McMahan, 1992; Singh, 2014; Wilkins, et al., 2012).

The COVID-19 has had a major impact on the politics, economy, education, and culture of various countries. Therefore, this article believes that the pandemic will also become an important factor affecting international student mobility. However, the impact of the pandemic is complex and dynamic. Complexity refers to the impact of COVID-19 on the home country and host country, as well as the inflow and outflow of international students. Dynamics means that the impact of COVID-19 changes with the pandemic response measures adopted by countries. Therefore, under the influence of the pandemic, it is of great significance to explore how each country, as the home country or host country in the international student mobility, transform unfavorable factors into favorable factors to promote or stimulate the mobility of international students. Taking China as an example, this article first discusses the unfavorable factors that China faces as the home country and host country of the international student under COVID-19, and then introduces how China has adopted countermeasures to create factors that promote or stimulate the inward or outward movement of international students.

METHODOLOGY

This article adopts the case study method, taking China as a case to analyze the impact of the COVID-19 on international student mobility and the countermeasures. According to Robert (2004), the case study is an empirical inquiry, which studies temporary phenomenon in the real life background; in such a research situation, the boundary between the phenomenon itself and its background is not obvious, and researchers can only use a large number of case evidence to conduct research. Compared with other qualitative research methods, the case study can enable readers to grasp the details and important factors of specific events more clearly, and help readers analyze and judge similar cases accordingly (Huang & Wen, 2008). The impact of COVID-19 on international student mobility is closely related to the economic, political, cultural, and educational backgrounds of countries, and the response measures of different countries are very different. Therefore, selecting a representative country as a case for analysis will help to more clearly grasp the specific obstacles to international student mobility under COVID-19 and the coping strategies that can be used for reference. It can not only provide a reference for countries with similar systems and backgrounds to China, but also provide comparisons for other countries that are completely different from China. According to the summarized case study steps, we conducted a non-empirical case study design: a) Literature review; b) Identify the question: How will COVID-19 affect international student mobility? How to respond? c) Theoretical assumption: According to the push-pull theory, the pandemic will have adverse impacts on the motivation of international student mobility. To effectively deal with it,

the unfavorable factors of international student mobility must be turned into favorable factors; d) Case selection: Because China is the earlier country where the pandemic broke out and took countermeasures, and it is also one of the major international student exporting and receiving countries, so this article uses China as a case; e) Data collection and analysis; f) Preliminary research results; g) Literature comparison; h) Form the final research results. In the stage of data collection and literature comparison, we mainly use EBSCO, Springer, CNKI, and other databases and the Research Gate website to collect and screen relevant literature using keywords such as "COVID-19", "international students", "China", and "international higher education". Due to the sudden arrival of COVID-19, there were few journal articles on the impact of COVID-19 on international student mobility and China's response measures at the time of our research. Therefore, we also based on the research reports of relevant international organizations, newspaper articles, and policy documents for analysis. Regarding the impact of the pandemic on international student mobility, due to the different difficulties faced by different Chinese international student groups, this article divides them into three groups: international students from China, prospective international students from China, and international students coming to China. We mainly cited relevant data reports from international organizations, such as Quacquarelli Symonds (QS) and Universities and Colleges Admissions Service (UCAS), to support our views. Regarding the countermeasures taken by China, to fully and accurately reflect China's response strategy, this study lists several representative cases from the perspectives of government, HEIs, academic researchers, students, and service agencies for studying abroad, such as the 15th "Chunhui Cup" Innovation and Entrepreneurship Competition, "X-LENSE at PKU" global classroom project, and "learning supermarket" at Xi'an Jiaotong-Liverpool University.

RESULTS

The Impact of COVID-19 on International Student Mobility of China

The pandemic will not only cause the suspension of international student mobility in the next semester or even the next academic year, but will also cause irreversible and unpredictable changes in the pattern of international student mobility. Security risks, changes in school opening times and teaching methods, and the unclear policy environment of some countries may cause international students from and to China to change their plans of studying abroad.

Current International Students from China: Stay or Return?

The large number and wide distribution of Chinese students abroad have brought thorny problems. According to statistics from the Chinese Ministry of Education, there are about 1.6 million Chinese students studying abroad, among which about 410,000 are in the United States, about 230,000 in Canada, about 220,000 in the United Kingdom, and others in Germany, France, Australia, New Zealand, Japan, South Korea, etc. (Hui, 2020). Due to the cancellation of flights, the entry and exit restrictions of individual countries, and the security risks of travel during the pandemic, many Chinese students are stranded abroad and cannot return. As of the end of March, there are still about 1.42 million Chinese students staying abroad (Hui, 2020).

The pandemic has caused not only short-term travel restrictions for international students, but also changes in teaching methods, tuition costs, and study plans. HEIs in many countries have closed their campuses and changed face-to-face teaching to online teaching. And for some institutions, such changes are likely to continue into the next semester or even the next academic year. For example, The Cambridge University Newspaper "Varsity" reported that Cambridge University plans to change all lectures (large group teaching delivered generally in a non-participatory way) in the 2020/21 academic year to online teaching, and the Cambridge Student Union has launched a campaign to move all 'non-essential' teaching

online (Leggatt, 2020). Although some group teaching may still be conducted offline, due to travel restrictions and blockade measures, most international students may only have access to online teaching. Compared with offline learning, online learning may make students feel frustrated because of the lack of accessible campus facilities and campus activities, face-to-face interaction with professors and classmates, etc. In this case, international students may re-evaluate the cost-effectiveness of online teaching at the same cost as face-to-face teaching. In order to get more rewards for the high tuition fees they paid, many students choose to take a one-year break to wait for the reopening of offline teaching (Song, 2020).

In addition, in the context of the spread of the pandemic, China has suffered unprecedented public opinion attacks, and international students studying in European and American countries have repeatedly encountered discrimination and even attacks. At present, the epidemic situation in some countries is still severe, and even the study abroad policy and study environment are no longer friendly. Most Chinese students have low confidence in the country's prevention and control measures and prospects against the pandemic (Lang, 2020). Although the high-quality educational resources and academic qualifications of foreign HEIs are still very attractive to Chinese students, some international students may choose to return to China to continue their studies for health and safety.

Some students who want to return to their country to continue their studies may also be hindered. Since the current credit recognition and transfer systems between Chinese and foreign HEIs need to be improved, these international students who want to transfer back to domestic universities may encounter considerable setbacks. Facing a more difficult situation are those Chinese students who have given up the college entrance examination and chosen to study abroad. Due to China's degree system linked to the college entrance examination, if they want to go back to study in China, they must take the college entrance examination first, which means that all the credits they have obtained in foreign colleges or universities will be forfeited.

Prospective International Students from China: Leave or Stay?

The response of the group of students planning to study abroad during the pandemic is also an important factor for predicting the development trend of international student mobility. In recent years, more and more Chinese students studying abroad have come from ordinary working families (Huang, 2019). Due to the economic shock and unemployment problems brought about by the pandemic, a number of students who originally wanted to study abroad may be forced to abandon their study abroad plans or choose lower-cost study abroad countries. But for most students who want to study abroad, they and their families have spent a year or more preparing for studying abroad in economics, learning content, grades, etc. Therefore, studying abroad is still in their plan. They will consider the return of studying abroad and safety issues more than economic issues. In particular, many parents and students don't want to spend a high cost to go abroad or stay at home to take online classes without bringing expected returns. Among the prospective international students from China surveyed by QS (Quacquarelli Symonds, 2020a), 37 percent expressed no interest in online learning at all, which may explain a large part of the 48 percent of students who intend to postpone admission.

The attitudes of student groups in different school stages are also different. QS (Quacquarelli Symonds, 2020b) conducted a comparative analysis of prospective undergraduates, masters, and doctoral students, and found that prospective undergraduates are the least willing to postpone their studies, and prospective master students are the least willing to accept online teaching. This may be because there are fewer alternative options for prospective undergraduate students (such as employment, transfer to domestic schools, etc.), and postgraduate studies require more communication with tutors and classmates.

Overall, in the short term, the scale of international student mobility may slow growth or even decrease. However, in the long run, the demand for studying abroad will continue to increase. Academic exchange is still an effective way for students to seek better development prospects and for countries to enhance their international influence and attractiveness to international students.

The more potential impact of the pandemic on prospective international students may be a change in the concept of studying abroad. In the next few years, prospective international students may put safety and health protection in a more prominent position when choosing a destination for studying abroad. Compared with the United States, the United Kingdom, Australia, and other major study abroad countries, East Asian countries such as China, Japan, and South Korea may occupy a more advantageous position, because the pandemic in these countries has been controlled earlier and more effectively. Many scholars have predicted that the flow of international students in some Western countries will be transformed into the flow of East Asian students (e.g. Altbach & De Wit, 2020; Marginson, 2020). However, we cannot ignore that the mobility of international students is also affected by the destination country's educational strength and international student policies. At the beginning of the pandemic, the British had pessimistically predicted that the number of international students enrolled in the next academic year would be reduced by 47 percent (McKie, 2020). But the last statistics published by the British Universities and Colleges Admissions Service (UCAS, 2020) show that as of June 30 this year, the number of Chinese students applying for undergraduate courses in U.K. universities has increased by 23 percent over the same period last year. The "2020 China Study Abroad White Paper" issued by a Chinese service agency for studying abroad can explain this. The report launched a survey of students and their parents who intend to study abroad from January to March 2020, and recovered 6,673 samples. Combining the data of foreign students in the past six years, it found that the United Kingdom, the United States, Australia, and Canada are still popular destinations for potential international students in China. However, this year the UK surpassed the US for the first time and became the "first choice for studying abroad" among Chinese students. The report pointed out that the relatively tense Sino-US relations (relations between the US and China) in the past two years, as well as the United Kingdom's reopening of PSW visas and short school system advantages, have caused Chinese students who originally planned to go to the US to "diverge" to the UK (Song, 2020). In addition to the UK, Asian countries such as Japan and Singapore are increasingly popular with international students (Song, 2020). In the future, the attitude of governments and schools to international students, the ability to provide students with a safe learning environment and high-quality courses will have a great impact on international student mobility.

International Students Coming to China: Coming or not Coming?

According to statistics from the Chinese Ministry of Education (2019), there were 492,000 international students studying in China in 2018. Among them, students from countries along the Belt and Road (the Silk Road Economic Belt and the 21st-Century Maritime Silk Road) are the main force (Li, 2020). The Belt and Road initiative was proposed by China in 2013, with the "five links" (policy, facilities, trade, capital, and people-to-people connectivity) as the main content, connecting 65 countries in Asia, Africa, and Europe. As most countries along the Belt and Road have low economic levels and low levels of talent competitiveness, there is a great demand for talent exchanges to train high-level talents. Therefore, China has attracted a large number of international students with the Belt and Road initiative (Zong & Li, 2020). Due to the impact of the pandemic, the number of international students to China may decline in the next few years. Before the pandemic, for many international students who were unable to study in high-income countries, China provided them with new hope of gaining global experience at an affordable price (Choudaha, 2020). After the pandemic, affordability to study overseas will become a greater challenge for

them. But the general trend in the future mainly depends on China's subsequent actions in the post-epidemic period.

China's Response Strategies to COVID-19

In the post-pandemic period, China's opening of higher education faces many challenges. First, international mobility has suffered a huge impact in the short term. Secondly, the "anti-globalization" trend of thought and the complex international situation (such as the deterioration of Sino-US relations, international public opinion attacks on the virus, etc.) will hurt China's cultural and talent exchanges (Wang, 2020). Finally, the degree of international openness of online education is still not satisfactory. However, China quickly recovered from the pandemic, and resolutely adopted a policy of expanding the opening up of education.

The Overall Command of Government Education Departments

China is a centralized country where the central government and its education administrative departments issue orders, and local governments and their education administrative departments implement superior instructions. During this fight against the pandemic, China's education system has shown a high degree of cohesion and execution with the central government and education administrative departments as the core. Many foreign scholars have pointed out that China's ability to achieve a major victory in this fighting in such a short period has benefited from its institutional advantage of concentrating power to do things (e.g. Dieterich, 2020).

Chinese Ministry of Education Led the Battle. During the pandemic, the Chinese Ministry of Education played the role of commander-in-chief, uniting all forces to provide support to international students. In terms of health, the Chinese Ministry of Education cooperates with hospitals to develop the "COVID-19 Risk Self-evaluation Application for International Students", on which international students can complete the self-evaluation of the risk of suspected symptoms within 3 minutes (M. J. Hao, 2020).

In terms of academics, the Ministry of Education of China has issued a policy to allow international students to enter domestic universities for short-term study or to enter Chinese-foreign cooperative education institutions through assessments, thereby broadening the path of international students' education (Chinese Ministry of Education, 2020a). Besides, the Chinese Ministry of Education is deploying the construction of international platforms for online teaching in English. Two representative examples are "iCourse" and "xuetangX". In the first batch, "xuetangX" launched 109 English courses, and "iCourse" launched 193 English courses (Wan, 2020). The goal of these platforms is to bring together the best universities, the best teachers, and the best courses in China to provide high-quality online course resources and services for students from all over the world. In response to the situation of many international students taking online classes at home during the pandemic, the Ministry of Education has also organized a series of online activities for international students in collaboration with multiple departments, such as sharing stories about studying abroad, online chess games, etc., to enrich the lives of international students (China Education News Web, 2020).

In response to the employment difficulties of returned overseas students, the Ministry of Education and the Ministry of Science and Technology hosted the 15th "Chunhui Cup" Innovation and Entrepreneurship Competition of Chinese International Students (Ou, 2020) online. Chunhui Cup is an innovation and entrepreneurship competition for international students co-sponsored by the Ministry of Education and the Ministry of Science and Technology, aiming to build a platform for overseas students to return to China to start their own businesses. From its establishment in 2006 to 2019, more than 448 international students have successfully started their businesses through this competition, and have established 634 key enterprises. In recent years, the Chunhui Cup Competition has continued to innovate

its format and expanded 9 overseas sub-contest areas (Chinese Service Center for Scholarly Exchange, 2019). Under the influence of the COVID-19, returning international students face more challenges in development. The Chunhui Cup provides them with a creative platform and an opportunity to understand the domestic entrepreneurial situation.

The pandemic has made many international students worry about the future situation of studying abroad. Under such circumstances, the Ministry of Education of China has established a firm position to promote the opening up of education. On June 18th, the Chinese Ministry of Education (2020b) issued the "Opinions on Accelerating and Expanding the Opening up of Education in the New Era" (hereinafter referred to as the "Opinions"). It has determined the general direction and goals of the external development of Chinese education from the aspects of Sino-foreign cooperation in running schools, training international talents, optimizing the work of studying abroad, and global educational governance. When the international mobility of education suffers interruption, and many countries are conservative or even retreating towards "opening up to the outside world", the "Opinions" issued by China gave the study abroad industry a shot of "reassurance agent".

The Provincial Ministry of Education Thoroughly Implemented Actions. In the post-epidemic period, the provincial ministries of education and HEIs have thoroughly implemented the directive in "Opinions" on expanding education opening to the outside world and formulated plans for the opening up of education under local characteristics, such as existing higher education international cooperation projects. Take Guizhou Province's Ministry of Education of China as an example. It will continue to leverage its geographical advantages and strengthen exchanges and cooperation with the Association of Southeast Asian Nations (ASEAN) countries. HEIs in Guizhou Provinces are gradually offering majors and courses in the official language of ASEAN countries (Zou, 2020), which will help attract more international students from ASEAN countries.

Teaching, Research and Governance Reforms of HEIs

During the pandemic, faced with multiple difficulties for international students such as campus closures, face-to-face courses being converted to online courses, and the interruption of international academic exchanges, HEIs in China opened up new paradigms for teaching, research, and governance. These measures have provided more learning options for international students in China.

Sharing Teaching Resource Online and Reforming Teaching Model. In terms of teaching, HEIs in China have opened online and remote courses that include live broadcasts, MOOCs, and other teaching methods. On the one hand, they have provided better course resources for students at home and abroad through inter-school and international cooperation. On the other hand, they have established an adequate sharing mechanism for course resources. Taking Peking University as an example, it has cooperated with the University of Chicago to launch online courses in specific fields and launched the global classroom project called "X-LENSE at PKU" to open to the public high-quality lecture resources from outstanding scholars around the world (P. Hao, 2020). In addition, HEIs have also actively shared online teaching experience with their peers and the international community. For example, Nanjing University (2020) quickly published the "Nanjing University Online Teaching and Training Manual" at the beginning of the pandemic to introduce their simple online teaching models and methods. Beijing Normal University has cooperated with UNESCO (2020) to prepare a Handbook on Facilitating Flexible Learning during Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak, introducing China's online teaching experience during the pandemic. This helps HEIs in various countries to adapt to online teaching more efficiently.

Many university leaders have realized that the future must be a combination of online education and campus learning. In the past, offline teaching occupies an absolutely dominant position in Chinese schools, while online teaching is almost invisible in schools. During the pandemic, almost all courses were moved online, which also accelerated the development of online teaching (Hu & Xie, 2020). Although large-scale online teaching has exposed various problems (such as the imbalance of educational resources, the need to update teachers' educational concepts, students' poor self-learning ability, etc.), it has brought a profound idea to traditional school teaching innovation (Hu & Xie, 2020). Xi'an Jiaotong-Liverpool University has established a "learning supermarket" that integrates the world's best online education resources to explore a new form of future university that integrates online and offline (Kaup & Venn, 2020). This innovative education ecology will be conducive to personalized lifelong learning.

Reforming and Innovating the Overseas Study Model. In order to solve the learning problems of a large number of prospective international students from China, many domestic institutions have or are considering cooperating with foreign institutions to launch a mixed study abroad model. Under this model, students can study online in their home country in the first semester, and study abroad when it is safer. For example, many HEIs such as Tsinghua University and Peking University have cooperated with Cornell University to launch a "study away" program, allowing Chinese international students to enroll in these domestic institutions for the fall 2020 semester (Cornell University, 2020). In addition, some Chinese-foreign cooperatively-run schools also provide opportunities for Chinese students who cannot go abroad to enroll nearby. According to the "Go Local" learning model released by New York University, New York University Shanghai (NYU Shanghai, 2020) will welcome approximately 2,300 Chinese undergraduates and 800 Chinese graduate students from New York University and New York University Abu Dhabi this fall. These students can participate in the offline courses of New York University Shanghai and the online courses of the mother campus until the immigration policy returns to normal.

Diversified Managing International Students. Facing the complicated situation where international students were distributed on campus, off-campus and abroad when the pandemic broke out, HEIs in China have strengthened the management of international students. Take the Hubei University of Technology with 1080 international students from more than 70 countries as an example. During the pandemic, the university implemented closed management of dormitory area, daily health monitoring system, and an off-campus isolation program for international students on campus, and provided psychological counseling for international students on and off-campus. Under strict control, none of the international students at the university has been infected (Ma, et al., 2020).

Anti-epidemic Actions of Academic Researchers and Students

The pandemic has triggered heated discussions among academic researchers. Academic researchers in China have actively organized or participated in domestic or international higher education conferences, expressing opinions on the educational issues exposed in the pandemic. For example, Zhou (2020), Xi, and Lu participated in the "Stay or Return: Changes in the Overseas Study Policy of Western Developed Countries under the Global Epidemic Situation and Responses" forum organized by Changjiang Education Research Institute, and provided professional opinions on the study abroad difficulties and response policies under the pandemic. For example, Zhou (2020) believes that the current theme of peace and development and the trend of globalization have not changed, and the demand for studying abroad will not decrease in the long run, and proposed to broaden the study channels for international students through the forms of "transfer", "insertion", "credit recognition", and "borrowing". Tu and Lu (2020) proposed that Chinese higher education should breakthrough national boundaries in terms of the capacity of universities to accept transfer students, transfer examinations, the educational financial significance of transfers, and actively

expanding Sino-foreign cooperation in running schools, to provide overseas students with the opportunity to transfer back to the country for higher education. Xi (2020) took the initiative of Xi'an Jiaotong-Liverpool University as an example to illustrate the enlightenment of the mixed study abroad model to solve the problem of studying abroad under COVID-19.

Chinese students and scholars who stayed abroad have also made great contributions to the anti-pandemic work in the motherland and the local area. For example, the Chinese Students and Scholars Association of the University of Toronto raised funds and supplies to help Wuhan as soon as the domestic pandemic broke out. When the pandemic spread in Toronto, the association took the initiative to assist the embassy in Toronto to distribute "health packs"² to local Chinese students (Chen, 2020).

Information Bulletin of Service Agencies for Studying Abroad

During the pandemic, service agencies in China for studying abroad provided domestic students and their parents with relevant information on the admission policies and teaching methods of overseas HEIs promptly. At the same time, they paid great attention to the changes in the intention to study abroad of international students. For example, reports published by Kai Tak Education and Ginger both show that the impact of the pandemic on the Chinese studying abroad market is only temporary (Wu, 2020), which has given international students and their parents great comfort.

Challenges Faced by China in International Student Mobility

Although China has taken so many response measures, it has also produced some problems. China needs to find suitable solutions to face these new challenges in order to better promote and attract the mobility of international students.

Challenges in Online Teaching

Affected by COVID-19, universities urgently adopted online teaching. Due to the lack of pre-plans of universities, and the lack of psychological preparation of international students, online teaching has caused many problems.

Since international students come from different countries around the world, and the network operating environment in each country or region is different, problems such as the difficult selection of teaching software and unsmooth cross-border networks have arisen. Taking international students in Heihe University as an example, the registration rate of the online teaching platform for international students is only 74% due to problems such as time difference and the inability to download Chinese teaching software on their mobile phones after returning home. In the first week of class, the teaching process was slow due to problems such as unsmooth internet, teachers and students unfamiliar with teaching software, and lack of printed textbooks for students (Zhu & Chen, 2020).

A related survey by Yuan (2020) shows that international students studying in China have difficulties in adapting to online learning. The large number of online teaching platforms increases the complexity of students' learning process, making students tired of dealing with issues such as platform switching, knowledge repetitive learning, and homework submission. At the same time, some international students have problems with jet lag and can only study at night (Yuan, 2020), facing the trouble of irregular study schedules.

In addition, compared with offline teaching, the current online teaching model is quite lacking in providing teacher-student communication, campus services, and club activities. Therefore, students and their parents have to weigh the cost-effectiveness of online teaching. Since it is still uncertain when international students can return to school, improving the quality of online teaching and learning interest of students is a major challenge faced by Chinese universities.

Challenges in the Management of International Students

Affected by COVID-19, many international students cannot return to school, and daily education management can only rely on the Internet. Chinese universities have consistently adopted unified class management and student organization management methods. Since international students studying in China come from countries with different levels of economic development and network infrastructure construction, it is difficult for managers to organize collective online classes (Liu, 2020). In order to respond to the individual needs of international students in a timely manner, Chinese universities urgently need to establish a peer-to-peer network connection with international students, and achieve refined service management for international students.

For some international students staying in China, universities implement strict closed management. However, long-term closed management has caused some students to feel resistance (Zhang & Li, 2020). Especially when the pandemic situation has improved to a certain extent, the normalized management of pandemic prevention has encountered difficulties.

Challenges in Mental Health Support for Overseas International Students

Due to media exaggeration, many international students from China face discrimination and isolation abroad. Their mental health issues require urgent attention. However, the huge number of Chinese overseas students has brought great difficulties to the support work. Although the Chinese government and universities have provided some support, such as the counseling services mentioned above, these centers are often understaffed, and long waiting periods may exacerbate students' mental health problems (Zhai & Du, 2020). Therefore, China's deployment of mental health support for overseas students' needs to be further improved.

CONCLUSION

As mentioned above, China has taken a series of measures to provide support and services for international students and prospective international students from China, as well as international students coming to China. We can get some inspiration from China's actions to support international students.

A Top-down Government-led Management System

In this pandemic, China's government-led national system has profoundly played its advantages. In China, the central government is the "backbone" of the pandemic prevention and control work, playing a role in stabilizing the overall situation, raising forces, and deploying resources. The unified command of the superior government and the active response of the inferior departments have enabled the pandemic prevention and control work to be carried out in an efficient and orderly manner. This top-down, highly centralized management system is an important reason for China's rapid victory in the fight.

In the face of major events, the government needs absolute leadership and voice to lead the people of the country to form a united front. During the epidemic, due to the tradition of highly advocating "individual freedom", some countries did not implement mandatory epidemic prevention and control measures in a timely manner, leading to missed opportunities in epidemic prevention and control. The closed management and isolation measures adopted by China from top to bottom are not a check on individual freedom, but rather reflect the governance philosophy that puts people's interests and health first.

A Collaborative Network of Different Stakeholders

In the field of education, China has formed an anti-epidemic network featuring "government-led, school-based, and social participation". The education departments formulate pandemic prevention and control policies and coordinate the efforts of all parties. While implementing online teaching, HEIs also played their role as publicity stations of pandemic prevention and control knowledge and psychological consultation stations. Various service agencies for education have also provided free learning resources and information about studying abroad. China fully realizes that relying on a single government force is not

enough to deal with a major crisis such as COVID-19. The country needs to mobilize a wider range of social forces and resources. This is exactly the "cooperative governance" path that China is exploring. According to the definition of the United Nations Global Governance Committee, "cooperative governance" refers to the sum of many ways in which various public or private individuals and institutions manage their common things. It is a continuous process that allows conflicting or different interests to be reconciled and take joint actions. (Peng, et al., 2019). In the process of pandemic prevention and control in China, the advantages of cooperative governance have been fully proven. Under the leadership of the government, social forces such as hospitals, universities, service organizations, and the public have exerted their respective strengths.

Some problems have also been exposed during the test of the pandemic, such as the lack of coordination between government leadership and social forces, and the lack of clear division of functions among various departments. China still has a long way to go in collaborative governance. China needs to explore a path of cooperative governance with Chinese characteristics in light of reality.

Fighting the Pandemic with International Education Cooperation

In this crisis, China's victory in the fight against the pandemic is inseparable from international cooperation and support. Under the influence of the COVID-19, a mixed model of studying abroad has gradually emerged (Xi, 2020), and Chinese-foreign cooperative education institutions will also receive more and more international students' attention. These are inseparable from the international cooperation of higher education institutions. China's insistence on opening up education to the outside world will help promote larger and more diversified international student mobility, thereby cultivating more talents with international perspectives.

At the same time, China has also actively shared its educational resources and experience in the fight against the epidemic with the international community, making great contributions to the education of the international community. As Bolivia's Minister of Health Aníbal Cruz said: "Because of China's selfless sharing, many countries and regions have had reference and countermeasures when the pandemic broke out (Kuang, 2020)." The future world is both a competitive world and a cooperative world. Countries need to promote international cooperation in consideration of long-term development.

REFERENCES

- Ahmad, S. (2015). Evaluating student satisfaction of quality at international branch campuses. *Assessment and Evaluation in Higher Education*, 40(4), 488-507.
- Altbach, P. G., & Lulat, Y. G. M. (1985). International students in comparative perspective: Toward a political economy of international study. *Higher education handbook of theory and research*, 1, 439-495.
- Altbach, P. G., & de Wit, H. (2020). COVID-19: The internationalization revolution that isn't. *International Higher Education*, 102, 16-18.
- Bai, X. H., Yuan, B. T., & Yang, X. P. (2018). Research on international student mobility: Analysis framework-research topics and influencing factors. *Higher Education Exploration*, 34(10), 123-128.
- Bilecen, B. (2020). Commentary: COVID-19 pandemic and higher education: International mobility and students' social protection. *International Migration*, 58(4), 263-266. <https://doi.org/10.1111/imig.12749>
- Cervi, L., Calvo, S., Tusa, F., & Pérez E., A. (2020). Digital literacy and higher education during COVID-19 lockdown: Spain, Italy, and Ecuador. *Publications*, 8(4), 48. <https://doi.org/10.3390/publications8040048>
- Chen, H. (2020). Build the future with responsibility and action. *China Scholars Abroad*, 26(7), 42-44.

- China Education News Web. (2020, July 28). Launching ceremony of "safe studying abroad with you" series of activities held. http://www.jyb.cn/rmtzcg/xwy/wzxw/202007/t20200728_348245.html
- Chinese Ministry of Education. (2019, April 12). Statistics of international students studying in China in 2018. http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/201904/t20190412_377692.html
- Chinese Ministry of Education. (2020a, September 16). The Ministry of Education takes active measures to deal with the difficulty of studying abroad during the epidemic. http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/202009/t20200916_488192.html
- Chinese Ministry of Education. (2020b, June 18). Speeding up and expanding education opening to the outside world and vigorously enhancing the international influence of China's education. http://www.moe.gov.cn/jyb_xwfb/s271/202006/t20200617_466545.html
- Chinese Service Center for Scholarly Exchange. (2019). The 14th "Chunhui Cup" innovation and entrepreneurship competition for overseas Chinese students launched. *World Education Information*, 32(07), 2.
- Choudaha, R. (2020). Addressing the affordability crisis for international students. *Journal of International Students*, 10(2), iii-v. <https://doi.org/10.32674/jis.v10i2.1969>
- Collins. (2008). Bridges to learning: International student mobilities, education agencies and inter-personal networks. *Global Networks*, 8(4), 398-417.
- Cornell University. (2020). Study away option supports international students. <https://global.cornell.edu/study-away>
- Crossman, J. E., & Clarke, M. (2010). International experience and graduate employability: Stakeholder perceptions on the connection. *Higher Education*, 59(5), 599-613.
- Dieterich, H. (2020, March 25). Latin American scholar Heinz Dietrich: China's fight against the pandemic provides an "effective example" for the world. Reference News. <http://column.cankaoxiaoxi.com/2020/0325/2405703.shtml>
- Dong, X. T. (2013). UNESCO: The challenge of building a world-class university. *Comparative Education Review*, 35(1), 107.
- Goris, J. A. Q. (2020). How will COVID-19 affect international academic mobility? UNESCO. <https://www.iesalc.unesco.org/en/2020/06/26/how-will-covid-19-affect-international-academic-mobility/>
- Ha, W. & Chen, D. Y. (2019). Talent mobility and education dividend - A research review on the education of international students in China. *Education Research Monthly*, 36(03), 55-64. <https://doi.org/10.16477/j.cnki.issn1674-2311.2019.03.007>
- Hao, M. J. (2020, May 17). Try our best to maintain the life safety and health of overseas students. *People's Network*. <http://edu.people.com.cn/n1/2020/0517/c1053-31712118.html>
- Hao, P. (2020, July 15). Speed up and expand the opening of education in the post-pandemic era. *China Education Daily*. http://paper.jyb.cn/zgjyb/html/2020-07/15/content_582483.htm?div=-1
- Hu, X. P., & Xie, Z. X. (2020). Analysis of the advantages and challenges of online teaching in colleges and universities under the pandemic. *China Higher Education Research*, 35(4), 18-22.
- Huang, W. (2019, May 17). The recently released "2019 China Study Abroad White Paper" shows that young study abroad and advanced research show double growth. *China Education Daily*. http://www.jyb.cn/rmtzgjyb/201905/t20190517_234547.html
- Huang, Y., & Wen, M. C. (2008). Review of case study method. *Research of Finance and Education*, 21(04), 137-138+144.
- Hui, J. (2020, April 2). Ministry of foreign affairs: It will help overseas students who have real needs in countries with serious pandemics to gradually return to China in an orderly manner. China Scholars Abroad. http://www.chisa.edu.cn/v2/rmtycgj/202004/t20200402_313518.html
- Jiang, K. P. & Zhang, Y. (2020). Research on higher education tuition management for international students in China in the post-epidemic era. *Studies of Finance and Accounting in Education*, 32(5), 29-33.
- Johnston, J. (2020). International mobility programs: Opportunities during COVID-19. *Australian Nursing & Midwifery Journal*, 27(1), 54.

- Kaup, T., & Venn, W. (2020, May 22). Xi'an Jiaotong-Liverpool University's learning supermarket launched globally to create an innovative education ecosystem that supports lifelong learning. Xi'an Jiaotong-Liverpool University (XJTLU). <https://www.xjtlu.edu.cn/zh/news/2020/05/xipuxuexichaoshiqidongyishi>
- King, R., Ruiz-Gelices, E., Findlay, A., & Stam, A. (2004). International student mobility study: Final report. Sussex Centre for Migration Research, University of Sussex. <https://www.researchgate.net/publication/310846250>
- Knight, J. (2012a). Concepts, rationales, and interpretive frameworks in the internationalization of higher education. In D. K. Deardorff, H. de Wit, J. D. Heyl, & T. Adams (Eds.), *The SAGE handbook of international higher education*, (pp. 27-42). Sage. <https://doi.org/10.4135/9781452218397.n2>
- Knight, J. (2012b). Student mobility and internationalization: Trends and tribulations. *Research in Comparative and International Education*, 7(1), 20-33.
- Kondakci, Yasar. (2011). Student mobility reviewed: Attraction and satisfaction of international students in Turkey. *High Education*, 62(5), 573-592.
- Kuang S. S. (2020). Inject strong confidence and strength to win the global battle against the epidemic prevention and control - the international community highly appreciates China's contribution to international cooperation in the fight against the epidemic. *Red Flag Manuscript*, 27(08), 38-43.
- Lang, L. (2020, March 22). Investigation on the impact of Chinese students' pandemic situation: Low confidence in the prevention and control measures of the host country. *China News*. <http://www.chinanews.com/gn/2020/03-22/9134149.shtml>
- Lee, C. (2014). An investigation of factors determining the study abroad destination choice: A case study of Taiwan. *Journal of Studies in International Education*, 18(4), 362–81.
- Leggatt, A. (2020, October 18). Cambridge SU launch campaign to move all 'non-essential' teaching online. *Varsity*. <https://www.varsity.co.uk/news/20032>
- Liu, Y. L. (2020). The practical rationale for the transformation and upgrading of education services for universities to study in China in the post-epidemic era: Taking Nanjing University of Aeronautics and Astronautics as an example. *Studies in Ideological Education*, 32(07), 9-13.
- Ma, R., & Cheng, J. K. (2018). Research on the new trends and motivations of international student mobility in higher education - Based on analysis of relevant data reports from international organizations. *University Education Science*, 36(6), 47-53.
- Ma X. H., Huang Y. J., & Hu Y. (2020). Challenges and solutions of the international student education under the COVID-19 pandemic. *Journal of Hubei University of Technology*, 27(03), 15-18.
- Marginson, S. (2020, March 26). Global HE as we know it has forever changed. *Times Higher Education*. <https://www.timeshighereducation.com/blog/global-he-we-know-it-has-forever-changed>
- Maringe, F., & Carter, S. (2007). International students' motivations for studying in UKHE: Insights into the choice and decision-making of African students. *International Journal of Educational Management*, 21(6), 459–475.
- Martel, M. (2020). COVID-19 effects on U.S. higher education campus: From emergency response to planning for future student mobility. DC: Institute of International Education. <https://www.iie.org/en/Research-and-Insights/Publications/COVID-19-Effects-on-US-Higher-Education-Campuses-Report-2>
- McKie, Anna. (2020). UK universities 'face £2.6bn coronavirus hit with 30K jobs at risk'. *Times Higher Education*. <https://www.timeshighereducation.com/news/uk-universities-face-ps26bn-coronavirus-hit-30k-jobs-risk>
- McMahon, M. E. (1992). Higher education in a world market. *Higher Education*, 24(4), 465-482. <https://doi.org/10.2307/3447582>
- Mok, K. H., Xiong, W. Y., Ke, G. G., & Cheung, J. (2020). Impact of COVID-19 pandemic on international higher education and student mobility: Student perspectives from mainland China and Hong Kong. *International Journal of Educational Research*, 105, 101718. <https://doi.org/10.1016/j.ijer.2020.101718>
- Nanjing University. (2020). Nanjing university online teaching and training manual. *Nanjing University, Office of Academic Affairs*. <https://jw.nju.edu.cn/31990/list.htm>

- Nicolescu, L., & Galalae, C. (2013). A systematic literature review on students' international mobility and cultural adjustment. *Management & Marketing*, 8(2), 261-282.
- Novikov, P. (2020). Impact of COVID-19 emergency transition to on-line learning onto the international students' perceptions of educational process at Russian university. *Journal of Social Studies Education Research*, 11(3), 270-302.
- NYU Shanghai. (2020, July 17). Official announcement! A detailed explanation of the NYU Shanghai Go Local project. *NYU Shanghai*. <https://shanghai.nyu.edu/cn/news/guan-xuan-shang-hai-niu-yue-da-xue-go-localxiang-mu-xiang-jie>
- Ou, M. (2020, April 1). The 15th "Chunhui Cup" innovation and entrepreneurship competition for Chinese overseas students launched. *China Education Daily*. http://paper.jyb.cn/zgjyb/html/2020-04/01/content_577926.htm?div=-1
- Peng, Y., Ding, X. Y., & Wang, J. (2019). Research on cooperative governance of cross-border economic cooperation zone in Yunnan Province based on SFIC model. *The Journal of Yunnan Administration College*, 21(04), 125-130.
- Pfaff-Czarnecka, Joanna. (2020). Shaping Asia through student mobilities. *American Behavioral Scientist*, 64(4). <https://doi.org/10.1177/0002764220947753>.
- Quacquarelli Symonds (QS). (2020a). How COVID-19 is impacting prospective international students across the globe? Quacquarelli Symonds Publications.
- Quacquarelli Symonds (QS). (2020b). How COVID-19 is impacting prospective international students at different study levels. Quacquarelli Symonds Publications.
- Robert, K. Y. (2004). *Case study: Design and methodology*. Chongqing University Press.
- Singh, N., Schapper, J., & Jack, G. (2014). The importance of place for international students' choice of university: A case study at a Malaysian university. *Journal of Studies in International Education*, 18(5), 463-74.
- Song, J. (2020). Will Chinese students want to study abroad post-COVID-19? *China Economic Weekly*, 20(17), 95-97.
- Soutar, G. N., & Turner, J. P. (2002). Students' preferences for university: A conjoint analysis. *International Journal of Educational Management*, 16(01), 40-45. <https://doi.org/10.1108/09513540210415523>
- Tu, L. H., & Liu, X. D. (2020). Transfer beyond the boundaries: Phenomena, principles, and mechanism. *Journal of Hebei Normal University (Educational Science)*, 22(06), 29-38.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). Handbook on facilitating flexible learning during educational disruption. UNESCO Publications.
- Universities and Colleges Admissions Service (UCAS). (2020). 2020 cycle applicant figures-30 June deadline. *UCAS.com*. <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-releases/applicant-releases-2020/2020-cycle-applicant-figures-30-june-deadline>
- Wang, X. N. (2020). In the second half of the fight against the "pandemic", how to open up education stably and far-reaching. *China Scholars Abroad*, 26(7), 28-29.
- Wan, Y. F. (2020). The first international platforms for online teaching in English in universities are open to the world for free. *Primary and Middle School Educational Technology*, 19(05), 32.
- Waters, J. (2007). Roundabout routes and sanctuary schools': The role of situated educational practices and habitus in the creation of transnational professionals. *Global Networks*, 7(4), 477-497.
- Wells, A. (2014). International student mobility: Approaches, challenges, and suggestions for further research. *Social and Behavioral Sciences*, 2014(143), 19-24. <https://doi.org/10.1016/j.sbspro.2014.07.350>
- Wilkins, S., Balakrishnan, M., & Huisman, J. (2012). Student choice in higher education: Motivations for choosing to study at international branch campus. *Journal of Studies in International Education*, 16(5), 413-433.
- Wolf, D. A., Freedman, V. A., & Soldo, B. J. (1997). The division of family labor: Care for elderly parents. *Journals of Gerontology Series B*, 52, 102-109.
- Wu, D. (2020, August 3). Under the global pandemic, studying abroad is cold? Expert: Short-term study abroad may become a new form of mixed study abroad. *Nanfang Metropolis Daily*. https://www.sohu.com/a/411134384_161795

- Xi, Y. M. (2020, August 5). Mixed study abroad is on the rise. *Renmin Zhengxie Bao* 010. <http://www.rmzxb.com.cn/c/2020-08-05/2636439.shtml>
- Yin, R. K. (1994). *Case study research design and method*. 2nd ed. Sage.
- Yuan, H. P. (2020). Investigation and research on online learning adaptation of international students from universities in China during the epidemic. *Litbraturb Bducation*, 6, 144-146.
- Yue, Y. (2013). The determinants of international students inward mobility to China. *Journal of National Academy of Education Administration*, 20(08), 71-77.
- Zhai, Y., & Du, X. (2020). Mental health care for international Chinese students affected by the COVID-19 outbreak. *The Lancet. Psychiatry*, 7(4), e22. [https://doi.org/10.1016/S2215-0366\(20\)30089-4](https://doi.org/10.1016/S2215-0366(20)30089-4)
- Zhang, Y. P., & Li, L. (2020). Daily management of overseas Chinese students in a normalized epidemic prevention and control environment. *Journal of Hubei Open University*, 33(22), 61-62.
- Zhou, H. Y. (2020). The abrupt change of international student policy in developed western countries under COVID-19 pandemic and its countermeasures. *Journal of Hebei Normal University (Educational Science)*, 22(06), 21-28. <https://doi.org/10.13763/j.cnki.jhebnu.es.2020.06.002>
- Zhu, Z. C., & Chen, X. (2020). Thoughts on online teaching for international students in China and educational transformation in the post-epidemic era. *Journal of Heihe University*, 11(11), 87-90.
- Zong, X. H., & Li, T. S. (2020). The distribution change and trend forecast of international students from “the Belt and Road” countries studying in China. *Higher Education Exploration*, 36(4), 91-99.
- Zou, L. K. (2020, July 5). Promote a higher level of education in Guizhou in the new era. *China Education Daily*. http://paper.jyb.cn/zgjyb/html/2020-07/05/content_582045.htm?div=-1

QIGUANG YANG, PhD, is currently the professor in the School of Humanities, Jiangnan University of China. His major research interests lie in the area of internationalization of higher education, family education, American higher education, teacher education policies, etc. Email: qgyang@jiangnan.edu.cn

JIAMENG SHEN, BA, is a Master Student in the School of Humanities, Jiangnan University of China. Her major research interests lie in the area of comparative education and teacher education. Email: 1150816119@vip.jiangnan.edu.cn

ACKNOWLEDGMENTS: This research was also supported by the National Social Science Fund of China for the project "Research on the development of global mobility of students facing the community of shared future" under Grant BDA180027; the Fundamental Research Funds for the Central Universities under Grant JUSRP1806ZD.