

**Student-Faculty Interaction Experiences of International Students in Korea: A
Phenomenology Study**

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Abstract

In the realm of the internationalization of Korean higher education, the number of international students enrolled in Korean universities is on the rise. International students, like all college attendees, benefit from interacting directly with faculty members. Student-faculty interactions remain infrequent, despite being beneficial for student experiences and outcomes. Rare interactions between students and professors in South Korean tertiary education are problematic, especially for international students who face additional challenges. The phenomenological study explored the nature of international students' lived experiences of student-faculty interactions while attending a Korean university. Through semi-structured in-depth interviews, 17 participants shared a wide range of experiences of direct student-faculty interactions inside and outside the classroom. The study identified eight prevalent meaning-making themes and 31 sub-themes evidenced in participant experiences. Despite infrequency, student-faculty interactions were deemed consequential for international students, who wanted to connect with professors beyond book-based knowledge. Factors such as professor demographics, language proficiency, and means of instruction influenced the quality and frequency of interactions. Immediacy was deemed important in meaningful relationships with faculty, while certain elements of the Korean educational culture hindered contacts. International students emphasized distinctions between in-person learning and online classes, as the COVID-19 pandemic greatly impacted instruction and student-faculty interactions. The study findings filled a gap in literature and may guide administration and faculty efforts towards genuine internationalization of the Korean higher education system, of which recruitment of international students is a crucial element.

Keywords: international students, Korean higher education, student-faculty interactions, phenomenology, Korea, international student experiences

Dedication

This dissertation is dedicated to my mother. She will not have seen me graduate from down here on earth, but her guiding spirit has continuously pushed me forward. *Merci Mom.*

This dissertation is also for my students – current, former, and future – who inspire me every day and propel me towards becoming a better educator, a more compassionate person, and a stronger woman. Dr. John Francis once said: “If you were a teacher and you were teaching, if you weren’t learning you probably weren’t teaching very well.” I am learning, every single day, and I am so grateful for that.

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Reading, talking, studying, and reflecting upon student-faculty relationships has led me to think a great deal about my own experiences, both as a teacher and a student. As a doctoral student, my understanding of the importance and impact of inspiring educators was rejuvenated. Many thanks to the teachers who showed me the way along the years, with special gratitude toward Dr. Anthony Ogden, Dr. Amanda Evans, Dr. Jean-Guy Hudon, and Dr. Andrée Mercier.

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Chapter 1: Introduction

On a global scale, the number of international students enrolled in a higher education program in a foreign country has been rising steadily since the mid-1980s (UNESCO, 2020). An increasingly globalized economy, ever-developing technologies, and facilitated mobility have contributed to the increase in enrollment for college students eager to study abroad. While thousands of South Korean [hereafter Korean] students enroll in an American college or university every year (Institute of International Education, 2019), Korea also welcomes an increasingly high number of international students (Ministry of Education, 2019). The government and institutions have been making deliberate efforts since the mid-1990s to internationalize the Korean higher education system, through international partnerships, enhanced research activities, and intensive recruitment of international students (Csizmazia, 2019).

Attending college is an important and influential experience for all students (Astin, 1993). College years can be especially significant for international students, who choose to study abroad to pursue academic goals (Glass et al., 2015). Studying in another country often ends up being a transformative experience (Bain & Yaklin, 2019). Among the significant factors influencing the experience, contacts with faculty members can have a great impact on international students, who often crave connection, guidance, and support while living and studying in a foreign environment (Chen & Zhou, 2019).

The study explored lived experiences of student-faculty interactions, as perceived by international students enrolled in a Korean university. The upcoming sections include background, statement of problem, purpose, significance of the study, research questions,

conceptual framework, definitions of terms, assumptions, scope and delimitations, limitations, and summary.

Background of the Problem

The process of internationalization of the Korean higher education system has been ongoing since the mid-1990s. The government of Kim Young Sam, the first civilian president elected in more than 50 years, initiated a series of measures to push tertiary education towards globalization (Green, 2015). Policy-driven initiatives have included incentives to boost research activity, intensified international student recruitment efforts, multiplication of partnerships with international institutions, and implementation of English as the lingua franca, or adopted common language, for academic communication (Csizmazia, 2019).

The number of international students enrolled in Korea has been steadily increasing since the mid-1990s, with a 30% rise since 2017 (Ministry of Education, 2019). Augmentation of the international student population in Korean universities has been accompanied by integration challenges (Jin-hee Kim, 2016). International students face additional hurdles related to academic pursuits, language barriers, and adaptation to a new school and life culture (Khanal & Gaulee, 2019). Korean universities have not been sufficiently multicultural and inclusive to offer adequate guidance and support to international enrollees (Jin-hee Kim, 2016).

Faculty members play a key role in the successful integration of international students into college (Glass et al., 2017). Interactions professors have with students can positively influence student academic outcomes, engagement, retention, and overall satisfaction (Y. K. Kim & Lundberg, 2016; Gina Lee et al., 2020; Wang & BrckaLorenz, 2018). Despite being recognized as useful and beneficial, student-faculty interactions on Korean campuses remain rare

(B. K. Choi & Kim, 2020). The scarcity of contacts between students and professors is consequential to a Confucian cultural heritage dictating power dynamics between members of society and hindering free interactions between students and faculty (H. S. Park et al., 2009). Student-faculty interactions are as infrequent for domestic and international students, but the impacts are greater for international students, who face more challenges than domestic peers (Khanal & Gaulee, 2019). For international students dealing with additional struggles while studying abroad, faculty members can be highly influential (Glass et al., 2017).

Statement of the Problem

The problem is low frequency of student-faculty interactions in Korean universities (E.-M. Choi et al., 2019; Ko et al., 2016). Findings of a large-scale study, conducted in 2016 with 42,230 Korean college students, indicated frequency of student-faculty interactions was less than 2 ($M = 1.71$) on a four-point scale (J. Y. Choi et al., 2016). The rarity of direct contact between students and faculty is especially problematic for international students, who face academic, linguistic, and adaptation challenges while studying in a foreign country (Khanal & Gaulee, 2019). Research demonstrated the importance and benefits of student-faculty interactions in higher education in terms of learning and intellectual achievement, student satisfaction, retention, and motivation (Cuseo, 2018). Student-faculty interactions are especially beneficial for international students, for whom contacts with faculty can facilitate adaptation, increase social capital (Glass & Gesing, 2018), enhance a sense of belonging (Glass, 2018), and augment engagement (Wang & BrckaLorenz, 2018).

Quantitative studies conducted in Korea reported infrequent contacts between students and faculty on Korean campuses (B. K. Choi & Kim, 2020), while others confirmed beneficial

effects of such interactions, even when infrequent (Ko et al., 2016; You, 2020). Qualitative data related to such interactions are limited for domestic students, and even scarcer for international students. Korean higher education system is ongoing a transformation toward globalization (Green, 2015). In the support of becoming a regional hub for international education (Jon et al., 2014), improving integration of international students on Korean campuses is imperative.

The study contributed to the body of knowledge related to international student experiences while studying in Korea. Filling a gap in the literature in terms of lived experiences of student-faculty interactions was of added value. The study provided qualitative data related to student interactions with faculty members, who have been identified as determinant influences on international students in terms of positive outcomes and experiences (Glass et al., 2017). Data can inform policies and strategies developed to improve services offered by Korean universities. In particular, the services designed to facilitate integration, enhance satisfaction, and increase the retention of international students could be positively impacted.

Purpose of the Study

The purpose of the qualitative phenomenological study was to explore lived experiences of student-faculty interactions as perceived by international students enrolled in a Korean university. The study investigated student-faculty interactions in terms of meaning-making in lived experiences inside and outside the classroom, as perceived by international students. The selected phenomenological approach focusing on *what* and *how* people perceive a phenomenon facilitated the development of a composite description of the essence of the experience (Moustakas, 1994). Phenomenology was an appropriate research design to explore and describe

personal and shared experiences of individuals directly involved with a phenomenon under study (Creswell, 2013).

Individual interviews served as instruments to gather rich qualitative data from participants having experienced the given phenomenon. A preliminary questionnaire, containing demographic, multi-choice, and close-ended questions, facilitated the selection of participants. Participants took part in semi-structured in-depth interviews during which open-ended questions elicited expressions of experiences, feelings, beliefs, and recollections (Groenewald, 2004) regarding student-faculty interactions. Interviews were suitable instruments to address the research questions of the study, making sense of a lived and observed phenomenon in a particular context with purposefully selected individuals (Johnson et al., 2020).

Significance of the Study

The study contributed to further exploration of lived experiences of international students who attended college in Korea, especially in terms of student-faculty interactions. Qualitative data related to student-faculty interaction experiences as perceived by international students in Korea are missing based on a review of current literature. The study contributed to the body of knowledge, providing first-hand testimonies regarding student-faculty interactions. Findings may help guide governmental and institutional strategies and policies, improving international student services in Korean universities. Gaining insight into international student experiences with faculty can help policymakers identify needs and determine best practices. Teachers in Korea often struggle to comprehend cultural differences of minority students (Jeong-hee Kim & So, 2018; S. K. Kim & Kim, 2012). Understanding what international students experienced,

perceived as significant, and retained from interactions with faculty can be beneficial in preparation for professional development curricula for educators in Korea.

Research Questions

The research explored lived experiences of student-faculty interactions of international students enrolled at a Korean university. Research questions, which were broad and open-ended, were structured to collect data leading to a textual and structural description of participant common experiences (Creswell, 2013). The research questions served the study purpose and led to exploration and description of meaning-making themes of participant lived experiences.

Two research questions guided the study:

Research Question 1: What are international students' lived experiences of student-faculty interactions inside the classroom at a Korean university?

Research Question 2: What are international students' lived experiences of student-faculty interactions outside the classroom at a Korean university?

Conceptual Framework

Student involvement theory, conceptualized by Astin (1999), underlay the study. Astin's theory of student involvement (1999) details key environmental influences on student development in college. The quantity and quality of energy students invest in college experiences, which Astin identifies as *involvement*, can be employed to assess student performance, learning, and satisfaction. Astin (1985) postulated students learn by becoming involved, through actions and behaviors rather than thoughts or feelings.

Astin's Input-Environment-Output (I-E-O) model assesses student development throughout college (Astin & Antonio, 2012). By providing a framework to investigate the impact

college has on students, the I-E-O model guides development of policies and programs fostering student talent. Key components of the model include inputs, environment, and outputs/outcomes. Inputs consist of student demographics, personality, values, experiences, and expectations. The environment encompasses college structural institutional characteristics and services, including academic programs and faculty, as well as student-determined attributes, such as academic engagement, involvement with peers, or participation in extracurricular activities. Outputs refer to what students retain at the end of the college experience, such as acquired skills and knowledge, and transformed perspectives or values.

Student involvement theory and the I-E-O model, developed by Alexander W. Astin, concordantly guided the study. Astin (1999) empirically identified student-faculty interactions as the environmental factor most strongly related to student satisfaction. In the case of international students, elements related to inputs and environment are especially important (Glass & Gesing, 2018). Inputs influence student involvement in college life, consequently impacting academic, personal, and social outcomes. International student demographics affect college experiences (Georges & Chen, 2018). The learning culture of the home country modulates expectations for classroom culture and interactions with peers and faculty, and impacts outcomes (Khanal & Gaulee, 2019).

A framework incorporating Astin's student involvement theory (1999) and I-E-O model (Astin & Antonio, 2012) was suitable to investigate international student experiences. To reiterate, student involvement defines how involvement influences outcomes and the I-E-O model focuses on the importance of environmental factors, such as contacts with faculty. The

theoretical lens was adequate to guide the inquiry and answer research questions. The literature review presents current research and the theoretical framework guiding the qualitative inquiry.

Definitions of Terms

In conducting and reporting research, key terms and concepts emerge. The definition of terms contributes to an improved understanding of a study (Newman et al., 1997). The following section details key terms included in the research.

Confucian Cultural Heritage. The Confucian Cultural Heritage refers to the perpetuation of the Confucian philosophy within Korean culture. Members of society are expected to fulfill specific roles in harmony within a strictly hierarchical social system (Schenck et al., 2013). Societal rules, which apply to students and professors, influence behaviors, power dynamics, and rapport in a higher education context (H. S. Park et al., 2009).

Domestic Student. A domestic student is enrolled in a university located on the territory of one's home country (Perry et al., 2020). In the study, domestic students are Korean nationals enrolled in a Korean university.

Epoche. The term *epoche* refers to a reflective process through which opinions and preconceptions are suspended to focus on the phenomena under study (Creswell, 2013). Sometimes called bracketing or phenomenological reduction, *epoche* is a method to mitigate the potentially negative impacts of prejudice on the research process (Tufford & Newman, 2012).

English as a Medium of Instruction (EMI) Classes. EMI classes, sometimes called English-medium instruction classes, are university courses taught in English rather than in the

domestic language. In the case of Korea, EMI classes have been an important element of efforts towards internationalization (Jon et al., 2020).

Faculty / Faculty Member. The terms faculty and faculty member refer to people working for a university and teaching students in a higher education context (Jin & Schneider, 2019). In the study, the term faculty includes professors, teachers, and instructors, regardless of tenure, type of employment, nationality, department, or educational field.

International Student. An international student is defined as a person who has crossed a national or territorial border to study outside of one's home country (Khanal & Gaulee, 2019). In the context of the study, international students are non-Korean students enrolled full-time as undergraduates at a Korean university.

Korean University. The term refers to a private or public higher education institution located on the territory of South Korea and dispensing undergraduate and graduate programs (Ministry of Education, 2019).

Student-Faculty Interactions. The phrase student-faculty interactions, sometimes coined student-faculty engagement, includes formal and informal contacts between students and educators in the context of higher education. Student-faculty interactions take the form of verbal exchanges, electronic conversations, office hour visits, social encounters, mentoring, participatory research, or co-curricular events (Cuseo, 2018). Student-faculty interactions refer to contacts between students and current or former professors.

Assumptions

Every research design comes accompanied by a set of assumptions, placing the study in context and establishing conditions under which research took place (Newman et al., 1997). The

pursuit of qualitative research rests on an assumption, i.e., learning is fueled by a participant standpoint (Creswell, 2014). As a qualitative approach, phenomenology is exploratory and seeks to learn from participant testimonies and recollections of a given phenomenon (Moustakas, 1994).

The assumption participants testified truthfully and candidly about personal experiences underlay the study. A second assumption was the fact different individuals potentially interpret, remember, or perceive the same event or phenomenon in various ways. Phenomenology explores how people make sense of specific experiences and how experiences are recalled consciously, individually and on a shared level (Patton, 2014). The study was based on the assumption that every recollection was genuine for the participant, based on personal experiences, perceptions, and memories.

Conducting qualitative research means building understanding based on what participants say or do, rather than on interview questions (Creswell, 2014). Phenomenology relies on the premise that subjective presuppositions and viewpoints should be disclosed rather than ignored while conducting research. Bracketing such personal presumptions contributes to the effectiveness of a qualitative study (Chan et al., 2013). The bracketing process, or *epoche*, contributes to the trustworthiness of a study focusing on lived experiences of participants (Creswell, 2013). In the context of the study, self-reflection activities, such as diary keeping, facilitated the development of bracketing skills and the cultivation of an open-minded attitude, permitting the emergence of meaning (Chan et al., 2013).

Scope and Delimitations

The scope and delimitations are the boundaries of a research project, defining parameters of the study (Creswell, 2014). Delimitations are set to ensure achievement of study objectives through deliberate choices related to the theoretical background, objectives, research questions, variables under study, and sample (Theofanidis & Fountouki, 2019). Pursuit of phenomenological qualitative study consists of a relatively small, non-random sample, non-transferrable qualitative findings, and broad research questions designed to explore meaning-making.

Purposeful sampling identified participants who have experienced the phenomenon under study. A limited sampling adequate for a phenomenological study (Creswell, 2013) hindered transferability of findings. The focus of the study was lived experiences of a restrictive number of international students enrolled as undergraduates in Korea. A total of 17 international students shared personal perspectives related to experiences of student-faculty direct contact. Coverage of the study was limited to universities in Korea. Purposeful sampling permitted the selection of the sample. The sample included only undergraduate international students enrolled full-time in a Korean university who have experienced direct contact with faculty.

An exclusion criterion ensured no participant enrolled in the university with which I am affiliated was included in the sample, avoiding potential conflicts of interest or undue influence. The chosen sampling method reflected the intentional selection of participants to optimize data sources for addressing research questions (Johnson et al., 2020). Scope and delimitations, in terms of the number of subjects, location, and methodology, limited the transferability of findings. The study contributed to the body of knowledge and filled the gap in literature by

exploring first-hand experiences of direct student-faculty interactions for international students enrolled in a Korean university.

Limitations

Prospective weaknesses, potentially out of researcher control, such as time restraints, funding limits, or other factors related to the constraints associated with a specific research design constitute the limitations of a study (Theofanidis & Fountouki, 2019). Limitations inherent to a chosen design are self-imposed (Patton, 2014). Considering the potential impact on the study design, results, and findings, limitations are acknowledged and disclosed (Theofanidis & Fountouki, 2019).

Phenomenological studies have limitations inherent to the methodological design. The data collection and analysis processes are often time-consuming and labor-intensive (Creswell, 2013). The abundance of data gathered in the context of a phenomenology study can delay or hinder the completion of the research. Since lengthy semi-structured interviews were the data collection instruments for the proposed study, such limitations existed. The inability to collect sufficient and relevant data, as well as participant unwillingness or incapacity to recollect or express personal experiences, were potential limitations (Creswell, 2013).

Another limitation inherent to phenomenology is the issue of bias (Groenewald, 2004). Considering how findings were mediated through a subjective human instrument (Chan et al., 2013), biases were acknowledged and addressed. The bracketing process, meant to set aside personal assumptions and viewpoints, was effective and insured rigor was built into the study. Mitigating potentially detrimental effects of presumptions which might influence qualitative data gathering and analysis further addressed the issue of bias (Tufford & Newman, 2012).

Presenting and communicating findings of qualitative research credibly rests on the researcher. The conduct of the study, through clear, well-organized, complete, and accurate processes supports credibility (Johnson et al., 2020). Conducting research with rigor and a display of competence is crucial to establishing the credibility of qualitative research (Patton, 2014). Credibility of a qualitative study, analog to internal validity in quantitative research, refers to the adequacy of a measure to reflect the true meaning of an object under study (Babbie, 2021).

The sample was composed of participants selected based on personal experiences with a given phenomenon. With a sample non-representative of the overall population, the findings of a phenomenological study cannot be generalized (Creswell, 2013). The phenomenological study contributed to the body of knowledge by offering first-hand insights on a singular phenomenon of student-faculty interactions in Korean universities, as experienced by international students.

Chapter Summary

The introductory chapter focused on the phenomenological research study designed to explore lived experiences of student-faculty interactions as perceived by international students enrolled in a Korean university. The acknowledgment of limitations, assumptions, scope, and delimitations established the context and boundaries of the study. The study addressed research questions developed to investigate a given phenomenon, as perceived by purposefully selected participants having first-hand experience. A framework incorporating Astin's student theory involvement (1999) and I-E-O model (Astin & Antonio, 2012) guided the study and inquiry into participant lived experiences. The following chapter offers a comprehensive review of relevant literature within which the study is positioned.

Chapter 2: Literature Review

The internationalization of Korean higher education is ongoing, with a 30% increase in international student enrollment since 2017 (Ministry of Education, 2019). Despite government determination to increase foreign student recruitment (Jung & Kim, 2018), challenges related to integration persist. A mismatch between institutional policies and staff or faculty commitment to implementation hinders the integration of international students (Jin-hee Kim, 2016).

The problem is low frequency of student-faculty interactions in Korean universities (E.-M. Choi et al., 2019; Ko et al., 2016). The rarity of direct contact between students and faculty is especially problematic for international students, who face academic, linguistic, and adaptation challenges while studying in a foreign country (Khanal & Gaulee, 2019). The purpose of the qualitative phenomenological study was to explore lived experiences of student-faculty interactions as perceived by international students enrolled in a Korean university. The study investigated student-faculty interactions in terms of meaning-making in the lived experiences inside and outside the classroom, as perceived by international students.

According to research, student-faculty interactions benefit all university students and are particularly valuable for international students (Glass et al., 2017; Wang & BrckaLorenz, 2018). Contacts between professors and students, empirically recognized as positive interactions, remain infrequent on a global scale (Cuseo, 2018). Korea reflects the trend (Ko et al., 2016). In addition to low frequency of student-faculty interactions, international students attending college in Korea face a multitude of challenges due to the accelerated, yet flawed, internationalization of the Korean higher education system (Green, 2015).

While research literature is plentiful on international students' challenges, characteristics,

and needs, including student-faculty interactions, empirical data regarding international students' lived experiences of direct contact with faculty are lacking. Data gathered in North American universities dominate the research literature (Hagenauer & Volet, 2014). The study proposed to fill the gap in the literature by exploring the lived experiences of direct student-faculty interactions by international students in a Korean university. Findings of the phenomenological study contributed to the knowledge base by examining student-faculty interaction experiences in the specific geographical and cultural context of Korea, and by focusing on lived experiences and meaning-making. The upcoming sections of the literature review include the literature search strategy, theoretical framework, comprehensive research literature review, exposé of the gap in the literature, and summary.

Literature Search Strategy

Conducting a thorough and refined literature review is a multi-step process serving as a cornerstone of quality research activity (Nakano & Muniz, 2018). Developing a coherent literature search strategy, including the selection of appropriate keywords and databases, is an important step in the literature review process (Snyder, 2019). The creation of an extensive list of search terms is an effective way to search the literature logically to locate and analyze the most relevant scholarly works (Rewhorn, 2018).

The following library and government databases and academic search engines permitted access to relevant literature: Education Resources Information Center (Eric), Semantic Scholar, CORE, ScienceOpen, Directory of Open Access Journals (DOAJ), Google Scholar, and Zenodo. The usage of databases and indexes such as DBpia, Korean Studies Information Service System (KISS), Korean Social Science Data Center (KSDC), and Korea Citation Index (KCI) allowed

access to scholarly articles published in Korean journals. The use of inclusion criteria regarding the date of publication and geographical location helped identify relevant literature to include in the review (Snyder, 2019).

Different terms and phrases served as gateways to research scholarly works. Various combinations of keywords guided the searches for articles related to international students' experiences, such as *international students*, *foreign students*, *internationalization of higher education*, or *study abroad experiences*. Terms like *student-faculty interactions*, *student-faculty contacts*, *student-faculty partnerships*, *student-faculty communication*, *out-of-classroom communication*, *office hours*, *informal contact*, *faculty outreach*, and *faculty accessibility* served as keywords for searches related to student-faculty interactions. More specific searches used different combinations of keywords such as *international student engagement*, *international student involvement*, *international student-faculty*, or *international student-faculty relationships*. Finally, terms like *Korea*, *South Korea*, *Korean university*, *Korean college*, and *Korean higher education* helped narrow the search to the geographically relevant area of research.

Theoretical Framework

The student involvement theory, developed by American scholar Alexander W. Astin, framed the study. Astin's theory of student involvement explains the main environmental influences on student development in a higher education context (Astin, 1999). The term *involvement* refers to the quantity and quality of energy students invest in college experiences. Astin (1985) argued students learn by becoming involved. Behaviors, rather than feelings or thoughts, define involvement. An involved student spends time and energy studying, participating in extracurricular activities, and connecting with peers and faculty. An uninvolved

student neglects studies, avoids contact with others, and abstains from optional activities.

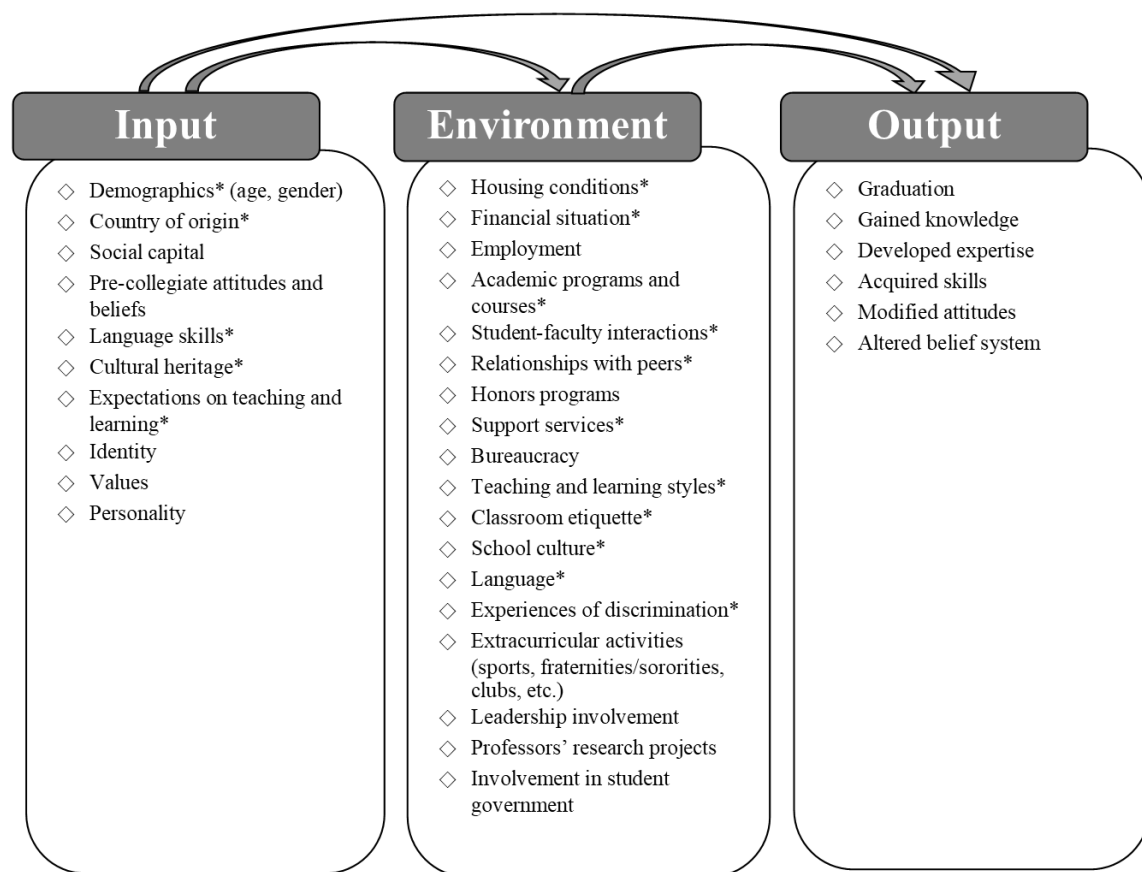
Astin's student involvement theory (1999) includes five key postulates. Involvement refers to the physical and psychological energy a student invests in a generalized or specific object. Occurring along a continuum, involvement varies from student to student and from object to object; the act of dropping out marks the low end of the continuum. Student involvement features both quantitative and qualitative characteristics and can be measured accordingly. Student learning and personal development are directly and proportionally related to the quality and quantity of student involvement generated by a given educational program. A direct correlation exists between the amount and quality of student involvement prompted and the effectiveness of any educational policy (Astin, 1985).

Astin developed the Input-Environment-Output (I-E-O) model (see Figure 1) to assess student development throughout college (Astin & Antonio, 2012). The I-E-O model provides a framework to examine how college impacts students, and to guide the development of policies and programs fostering the growth of talent. The model incorporates three key components: inputs, environment, and outputs/outcomes. Inputs refer to what students bring when entering college, including demographics, personality, values, experiences, and expectations. The environment includes what college has to offer, via structural institutional characteristics and services, such as academic programs, housing, school culture, school size, and faculty. Student-determined attributes, including academic engagement, involvement with peers, employment, or participation in extracurricular activities, relate to the environment. Among environmental factors impacting student involvement, Astin (1999) empirically identified student-faculty interactions as most strongly related to student satisfaction. Outputs refer to what students leave

college with at the end of the experience, including acquired skills and knowledge, and altered viewpoints and values.

Figure 1

Astin's I-E-O Model for International Students



* Elements of Significant Importance for International Students in Regards to Outcomes.

The student involvement theory and the I-E-O model are often used concordantly to assess student engagement and outcomes. Achievement of desired outcomes is dependent on the

involvement of a student in the environment, based on individual inputs (Astin, 1985). Who students are, the degree of time and energy invested in a college environment, and where and how learning occurs directly impact student outcomes.

For international students, elements related to inputs and environment are especially significant (Glass & Gesing, 2018). Inputs influence student involvement in college life, which consequently impacts academic, personal, and social outcomes. For instance, international students' country of origin affects college experiences (Georges & Chen, 2018). The teaching and learning culture of home countries influences expectations for classroom culture and interactions in the host country. Campus culture and environment, including relationships with peers, level of multiculturalism, support services, language of instruction, or discriminatory atmosphere, modulate international students' experiences and outcomes (Khanal & Gaulee, 2019).

Astin's student involvement theory (1999) and I-E-O model (Astin & Antonio, 2012) have guided multiple research inquiries regarding international student experiences in college (Georges & Chen, 2018; Van Horne et al., 2018; Zhou & Cole, 2017). A framework incorporating Astin's student involvement theory (1999), which defines how involvement influences outcomes, and the I-E-O model (Astin & Antonio, 2012), which focuses on the importance of environmental factors such as contacts with faculty, was appropriate to investigate international undergraduate experiences. The theoretical lens Astin's theory and I-E-O model offer were suitable to address research questions posed by a phenomenological study of international student experiences of student-faculty interactions in Korean universities,

considering the specificities of the Korean higher education environment.

Research Literature Review

The review of the research literature is articulated around three main themes: student-faculty interactions, international students, and internationalization of Korean higher education. A comprehensive literature review sets the general context of the study, discusses key findings, and incorporates evidence-based results related to the critical themes. Such a process helps demarcate what has and has not been done, plus positions the study in the research (Nakano & Muniz, 2018). The phenomenon the proposed study examined is the focus of the literature review, which discusses evidence and context, guided by the theoretical framework (Rewhorn, 2018). The gap in the literature positions the proposed study as a valuable contribution to the knowledge base.

Student-Faculty Interactions

Interactions between college students and faculty members have a significant impact on student experiences. Student-faculty relationships are a multi-dimensional construct, making the formulation of an overarching definition challenging (Hagenauer & Volet, 2014). The term *student-faculty interactions* refers to a wide set of experiences a student encounters during college or to specific types of contacts established in a narrower context (Parker & Trolan, 2019).

Students and professors communicate inside and outside the classroom. In class, students often interact with faculty by asking questions and having conversations before, during, and after lectures (Cox, 2011). Student-faculty interactions happen outside of the class as well, through casual conversations, collaborative work on research projects, tutoring, mentoring, office hour

consultations, informal encounters on campus, or electronic communication. Such interactions can lead to the development of meaningful relationships between students and faculty, which benefit both parties (Hagenauer & Volet, 2014).

Inside the Classroom

When students and faculty interact in the classroom, exchanges are usually academic. Students ask questions or converse with professors mainly about course content or assignments (Hoffman, 2014). Rapport between students and professors in class and interactions centered around teaching-learning activities contribute to learning outcomes (Wilson et al., 2010). Evidence suggested faculty who speak to students before, during, and after class have high student retention rates (Cuseo, 2018).

Student-faculty interactions in the classroom can be enhanced by student-centered teaching and learning activities, which are designed to foster participation (J. Cho & Lee, 2016). Traditionally, teacher-centered and lecture-based courses do not foster student-faculty interactions, such is the case in most Korean classrooms (B. K. Choi & Kim, 2020). In contrast, instruction provided through group discussions, pair work, and student-centered pedagogical approaches favor student-faculty interactions and student engagement (Dipasupil et al., 2019).

Outside the Classroom

Interactions between students and faculty can be less formal outside the classroom. Casual encounters on campus can lead to meaningful contacts permitting more personal discussions with faculty, which students desire (Trolan et al., 2016). Students wish to connect with faculty on a personal level and value high-quality interactions with professors (Grantham et al., 2015). Informal interactions contribute to college culture (Romsa et al., 2017), and offer

valuable occasions for students to connect with faculty through less formal, less evaluative, and more conversational encounters (Cuseo, 2018).

Cox and Orehovec developed a typology of student-faculty interactions outside of the classroom (Cox, 2011). The typology describes five types of contextually-influenced interactions between students and professors: disengagement, incidental contact, functional interaction, personal interaction, and mentoring. The typology presents the different types of interactions in reversed order of observed frequency; disengagement being the most frequent and mentoring the rarest. The typology offers an effective categorization of interactions, which can be applied to digital contacts as well as in-person interactions.

Office Hours

Many higher education institutions mandate faculty members to offer students dedicated periods for office visits. As an institutional commitment to student-faculty interactions (Smith et al., 2017), office hours make space for student-faculty contacts. Office hours are traditionally considered a crucial element of good teaching, offering students opportunities to seek help outside of regular class time (Guerrero & Rod, 2013). According to Cox's typology (2011), office hour visits constitute functional interactions, which are academic and occur within the college or university.

Despite being a widely-established institutional practice, office hours remain largely underutilized on a global scale (Smith et al., 2017). Studies have explored the phenomenon and have identified factors hindering office hour visits by university students, including a lack of time, timetable constraints, inconvenience, absence of need, fear of disturbing faculty or being rejected, lack of knowledge regarding the usefulness of office hours, and a preference for

electronic communication over in-person visits (Abdul-Wahab et al., 2019; Briody et al., 2019; Griffin et al., 2014; Smith et al., 2017). Empirical findings confirmed the positive impact of office hours on student academic performance and grades (Guerrero & Rod, 2013), even though few students visit professors during office hours.

Electronic Communication

The increased usage of electronic communication tools and channels has an impact on student-faculty interactions. E-mail is the preferred mode of communication for many students, by virtue of convenience and speed (Smith et al., 2017). Students have indicated that the usage of email facilitates communication with faculty, especially to express thoughts or ideas difficult to share publicly in class (Hoffman, 2014). A study examining student perception of climate for diversity (Parker & Trolan, 2019) revealed students do not differentiate between in-person and electronic contacts with faculty. Both means of communication contribute to a positive perception of the climate for diversity when combined with accessibility, plus equitable and fair treatment by faculty members. Lecturers and teaching staff surveyed about communication channel preferences stated favoring e-mail over other means, including face-to-face meetings (Meishar-Tal & Pieterse, 2019).

Social media networks and instant messaging apps are now in the range of communication channels available to students and professors. Even though applications like *WhatsApp* or the Korean *KakaoTalk* are popular, faculty members are reluctant to make use of such instant messaging channels (Meishar-Tal & Pieterse, 2019). The averseness to engage through personal communication channels is due to students' unreasonable expectations of

availability and response time, and the feelings of stress and annoyance the reception of instant messages generate for professors.

Beneficial Student-Faculty Interactions

Research demonstrated the importance and benefits of student-faculty interactions in higher education (Cuseo, 2018). Positive impacts of student-faculty interactions on college students, which scholars empirically measured, led to the development of Astin's student involvement theory (1999). Astin's theory served as the theoretical framework for the study. Other stakeholders, such as faculty members and institutions, reap benefits when meaningful student-faculty interactions occur in a higher education setting.

Positive Impacts on Students

The beneficial effects of student-faculty interactions for college students are multiple (Astin, 1999; Cuseo, 2018). Frequent and meaningful exchanges with faculty positively impact academic performance in terms of grades and cognitive development (Dwyer, 2017). Continuous student-faculty interactions contribute to an increase in academic motivation (Trolan et al., 2016) as well as career motivation and level of satisfaction regarding academic majors (You, 2020). A structural equation modeling study by Y. K. Kim and Lundberg (2016) suggested that students who interact more with faculty members tend to experience greater gains in cognitive skills, have higher levels of academic self-challenge and sense of belonging, and engage more in critical reasoning classroom activities.

A mixed-method case study conducted by Dwyer (2017) with Irish undergraduates revealed the positive influence of student-faculty interactions on student persistence and motivation. Conversely, the study indicated that poor relationships and limited interactions can

be a factor in school withdrawal. Participants identified professors' active teaching approaches, positive influence, and motivating attitude as factors mediating student-faculty interactions, leading to increased motivation and persistence (Dwyer, 2017).

A quantitative study conducted in China (Wu et al., 2016) reported a significant positive correlation between student-faculty interactions and average grades, as well as class ranking, for both ethnic majority and ethnic minority students. Students from ethnic minorities reported a lower level of student-faculty interactions, paired with a lower level of academic achievement and lower class rankings. Based on the findings and literature, Wu et al. (2016) questioned if the low level of student-faculty interactions caused the lower academic achievement, or if the opposite occurred, considering how low-achieving students usually reach out to instructors less frequently than high-achieving students.

A study conducted by Romsa et al. (2017) with American college students from the Millennial generation revealed contradictory findings to previous literature regarding the positive impacts of student-faculty interactions on undergraduates. The findings indicated the frequency of student-faculty interactions was not a predictor of student retention nor satisfaction. Such results, diverging from the majority of studies previously conducted, could be an indicator of a shift in student perceptions based on generational changes, due to the evolving needs and expectations of Millennials. A paradox prevails between Millennials' expectation of accessibility and the importance of sociability for faculty credibility (Gerhardt, 2016), and the infrequency and limited impact of student-faculty interactions.

Positive Impacts on Faculty and Institutions

In addition to benefiting students personally and academically, meaningful student-faculty interactions positively impact faculty members. Professors can sense positive emotional effects from a relational classroom environment, along with a greater sense of belonging and increased motivation (Hagenauer & Volet, 2014). Meaningful student-faculty interactions contribute to student satisfaction, which consequently leads to higher teacher evaluations, increased recognition, and additional opportunities for professional development (Solis & Turner, 2016). Classes where students are engaged lead to a greater sense of satisfaction for educators (Faranda, 2015).

The fostering of meaningful student-faculty interactions in higher education has concrete benefits for colleges and universities. Student-faculty interactions contribute to student persistence and retention (Dwyer, 2017; Jung & Kim, 2018). Positive contacts with faculty foster a healthy institutional climate for diversity (Parker & Trolan, 2019) and contribute to building an enviable institutional reputation which can lead to recommendations for future applicants (Ammigan, 2019; Jung & Kim, 2018). In the context of an internationalized higher education system like Korea, which relies on foreign enrollment and tuition, international student recommendations can be critical.

Factors Enhancing Student-Faculty Interactions

Several student-based, faculty-based, and context-based factors contribute to frequent and meaningful student-faculty interactions. According to Astin's I-E-O model (Astin & Antonio, 2012), such factors can be inputs related to student characteristics or environmental factors, such as classroom culture, faculty characteristics, campus climate, support services, as well as other

variables. Understanding and identifying contributing factors can help educators and institutions develop and implement strategies for fostering positive contacts between professors and students (Cuseo, 2018).

Establishing rapport is an enhancing factor for student-faculty interactions in the classroom. The concept of rapport relates to friendliness and caring (Wilson et al., 2010), for which students have expressed gratitude towards faculty members (Grantham et al., 2015). Rapport is closely linked to immediacy, which includes verbal and nonverbal components used to communicate, such as facial cues, body language, and usage of certain pronouns (H. S. Park et al., 2009). Immediate behaviors, such as the usage of humor, smiling, culturally-considerate eye contact, or self-disclosure reduce the social and psychological distance between educators and students and positively impact student motivation (Rokach, 2016).

Immediacy is a determining factor in the establishment of meaningful student-faculty relationships. A study on the impact of immediacy and trust on out-of-class communication (Faranda, 2015) established a positive correlation between faculty verbal immediacy and student willingness to engage in out-of-classroom communication. The findings indicated immediacy can mediate student engagement with faculty, whether the instructor was immediate with the whole class or individual students. The significance of immediacy relates to the students' perceptions of professors who genuinely care and show compassion and friendliness (H. S. Park et al., 2009). A caring attitude, openness, and immediate behaviors contribute to the creation of a positive classroom atmosphere that fosters student learning and engagement (Faranda, 2015; Neville & Parker, 2017; Solis & Turner, 2016).

Faculty's personality and perceived approachability are factors influencing the quality and frequency of student-faculty interactions in a higher education institution. Students especially appreciate faculty members who demonstrate a good sense of humor (Neville & Parker, 2017) and who are willing to share something personal about themselves (Jungyin Kim & Ruzmetova, 2019; Solis & Turner, 2016). Students are receptive to professors who appear non-threatening, open, and respectful (Soltani et al., 2020). The positive behaviors of faculty, in the form of encouragement, motivation, self-esteem building, and support, contribute to international student satisfaction and university identification, as empirically demonstrated by a study conducted with Chinese international students attending college in Korea (Zheng & Hahm, 2019).

A faculty member's approachability and friendliness influence students' perceptions and foster engagement both in and out of the classroom (Cox, 2011; Trolan et al., 2016). Engineering students interviewed in the context of a qualitative study conducted in the United States revealed how faculty's approachability and friendliness mattered when the time comes to reach out (Briody et al., 2019). International students are especially receptive to faculty members who demonstrate patience, empathy, encouragement, and care, and who make efforts to communicate and engage with students of all origins (Heng, 2017). Such empathetic and approachable behaviors were empirically linked to greater motivation and enhanced wellbeing (Rokach, 2016).

A banal yet significant manifestation of immediacy and a predictor of student-faculty interactions is a professor's ability and willingness to learn students' names (Cuseo, 2018; Solis & Turner, 2016). Being recognized and acknowledged by name gives students a sense of

personal validation which contributes to satisfaction, retention, and learning outcomes (Briody et al., 2019; Faranda, 2015). Such personal connection leads to more meaningful student-faculty relationships, “as even simple incidental contacts mean something to students” (Cox, 2011, p. 61).

Student demographics and individual characteristics, which Astin calls *inputs* (Astin & Antonio, 2012), can have an impact on the frequency and quality of interactions with professors. Junior and seniors usually interact more frequently with faculty, due to an increased level of comfort (Griffin et al., 2014), while first-year students are shier and more reluctant to engage (Romsa et al., 2017). Students’ personalities can impact interactions, as well as, suggested by a study conducted in Oman identifying students’ character, study habits, and self-reported laziness as factors influencing office hour visits (Abdul-Wahab et al., 2019).

The type of learning and teaching strategies implemented in a classroom environment influences the quality and frequency of student-faculty interactions. Lecture-based courses tend to hinder student participation and interactions with professors, while student-centered learning fosters exchanges between students and educators (J.-J. Kang & Metcalfe, 2019; Jungyin Kim & Ruzmetova, 2019). Smaller class sizes can facilitate student-faculty interactions, contrary to larger classes (Griffin et al., 2014; Romsa et al., 2017).

Factors Hindering Student-Faculty Interactions

Research findings confirmed the low frequency of out-of-class interactions between students and faculty on a global scale (Cuseo, 2018; Hagenauer & Volet, 2014). Korean higher education is not exempt from the trend (Ko et al., 2016; You, 2020). Studies conducted in different areas of the world revealed a general tendency of rare utilization of office hours by

students (Abdul-Wahab et al., 2019; Griffin et al., 2014) and infrequent out-of-class interactions between students and professors (Briody et al., 2019; Cuseo, 2018). Students and faculty members mentioned different reasons to explain the scarcity of contacts. Some of the reasons are common to both groups. Such motives vary from institutional to personal, and from faculty-related to student-related.

Students often cited time constraints and schedule conflicts to explain the lack of engagement toward faculty (Romsa et al., 2017). Faculty members mentioned time constrictions as well, mainly due to increasingly demanding research-related and administrative duties (Guerrero & Rod, 2013). Students have expressed reluctance to visit professors after having been told office hours are burdensome to faculty (Abdul-Wahab et al., 2019).

Students have expressed doubt and uncertainty regarding the usefulness and purpose of student-faculty interactions, especially during office hours (Abdul-Wahab et al., 2019; Griffin et al., 2014). In a qualitative study exploring the factors influencing office hour usage in an American university, Smith et al. (2017) identified a lack of knowledge from students regarding the purpose of visits to professors, along with an uncertainty on office hour potential, and a fear of disturbing faculty who appear busy.

Inaccessibility of faculty members hinders student-faculty relationships. The inaccessibility can be based on a seemingly abrasive personality (Abdul-Wahab et al., 2019), busyness, or lack of responsiveness to student communication (Ingraham et al., 2018). Students who perceive faculty members as busy and overworked tend to reach out less frequently (Briody et al., 2019). Conversely to the positive influence immediacy has on student-faculty interactions,

faculty perceived as unapproachable hampers student engagement and reduces meaningful interactions (Abdul-Wahab et al., 2019; Soltani et al., 2020).

Some undesirable behaviors of faculty members can hinder class participation, jeopardize trust, and limit student-faculty interactions. Dermirtas (2016) recorded a direct correlation between undesirable behaviors, a decrease in trust, and a decline in in-class participation. Undesirable faculty behaviors include mismanagement of time, aggressiveness, ineffective communication, poor formation, inadequate knowledge, or excessive strictness. Uncivil attitudes, which can take the form of verbal abuse, unfair treatment of students, and disruptive behaviors, have been empirically linked to frustration, lack of trust, and mental distress for college students (Ingraham et al., 2018).

Professors' reluctance to engage in interactions with students, especially out of the classroom, has been documented (Guerrero & Rod, 2013). A lack of time, too few institutional rewards, value-based conflicts between teaching and research, and feelings regarding relationship-building competence are among the reasons for faculty reluctance (Hoffman, 2014). Faculty members' increased time commitment towards non-teaching activities, such as research and publication, also limits student-faculty interactions (Cuseo, 2018).

Students have identified factors engendering a reluctance to engage with faculty in Korean higher education institutions (B. K. Choi & Kim, 2020). The hierarchical nature of the student-faculty relationship, time constraints, doubts about the potential benefits of the interactions, and a lack of need all contribute to a hesitancy to reach out to faculty. Students have also mentioned the lack of employment-related expertise of Korean professors, who do not appear to be in a position to offer guidance in terms of career choices (B. K. Choi & Kim, 2020).

Risks Inherent to Student-Faculty Interactions

The distinction between relationships and interactions is important in terms of student-faculty contacts. Risks are inherent to intimate friendships or excessive closeness between faculty and students, due to the hierarchical nature of the relationship and the inequity of the power distribution (Hagenauer & Volet, 2014). Perils related to boundary crossings are linked to out-of-class interactions between students and professors, including socializing, romance, drinking relationships, or sexual partnerships (Chory & Offstein, 2017; McArthur, 2017).

A quantitative analysis led by Chory and Offstein (2018) provided empirical evidence that student-faculty multiple relationships, in the form of romance, drinking relationships, or socialization, can damage the class environment. When students know a professor closely socializes with peers outside of class, the level of classroom incivility is likely to increase. Chory and Offstein's study (2018) suggested students expect a certain level of social distance or boundaries from professors. Faculty shall be friendly with students, but not become friends, as excessive proximity can undermine the learning experience for the entire class.

Student-Faculty Interactions in Korea

In concordance with global trends, interactions between students and faculty members are scarce in Korean universities, despite being recognized as beneficial. A longitudinal structural relationship study conducted by J.H. Park and Ko (2019) confirmed the positive effect of student-faculty interactions on learning outcomes and overall satisfaction for Korean undergraduates. Even though valuable impacts have been documented, student-faculty interactions remain infrequent (B. K. Choi & M. Kim, 2020; M. Kim & Lee, 2016; Ko et al., 2016). In the case of Korea, specific social and cultural factors explain the rare occurrences of

student-faculty interactions in universities. These elements are related to the environment, as defined by Astin's I-E-O model (Astin & Antonio, 2012).

The low frequency of student-faculty interactions in Korean universities is consequential to a Confucian cultural heritage. Such cultural background dictates stringent power relationships between superiors and subordinates, leading to a lack of free interactions between students and professors (H. S. Park et al., 2009). Students receive the information dispensed by the lecturer passively, in an authoritative and teacher-oriented classroom environment (B. K. Choi & Kim, 2020). Korean educational landscape is structured by a distinctive Confucian hierarchy, placing students in a position of submission and teachers in a position of authority (Schenck et al., 2013). Students refrain from asking questions, taking responsibility for individual learning, or engaging in reciprocal relationships with faculty. Students have to show respect and obedient loyalty toward professors, based on the Confucian philosophy dictating societal roles (Fendos, 2017).

In a qualitative study conducted with 15 international students enrolled in Korean universities, Schenck et al. (2013) reported how students deplored the lack of assistance from Korean professors and curricula. With little to no class discussions or group activities and overuse of PowerPoint presentations, classes appeared unhelpful. International students criticized faculty for refusing to provide help or assistance when requested; one participant reported a faculty member saying: "I'm the professor. Ask your classmates" (Schenck et al., 2013, p. 36). Such an exchange exemplifies the conception of the professor as the dominant figure in a Confucian classroom culture (Fendos, 2017), which limits student-faculty interactions.

In the Korean education system, professors are expected to master all field-related content. Based on this cultural premise, questions raised by students can be perceived as an

affront to a professor's position as a content expert (Fendos, 2017). A form of protective vulnerability, meant to conceal self-doubt, impacts many Korean teachers, who refuse to open up or reveal shortcomings in front of students (Song, 2016). Such attitudes contribute to a classroom environment where asking questions is deterred. International students have testified of tacit pressure from domestic peers to remain quiet in class (Schenck et al., 2013).

Even though student-faculty interactions are infrequent in Korean universities, students still benefit from engaging with professors. Empirical findings revealed how even a little contact between faculty and students can positively influence learning outcomes (Ko et al., 2016). A study by You (2020) with Korean undergraduates reported a direct positive correlation between student-faculty interactions and student satisfaction with academic majors, and an indirect yet significant correlation with career motivation. According to a Korean study by Giljae Lee and Lee (2017), the predominant factor of student-faculty interactions was student characteristics, including whether or not students have a definite career plan for which faculty guidance might be helpful. Institutional factors, such as the size or funding level of the institution, failed to show a statistically significant relationship with student-faculty interactions.

Korean faculty members have expressed reluctance in engaging in student-faculty interactions. Based on the findings of a study by B.K. Choi et al. (2016), increased institutional support, additional recognition, and enhanced departmental efforts to improve the curriculum could positively influence student-faculty interactions on Korean campuses. Other scholars have made pleas for a more proactive promotion of student-faculty interactions in Korean universities, based on empirical findings confirming the positive impacts on student satisfaction, retention, and academic outcomes (B. K. Choi & Kim, 2020; Giljae Lee & Lee, 2017).

Student-Faculty Interactions in the COVID-19 Era

The emergence of the novel COVID-19 virus on a global scale in the spring of 2020 forced a majority of higher education institutions around the globe to transition from traditional in-class instruction to online instruction (Aristovnik et al., 2020). In many countries, including Korea (H. Choi et al., 2021), the implementation of distance education was mostly deployed through emergency remote teaching (ERT). ERT is an unplanned practice utilizing whichever resources were available, either offline or online, in response to a crisis (Bond et al., 2021).

The COVID-19 pandemic had a significant impact on Korean higher education. Governmental restrictions prohibiting in-person gatherings forced universities to conduct classes online through ERT (Stewart & Lowenthal, 2021), bringing campus activities to a halt, shutting down facilities, and reducing in-person contacts to a minimum. The high proportion of international students from China further complicated the situation, due to challenges related to mobility, and an increase in harassment and anti-Chinese sentiment in Korea (Zhao et al., 2021).

International students already enrolled in Korean programs had to transition from traditional face-to-face instruction to remote learning, along with domestic classmates. International students were forced to stay confined on campus, with a majority of facilities closed or inaccessible (Stewart & Lowenthal, 2021). Considering how significant interactions with local communities (including with professors and classmates) and physical involvement in a host country are in an international student experience, being forced to study remotely and remain in isolation impaired exchange and international student experiences (Stewart & Lowenthal, 2021; Zhao et al., 2021).

Scholars have reported online education can foster feelings of isolation in comparison to in-person instruction, and international students are especially vulnerable to such loneliness (Erichsen & Bolliger, 2011). In the context of the COVID-19 pandemic, international student struggles were amplified by a lack of access to facilities, cancellation of social events, and limited presence of faculty members on campus (Zhao et al., 2021).

Student-Faculty Interactions While Studying Online

Rapport between students and faculty members is harder to establish in an online environment than in a traditional classroom (Glazier & Harris, 2021). Bearing in mind that direct student-faculty interactions demand more from faculty in terms of involvement and time, asynchronous learning activities, such as pre-recorded lectures and reading assignments, are often chosen for efficiency sake. Such choices are made at the expense of one-on-one student-faculty contacts, which lack economy of scale (L. Wu & Jin, 2020). Considering how critical faculty involvement is in the online learning process, opting for teaching strategies which increase instructor presence is a fruitful strategy to foster student engagement and retention (Seery et al., 2021).

Kanasa (2017) posited students' need for contact ought to be acknowledged and fulfilled by educators while studying online. Efforts should be made to increase mutual communication and mitigate the lack of non-verbal cues. While written communication through e-mail is enhanced by online education and has benefits in terms of efficiency and speed, faculty social presence through active and collaborative learning should not be neglected, based on the positive impacts on student experiences (Celuch et al., 2021).

International Students

International students are defined as individuals who moved to another country for education (OECD, 2019). Student populations around the world are increasingly diverse, thanks to the growth of student mobility between countries (Khanal & Gaulee, 2019). International students are valuable players in the global higher education scene for various reasons. In addition to taking an active role in the internationalization of higher education, international students constitute a significant financial resource for institutions (Wekullo, 2019). The presence and involvement of foreign students contribute to the development of intercultural competencies for all students (Ammigan, 2019) and add cultural, experiential, and linguistic diversity to university settings (Jin & Schneider, 2019). International students contribute to job creation, development of science and technology, and economic growth either abroad or at home (Gautam et al., 2016).

Challenges for International Students

When moving to a foreign country to pursue education, students inevitably face challenges. While regional and cultural factors modulate individual experiences, some challenges occurring before, during, and after a stay in a host country are common to all international students. As stated by Khanal and Gaulee (2019), pre-departure challenges include information seeking, admission processes, and preparation of documentation for visa issuance. Post-departure challenges comprise culture shock, financial stress, issues regarding living and socio-cultural adaptation, and social interactions, especially when a language barrier is present. Finally, the post-study challenges for international students include pressure and stress related to an uncertain future, policy hurdles when returning home, and potential reverse culture shock (Khanal & Gaulee, 2019).

Multiple factors influence the experiences of international students. Such factors can be related to inputs or environments, as described by Astin's I-E-O model (Astin & Antonio, 2012). Examples of specific challenges encountered by international students include loneliness, homesickness, issues with the language of instruction, difficulties in adapting to the teaching environment, discrimination, cultural challenges (including culture shock), academic struggles, problems related to housing or transportation, and socialization-related issues, such as difficulties connecting with peers (Gautam et al., 2016). Some international students experience difficulties on various levels, including in the classroom, on campus, or in the host community in general (Khanal & Gaulee, 2019).

Role and Importance of Faculty

Since student-faculty interactions is a multi-dimensional and context-dependent construct, students' expectations can vary (Hagenauer & Volet, 2014). In the case of international students, relationships with faculty are more meaningful in terms of guidance, emotional support, and academic help (Glass et al., 2017; Jungyin Kim & Ruzmetova, 2019). Results from a quantitative study led by Wang and BrckaLorenz (2018) confirmed the significance of faculty support and connection with international students in terms of student engagement. Findings revealed meaningful student-faculty interactions can mitigate an unwelcoming or negative campus climate for international students. A study conducted in Korea corroborated previous findings postulating that high levels of social support, including faculty and peers, can reduce acculturative stress and ease college adjustment for international students (Gina Lee et al., 2020).

Due to specific adaptation challenges, international students rely more heavily on host universities and professors than domestic students (Chen & Zhou, 2019). According to Glass et al. (2015), faculty members are among the most influential people for an international student. International students are especially receptive to faculty members who display cultural sensitivity, foster inclusion, emphasize student contributions during class, and pay attention to students before, during, and after classes (Wang & BrckaLorenz, 2018). Chinese international students interviewed by Yu and Peters (2019) insisted on the necessity for faculty to create a connection with students and highlighted the importance of communicating with care, compassion, and investment in international students' success. Y. K. Kim and Lundberg (2016) designated faculty members as major socializing agents in college, emphasizing professors' impact on student persistence and retention in higher education settings.

Internationalization of Korean Higher Education

Korean higher education has been in an internationalization process since the mid-1990s. Policy-driven internationalization efforts started after the election of Kim Young Sam, the first civilian president in more than 50 years (Green, 2015). In Korea, the internationalization of higher education includes policies and institutional efforts to boost research activity, intensify international student recruitment, multiply partnerships with international institutions, and implement English as the lingua franca for academic communication (Csizmazia, 2019).

Motivating Factors for Internationalization

As stated by Byun et al. (2013), different factors have motivated the Korean government initiatives to internationalize higher education. Universities are important players in the economic growth and productivity of a country. An increasingly internationalized higher

education system contributes to building Korea's national competitiveness in the global economic market. The importance placed on international university rankings has also pushed Korea to accelerate the development of a higher education system which can provide international visibility and recognition to the country. As Korea is facing an important demographic decline, robust international student enrollment constitutes a significant source of revenue for universities (Byun et al., 2013).

Recruitment of Foreign Students

The recruitment of foreign students is a crucial factor in the internationalization of Korean higher education (Green, 2015). The Korean government and higher education institutions have been deploying aggressive policies to attract international students, with the intent of becoming an educational hub (Jon et al., 2014). Such policies include lowering college entrance standards for international students, increasing recruitment targets, introducing new programs, and funding scholarships (Stewart, 2020). Statistics from the Korean Ministry of Education (2019) indicated a constant increase in foreign student enrollment since 2010, reaching a total of 160,165 international students in 2019. The total number includes degree and non-degree students, such as students in co-operating programs, exchange students, visiting students, and others.

In Korea, the vast majority of foreign students come from China (44.3%), distantly followed by Vietnam (23.3%), Mongolia (4.6%), and Japan (2.7%). Asian students largely dominate in terms of recruitment, totaling 90.9% of the foreign student population in Korean tertiary education (Ministry of Education, 2019). Chinese and East Asian international students

who chose to study in English-led programs mentioned geographical proximity, university publicity, and country awareness as incentives to choose Korea (R. Kang & Ko, 2019).

Institutional Challenges Impeding Internationalization

Challenges accompany the strategy of intense foreign student recruitment led by Korean higher education institutions. Korean universities are welcoming a growing number of international students, but the support for living and learning environments is insufficient (H. Lee & M. Lee, 2019). The promotion, information, and career-related support services need to be strengthened to serve international students more effectively. Jung and Kim (2018) reported efforts to recruit more international students have been focusing on reaching quantitative targets (number of enrolled students and amounts of generated tuition fees) rather than achieving quality-related goals. Generating income for Korean universities facing domestic demographic decline often supplants attracting the best candidates. An imbalance remains in terms of countries of origin, types of enrollment, and fields of study, since the vast majority of the foreign students come from neighboring countries (Jung & Kim, 2018).

The Korean government has launched a series of measures and programs to accelerate the internationalization process, including accreditation schemes, funding programs, and scholarships (Csizmazia, 2019). Korean universities are investing efforts and resources to meet government-set criteria. Efforts include promotion and reward of international publications, hiring of foreign faculty, and, most importantly, intensive recruitment of international students (Green, 2015). J. Lee et al. (2017) cautioned against the risk of international students' treatment as commodities for financial gain in an indiscriminate effort to internationalize Korean higher education.

Jung and Kim (2018) posited recruitment as the main purpose of internationalization is unacceptable. A satisfactory learning experience for foreign students and sustainable academic and personal development should prevail. Issues regarding Korean campus environments threaten the internationalization process. Discriminatory practices, lack of diversity, difficulties in implementing English-based instruction, mismatch between institutional intents, and employees' unwillingness to engage with international students are among the many (Jin-hee Kim, 2016). International students studying in Korea often have difficulties adapting to an unfamiliar culture, due to a lack of understanding of local cultural norms (Jeongyeon Kim, 2018). Services related to information provision and career support for international students are insufficient. Better-adapted general student services related to finances, employment, networking, and counseling are also necessary to better address foreign students' needs (H. Lee & Lee, 2019).

Neo-Racism and Discrimination

Korean universities welcome an increasing number of international students every year but struggle to become multicultural and inclusive enough to properly accommodate foreign students (Jin-hee Kim, 2016). Even though Korea is becoming increasingly pluralistic, a form of exclusive nationalism still underlies Korean people's attitudes towards foreigners (J. Lee et al., 2017). Bloodline nationalism and ethnic homogeneity contribute to a climate of racial discrimination which lingers in Korean society, including on university campuses (Jin-hee Kim, 2016).

Studies documented instances of institutional racism against international students in Korean universities (Jin-hee Kim, 2016; J. Lee et al., 2017; Zoljargal & Chimed, 2014).

International students attending college in Korea reported experiences of implicit or explicit discrimination and exclusion by peers and faculty, and perceptions of unfair treatment based on nationality (Dos Santos, 2020; Zoljargal & Chimed, 2014). Foreign students testified of a general sense of alienation in learning activities, due to discriminatory behaviors such as exclusion from class activities, negative bias in assignment grading, and different treatment from faculty compared to domestic peers (Jin-hee Kim, 2016). Participating in team projects was challenging for international students as well, since Korean classmates were reluctant to collaborate (Jeongyeon Kim, 2018). Indonesian students experienced racism when Korean peers adopted a derogatory attitude toward foreign students coming from a country judged inferior. International students from Indonesia referred to unacceptable pressure and expectations of Korean peers concerning docile adoption of local customs. The customs included drinking alcohol and eating pork, which sometimes conflicted with international students' religious or cultural values (Mulyana & Eko, 2017).

Experiences of discrimination and prejudice reported by Chinese international students were especially problematic. In a study conducted by J. Lee et al. (2017), Chinese students outlined instances of unfair treatment on campus by classmates, faculty, and staff. Chinese students mentioned negative interactions in classrooms due to professors' derogatory remarks about China. Negative encounters out of campus were experienced by Chinese international students, including employment discrimination, exploitation, struggles to secure accommodations, and verbal or physical attacks. Contradictory findings from another qualitative study conducted in Korea (Schenck et al., 2013) reported how international students from other countries perceived Chinese students to be treated more favorably. Examples of preferential

treatment of Chinese students included dormitory announcements in Korean and Chinese (but not English) and Chinese translations of course contents and material which appeared to give a competitive advantage to Chinese students over other international enrollees.

Treatment of international students based on country of origin is a key characteristic of Korean neo-racism. Neo-racism refers to a new form of xenophobia based on a person's country of origin, in addition to prejudice based on race (J. Lee et al., 2017). A perceived hierarchy of cultures underlies neo-racist attitudes on Korean campuses; Korean peers and faculty treat international students differently, based on nationality. Korean students experienced feelings of hostility and suspicion toward international peers (Jon, 2012; Min et al., 2019). In the context of a qualitative study exploring the power dynamics between domestic and international students in Korea (Jon, 2012), Korean students expressed different attitudes towards international students based on countries of origin and spoken languages. In another study, Korean students stated a clear preference for white international students from Western countries, to the detriment of others (Min et al., 2019).

International students interviewed by Zoljargal and Chimed (2014) expressed a feeling of being compared and treated differently based on stereotypes related to ethnicity and socioeconomic status of countries of origin. Participants lamented the lack of knowledge and interest of the Korean community in home countries and cultures of international students. Students from Asian countries, especially China, reported higher rates of discrimination than other nationalities while studying in Korea (Suh et al., 2019). Domestic students testified to feeling less friendly and more uncomfortable with Chinese international peers than students from North America or Europe (Jon, 2012).

A few studies conducted in Korea reported different results in terms of discrimination against international students. Findings from an exploratory factor analysis led by Alemu and Cordier (2017) revealed a majority of the surveyed international students were satisfied with the academic experience and felt fairly and respectfully treated by Korean peers. A noteworthy quote from the study mentioned “international students’ perception of unfair treatment by professors was only 21.4%” (Alemu & Cordier, 2017, p. 58). The study neglected to include statistical evidence substantiating the hypothesis international students were unfairly treated by Koreans based on nationality or ethnicity.

Perceptions of discrimination can have negative psychological and interpersonal consequences for international students (Quinton, 2018). In Korea, discriminatory experiences have been empirically linked to frustration, isolation, and mental distress for international students. The results of a study by Suh et al. (2019) indicated that international students’ perception of personal rejection and discrimination was significantly linked to depression and anxiety. Asian international students in Korea were especially at risk, with higher mental distress levels than students from other parts of the world. Empirical evidence demonstrated a lack of social integration for international students can lead to poor mental health and attrition from host institutions (Chen & Zhou, 2019; Guzzardo et al., 2021).

Insufficient Inclusivity and Support

A lack of inclusive policies regarding multiculturalism prevails at an institutional level (Jin-hee Kim, 2016), despite Korean higher education institutions’ determination to pursue recruitment of international students. Campus resources are important to international students. Support offered through international centers, counseling services, or writing centers can

facilitate integration and adaptation (Gina Lee et al., 2020). The support provided through tutoring, career advice, counseling sessions, library resources, and other facilities and services fosters academic satisfaction and success for international students (Ammigan, 2019).

In Korea, a disconnect between the ideals of internationalization policies and the actual practice on Korean campuses creates tensions and hinders international students' adaptation (J. Choi & Kim, 2014). A perceived gap in support from the university has been documented as a strong predictor of acculturative stress for international students (Bai, 2016). For example, on Korean campuses, international student counseling is not adequate to serve a multicultural clientele (Nam et al., 2020). Providing well-adapted resources to international students can lead to stronger attachment and commitment to the institution (Glass & Gesing, 2018). Korean universities would benefit from offering adaptive and integrated services to international students present on campus.

English, the Lingua Franca?

A key element of higher education internationalization is the utilization of English as a lingua franca, through general content courses taught with English as a medium of instruction (EMI). Korean universities utilize EMI to attract international students and increase tuition revenues (Jon et al., 2014), especially for East Asian students who choose Korea over more expensive host countries in North America or Europe (R. Kang & Ko, 2019). A solid offer of EMI courses can also contribute to the retention of Korean students who might be tempted to pursue advanced studies in an English-speaking country (Murdoch & Cho, 2019).

While advertisements promise EMI instruction to future international students, the reality of Korean campuses often differs. International students shared feelings of disappointment and

frustration in regards to the limited offer of EMI classes (Murdoch & Cho, 2019). In courses meant to be taught in English, Korean faculty frequently revert to the Korean language to explain difficult concepts or offer complementary information, fostering feelings of exclusion for international students enrolled in the class (J. Choi & Kim, 2014; Csizmazia, 2019).

Green (2015) explained how EMI has been compulsorily enforced in many Korean universities without careful consideration for students' and faculty' English proficiency. Universities have been offering an increasing number of EMI courses to secure government funding and improve rankings, but without offering sufficient support to Korean faculty (Jon et al., 2020). Even though EMI is perceived as a tool for internationalization of teaching and research, the implementation of English-based instruction in Korean universities has generated criticism regarding the performance of Korean students and professors (Y. Cho & Palmer, 2013). In a study by Murdoch and Cho (2019), international students have expressed a preference for English courses taught by non-Korean faculty.

International students felt disappointed by a lack of English-based courses compared to what was advertised (Jin-hee Kim, 2016; Murdoch & Cho, 2019). Other foreign students expressed dissatisfaction regarding the overemphasis placed on English in Korean universities (Jon et al., 2014). Research reveals a gap between the promised and the reality of the experience as students enrolled in Korean higher education institutions. Conclusively, international students' expectations of Korean campuses were unmet.

Gap in Literature

Research conducted in North American universities composes the vast majority of the literature related to student-faculty interactions in higher education settings (Hagenauer & Volet,

2014). While certain key elements are common to college students around the globe, regional and cultural elements can influence the contacts between students and faculty in ways warranting exploration. Existing studies of student-faculty interactions focus on the frequency or rarity of contacts, rather than perceptions, experiences, and meaning-making. Evidence related to international students' satisfaction while studying in Korea is limited (Alemu & Cordier, 2017). Key elements relevant to international student experiences in Korea and student-faculty interactions deserve scholarly attention.

Chapter Summary

In review of the literature, research exploring the importance and benefits of meaningful student-faculty interactions in college is extensive and comprehensive. The research reinforces the basic idea frequent contact with professors has a positive impact on students, faculty, and higher education institutions. International students are especially impacted by student-faculty interactions, improving satisfaction, performance, sense of belonging, and overall wellbeing. In the Korean higher education context, international students face a specific set of challenges. The literature indicates a low frequency of student-faculty interactions on Korean campuses, despite recognized usefulness. Qualitative evidence related to interaction experiences between faculty and international students in Korean universities is missing.

The study addresses the gap in the literature focusing on the lived experiences of student-faculty interactions as perceived by international students enrolled in Korean universities. A theoretical framework based on Astin's student involvement theory (1999) and I-E-O model (Astin & Antonio, 2012) guided the qualitative exploration of student-faculty interaction experiences. Chapter 3 describes the phenomenological study exploration of international

students' perceptions of the lived experiences of student-faculty interactions while attending college in Korea.

Chapter 3: Methodology

The number of international students enrolled in Korean higher education institutions has been continuously rising, with a growth of 30% in enrollment since 2017 (Ministry of Education, 2019). The Korean government is determined to pursue the growth of foreign student enrollment (Jung & Kim, 2018). Challenges regarding the integration of international students persist at an institutional level, as Korean universities are not yet sufficiently inclusive and multicultural (Jin-hee Kim, 2016). Meaningful student-faculty interactions have been identified as significant factors influencing academic success and retention of international students (Glass et al., 2015; Wang & BrckaLorenz, 2018).

Student-faculty interactions are rare on Korean campuses (Ko et al., 2016), despite recognized worth and usefulness (Grantham et al., 2015; Romsa et al., 2017). The problem is low frequency of student-faculty interactions in Korean universities (E.-M. Choi et al., 2019; Ko et al., 2016). The rarity of direct contact between students and faculty is especially problematic for international students, who face academic, linguistic, and adaptation challenges while studying in a foreign country (Khanal & Gaulee, 2019). The purpose of the qualitative phenomenological study was to explore lived experiences of student-faculty interactions as perceived by international students enrolled in a Korean university. The study investigated student-faculty interactions in terms of meaning-making in the lived experiences in and outside the classroom, as perceived by international students.

Two research questions guided the study:

Research Question 1: What are international students' lived experiences of student-faculty interactions inside the classroom at a Korean university?

Research Question 2: What are international students' lived experiences of student-faculty interactions outside the classroom at a Korean university?

The purpose of the chapter is to detail the research methodology guiding the study. The following section presents the research design and rationale, explaining how a phenomenological approach is appropriate to address the research questions. The subsequent sections present the role of the researcher, research procedures, instrumentation, and processes regarding data collection and analysis.

Research Design and Rationale

The study utilized a phenomenological design to explore lived experiences of participants by focusing on meaning-making. Phenomenology is a qualitative approach focusing on *what* and *how* people experience a specific phenomenon to develop a compound description of the essence of the experience (Moustakas, 1994). A phenomenological study is an appropriate choice to explore and describe the lived experiences of individuals who have been involved with a specific phenomenon (Creswell, 2013), such as interactions between professors and international undergraduates enrolled in a Korean university.

A phenomenological approach is suitable to answer the research questions, which are broad and designed to gather data leading to a textual and structural description of participant common experiences (Creswell, 2013). Phenomenology allows the examination, description, and interpretation of lived experiences of several individuals having shared a given phenomenon (Groenewald, 2004). Research design contributed to a deeper understanding of the phenomenon of student-faculty interactions in Korean universities, as experienced by international students.

Phenomenology, as a qualitative approach, connects with the research context due to the unique situation of international students attending university in Korea. As a participant-oriented approach, phenomenology is flexible enough to adequately study lived experiences and describe common meanings (Alase, 2017). Among the different methods of qualitative inquiry, phenomenology is the most appropriate to answer the research questions. International students enrolled in Korean universities constitute a heterogeneous group, unsuitable for ethnography. Experiences are meant to be explored for a multitude of participants rather than a single one, which excludes narrative research or case study approaches (Creswell, 2013).

The study was conducted in Korea, which is geographically relevant. The study was not conducted at a specific research site. Potential participants were recruited via electronic invitations posted in several Facebook public groups (see Appendix A) frequented by international students enrolled in Korean universities. Individual interviews with international students having experienced student-faculty interactions are an adequate instrument for data collection, allowing students to tell personal stories (Seidman, 2006). The chosen research design limitations include time and resources. The conduct of the study occurred over 1 year to allow adequate time for data collection and analysis by an independent researcher, sans institutional support.

Role of the Researcher

In the research, I acted as an observer in the collection and interpretation of data. Qualitative research is, in essence, interpretative and involves a sustained and intensive experience with participants (Creswell, 2014). In-depth interviews provided an opportunity for

participants to share thoughts and feelings through subjective perspectives of a phenomenon (McGrath et al., 2019) and explore lived experiences in terms of meaning-making.

In qualitative research, a human instrument mediates findings (Chan et al., 2013). The discussion and disclosure of subjective viewpoints and presumptions are necessary to effectively act as a primary instrument in the study (Chan et al., 2013). The process of bracketing personal views, called *epoche*, contributes to the validity and trustworthiness of the study (Creswell, 2013). By putting aside subjective beliefs about the studied phenomenon, lived experiences of the participants remain the focus of the study (Chan et al., 2013). Bracketing mitigates the potentially detrimental effects of biases and presumptions, thereby, increasing rigor in the conduct of research (Tufford & Newman, 2012). Self-reflection writing activities, including the keeping of a reflexive diary, contribute to the development of bracketing skills and the cultivation of an open-minded attitude allowing meaning to emerge (Chan et al., 2013).

Participants in the study did not include students attending the university where I am employed as an assistant professor. Exclusion avoided direct connections or dual roles leading to conflicts of interest, as well as undue influence on participants, which would breach ethical guidelines (Department of Health, Education, and Welfare, 1979). The name of attended institutions was one exclusion criteria in support of honoring ethical guidelines.

For over a decade teaching in Korea, professional relationships through teaching international students and working alongside Korean and foreign educators have been established. I have no direct connection to other Korean universities. The position held as an assistant professor might influence participant perceptions of what can or cannot be said about

faculty members. To address the potential of undue influence, choosing a neutral location for the interviews and avoiding references to professorship guided data collection activities.

Building rapport and establishing respect, attention, and good manners contributed to successful interviews (Seidman, 2006). Talking to a fellow expatriate might incite participant confidences when sharing lived experiences as foreigners studying in Korea. Such similarities might have encouraged participants to reveal more personal experiences and details, but caution prevented revealing personal views to participants, to avoid distortions or distractions (Seidman, 2006). As Seidman (2006) stated, the interviewing relationship can be friendly, but should not be a friendship.

Equity in the research process takes place through being explicit about the study purposes and procedures, taking the necessary steps to ensure participant stories are heard, and setting time and place for interviews convenient for participants (Seidman, 2006). The choice of a quiet, comfortable, and non-intimating location contributes to creating an atmosphere promoting trust, preserving confidentiality, and allowing the interviewer and interviewee to remain focused on the story (Quinney et al., 2016). Monetary incentives were not a factor, but a token of appreciation, such as complimentary drinks and snacks, demonstrated appreciation to participants for contributing to the study.

Research Procedures

Phenomenological research is the exploration of a specific phenomenon from the perspective of individuals involved (Groenewald, 2004). A phenomenological approach captures the descriptions of lived experiences related to a phenomenon from which data emerge (Neubauer et al., 2019). The following section details research procedures implemented in

phenomenological research, including population and sample selection, instrumentation, and data collection.

Population and Sample Selection

A target population is a group of people subject to conclusions drawn in the context of a study (Babbie, 2021). International students enrolled full-time as undergraduates at a Korean university composed the target population for the study. In 2019, a total of 160,650 international students were enrolled in undergraduate, graduate, and non-degree Korean university programs. A total of 60,688 international students are enrolled full-time in a four-year undergraduate program (Ministry of Education, 2019).

Facebook was a means to distribute an invitation to participate through passive participant recruitment. Social media platforms, such as Facebook, are effective gateways to access individuals based on eligibility to a particular study (Gelinas et al., 2017). Before launching recruitment, a message was sent to the administrators and moderators of each Facebook group, to validate that posting the invitation to participate was acceptable and obtain written permission (see Appendix B). Once administrator consent was obtained, an electronic invitation to participate, in the form of a public post with a hyperlink (see Appendix C), was posted. The invitation to participate was descriptive to avoid misleading possible participants (Ferrigno & Sade, 2019). The dissemination of information regarding the study attracted potential participants without active contact or solicitation (Gelinas et al., 2017). The study did not take place at a specific research site, nullifying the need to obtain formal site permission.

Recruiting a sufficient number of participants for a qualitative research study is primordial for project completion and success. The inability to do so can lead to the failure of a

given study (Manohar et al., 2018). Facebook is an adequate channel for online passive recruitment, as a free, widely available, and highly popular social media platform (Chambers et al., 2020). To ensure a broad diffusion of the invitation to participate, three Facebook public groups pages were identified as potential channels to reach international students enrolled in a Korean university. The exact number of potential participants who saw and read the invitation is difficult to assess. The number of members included in a Facebook group is likely to exceed the number of people who saw and read the invitation to participate, as well as the number of people who fit the sampling criteria. Individuals might have been members of more than one group where the invitation was posted. Based on the figures provided by Facebook regarding the membership of the relevant groups, assuming several hundred international students attending university in Korea saw and read the invitation to participate in the study was not unrealistic.

The selection of participants was dependent on purposive sampling, a method of nonprobability sampling based on researcher judgment, basic knowledge of a population, and purpose of the study (Babbie, 2021). Purposive sampling was an appropriate method to identify primary participants having experienced the phenomenon under examination (Creswell, 2013). The invitation to participate was available publicly and was shareable on Facebook. Snowball sampling, a nonprobability sampling method where participants are invited to suggest additional people for the study (Babbie, 2021), could occur if potential students choose to share the invitation with fellow international classmates.

The recruitment letter, in the form of a public Facebook post, contained a live hyperlink to a short electronic questionnaire (see Appendix D). The questionnaire was available in English and French. The questionnaire included skip sequencing, a practice in which the response to a

question is used to determine whether subsequent questions are asked or not, to eliminate inapplicable questions and reduce the burden on respondents (Manski & Molinari, 2008).

Seventeen (17) participants composed the sample for the study. The projected sample size was 30 participants, which took into account attrition (Creswell, 2013). A sample should be large enough to sufficiently describe the phenomenon of interest (Patton, 2014). A total of 17 participants was acceptable for the study to attain saturation and appropriately address the research questions.

The questionnaire was designed to identify participants who have experienced a given phenomenon (Creswell, 2013). The three inclusion participation criteria were: (a) full-time enrollment as an undergraduate international student in a Korean university for a minimum of 1 semester, (b) lived experiences of direct interactions with faculty in or outside the classroom, and (c) agreement to be interviewed in the context of the study. Exclusion criteria for the study included (a) age under 18, (b) part-time or temporary undergraduate enrollment (such as internship or exchange), (c) graduate school enrollment, (d) enrollment at the university where the person conducting research was employed, and (e) lack of direct experiences with student-faculty interactions.

The invitation was posted for potential participants who frequent selected Facebook groups to view in the news feed. Potential participants were not directly contacted or solicited through Facebook. Each group served as a gateway toward the online questionnaire, preserving participant confidentiality by avoiding exchanges of e-mail addresses, usernames, or other identifying contact information. Such a process limited the risks of ethical issues raised by direct personal relationships (Reid et al., 2018) or threats to participant right to confidentiality.

The recruitment post invited international students frequenting the Facebook groups or pages to click on the link to be redirected to the informed consent form and the electronic questionnaire. Facebook was not used to actively recruit participants through direct contacts or solicitation of specific individuals, nor to collect data, but was rather used for passive online recruitment (Gelinas et al., 2017). To recruit international students attending universities all over Korea, Facebook served as the electronic equivalent of a university bulletin board used to pin flyers or posters.

An informed consent form was attached to the electronic questionnaire (see Appendix E). Participants gave informed consent before accessing the questionnaire items. Informed consent forms plus accompanying documents provided sufficient and comprehensive information to the participants, permitting a voluntary decision to participate or not in the study (Department of Health, Education, and Welfare, 1979). Failure to complete the consent form prohibited access to the questionnaire. Participants were free to withdraw from the study at any moment, as explained in the informed consent form. From the moment of initial contact with potential participants, the recruitment procedures were expected to take 4 to 6 weeks.

Instrumentation

Two research instruments served for data collection in the context of the study: an electronic questionnaire and semi-structured in-depth interviews. The questionnaire identified potential participants who fit the sampling criteria. A questionnaire is meant to elicit specific information from respondents (Babbie, 2021). Such an instrument was adequate to identify participants who fall within the boundaries of the current study. Interview development was guided by a desire to understand the lived experiences of people (Seidman, 2006), and,

consequently, creation of a suitable instrument to address the research questions in the context of a phenomenological study.

Electronic Questionnaire

In the initial stage of the study, potential participants were invited to respond to a 22-item questionnaire, delivered through an electronic service. The questionnaire contained demographic questions, multiple-choice questions, and close-ended questions. Questionnaire items facilitated the selection of participants for the study by targeting elements related to sampling criteria. The questionnaire was clear, convenient, and practical, to appeal to respondents and result in higher response rates (Mutepefa & Tapera, 2018). The skip sequencing eliminated respondents who did not meet the criteria. After the compilation of questionnaire responses, a sample of 17 participants was constituted.

In-depth Interviews

Participants took part in semi-structured in-depth interviews of an approximate duration ranging from 38 to 62 minutes. Interviews followed an interview guide (see Appendix F), designed to ensure the same basic lines of questioning were followed for each interview (Patton, 2014). The questions were open-ended to facilitate the exploration of lived experiences.

Semi-structured in-depth interviews took place in person, individually and face-to-face, at a location convenient to participants. If necessary, interviews by videoconference occurred, but in-person interviews were preferable, as knowledge is often communicated through body language, facial expressions, and voice tone (Høffding & Martiny, 2016). The COVID-19 pandemic, which limited in-person interactions for public health reasons, imposed the utilization of videoconferencing software to conduct virtual interviews. Usage of software such as *Skype* or

Zoom was an adequate alternative means for data collection, as no limitations inherent to technology hindered the conducting of in-depth interviews (Hanna & Mwale, 2019).

Interview questions elicited participant expressions of experiences, feelings, beliefs, and recollections (Groenewald, 2004) about student-faculty interactions. The research questions served as starting points for the interviews. Additional descriptive questions elicited participant expressions and descriptions of lived experiences (Seidman, 2006). Follow-up questions were used to obtain clarity and investigate possible participant personal interpretations of the phenomenon (McGrath et al., 2019). Interviews were reciprocal dialogues between interviewer and interviewee (Groenewald, 2004).

Appropriateness and Validity

A questionnaire is an appropriate instrument to elicit information useful for research (Babbie, 2021). Data collected as results of the questionnaire contributed to the creation of a participant poll from which the sample was drawn. The questionnaire was not designed to answer the research questions but rather to contribute to the selection of participants for the subsequent interviews. Interviews are appropriate instruments for data collection in a phenomenological study, allowing participants to tell personal stories through a meaning-making process (Seidman, 2006). For researchers, interviews are attempts at understanding the world from the subject viewpoint and at unfolding the meaning of individual experiences (McGrath et al., 2019).

Subject-matter experts (SMEs) validated the appropriateness of the questionnaire items and interview protocol through field testing. The SMEs are researchers with practical experience with phenomenological studies or qualitative research involving international students. Based on

knowledge and expertise, SMEs help establish the validity of research instruments (Creswell, 2014). Electronic communication with four different SMEs (see Appendix G) permitted the assessment of instruments and integration of feedback into the design to ensure validity.

Data Collection

Qualitative research investigates the experiential life of people; data required is derived from a purposeful exploration of human phenomena with participants (McGrath et al., 2019). To gather such data, semi-structured in-depth interviews were conducted to explore participant lived experiences of the phenomenon. As a means to recruit and select participants, a questionnaire gathered demographic data and data related to student-faculty interaction experiences. The data collection process began after the American College of Education Institutional Review Board (IRB) granted formal approval of said research.

Electronic Questionnaire

The first step of the data collection process involved an electronic questionnaire, to gather information from respondents (Babbie, 2021). The questionnaire collected data related to (a) participant demographics, including country of origin, age, gender, mother tongue, and date of arrival in Korea, (b) information regarding enrollment, such as university name, department and program, year ranking, and start date of studies in Korea, (c) self-evaluated language skills in English and Korean, and (d) agreement to be contacted and interviewed in the context of the study. The questionnaire acted as an online screener, employed to find participants who qualify for the study (Weiner et al., 2017). Data collected from questionnaires was used solely for participant selection. It was not analyzed in the context of the phenomenological study.

Respondents answered questionnaires through an electronic system. Web-based questionnaires are convenient and enjoyable for respondents, can easily integrate skip sequencing, and are comparably less expensive (Nayak & Narayan, 2019). An automatically generated number was given to each respondent, which impedes the guarantee of complete anonymity (Babbie, 2021). To mitigate this fact, the list of respondent numbers was kept undisclosed to ensure confidentiality. Contact information was requested from respondents who accepted the invitation to participate and met the selection criteria. Once the sample was completed, a numerical identifier number was assigned to each participant to ensure confidentiality. The list of corresponding names and identifiers was kept in a password-protected file.

In-depth Interviews

Respondents who were interested in being interviewed and who met all sampling criteria were contacted by email, at the address provided in the questionnaire. Email communication allowed the scheduling of individual interviews, either in person or via videoconferencing. The time, location, language, and means of the interview were chosen by the participant. Participants received an electronic copy of the informed consent form, attached to the first email.

Semi-structured in-depth interviews conducted in person collected data. Interviews were conducted individually, and the contents of each conversation were audio- or video-recorded. Recordings documenting actual words spoken by participants constituted raw data for the study (Patton, 2014). Participants were informed interviews were being taped and gave permission to record in advance. A copy of the informed consent form was given to participants to sign. The content of the form was reviewed, and time for questions was allocated. Even though participants had already agreed to participate by answering the electronic questionnaire, interviewees were

given the occasion to re-read the consent form with the research and ask questions, thus contributing to the upholding of adequate ethical procedures.

Interviews took place in quiet, private, and comfortable locations, convenient to participants (Quinney et al., 2016), and were conducted in English or French, based on participant-expressed preference. Interviews lasted between 38 and 62 minutes. Utilization of an interview guide, i.e., set of protocols and topics, ensured consistency in the administration of the questionnaire and assessment of all relevant topics in each interview (Patton, 2014).

A verbatim transcription of each interview was generated within 36 hours. Transcriptions were identified by a suitable alphanumerical code for each interviewee. If participants mentioned proper names in interviews, only initials appeared in transcripts, to protect participant identities (Seidman, 2006). The storage of audio or video recordings, interview guides, notes, and transcripts in a locked file cabinet or encrypted computer files, plus assignment of codes to each participant guaranteed confidentiality, privacy, and anonymity (Babbie, 2021). When warranted, participants received follow-up questions by e-mail, to obtain further details or clarify meaning. The additional information obtained through follow-up questioning was added to the dataset.

Memoing

Note-taking, or memoing, is a process through which interview notes scripted throughout research procedures support and clarify thinking, articulate assumptions and subjective perspectives, and facilitate the development of the design (Birks et al., 2008). The memoing process consisted of keeping field notes recording what researchers heard, saw, experienced, thought, and reflected upon throughout research (Groenewald, 2004). Field notes contributed to

the validity of the study by offering a form of triangulation, a research strategy utilizing different methods to confirm the same findings (Babbie, 2021).

Data Preparation

Spoken words are the raw data used in qualitative research (Patton, 2014). Reliable audio and video recording equipment ensured recordings of participant speeches meet standards of quality. A printed version of the transcriptions of the interviews facilitated note-taking and analysis. Assignment of codes to participants in a process of de-identification ensured confidentiality (Anderson & Corneli, 2018). Codes, assigned to written and audio-video documents, facilitated access and referencing (Patton, 2014). Electronic storage, in the form of hard drives and USB keys, accommodated the number of encrypted files.

Participants validated interview content by reviewing transcripts. Each participant received by email a complete transcript of their interview and a summary and was asked to review contents for accuracy. All participants replied by email and confirmed the validity of the transcripts. Such member checking processes, thereby, contributing to the trustworthiness of the study (Lincoln & Guba, 1986). Throughout the data analysis process, some participants were asked to answer further questions via e-mail. Once the study was completed, findings were made accessible to participants.

Data Analysis

The primary data of the study consisted of (a) audio and video recordings of interviews, (b) interview transcripts, and (c) memo notes. Data collected via electronic questionnaires for the selection of participants were not analyzed in the context of the study. Qualitative data collected during the interviews, in audio and/or video form, underwent a transcription process before

analysis. Transcriptions of interviews were the subject of data analysis. The audio and video recordings, stored electronically, remained available for reference and triangulation. Field notes, scripted during or shortly after the interviews, were considered a secondary data source method in qualitative research (Groenewald, 2004). Notes contribute to study validity in a process of triangulation.

Initially, reading the complete dataset contributed to gaining a broad sense of content and the overall meaning of information (Creswell, 2014). Scholars recommend reading the complete dataset several times, to explore and become immersed in the details of the data (Hycner, 1985). Notetaking in the margins captured emerging general themes or major organizing ideas.

After exploration of the dataset, analysis of each interview transcript helped identify themes, key ideas, or categories, through a coding process. Coding consists of the aggregation of text or visual data into categories of information, through the clustering of similar topics or themes (Creswell, 2014). Through the process of delineating units of meaning (Groenewald, 2004), data were assembled and organized into preliminary categories. Subsequent readings and analyses narrowed topics and themes, fostering the emergence of interrelationships (Creswell, 2013).

For this phenomenological study, coding was done manually. First, transcribed interview data were printed for ease of reading and note-taking. Each transcript was identified with an alphanumerical code and paragraphs and pages were numbered to facilitate referencing. Second, reading all transcripts allowed familiarization with the dataset (Hycner, 1985). Third, key ideas were identified in the text, using short labels and color codes to highlight what appeared relevant and interesting. Identified themes were compiled in an electronic qualitative codebook, which

was a table containing a list of codes (Creswell, 2014).

Color coding facilitated the identification and classification of ideas on paper. Memos taken in the margin were included in the research field notes. Ideas identified on paper were gathered and grouped in broader themes or categories. At that point, irrelevant or overly vague themes were discarded (Linneberg & Korsgaard, 2019). The identified categories or themes were reviewed through comparison and contrast with the interview data. Mind mapping techniques helped illustrate the interrelations at play between different themes or categories since the development of thematic connections is at the core of qualitative research (Creswell, 2013). The content of the mind maps generated during the thematic analysis was used to guide visual representations of the data.

Hycner's Process of Phenomenological Data Analysis

Data analysis procedures followed Hycner's (1985) guidelines for phenomenological analysis of interview data, accomplished in five steps. The first step was bracketing and phenomenological reduction, through which personal views were set aside to focus on the phenomenon. Bracketing and reduction created a phenomenological attitude, in which habitual or assumed viewpoints and presumptions were bracketed (Tufford & Newman, 2012). The second step of delineating meaning units constituted the critical phase of the data analysis. Statements from participants were extracted to illuminate the phenomenon under study (Groenewald, 2004).

The third step of the data analysis process of data analysis – sometimes referred to as *explicitation of data* – consisted of clustering meaning units to form themes or categories (Hycner, 1985). Through this step, central themes were determined by a process of back-and-

forth analysis between the recorded interviews and the list of units of meaning identified in the previous step (Groenewald, 2004). The explicitation process required judgment and skill, as the essence of the meaning of units was elicited (Hycner, 1985).

The fourth step was the summarization of each interview, incorporating all themes from the data to create a holistic context (Groenewald, 2004). Following the completion of the first four steps for each interview, the fifth and final steps constituted the creation of a list of general and unique themes and a composite summary reflecting the context from which the themes have emerged (Groenewald, 2004). The composite summary included the most common themes as well as the individual variations (Hycner, 1985).

Reliability and Validity

Reliability and validity are quality criteria used to assess the consistency and replicability of a research design (Creswell, 2014). Qualitative research cannot be judged in the same measures as quantitative research but can be assessed through criteria of trustworthiness or rigor, meant to establish confidence in findings (Golafshani, 2003). Four criteria for trustworthiness are used in qualitative research: confirmability, credibility, dependability, and transferability (Lincoln & Guba, 1986).

Confirmability of the study was established through systematic analysis of data and a process of bracketing, designed to ensure personal viewpoints and preconceptions are set aside. Bracketing contributed to confirmability by ensuring findings are grounded in data and represent participant responses rather than researcher viewpoints (Cope, 2014). Keeping field notes, recording reflective thoughts in a journal, and honoring relevant research reinforced transparency and confirmability of the research path (Korstjens & Moser, 2018). When findings were

reported, incorporating participant responses and descriptions of how conclusions were drawn directly from data contributed to exhibit confirmability (Cope, 2014).

Credibility was established through triangulation, reflexivity, and member checking. In qualitative research, the term credibility describes internal validity, or to what extent research findings are deemed plausible and can be trusted (Korstjens & Moser, 2018). Cross-referencing audio and video recordings, interview transcripts, and field notes enhanced the triangulation of the phenomenological study. Reflective journaling contributed to reflexivity, in support of bracketing for phenomenology inquiries (Tufford & Newman, 2012). Member checking also bolstered trustworthiness; participants reviewed interview transcripts to clarify meaning and validate contents in the context of research (Lincoln & Guba, 1986).

Dependability refers to the stability of findings over time (Korstjens & Moser, 2018). Via a continuous analysis process involving participants, dependability was established. Participants validated interview content by reviewing transcripts, contributing to member checking processes, and strengthening dependability (Lincoln & Guba, 1986). The study was performed in a consistent and controlled manner. Tools, such as interviews, field notes, audio and video recordings, verbatim transcripts, and electronic codebook, permitted replicability of the study (Korstjens & Moser, 2018).

Transferability was established through thick description including a detailed narrative and relevant context in a presentation of findings providing meaning and interpretations of participant intentions (Korstjens & Moser, 2018). Thick description fostered understanding and plausibility (Cope, 2014). Conclusions drawn in qualitative research are descriptions and interpretations, sans the element of proof (Cope, 2014). Sufficient participant description and

research context enabled potential transferability of findings, with limited application (Korstjens & Moser, 2018).

Ethical Procedures

Research procedures respected ethical guidelines regimenting the practice of scientific inquiry involving human subjects, as detailed in the *Belmont Report* (Department of Health, Education, and Welfare, 1979). The basic ethical principles, i.e., respect for persons, beneficence, and justice, guided the study. The American College of Education Institutional Review Board (IRB) approval of the study preceded the conduct of all procedures.

Respect for Persons, Beneficence, Justice

The principle of respect for persons dictates every individual shall be treated as an autonomous agent, capable of deliberation and self-determination, and persons with diminished autonomy need to be protected (Department of Health, Education, and Welfare, 1979). Human subjects who choose to participate in a study do so voluntarily, based on complete, adequate, and comprehensible information (Department of Health, Education, and Welfare, 1979). The study followed the guiding principle of respect for persons by providing participants with a detailed informed consent form explaining in comprehensive language the aims, procedures, and processes entailed in the study. Participants had direct access to persons able to answer questions or offer clarifications at any moment before, during, or after the research procedures. The informed consent form clearly stated that participants could withdraw from the study at any moment, without any consequences or penalties.

The principle of beneficence stipulates persons are to be treated in a fair and equal matter, with respect for made decisions and protection from harm (Department of Health, Education, and

Welfare, 1979). As beneficence is an obligation to maximize benefits and minimize harm, researchers shall inquiry about potential dangers and guard participants against such risks (Babbie, 2021). The informed consent forms detailed risks involved in the study and potential benefits associated with involvement. Confidentiality prevented disclosure of possible damaging identifiable information.

The principle of justice dictates a fair treatment of persons and an equal distribution of burdens and benefits throughout society (Department of Health, Education, and Welfare, 1979). The study obeyed the principle of justice by proceeding to the selection of participants in an unbiased way, through purposeful sampling. Potential participants decided to access the electronic questionnaire after having seen and read the invitation to participate on Facebook, which was descriptive, clear, and precise to avoid any misleading information or statements (Ferrigno & Sade, 2019). The sample did not include children, who are considered a vulnerable population for research (Lane et al., 2019). Participants had to be of 18 years of age or above to take part in the study.

Treatment of data

Confidentiality was a priority in the handling, gathering, treatment, and storage of data in the context of the study. A strategy of de-identification, through which personal identifiers were removed from datasets (Anderson & Corneli, 2018), protected the privacy and ensure the anonymity of participants. Electronic questionnaire data were stored in encrypted electronic files, and an auto-generated number identified each respondent. Storage of data gathered during interviews in a locked file cabinet or encrypted electronic files, assignment of identifying codes, and limited access to the codes contributed to confidentiality. All data will be safely stored for 3

years after the end of the study. Afterward, data will be securely destroyed through purging of electronic files and shredding of documents (Privacy Technical Assistance Center, 2014).

Chapter Summary

The study utilized a phenomenological approach designed to explore the lived experiences of individuals regarding a given phenomenon (Moustakas, 1994), which was appropriate to answer the research questions. The study participants shared personal experiences with student-faculty interactions in and outside the classroom during semi-structured in-depth interviews, designed to gather rich qualitative data.

The research instruments were appropriate to address the research questions. Data collection, analysis, storage, and handling followed high ethical standards. Reliability, validity, transferability, and trustworthiness of the phenomenological study were established. Every step of the research complied with guiding principles detailed in the Belmont Report (Department of Health, Education, and Welfare, 1979). The following chapter will present the research findings from the research and will detail the implications and conclusions based on the findings.

Chapter 4: Research Findings and Data Analysis Results

With a steady increase in international student enrollment, the Korean higher education system is gearing towards internationalization (Csizmazia, 2019). While the government is determined to continue to increase the number of enrolled international college students (Jung & Kim, 2018), institutional-level challenges regarding integration remain, since Korean universities lack inclusivity and multiculturalism (Jin-hee Kim, 2016). Student-faculty interactions are deemed important among significant factors impacting scholarly success and retention of foreign students (Glass et al., 2015; Wang & BrckaLorenz, 2018).

On Korean university campuses, student-faculty interactions are infrequent (Ko et al., 2016), despite documented value and usefulness (Grantham et al., 2015; Romsa et al., 2017). The problem is low frequency of student-faculty interactions in Korean universities (E.-M. Choi et al., 2019; Ko et al., 2016). The rarity of direct contact between students and faculty is especially problematic for international students, who face academic, linguistic, and adaptation challenges while studying in a foreign country (Khanal & Gaulee, 2019). The purpose of the qualitative phenomenological study was to explore lived experiences of student-faculty interactions as perceived by international students enrolled in a Korean university. The study investigates student-faculty interactions in terms of meaning-making in the lived experiences inside and outside the classroom, as perceived by international students.

Detailed information regarding data collection is subsequently discussed. Data analysis and model, results, and findings follow. Implementation of strategies to maintain the trustworthiness of the study, in terms of reliability, confirmability, credibility, and dependability, are detailed next, followed by a summary of the chapter.

Data Collection

An electronic questionnaire, disseminated on Facebook groups frequented by international students in Korea, served as a screening tool to recruit participants. A total of 82 respondents answered the electronic questionnaire. Fifty-eight respondents (70.7%) did not meet the inclusion criteria, while 24 respondents (29.2%) did. All 24 potential participants were contacted via email to schedule an individual interview. Two follow-up emails were sent over a span of 6 weeks to attempt to schedule interviews. Altogether, 17 participants responded, agreed to participate by signing the informed consent form, and completed semi-structured in-depth individual interviews. The complete response rate for the study was 20.7%.

The recruitment procedures took 8 weeks, exceeding the anticipated period. The number of recruited participants was lower than the projected sample of 30, making the random selection from a participant pool unnecessary. Interview data were collected from 17 participants, which was below the anticipated sample, but still sufficient in the context of a phenomenological study (Ellis, 2018). As planned, the data collected through the online questionnaire was not included in the data set up for analysis as the questionnaire was used as a screening tool.

Description of the Sample

The sample was composed of 17 international students enrolled full-time in a Korean university (see Table 1). Thirteen participants were from Europe, constituting 76.5% of the sample. Such a high proportion of Europeans contrasts with the overall composition of the international student population in Korea, where Asian students, mainly from China and Vietnam, constitute a majority (Ministry of Education, 2019). The composition of the sample was possibly due to the means of recruitment (through public Facebook groups), including

snowball sampling. Having European, Central Asian, and Middle-Eastern international students enrolled in a Korean university as participants in the study offers a perspective rarely heard in terms of lived experiences, thus contributing to the knowledge base related to international students in Korea.

Table 1

Participant Demographics

Identifier	Nationality	Age	Gender	Language Usage
1	Lithuania	23	Female	English
2	France	21	Female	French
3	France	24	Female	French
4	Italy	22	Female	English
5	Germany	20	Female	English
6	Uzbekistan	23	Male	English
7	The Philippines	23	Female	English
8	France	21	Female	French
9	Poland	21	Female	English
10	Yemen	23	Male	English
11	France	24	Female	French
12	France	28	Female	English
13	France	21	Female	French
14	United Kingdom	29	Female	English
15	Uzbekistan	22	Female	English
16	France	26	Female	French
17	Switzerland	30	Female	French

The sample was comprised of 15 female participants and two male participants, aged 20 to 30. All participants were enrolled in universities located in large metropolitan areas. The sample was composed of students in different grade years and studying in a variety of departments and programs. Some participants were enrolled in an undergraduate program where all courses were conducted exclusively in Korean. Other participants were registered in a program where EMI courses constituted the entirety of the curriculum. The third group of

participants was enrolled in a program offering a selection of mandatory and elective courses taught in both languages. The impact of instructional languages on student-faculty interactions is later discussed.

Informed Consent

A detailed informed consent form (see Appendix E) was attached to the electronic questionnaire to which all respondents completed. Potential participants, who agreed to be interviewed and met all sampling criteria, were contacted by email to confirm participation and initiate the interview scheduling process. A digital copy of the informed consent form was attached to the initial email. The content of the form was identical to the one enclosed in the electronic questionnaire. The right to withdraw from the study at any time was also reiterated in the email sent to participants.

Before each interview, the informed consent form was read and explained to the participant, and questions were answered. Even though participants had already read and agreed when responding to the questionnaire, the consent form was reviewed and participant signatures were obtained. The second round of informed consent ensured full understanding and consent in the part of the participants about to be interviewed. The informed consent form was signed before the beginning of the interviews and participants received a copy. When interviews were conducted through videoconferencing, consent forms were sent electronically or by mail. Participants were instructed to read and sign the form, then return a signed and dated copy. Sufficient time was allocated for the reception and validation of signed forms before the interview.

Interviews

Seventeen participants took part in individual interviews. Six interviews were conducted in person, and 11 interviews were conducted remotely. A tightening of public safety measures related to the COVID-19 pandemic in June 2021 hindered the occurrence of in-person interviews, which had to be conducted virtually. Remote interviews were conducted using the videoconferencing software Zoom. Each virtual interview was scheduled and conducted using embedded security features, including an individualized meeting ID and passcode.

Each interview lasted between 38 and 62 minutes. Preceding every interview, consent to record was requested and obtained. In-person interviews were audio-recorded, and virtual interviews were audio and video recorded. In-person interviews were conducted in quiet and neutral locations chosen by the participants, such as coffee shops, tea houses, and small restaurants. Interviews were not conducted in the interviewer's office to mitigate risks of undue influence related to professorship.

Based on participant preference, ten interviews were conducted in English, and seven were conducted in French. The usage of the interview guide ensured consistency in questioning and assessment (Patton, 2014). Interview data were collected through notetaking and audio and video recording. All interviews were completed over a span of 5 weeks.

Verbatim transcription of each interview was generated, including notes of non-verbal and para-linguistic communications (Hycner, 1985). Alphanumerical codes and pseudonyms were assigned to participants to facilitate referencing. All proper names and identifying elements were redacted from transcripts to protect participant identities (Seidman, 2006) in support of individual rights of anonymity and privacy. All data collection-related documents, including transcripts, recordings, and notes, were kept in a locked file cabinet or on encrypted computer

files.

Data Analysis

Interview data were analyzed consistently and systematically, following Hycner's (1985) process of phenomenological data analysis. All interviews were transcribed verbatim and notes of non-verbal and para-linguistic communications were added, including laughs, pauses, gestures, and voice changes. Interviews conducted in French were transcribed, translated into English by the researcher, and the English translations were added to the dataset. The data were formatted to facilitate notetaking, then printed and spiral bound.

Interview transcripts were read while listening to recordings. Bracketing and phenomenological reduction were employed through journal keeping and listing of presuppositions, contributing to openness to emergent meanings (Hycner, 1985). The entire set of transcripts was read to gain a sense of the whole. Afterward, data were systematically analyzed through a coding process. Every word, phrase, sentence, paragraph, and noted non-verbal communication were examined to elicit participant experiences and reach the essence of the meaning expressed.

Units of general meaning were identified through manual coding. Words or phrases were underlined with color codes and notes were taken in the margins. All general units of meaning were included, even redundant ones (Hycner, 1985). An electronic codebook, created in Excel, was used to compile general units of meaning along with the corresponding paragraph and page numbers in the printed data set. Each unit was subsequently examined to determine relevance to the research questions. Units deemed relevant were labeled as units of relevant meaning, and units which did not respond or illuminate the research questions (Hycner, 1985) were removed.

In the next step of the analysis process, redundancies were removed from the codebook. The number of occurrences was duly noted; non-verbal and para-linguistic cues were taken into account in the process. Units of relevant meaning were examined and analyzed to identify naturally occurring clusters through a common theme or essence (Hycner, 1985), in a constant process of back-and-forth between the transcripts and codebook.

Each interview was summarized. Individual summaries were sent to participants by email, along with the transcript of the interview. Participants were invited to review the summary and transcript through a process of member checking ensuring the essence of the interview was appropriately captured (Lincoln & Guba, 1986). When applicable, details were added. When deemed necessary, follow-up questions were shared with participants via email to ensure an adequate understanding of experiences and recollections. Additional data obtained through follow-up communication were added to the transcripts.

Once participants had completed member checking processes, the data set and codebook were re-examined to identify themes common to all or most of the interviews. Such themes were clustered as a general theme. Themes unique to a single interview or a minority of interviews were noted as counterpoints to the general theme (Hycner, 1985). The overall coding process led to the identification of eight themes and 31 sub-themes (see Appendix H).

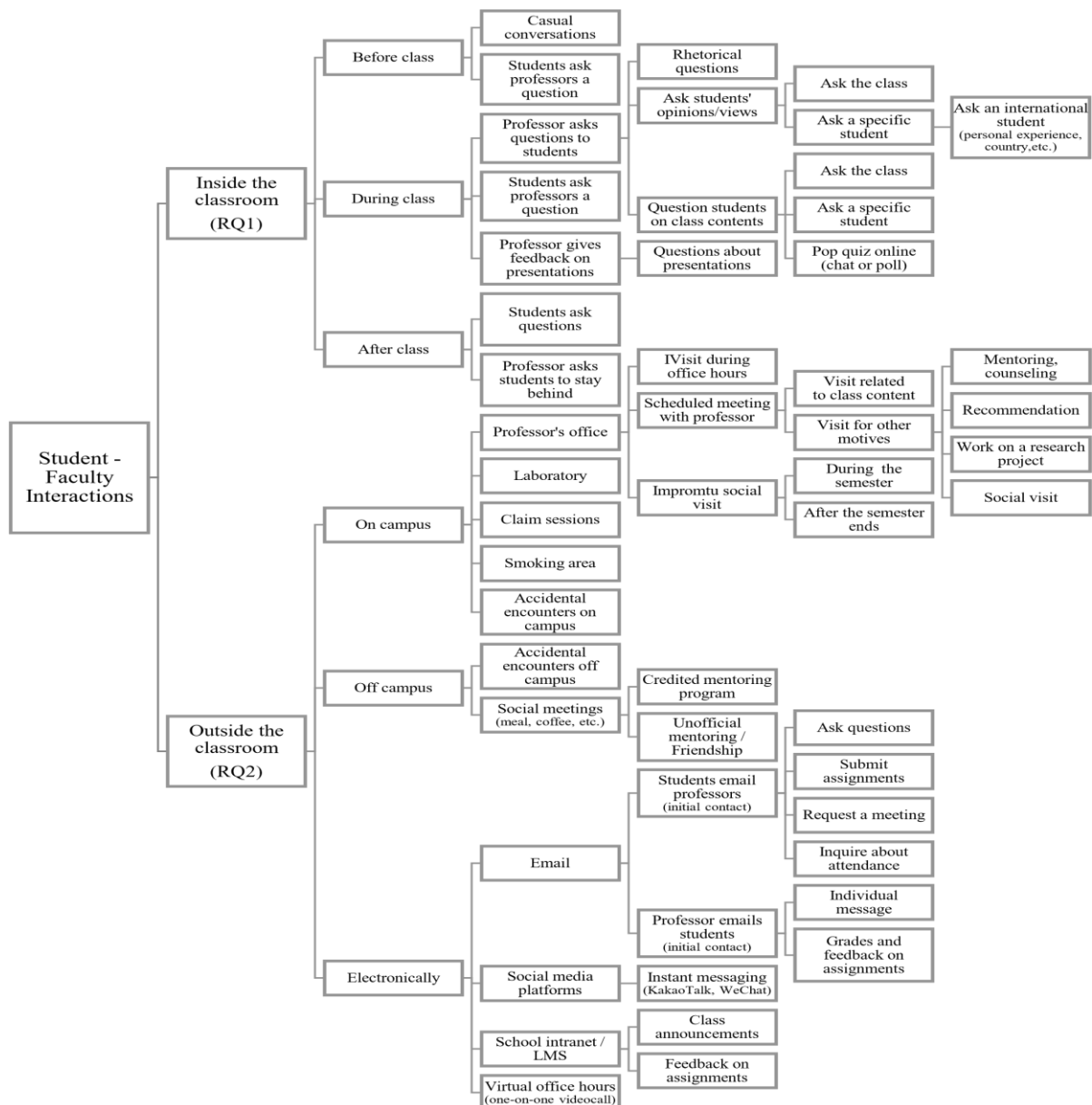
Results

The research questions guiding the study were designed to explore experiences of direct contact between international students and professors inside the classroom (Research Question 1) and outside the classroom (Research Question 2). Numerous instances of direct interactions were referenced by participants (see Figure 2). While instances were reported by only one or a few

participants, such as unintended meetings off-campus or interactions in the context of a credited mentoring program, email communication and questions asked in class were mentioned by a majority of participants.

Figure 2

Instances of Direct Student-Faculty Contact Reported by Participants



In-classroom instances of direct contact were initiated by professors and students. The majority of the out-of-classroom contacts were initiated by students. Certain out-of-classroom interactions were fortuitous, such as accidental meetings on or off-campus. Most participants emphasized that the level and frequency of direct student-faculty interactions varied greatly depending on professors and types of courses. According to participants, the overall frequency of student-faculty interactions remained low.

Themes Emerging from the Data

The research questions were developed to generate meaning from participant narratives and explore lived experiences of student-faculty interactions in terms of quality and nature rather than frequency or length. The themes emerging from the data were related to feelings, impressions, and experiences delivered by participants in interviews. Such emotions shape recollections and give meaning to occurrences of interactions.

Language Issues

Language proficiency was one of the most prevalent factors influencing international student experiences of student-faculty interactions. Participants' feelings regarding personal Korean language abilities not only influenced occurrences of student-faculty interactions but also shaped impressions and feelings regarding such instances. Due to ubiquitous language issues, participants shared feelings of inadequacy, nervousness, stress, frustration, and anger while recalling experiences of student-faculty interactions in Korea.

Lack of confidence. Every participant enrolled in a Korean-led program mentioned struggling with language acquisition and suffering from a lack of confidence which hindered contacts with faculty. Despite having successfully taken Korean language courses before undergraduate enrollment, most participants struggled with class content and suffered from

insecurity when communicating with professors. For certain participants, using email to communicate in Korean alleviated the stress of in-person conversations: “It’s easier when it’s written [...] sometimes I could get flustered and not hear everything maybe, or not understand,” explained Participant 1.

Academic struggles. Students enrolled in a Korean-led program who struggled with class contents shared experiences of reaching out to professors for additional support. A few participants explained not having received appropriate help, including Participant 14 who declared: “When I told the professor that I was really struggling, he just said ‘yeah, I understand, keep going’.” Other participants praised professors for offering individual guidance and leniency in terms of assessment, including accepting English-written assignments in a Korean-led class.

All participants enrolled in Korean-led programs expressed feelings of inadequacy, nervousness, and anxiety related to course content, often described as “extremely difficult.” Difficulties related to language were exacerbated by the usage of academic-level Korean language, as well as Hanja, a traditional writing system consisting of Chinese characters. Even participants who were proficient in Korean in everyday situations struggled in class, and were often told by professors that “they’re expected to know this.”

Korean language in EMI classes. For participants enrolled in an English-led program, struggles related to language mainly occurred in EMI courses where Korean professors and classmates spoke Korean instead of English. Multiple participants expressed frustration and irritation, stating being “nervous” about missing out on important information, feeling “excluded,” and being disadvantaged in terms of assessment and grades. While certain professors answered questions in Korean or speak Korean in class, others answered Korean-asked questions

in English or provided a translation. Participant 13 mentioned one instance where she directly asked the professor to speak English in an EMI class, while other participants explained being reluctant and uncomfortable to request a change.

Participant 8 dropped an EMI class taught in Korean because the only two international students in the group (including herself) greeted the professor in Korean upon arrival in the classroom. Based on the assumption that all students were proficient, the professor decided to lecture in Korean rather than English, compelling the participant to drop the course. Participant 7 expressed frustration about being forced to take a mandatory class in Korean, despite being advertised as an EMI course: “I was waiting for the English version of that class to make sure I get a good grade [...] then I come in, and it’s not what I expected, I was frustrated [...] I’m in my last semester so I had no choice.”

Multiple experiences were marked by a professorial expectation that international students should be proficient in Korean. In an EMI course where the professor spoke Korean, students who complained about the language of instruction stated they were told: “Well, well, this is Korea. You should at least know Korean,” as explained by Participant 7. Participants lamented professors equated linguistic limitations with indolence.

Many participants were frustrated and disappointed that EMI courses were sometimes taught in Korean. Only one participant contested and pressured the administration to ensure EMI courses were indeed taught in English. Taking such a stand created problems and contributed to strained relationships with professors: “It was very tense. [...] From older professors, mainly male, I got very impolite remarks, half-disguised insults – as they think I don’t speak Korean – and even extra assignments to hand in,” explained Participant 16.

Korean Professors' English Abilities. Participants mentioned the limited English ability of certain Korean professors as a hindrance to student-faculty interactions. Issues cited included difficulty to understand verbal and written class content, struggles to get answers to questions, reluctance from professors to take questions in class, and poorly written English instructions or test questions. A few participants declared avoiding asking questions to professors in class or through email, as inquiries were often misunderstood and answered in a way deemed useless.

Participants seemed aware of the difficulty EMI courses represented for Korean people and showed compassion for professors who struggled with the language but made efforts to uphold course standards and meet expectations. One participant shared fond memories of interactions with a professor who did not speak English fluently, but whose kindness and eagerness to share knowledge trumped linguistic shortcomings: "He was adorable. He was making every effort to speak English. We could see how difficult it was for him to transmit his knowledge in an unfamiliar language, but he was so kind and really wanted to *teach* us," recalled Participant 17.

Professor Demographics

Professor demographics was a prevalent theme emerging from the interview data. *Who professors are* shaped international student-faculty experiences. A majority of participants underscored the fact that experiences varied greatly depending on the professor. Divergences between faculty members were based on different criteria, such as gender, age, and nationality.

Gender. The majority of female participants expressed a preference for female professors, claiming a higher level of comfort. Male professors were described by some participants as "intimidating" and "fear-inducing." Participants described female professors as

“more interactive than men,” and “a bit more caring, but not always.” Other participants did not notice any significant differences in interactions with professors of either gender, considering personality and teaching styles more consequential than sex in student-faculty interactions. A few participants only interacted with professors of the same gender.

Age. The impact of age was mentioned by several participants, about male Korean professors, specifically. Studying with older professors meant one-way lecturing, fewer interactions, and an old-fashioned approach to content delivery in class: “The majority of professors I studied with are older Korean men and really, they spend the whole class listening to the sound of their own voice. They also get irritated when someone asks questions,” explained Participant 16. Other participants concurred that “old school professors” lectured without eye contact or interactions with students, and sometimes grew impatient when students struggled to answer pop quiz-style questions on class content.

Korean and Foreign Professors. A key demographic element shaping international student experiences with professors was being of Korean nationality. Participants who studied with foreign professors shared distinctive experiences in terms of interactions. Participant 3 explained: “I really feel a difference. Foreign professors are more in the human relation as we say, it is less formal when they talk with us. With Korean professors, it has to remain very formal.” Participants described rapport with foreign professors as warmer, including being “on a first-name basis,” having a desire “to get close to their students,” being “friendlier,” and not focusing as much on seniority and social hierarchy. Participants even made a distinction between Korean professors who have studied or worked abroad and professors who have not; faculty

members who have earned a degree in a foreign university were described as more “open-minded.”

Specificities of the Korean Education System

Many participants recognized cultural differences between education systems in Korea and home countries, especially in terms of student-faculty interactions. Participants had expectations and assumptions before studying in Korea, and emphasized adaptation was necessary, either to the “environment” or the “Korean method of learning.” Participants recognized the importance of adapting to the culture of the host country.

Distance. A multitude of participants used alliterations of words like “distant,” “impersonal,” or “fractured” to describe relationships with Korean faculty members. Social hierarchy and distance rooted in Confucian tradition were invoked to describe the student-professor rapport, with expressions like “seniority,” “power dynamics” or “hierarchy.” Participants identified distance – or lack of immediacy – as a hindering factor in relationships with Korean professors. A participant felt disrespected: “It’s a problem that exists in Korea, where hierarchy is very important; the superior does whatever he wants [...] as a foreigner, I believe respect should be mutual,” stated Participant 3. Participants also identified distance and impersonal rapport with professors as a reason for remaining quiet in class, refraining from visiting a professor’s office or sending emails, avoiding enrollment, or even withdrawing from a class.

When participants had positive experiences with Korean professors who acted warmly and proactively towards students, surprise and gratitude were expressed: “Teachers were really kind. I didn’t expect it to be like that [...] I knew Koreans, they are kind of distant,” explained

Participant 4. When Participant 1 received an email from a professor inquiring about a missing homework assignment, “[she] was really, really pleasantly surprised, very happy and thankful that [the professor] actually look out for students.”

Special Status of the Professor. Beyond the distance that exists between professors and students in Korean universities, several participants mentioned the impact of a “special status” for professors that impacted student-faculty relationships. Considering that professorship is highly valued in Korean society, participants experienced difficult encounters with Korean professors described as arrogant, “a bit above everyone else” and “not wanting to lower themselves to the level of the students.” Such attitudes were a barrier to student-faculty interactions, as students felt uncomfortable asking questions or speaking up in class, sensing that “in Korea, you can’t question a professor’s authority.”

Participants mentioned struggling with the fact that certain Korean professors seemed to impose personal views onto the students: “In English lit classes, it was more like the professors want you to remember how *they’re* viewing the piece you’re reading,” explained Participant 7. Another participant corroborated that older Korean professors in social science classes tend to impose “*the* right method or way to see things” based on personal beliefs or ideology, expecting students to repeat contents “without expressing your own opinion, even when you disagree,” noted Participant 17.

Korean professors are in a position, traditionally, not to be questioned. Such tradition might lead to a reluctance to answer student questions in class; Participant 11 recalled a professor requested receiving student inquiries by email only. Participant 16 explained older Korean professors sometimes showed irritation in class: “They don’t like when someone asks

questions. International students from the West always ask more questions; the professor answers but you can see he's uncomfortable, both with the question and the fact of being questioned."

Knowledge Transmission and Memorization. The Korean education model is heavily based on memorization and test-taking in primary and secondary school (Hultberg et al., 2017). This tendency prevails in higher education. Several participants expressed disappointment that memorization often trumped critical thinking in university courses: "For me, higher education is not about getting grades, but rather about understanding what you are studying," stated Participant 3. Being forced to memorize then "regurgitate" contents frustrated participants who felt somewhat muzzled in certain classes.

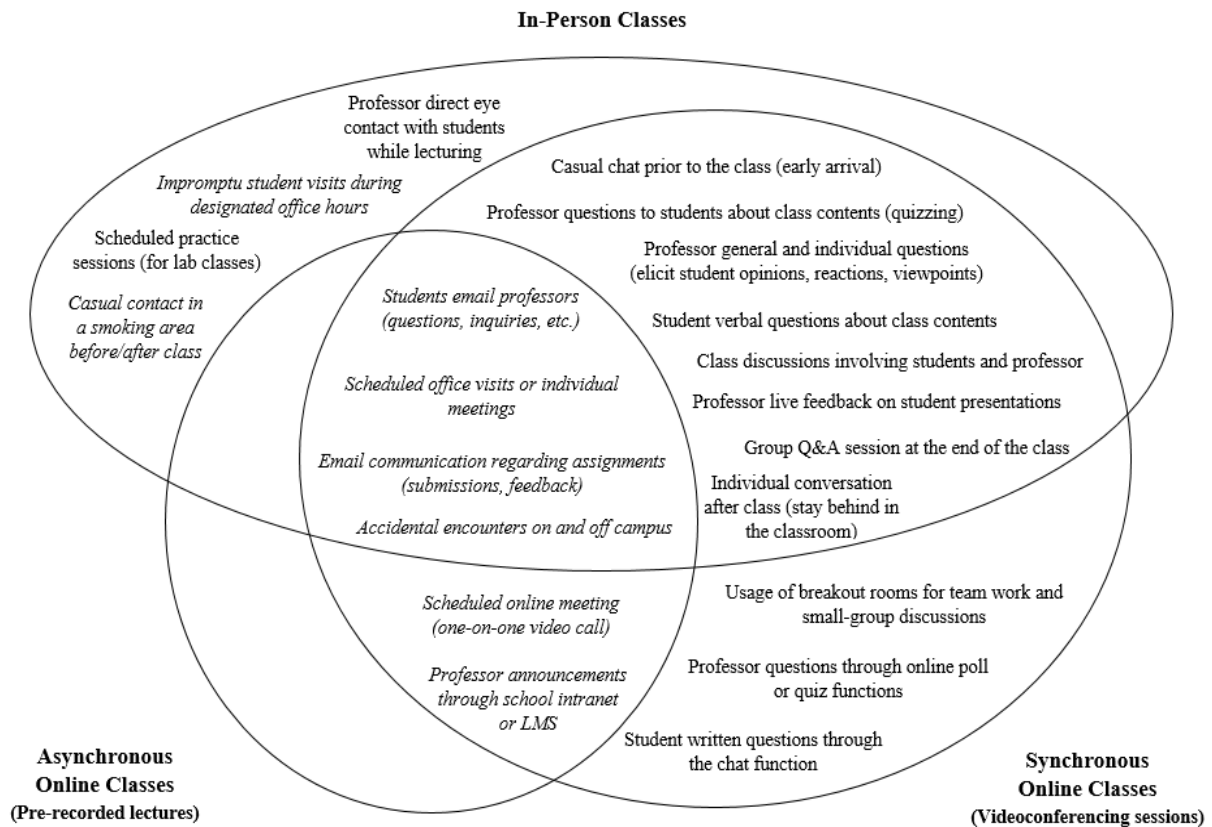
Participants expressed dissatisfaction with Korean professors who conveyed knowledge but did not engage in interpersonal relationships with students: "I don't ask my Korean professors because I know what it's going to be [...] they're going to explain it like a book, a report [...] you have to deliver your experience to me, the wisdom, not the information, because information I can find it in a book," explained Participant 10. Participant 6 said Korean professors should be more open to student visits and questions beyond the scope of the course: "It was not always welcoming to the office, like mostly 'let's chat in the class' that I don't think as good of an experience."

Student-Faculty Interactions in an Online Environment

The COVID-19 pandemic, which forced all higher education institutions in Korea to conduct classes online, significantly impacted participant lived experiences of student-faculty interactions. Since March 2020, the majority of the courses were dispensed remotely, either via

pre-recorded lectures or videoconferencing. When classes were conducted online, instances of student-faculty inside the classroom (Research Question 1) would refer to contacts established in a virtual synchronous classroom, such as a Zoom or WebEx session. While studying online, interactions outside the classroom (Research Question Two) included physical encounters on and off-campus (scheduled or fortuitous), in-person and virtual office hours, electronic communication, and announcements through intranets or learning management systems (LMS).

When asked to describe experiences of contact with faculty, every participant made the distinction between online and offline classes. The frequency and range of student-faculty interactions varied significantly between asynchronous and synchronous online classes (see Figure 3). A noteworthy difference lies in the additional technological tools professors utilized to increase in-class interactions, such as chat, breakout room, poll, and quiz functions. Unsurprisingly, asynchronous classes offered fewer occasions for students to interact directly with professors.

Figure 3*Student-Faculty Interactions in Offline and Online Learning Environments*

Note. The non-italicized elements refer to interactions inside the classroom (RQ1) and the italicized elements refer to interactions outside the classroom (RQ2).

More Interactions Online than Offline. Several participants mentioned that interactions with professors inside the classroom were more frequent in an online environment than in person: “I interact a lot more with them now during COVID [...] before I felt kind of nervous about going to see them in their room,” explained Participant 14. Professors often tried to increase student speaking time in class, through class discussions, small group debates, polls, quizzes, and Q&A sessions. “We talked much more online than in person; it was very interesting,” explained Participant 3. Sometimes, professors’ eagerness to elicit student participation was perceived as unnecessary strictness, especially regarding attendance and punctuality to online classes and usage of cameras.

Professors’ Availability. Since classes were conducted remotely, certain professors made themselves more available to students outside of the classroom. Such initiatives included giving students personal phone numbers, holding optional weekly Zoom sessions, opening the virtual classroom early for pre-lecture casual conversations, and offering individual tutoring sessions in person or online. Students expressed gratitude for professors who created occasions to connect online, mentioning feeling “a bit more appreciated” when a professor opened the virtual classroom to chit-chat with students before the lecture. Several participants praised faculty for being responsive to email communication as well as making class material (such as PowerPoint presentations) available to students in advance.

Lack of Interpersonal Contact. Participants found establishing real human contact with professors difficult while studying online. Participant 5 confessed: “For me personally it's harder on Zoom to see the professors and the TAs as actual real people.” Another international student lamented the lack of interpersonal contact while studying remotely, explaining that technology

and age differences hindered closeness in an online environment as “it is much more difficult to connect personally.” A third participant was saddened not to be able to meet any of the teachers in person.

Positive and Meaningful Student-Faculty Interactions

When asked about student-faculty interaction experiences inside and outside the classroom, all participants talked about professors who inspired, taught, guided, and motivated learners in a meaningful way. Feelings of being “welcome,” “cared for,” “seen,” and “comfortable” shaped participant recollections of positive student-faculty interactions. Almost every recollection focused on human facets of relationships, including professors’ personalities, demeanor, and behaviors, rather than academic aspects.

Care and Attention Paid to Students. When talking about positive and meaningful relationships with professors, multiple participants emphasized the importance of “caring about,” “paying attention to,” and “showing interest to” students. Participants spoke with fondness about professors who “are interested in us,” “gave us a lot of time and attention,” and “would ask about our lives.” Participants explained being drawn to attentive professors, appreciative of kindness and warmth, and thankful for individual feedback. Participants specified that eye contact while lecturing and individual attention was important in student-faculty relationships. Being “recognized” or called by name by professors was also deemed meaningful.

Mentoring Role. Several participants specifically indicated that having a professor who acted as a mentor and an advisor was meaningful in shaping university experiences. The relationship developed with mentor-like professors went beyond the scope of the course: “When we met after just for coffee in her office, I would ask her for tips for academic career,” explained

Participant 1. The importance of wisdom gained from being in close contact with professors was emphasized; a participant even compared a professor to “a sage” and “a motherly figure.”

Participants reported how such professors offered guidance, advice, and support, and even “stood up for them” in difficult situations. The vast majority of participants who developed a relationship with a mentor have remained in contact after the semester ended.

Reaching Out to Students. Students who struggled academically talked warmly about professors who took the initiative to offer help. Additional support took the form of one-on-one office visits, access to tutoring services, online consultations, and after-class conversations. Participants were especially thankful when professors inquired directly about potential problems: “I struggled more than other students in class. Professors would ask me to stay after class to make sure everything was going well and to see if I had additional questions or needed help [...] I really appreciated that,” explained Participant 2. Another participant mentioned an instance when a professor emailed to inquire about a missing assignment.

Create Occasions for Direct Interactions. Participants expressed gratitude towards professors who created occasions for direct interactions non-related to class, in the form of open-door policies for office visits or casual conversations before class. Participant 15 recounted with delight a meeting with a professor: “She tells us that we can meet her and we can give any questions even it's not related to our class. She gave me a lot of answers and she explained it... that's why I *really* like her.” In online courses, many participants mentioned gratitude for professors who arrived early to talk with students or stayed in the videoconference room after the lecture, which was “more personal” and “the closest you can have to actual conversation” in an online format.

Mitigation of Course Difficulty or Low Grades. While several participants underscored the level of course difficulty, meaningful relationships with faculty seemed to trump academic struggles related to content. “We had to work very hard, actually. There was so much homework, but I personally enjoyed it the most from all classes,” explained Participant 1 while talking about meaningful interactions with a favorite professor. Students who got low grades in a class where student-faculty interactions were positive emphasized the importance of a meaningful experience: “Even though I didn’t get a high score, it was a very good experience for me. I don’t regret taking this course at all,” explained Participant 13.

Painful Experiences of Student-Faculty Interactions

Being an international student in a Korean university was not always an easy experience, which a participant described as a “tough ride.” Even though participants stated being “satisfied” or that the experience “was quite different from what I was expecting, but in a positive way,” all participants interviewed shared at least one difficult episode of student-faculty interactions. Every participant reported having felt “uncomfortable,” “ignored” or “confused” at some point while interacting with professors.

Limited Engagement with International Students. In opposition to students praising professors who were caring and attentive, several participants who talked about negative experiences with student-faculty interactions used expressions like professors who “do not care,” were “not invested,” or “don’t feel concerned by student problems.” Participants did not appreciate professors’ limited engagement in class, citing examples like lecturing without eye contact in person or with the camera off on Zoom, refusing to answer questions in class, or rushing out of the classroom as soon as class ends to avoid student questions.

Participants lamented certain professors “don't really interact with international students; [but] interact very naturally with Korean students,” explaining feeling “ignored” and “that no one really cares about them.” Participants expressed feelings of isolation, especially when alone in a large group of domestic students. Participants mentioned feeling “excluded” or “left behind” in classes where professors were not engaging with students. “I’m the only one international student amongst 39, 40 other Korean students. So why should they go out of their way to pay attention?” explained Participant 14. While certain professors made efforts to promote mixity and exchanges between foreign and domestic students, participants shared experiences where professors deliberately separated students by nationality for team projects, worsening the feelings of isolation of international students.

Derogatory Comments. Discrimination on Korean campuses remains a problem and several participants shared episodes of interactions where derogatory comments were made by professors. Participants have testified feeling “humiliated,” “insulted” or “very angry” after being treated poorly by professors. Participant 16 reported being regularly told by Korean professors: “If you are not satisfied with the education you are getting here, nothing is stopping you from going back to your country!” Other participants reported being “ignored by professors” in non-English classes.

Participants have reported instances of professors getting irritated or impatient when students could not answer content-based questions in class, making snarky remarks, and accusing students of not studying. Participant 14 explained how a professor “made her feel really stupid” after asking for clarification on a concept. Participant 15 recalled an episode when a professor

got annoyed when asked for help on an assignment: “She was really angry: ‘you chose this way! You are studying in Korea, so it's your choice. You have to do your best!’”

Two participants shared experiences with professors asking inappropriate questions regarding students' personal financial capabilities. Participant 1 was singled out in front of the class and asked: “Did you come here with a scholarship or do you pay your own money?” Participant 17 recalled being ridiculed for not being able to afford to spend an additional year on vacation in Korea when the professor refused to allow enrollment to a class: “What? You don’t have money for that? Even my little sister could afford it! Well, if you don’t have the means to study, then don’t study!” Participant 17 felt “humiliated” and “beside herself” during the interaction, referring to the episode as a “trauma.”

Differential Treatment and Negative Assumptions. Multiple participants shared experiences of differential treatment received as international students, compared to Korean or short-term exchange students. Instances of harsher grading and additional homework assignments were reported. Participants stated avoiding certain classes taught by professors “infamous” for disliking international students. Participant 7 described episodes where international students were forced to purchase the original copy of a textbook while exchange students were given a copy for free. Participant 16 explained having received a lower score in an EMI class and was told by the professor “it’s too easy for you, compared to Korean [...] You know, in Korea, we have to take care of Korean people first.”

Participants expressed frustration about faculty who had negative assumptions about international students. A participant stated feeling misjudged by professors who thought “we don’t try hard enough.” Participants lamented Korean people often assumed all foreigners were

studying temporarily through an exchange program. Participant 9, who is enrolled in a computer science program, described how “people think I’m an exchange student [...] sometimes professor’s attitude is less interested in my work or my ideas because they think I just want to pass.”

Lack of Understanding of Student Personal Struggles. Being an international student is a difficult experience at times and participants have expressed struggles with cultural adjustment, homesickness, anxiety, and loneliness. The sharing of personal circumstances to explain low attendance or academic struggles was not always well received by professors. Participants complained professors “don’t understand what international students go through” and sometimes lacked compassion. A participant who suffers from physical and learning disabilities was upset about Korean professors’ lack of understanding regarding absences for medical reasons. Participant 2 recalled how a professor reacted negatively when explaining how personal circumstances resulted in low attendance: “She didn’t react positively at all, to the contrary; she didn’t take it seriously [...] she just thought I was lazy and didn’t want to work.”

Negative Impacts of Student-Faculty Interactions on International Students

The struggles of international students are multiple and various. Faculty support can alleviate certain difficulties. Unfortunately, when student-faculty interactions are rare, limited, or counterproductive, negative impacts can ensue.

Emotional Distress. Several participants shared how studying in Korea and interacting with Korean classmates and professors has taken a toll on personal wellbeing. Feelings of discouragement, stress, anxiety, and loneliness were reported on multiple occasions. Many participants shared distress, “crying so much” and relying on alcohol for stress relief. One

student revealed suffering from depression. A lack of connection with professors has led participants to feel “discouraged” and “lost,” while negative interactions were “anxiety-inducing” and “stressful.”

Dropping a Class. Unsatisfactory student-faculty relationships, either due to rarity or poor quality, pushed a few participants to avoid enrolling in classes taught by specific professors. Other participants even unregistered from classes where professors did not engage with students, either due to class size or personal teaching style: “It was just so many people [...] that I feel like the professor himself didn’t really care about all of the students because he just doesn’t get to have a bond with students, and he’s just giving the same lecture every year again,” explained Participant 5. Other participants clearly stated avoiding classes given by specific professors who had a reputation of being hostile towards international students.

Disengagement. A lack of meaningful student-faculty interactions can lead to student disengagement. Several participants mentioned having thought of quitting the program and returning home. Motivations to stay and complete studies included financial investment, pride, and parental pressure. Participant 10, who decided to complete the program, ended up disillusioned, just “passing the time.” Only one participant expressed a desire to remain in Korea, while the rest plan on leaving after graduation.

Factors Hindering Office Visits

In-person contacts between students and professors remained rare outside of the classroom. Several reasons were invoked by participants to explain the reluctance to visit professors’ offices to request help or have a conversation. The lack of in-person out-of-classroom interactions was exacerbated by the COVID-19 pandemic and the transition from in-class to

online education.

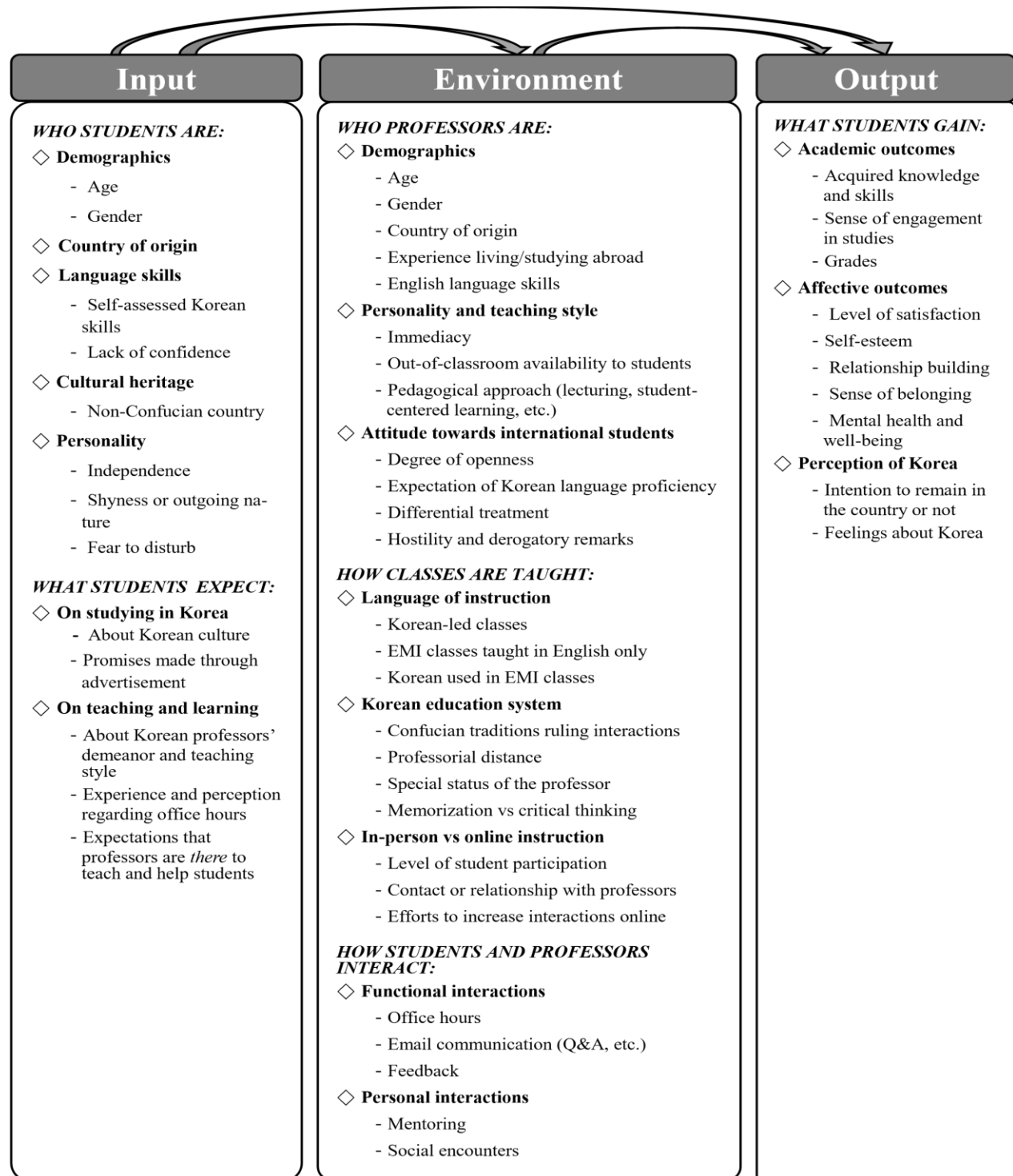
Fear of Disturbing or Bothering Professors. A few participants mentioned a fear of disrupting or inconveniencing professors with office visits. Even when professors mentioned students were welcome to set up an appointment, Participant 3 was hesitant: “I think I could have gone [to the professor’s office] but it might have been burdensome for him, like he would have preferred if I said ‘no’.” Other participants said professors were busy with research, which was prioritized over teaching. Concerns over taking too much of a professor’s time as many students require help have been mentioned as a reason to avoid visiting professorial offices.

Preference for Email. Email communication was identified as the preferred means of communication by the majority of participants. For reasons of convenience and speed, participants preferred to communicate with professors via electronic mail rather than in-person visits or meetings. Students enrolled in Korean-led programs were especially fond of email communication, which alleviated the stress of oral communication in a foreign language. Having ample time to formulate questions and understand replies was mentioned as one of the benefits of email communication.

Student Characteristics. Participants who chose not to visit professors’ offices often mentioned personality traits and character, explaining that “I should try to resolve problems on my own first” before requesting help. Nervousness related to language was also cited as a hindering factor. Participant 17 mentioned that, culturally, office visits feel uncomfortable: “Going to the professor’s office... maybe it’s a cultural difference, but in Switzerland, we’d say it’s ‘sucking up’ to the teacher.” Participant 4 seemed unaware that office visits were indeed possible, claiming “I don’t know if we can [visit a professor’s office].”

Theoretical Framework

The theoretical framework guiding the study combined Astin's student involvement theory (Astin, 1999) and I-E-O model (Astin & Antonio, 2012). Data analysis uncovered eight themes and 31 sub-themes related to lived experiences of direct contact with faculty members, as recalled and shared by participants. Figure 4 illustrates how the key elements from the identified themes and subthemes correspond to the I-E-O model in terms of student involvement.

Figure 4*Key Elements from Themes Through the Lens of the Theoretical Framework*

In the I-E-O Model, student input represents what students bring when entering college (Astin & Antonio, 2012). Student input greatly influences an international student experience as personal values, skills, identity, and expectations related to education vary from home to host country. The environment, which encompasses everything a university has to offer, is especially significant for international students (Glass & Gesing, 2018). Among all environmental factors, student-faculty interactions were deemed mostly related to student satisfaction (Astin, 1999).

As predicted, elements related to the environment were the most significant in terms of student-faculty interactions. All themes were directly connected to environmental factors. Student input played a role as well, but in a lesser measure.

Reliability and Validity

Qualitative research findings can be evaluated in terms of establishing truth (Golafshani, 2003). The four criteria to assess the trustworthiness of qualitative research designs are confirmability, credibility, dependability, and transferability (Lincoln & Guba, 1986). Such quality criteria are used to assess the rigor of a research design, evaluate consistency, and indicate plausibility of methods and findings (Nowell & Albrecht, 2019).

A systematic analysis of data, following Hycner's (1985) process of phenomenological data analysis, contributed to the confirmability of the study. Methodical steps in analytical procedures ensured findings were grounded in data and accurately represented participant responses (Cope, 2014). A process of bracketing contributed to confirmability by maintaining the focus on participant experiences rather than researcher views. Field notes and reflective journaling pages contributed to the transparency of the research processes (Korstjens & Moser, 2018). Study findings were presented through detailed descriptions and direct quotes from

participants, which enhanced confirmability (Stenfors et al., 2020).

Strategies to ensure credibility included triangulation, member checking, and reflexivity. Triangulation was achieved by cross-referencing data from audio and video recordings, verbatim transcripts, and field notes. Participants provided feedback on transcripts and interview summaries and contributed edits and clarifying details, through a continuous process of member checking (Lincoln & Guba, 1986). Strategies of reflexivity, including the recording of personal thoughts and impressions in a research journal, contributed to study credibility by supporting the bracketing process (Tufford & Newman, 2012).

Dependability or stability of findings over time (Korstjens & Moser, 2018) was established through a continuous analysis process. Participants reviewed the interview content, thus contributing to member checking processes designed to strengthen dependability (Lincoln & Guba, 1986). The study was conducted in a consistent and controlled manner. The utilization of tools such as interview protocols, field notes, audio and video recordings, verbatim transcripts, and an electronic codebook, permitted the replicability of the study (Korstjens & Moser, 2018).

Transferability was established through study findings presented with a detailed narrative and relevant context, contributing to thick descriptions which foster understanding (Korstjens & Moser, 2018). Qualitative study conclusions were drawn in the form of descriptions and interpretations grounded in data (Cope, 2014). Potential transferability of findings, with a restricted application, was permitted by sufficient and adequate participant descriptions and research context (Korstjens & Moser, 2018).

Chapter Summary

Participants shared a wide range of experiences of direct contact with professors both

inside the classroom (Research Question 1) and outside the classroom (Research Question 2).

Eight themes and 31 subthemes emerged from the data. Some themes answered both research questions, including language issues (Theme 1), professor demographics (Theme 2), meaningful student-faculty interaction experiences (Theme 5), and negative impacts of student-faculty interactions (Theme 7). These themes revealed how different factors, such as demographics, Korean language proficiency, and means of instruction, influenced the quality and frequency of interactions for participants.

Research Question 1 focused on experiences of direct contacts occurring in the classroom. In-class interactions included questions asked and answered, group discussions, individual conversations before or after the lecture, and direct feedback. Language issues (Theme 1) and specificities of the Korean education system (Theme 3) answered the first research question by uncovering specific elements of the participant experiences in a Korean university classroom, including expectations regarding Korean language proficiency, special status of the professor, and focus on knowledge transmission and memorization. The theme of student-faculty interactions in an online environment (Theme 4) focused on the impact of the COVID-19 pandemic on international students. Noteworthy, the theme of upsetting student-faculty interactions (Theme 6) emerged as an answer to the first research question, as all difficult experiences shared by participants occurred in the classroom, either before, during, or after lectures.

Research Question 2 investigated participant experiences of student-faculty interactions outside the classroom. Out-of-classroom interactions included scheduled or impromptu office visits, email, and social media communication, fortuitous meetings on and off-campus,

collaborative work on research projects, and social encounters. Factors hindering office hour visits (Theme 8) answered the second research question and focused on reasons for low frequency of contact. While meaningful encounters with professors (Theme 5) were usually initiated in the classroom, then developed into out-of-classroom relationships that participants deemed valuable.

Participants shared stories of meaningful and positive interactions with professors who were caring, attentive, and open. Recollections of painful interactions with professors deemed arrogant or close-minded were also brought up. Distinctions between in-person learning and online classes (either asynchronously or synchronously) were discussed, as the COVID-19 pandemic greatly impacted instruction and student-faculty interactions.

In the following pages, a discussion of findings will continue, along with interpretation and conclusions. Limitations and recommendations will be described. Implication for leadership will also be addressed, as well as opportunities for further research.

Chapter 5: Discussion and Conclusions

The purpose of the qualitative phenomenological study was to explore lived experiences of student-faculty interactions as perceived by international students enrolled in a Korean university. The study investigated student-faculty interactions in terms of meaning-making in the lived experiences inside and outside the classroom, as perceived by international students. Phenomenology was a suitable methodological approach to let meaning emerge through personal recollections and develop a composite description of the essence of the experience of a shared phenomenon (Moustakas, 1994).

Two research questions guided the study. Both research questions were designed to inquire about experiences of direct contact with professors, inside the classroom (Research Question 1) and outside the classroom (Research Question 2). In semi-structured in-depth interviews, participants described a broad range of experiences of contact with faculty members, as documented in Figure 2, which can be found in Chapter 4.

Reported interactions inside the classroom included questions, group discussions, direct verbal feedback, and individual conversations before or after lectures. Participants shared experiences of out-of-classroom interactions in the form of office visits, on- and off-campus fortuitous encounters, email communication, exchanges on social media, collaborative work on research projects, and social meetings. While student-faculty interactions described by participants were wide-ranged, the frequency was deemed low.

The COVID-19 pandemic, which forced Korean universities to conduct classes remotely from March 2020, significantly impacted participant experiences of student-faculty interactions. Every participant highlighted the distinctions between in-person and online classes. Differences

between asynchronous and synchronous teaching were mentioned, and efforts made by professors to promote and enhance interactions in an online learning environment were underscored. Figure 3, located in Chapter 4, illustrated differences and convergence of student-faculty interactions, in the context of in-person, asynchronous, and synchronous online learning.

Participants shared personal stories of positive and negative interactions with professors. Favorable experiences involved faculty members described as caring, open, and attentive. Participants expressed positive feelings of being seen, understood, and cared for, and expressed gratitude, positive surprise, and satisfaction. Unfavorable experiences of student-faculty interactions included arrogance, lack of care, distant demeanor, or hostility towards international students. Participants shared feelings of emotional struggle, stress, anger, confusion, and frustration while recalling such episodes.

The following pages contain detailed interpretations of findings, through the lens of the theoretical framework guiding the study. Conclusions are subsequently presented. Limitations and recommendations follow, as well as implications for leadership. A conclusion and summary close the chapter.

Findings, Interpretations, Conclusions

Astin's student involvement theory (Astin, 1999) and I-E-O model (Astin & Antonio, 2012) form the theoretical framework which guided the study. As detailed in the previous chapter, data analysis revealed eight themes and 31 subthemes linked to lived experiences of direct contact with faculty members, as detailed by participants. The key elements from the themes and subthemes correspond to the three main elements of the I-E-O model, namely inputs, environment, and outputs, as illustrated in Figure 4, which can be found in Chapter 4. All

uncovered themes were related to the environment, which is expectedly the most consequential element of the I-E-O model in terms of student-faculty interactions. Student input also played a role, but to a lesser extent.

Who International Students Are

Participant demographics, including age and gender, impacted interactions with professors. Several relatively young female participants expressed a preference for interacting with female professors. Discomfort regarding contact with older Korean male professors was mentioned, invoking imbalanced power dynamics. Younger participants, on a first sojourn abroad, shared struggles linked to homesickness, lack of experience, and naiveté. Older participants, or those further along in an undergraduate program, did not express such concerns. Findings corresponded to relevant literature documenting differences in reluctance to engage with professors based on age and class year (Griffin et al., 2014; Romsa et al., 2017).

Language issues were considered the most influential factors in student-faculty interactions. Such assertions coincided with previous findings, detailing how language barriers represent a significant challenge for international students, hindering adaptation and social interactions, including with faculty (Khanal & Gaulee, 2019). Korean language proficiency impacted participant ability and desire to reach out to faculty for help, visit a professor's office or ask questions in class. Feelings of frustration, inadequacy, and lack of confidence were expressed, symptomatic of *second language anxiety* (Khawaj et al., 2018). Email was deemed the best channel by participants who felt insecure about communicating in Korean.

Participant personalities played an important role in student-faculty interactions (Abdul-Wahab et al., 2019). Some participants refrained from visiting professors' offices or reaching out

for help due to an independent nature, shyness, anxiety, or lack of assertiveness. Other participants, who self-described as more outspoken, explained how speaking up in class, asking questions, and requesting additional guidance were natural things to do.

What International Students Expect

International students usually arrived in a host country with a set of expectations. Home culture, education, and presumptions influenced expectations in terms of classroom culture, teaching methods, assessment, student participation, and student-faculty interactions in a higher education context (Khanal & Gaulee, 2019). Participants mentioned expecting Korean professors to be distant and detached; some interviewees were pleasantly surprised by a student-faculty rapport warmer than anticipated.

Korean higher education institutions have been actively recruiting foreign students in efforts toward internationalization (Green, 2015). Promises were made to potential recruits. Some participants talked about the gap separating promise and reality, questioning why universities were so eager to recruit foreign students if unable to follow suit with proper support. Participants explained feeling abandoned, left out, or ignored by professors and administrators, expressing disappointment regarding enrollment. Such conclusions echoed findings from previous studies (J. Choi & Kim, 2014; Nam et al., 2020), as well as concerns from scholars regarding accelerated recruitment of international students done without proper accompaniment (Jung & Kim, 2018).

How Classes Are Taught

Language of instruction is a cornerstone of participant experiences of student-faculty interactions (Khanal & Gaulee, 2019; Jeongyeon Kim et al., 2017; Trenkic & Warmington, 2019). Based on the theoretical framework, struggles related to the language of instruction,

academic difficulty, or professors' linguistic abilities, refer to the environment. Every participant highlighted language issues as impacting student-faculty interactions, in terms of quality, frequency, and meaningfulness.

Participants enrolled in Korean-led programs were unequivocal about the impact of language on student-faculty relationships. Korean skills were self-assessed as insufficient, despite constant efforts. Students' strenuous language production, fear of misunderstanding instructions, and low self-confidence hindered student-faculty interactions. Such difficulties led to an avoidance of contact and a preference for written communication over verbal exchanges.

In-class interactions, which are usually academic exchanges related to course content or assignment (Hoffman, 2014), were impacted by language issues. Out-of-class contacts, ranging from functional interactions related to coursework to more personal interactions (Cox, 2011), were also hindered. Rather than requesting help from faculty, some participants resorted to translation applications, self-study, peer support, or private tutors to help with coursework.

Participants described difficult instances wherein professors were unreceptive to demands for help. Feelings of humiliation, anger, confusion, and embarrassment were evidenced in participant recollections. Such encounters echoed findings by Schenck et al. (2013), reporting international student critics of insufficient help from Korean professors.

On the other hand, participants talked fondly about professors who offered extra support and guidance to struggling international students. Professorial help included individual tutoring, opportunities to submit English-language assignments in a Korean-led course, supplementary information, and one-on-one meetings after class. Participants who obtained help during one-on-

one tutoring sessions or office visits confirmed the usefulness of such contacts, echoing relevant literature (Guerrero & Rod, 2013; Ko et al., 2016).

Participants expressed gratitude towards professors who offered help and mentioned the importance of such gestures for academic success, contributing to motivation to study and overall satisfaction. Such revelations concurred with previous literature stating that in-class interactions, professor involvement, and direct guidance contributed to student motivation and persistence (Dwyer, 2017; Trolan et al., 2016), satisfaction (You, 2020), learning outcomes (Cuseo, 2018; Y. K. Kim & Lundberg, 2016), and academic success (M. Wu et al., 2016).

A review of the literature exposed how instrumental EMI classes were to the internationalization of higher education in Korea (Jon et al., 2014; R. Kang & Ko, 2019; Murdoch & Cho, 2019). Even though universities were offering and advertising a wider range of English-led classes, some Korean professors persisted in speaking Korean while lecturing or answering questions in an EMI class. Such behaviors impacted foreign students recruited on the promise of an English-led education (Murdoch & Cho, 2019). Participants expressed frustration, confusion, disappointment, and a fear of missing out on important information. Such occurrences corresponded to previous literature accounts (J. Choi & Kim, 2014; Csizmazia, 2019).

The specificities of the Korean education system, rooted in a Confucian cultural tradition, were mentioned as a factor influencing relationships with professors. Specific social and cultural factors, including power dynamics between superiors and subordinates and an underlying hierarchy modulating societal roles (H.S. Park et al., 2009), were stressed. Participants mentioned a “distance” from professors, especially older Korean men. A fear of offending or breaking cultural rules, fueled by a belief that professorial authority shall not be questioned,

interfered with participants speaking up in class, which matched previous study findings (Moon, 2016).

An authoritative teacher-oriented pedagogical approach, in which lectures dominate the classroom environment, is still prevalent in Korean universities (B. K. Choi & Kim, 2020). Teacher-centered and lecture-based courses, traditionally the norm in Korea, are not designed to foster student participation (Cho & Lee, 2016). Participants described the “Korean way of learning” as one-sided and founded on memorization rather than critical thinking. Korean-led classes, taught by older Korean male professors, were specifically described as “old-fashioned,” in a format lacking interaction and dampened student participation.

In contrast, some participants talked about classes during which students were invited to speak and participate actively. Student-centered learning remained the exception. Such courses were described positively by participants, who praised high levels of interaction, personalized involvement from professors, and student satisfaction. These accounts concurred with literature reporting how student-centered learning favors student engagement (Dipasupil et al., 2019).

All participants reported how the conducting of classes remotely rather than in person, due to the COVID-19 pandemic, impacted student-faculty relationships. Participant experiences concurred with literature, explaining how challenging connecting with professors through a screen was (Dumford & Miller, 2018). Previous studies reported student needs for effective communication and responsiveness increased in an online environment, as remote learning hindered personal interactions (Guzzardo et al., 2021). Difficulties to make “real” contact with faculty led participants to rely on self-studies and peer support rather than professorial help.

Participants explained the quality of interactions with professors had changed since the

beginning of the COVID pandemic. At first, professors simply uploaded files for students to review through asynchronous learning, without much effort to create compelling learning opportunities. As time went by, participants noticed and commended efforts from professors to increase student participation in synchronous classes. The utilization of various features on videoconferencing software, including breakout rooms, quizzes, poll functions, and live chats, contributed to more frequent and meaningful interactions in class. Participants appreciated real-time responses, exchanges of information, and occasions to connect directly with faculty, which contributed to social presence and a sense of inclusion (Young & Bruce, 2020).

Who Professors Are

Who professors are matters to students and influences current and future scholastic choices (Roxå & Marquis, 2019). Participants clearly stated the degree to which professors' identities, demeanors, personalities, teaching styles, and attitudes towards students – international and local – influenced the frequency and meaningfulness of contacts. All interviewees emphasized experiences of interactions “depended on the professor,” highlighting the importance of a teacher's individual attributes.

Professor demographics modulated student-faculty interactions, as described by participants. Clear distinctions were drawn between foreign and Korean professors regarding student-faculty interactions. Foreign professors were deemed more immediate, friendly, and open to contacts, while Korean professors were described as more distant and formal. The following elements related to immediacy were frequently mentioned: warmth, willingness to engage in out-of-classroom communication, friendliness, caring attitude, and usage of first names. Participant meaningful experiences all contained elements of immediacy, echoing

literature stating the importance of immediate behavior in meaningful student-faculty interactions (Faranda, 2015; Neville & Parker, 2017; Solis & Turner, 2016).

A review of the literature revealed frequent instances of neo-racism and discrimination towards international students on Korean campuses (Jin-hee Kim, 2016; Lee et al., 2017; Zoljargal & Chimed, 2014). Contrastingly, few mentions of perceived discrimination or racism were made by participants in the context of the study. Only non-Caucasian participants mentioned having felt rejected or ignored based on race. The fact European participants did not appear to be victims of discrimination aligned with the theory of neo-racism in Korea, of which country of origin is a key characteristic (Lee et al., 2017).

A few derogatory comments or instances of hostile behavior from professors toward international students were reported. Such occurrences were related to the expectation that international students should speak Korean better and willingly comply with Korean cultural norms. Instances of differential treatment, especially regarding assessment, were also conveyed by participants, which aligned with previous findings (Jin-hee Kim, 2016; Zoljargal & Chimed, 2014).

How Students and Professors Interact

In Korean universities, relevant literature reported that student-faculty interactions remain infrequent (E.-M. Choi et al., 2019; Ko et al., 2016), and participant accounts concurred. While participants expressed how meaningful and important relationships with professors were, recollections of lived experiences reflected a scarcity of contacts. Most were functional interactions (Cox, 2011), academic in nature and occurring in the context of courses.

Email was the preferred means of communication for most participants, by reason of

convenience and speed. Most participants stated feeling comfortable emailing professors with questions or inquiries regarding assignments, attendance, or grades. While a few participants expressed a clear preference for in-person exchanges – usually before or after class – email was identified by all as an efficient, quick, and easy way to communicate with professors for class-related matters, coinciding with previous findings (Hoffman, 2014; Smith et al., 2017).

Personal interactions, which Cox (2011) defined as purposeful and related to the personal interests of the student or professor, were even rarer than functional interactions in Korean universities. Despite being infrequent, such exchanges were deemed the most valuable and meaningful. The most positive experiences of student-faculty interactions narrated by participants were conversations on a person-to-person level, where people felt valued and recognized. In-depth discussions, through which professors offered advice and guidance, were cherished by participants. High-quality interactions often carried on beyond the course or program. For international students especially, developing a meaningful relationship with a faculty member who offered emotional and academic support can be crucial in terms of engagement and outcomes (Glass et al., 2017; Wang & BrckaLorenz, 2018).

Limitations

Limitations are weaknesses or shortcomings limiting the extent to which a study can influence the drawing of conclusions. To support adequate interpretation and validity of the findings, study limitations are acknowledged (Ross & Bibler Zaidi, 2019). Limitations of the study include limited transferability of findings, researcher bias, issues related to virtual interviews, and specificities of the sample.

The choice of phenomenology as a methodological design entails a small and non-random sample, due to the purposeful selection of participants who have experienced a given phenomenon. Due to a non-representative sample, findings cannot be generalized to an overall population. Nonetheless, the potential transferability of findings to other contexts is made possible through an adequate presentation of findings, which included thick descriptions, detailed narratives, and appropriate contextualization (Korstjens & Moser, 2018).

Researcher bias was an anticipated limitation of the study, as findings are mediated by a subjective human instrument (Chan et al., 2013). To avoid potential conflicts of interest, no participants enrolled in the institution where the researcher was employed were recruited. Personal assumptions were set aside through a process of bracketing, to establish confirmability and mitigate researcher bias. Choosing a neutral interview location, communicating clearly, and utilizing interview protocols contributed to a reduction of bias during data collection. A systematic analysis strengthened the study's confirmability by grounding findings in data (Cope, 2014).

Due to the COVID-19 public health threat, a majority of interviews had to be conducted virtually. While videoconferencing facilitated seeing and hearing participants, opportunities to respond to body language and emotional cues were limited (Gray et al., 2020). Considering how significant para-linguistic communication is in qualitative interview data (Hycner, 1985), potential desensitized perception of signals must be acknowledged.

Technical glitches can hinder data collection when interviews are conducted virtually. On one occasion during data collection, internet connectivity issues compromised the natural flow of conversation, as the participant had to repeat answers. Thus, the depth and quality of rapport

were harder to establish (Hanna & Mwale, 2019), and some elements of the initial narrative might have been missed.

Beyond the fact that a phenomenological study sample is small and non-random, the specificities of the sample of this particular study constituted a limitation. The sample was composed of international students enrolled in universities located in large urban areas, with fairly large international student populations. Experiences of contacts with faculty members in metropolitan-area institutions are likely to differ from the experiences of international students studying in less populous cities or on smaller campuses.

All recruited participants were able to communicate in English or French with various degrees of fluency. A majority of participants were at ease expressing feelings and sharing recollections in detail with more nuances, especially while speaking in a mother tongue (Welch & Piekkari, 2006). A few interviewees struggled to convey thoughts and feelings in a non-native language. Such discourses were more fragmented, with frequent pauses, hesitations, and repetition of simple vocabulary words used to express more complex feelings or thoughts. Limitations related to participant abilities to articulate or describe personal lived experiences in English or French might have had an impact on data quality.

Recommendations

University professors have the responsibility to create and foster a welcoming and inclusive learning environment. To facilitate international student integration on Korean campuses and increase academic success, retention, and satisfaction, professors ought to develop and implement curricula and classroom activities fostering exchanges with all students. In Korean university classes, interactions and teamwork should be encouraged, to increase

meaningful exchanges and improve integration (Rakushin Lee & Bailey, 2020). Guzzardo et al. (2021) described such initiatives as *creating pedagogical space*, through flexibility, willingness to adapt, and support of student efforts.

Professors should also encourage and value interactions between local and international students. Participants reported how certain professors deliberately separated international and local students for team projects, which participants deemed detrimental. While adequate implementation of culturally responsive education would ease international student integration, Korean students would also benefit by developing intercultural skills (Jeongyeon Kim et al., 2017). Such improvements would then benefit Korean society at large, which is undergoing a demographic transformation towards multiculturalism (Shen, 2017).

Participant recollections of overall experiences in Korea, including student-faculty relationships, indicated international student feedback, input, and insight are rarely sought. Korean universities, through administrators, support staff, and faculty members, would benefit from obtaining direct feedback from international students to improve services and increase satisfaction, retention, and achievement. Regularly evaluating students' perceptions of positive and negative relationship experiences would directly contribute to better understanding, assessment, and improvement in international student experiences (Snijders et al., 2020). Furthermore, gaining insight into student experiences with faculty or staff members would help administrators assess professional development needs for university employees.

A review of the relevant literature revealed that, while international student perceptions and insight are frequently sought out by scholars, university professors are more rarely invited to share perceptions, thoughts, and experiences related to interactions with international students.

Data related to professors' perspectives on the issue is especially scarce in Korea. Considering how important professors are in the establishment and fostering of student-faculty interactions, more attention should be paid to faculty members' experiences, insight, and views. Both Korean and foreign professors' viewpoints would be beneficial to understanding the dynamics at play, and to fuel strategic improvements on Korean campuses.

Implications for Leadership

With a demographic decline threatening the survival of many higher education institutions, Korea needs to increase the quality of higher education programs to attract, recruit, and retain large numbers of international students (Oleksiyyenko et al., 2021). As aggressive recruitment from neighboring countries continues, some scholars questioned if Korean internationalization is not rather a *regionalization* (Stewart, 2020). While the number of international enrollees continues to climb (Ministry of Education, 2019), concerns related to integration, academic success, support, and career prospects remain.

Findings from the study highlighted the importance and meaningfulness of positive student-faculty interactions for international students. Considering positive experiences of contact with professors can lead to great academic outcomes, higher retention, and overall satisfaction, higher education institutions prioritizing development and implementation of policies and practices enhancing interactions is recommended. Appropriate professional development offered to faculty members would support efforts toward more culturally responsive teaching approaches, more inclusive pedagogical methods, and more student-centered learning activities.

All positive student-faculty experiences recalled by participants contained key elements

related to transformational leadership theory. Transformational leadership theory rests on four central tenets: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Bass & Riggio, 2010). Participants talked about meaningful instances of direct contact with professors who displayed individual attention, empathy and understanding, eagerness to help, ability to motivate, and a caring attitude toward students. Such elements aligned with the core principles of transformational leadership. Transformational leadership should be considered by higher education institutions as a guiding theory for teacher education and professional development (Supermane et al., 2018). Faculty members could benefit from transformational leadership education, through the development of skills and practices which allow deeper and more meaningful interactions with all students, including international enrollees.

Conclusion

Participant recollections of student-faculty interactions revealed that international students are eager to engage with faculty members. International students want to be seen, heard, and understood by professors and want to be treated just like other students. Participants did not wish for special treatment, but rather a meaningful, person-to-person connection with professors who teach, advise, and guide towards academic success and personal fulfillment.

A desire to close the gap between students and professors in Korean lecture halls and classrooms emerged from the interview data. Students praised professors who were caring, friendly, open, and immediate while deploring faculty with distant, arrogant, or detached demeanors. Qualities linked to transformational leadership (Bass & Riggio, 2010), along with a

high level of immediacy (Faranda, 2015) and a desire to connect on an individual level, through personal interactions (Cox, 2011) were identified as primordial.

The meaning and importance of student-faculty interactions were made clear by participants. Positive experiences were told with excitement and gratitude, and the importance of genuine contact with faculty members was conveyed. International students want to connect with professors who share experience and wisdom, beyond sole book-based knowledge. Efforts ought to be deployed to foster a learning environment which favors functional interactions, as well as opportunities for genuine and personal out-of-class interactions.

The COVID-19 pandemic has transformed higher education in Korea. Participant recollections of interactions with professors in an online setting demonstrated meaningful contacts are possible, even when classes are taught remotely. Professorial efforts to increase participation and interactions in online classes were praised, as well as increased responsiveness and availability through electronic means. In sum, a lack of physical proximity does not have to equate to a lack of interactions.

Sole recruitment of international students to fill up classrooms and lecture halls is not sufficient to internationalize the Korean higher education system. Beyond enrollment, international students ought to be welcomed, accompanied, and supported by university administrators, staff, and, notably, professors. Purposeful efforts need to be deployed to promote, foster, and value student involvement, including through meaningful student-faculty interactions. Such impactful and beneficial contact can improve student experiences, success, and outcomes, and contribute to the development of internationalized and well-integrated universities in Korea. By offering international students genuine opportunities to learn and grow, develop skills and

know-how, build fruitful relationships with peers, faculty, and members of the community, universities will be investing in the future of Korean society.

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Appendix A

Facebook Groups for Passive Recruitment

Name	Type	Membership	URL	Administrators or Moderators
Foreigners in South Korea – Community	Public group	± 29,800 members	https://www.facebook.com/groups/foreignersinsouthkorea	- Siyovush Mirzoev - Riyad Zubair* - Claire Arnaud
International Students in Korea	Public group	± 3,500 members	https://www.facebook.com/groups/507433196082647/	- Donal O'Criodain* - Minwoo Kim
International Students in Seoul (discussion, Q&A, jobs)	Public group	± 4,900 members	https://www.facebook.com/groups/studentsinternsinseoul/	- George Hull - Thibo Janssens - Kim Dongryeong - Heather Bates* - Laurine Prouvent - Holmes Jonathan

Note. The membership is as of April 2021. The administrator whose name is bolded and starred has been contacted and has granted permission to post the invitation to participate on the Facebook group they administer (see Appendix E).

Appendix B

Message to Facebook group Administrators and/or Moderators

Dear [name],

This message is meant for the administrator of [name of the Facebook group].

My name is Natalie Thibault and I am a doctoral candidate at the American College of Education (ACE). I am writing today to request permission to post a recruitment post on [name of the Facebook group] to invite international students enrolled in a Korean university to participate in a qualitative study I am conducting in the context of my dissertation research.

The message I am hoping to post on [name of the Facebook group] would contain a short description of the study and a live hyperlink to an electronic questionnaire. The research processes will not occur on the group page or discussion thread. I promise not to spam the page by posting multiple times and to monitor the post to answer any questions members of the group might have.

My dissertation research is titled *Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study* and aims to explore the lived experiences of international students enrolled full-time at a Korean university who have had direct interactions with faculty.

If you wish to obtain further details regarding the study, please do not hesitate to let me know and I will provide you with more information, including contact information for my dissertation Chair at ACE.

To grant me permission to post my recruitment message on [name of the Facebook group], you can simply reply to this message with a clear indication that I am permitted to post on the group.

Thank you for your attention and prompt response. I appreciate your time and consideration.

Best regards,
Natalie Thibault

Message aux administrateurs et/ou modérateurs de pages Facebook

Cher(ère) [name],

Ce message s'adresse aux administrateurs(trices) de [nom de la page Facebook].

Je m'appelle Natalie Thibault et je suis candidate au doctorat à l'American College of Education. Je vous contacte aujourd'hui pour vous demander la permission d'afficher sur [nom de la page Facebook] un message invitant les étudiants étrangers actuellement inscrit dans une université coréenne à participer au projet de recherche que je mène dans le cadre de mes études de doctorat.

Le message que je souhaite afficher sur [nom de la page Facebook] contient une courte description du projet de recherche et un hyperlien vers un questionnaire électronique. Les procédures liées au projet de recherche ne se dérouleront pas sur la page Facebook. Je m'engage à ne pas inonder la page de messages et je m'assurerai de répondre aux questions des membres si jamais il y en a.

Mon projet de recherche s'intitule *Étude phénoménologique des expériences d'étudiants étrangers en Corée avec les interactions entre professeurs et étudiants* et a pour but d'explorer comment les étudiants étrangers ont vécu les interactions qu'ils ont avec leurs professeurs.

Si vous souhaitez obtenir plus de détails sur mon projet de recherche, n'hésitez pas à me contacter et il me fera plaisir de vous donner plus de détails, incluant les coordonnées de ma directrice de thèse à l'ACE.

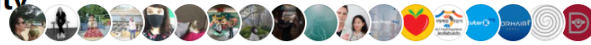
S'il vous est possible de me donner la permission d'afficher mon message, vous n'avez qu'à répondre à ce message avec une indication claire que je suis autorisée à mettre mon message sur [nom de la page Facebook].

Je vous remercie de l'attention que vous porterez à ma demande. En espérant une réponse rapide de votre part, je vous transmets mes meilleures salutations.

Bien à vous,
Natalie Thibault

Foreigners in South Korea - Community

Public group · 31.0K members



+ Invite

About Discussion Mentorship Guides Announcements Rooms Topics **Members** Events Media Files



Members · 30,957

New people and Pages who join this group will appear here. [Learn More](#)

Find a member



Natalie Thibault

Proud owner and creator at Hanji Naty

...

Admins & Moderators · 10



CEO & Founder at Advexon

Add Friend



Admin

Works at ESPAY

Add Friend

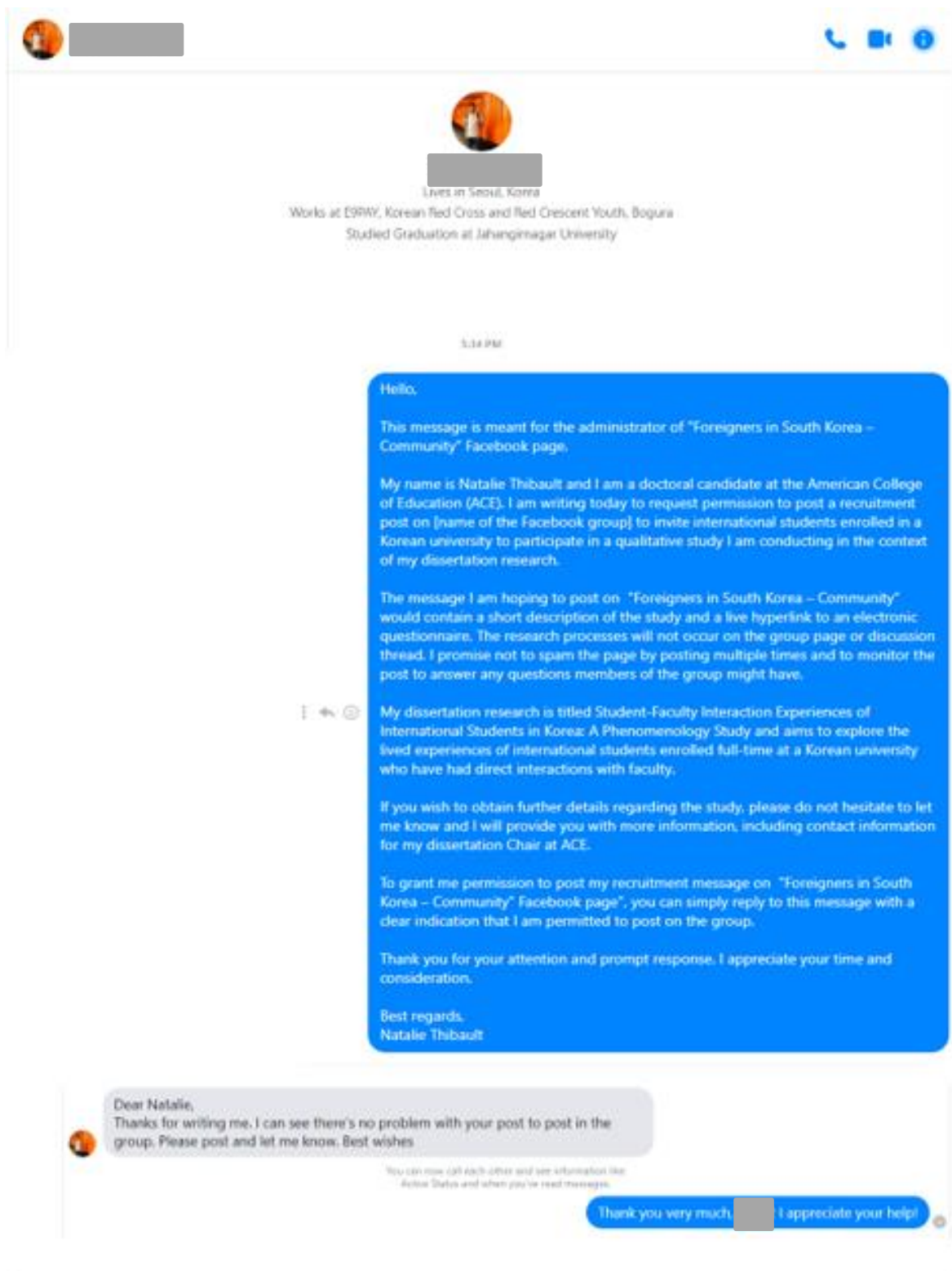


Admin

Analyste politique at Ambassade de Corée du Sud en France






























Add Friend

Communication via Facebook Messenger on April 17, 2021.




International Students in Seoul

Public group · 4.2K members




[About](#) [Discussion](#) [Announcements](#) [Rooms](#) [Topics](#) [Members](#) [Events](#) [Media](#) [Files](#)

**Natalie Thibault**


...

Proud owner and creator at Hanji Naty

Admins & Moderators · 2


**[Redacted]**


Admin

**[Redacted]**


Admin

Youtuber at Finding Minwoo




 Add Friend

 Add Friend

Communication via Facebook Messenger on April 20, 2021.



Active 12h ago



Tue 2:21 PM

Hello

I am reaching out to you today as you are an administrator of "International Students in Seoul" Facebook group.

My name is Natalie Thibault and I am a doctoral candidate at the American College of Education (ACE). I am writing today to request permission to post a recruitment post on your Facebook group to invite international students enrolled in a Korean university to participate in a qualitative study I am conducting in the context of my dissertation research.

The message I am hoping to post on the FB group would contain a short description of the study and a live hyperlink to an electronic questionnaire. The research processes will not occur on the group page or discussion thread. I promise not to spam the page by posting multiple times and to monitor the post to answer any questions members of the group might have.

My dissertation research is titled Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study and aims to explore the lived experiences of international students enrolled full-time at a Korean university who have had direct interactions with faculty.

If you wish to obtain further details regarding the study, please do not hesitate to let me know and I will provide you with more information, including contact information for my dissertation Chair at ACE.

To grant me permission to post my recruitment message on "International Students in Seoul" Facebook group, you can simply reply to this message with a clear indication that I am permitted to post on the group.

Thank you for your attention and prompt response. I appreciate your time and consideration.


Best regards,
Natalie Thibault

Tue 8:30 PM

Hello Natalie,

I can approve this post. It seems to be relevant to foreign students in Korea and this group is very much the target for your survey. All the best with your research. In the event I accidentally don't approve your post, please send me a message here.

Regards,



You can now call each other and see information like

International Students in Seoul (discussion, Q&A, jobs)

Public group · 5.7K members



About Discussion Announcements Rooms Topics **Members** Events Media Files



Members · 5,719

New people and Pages who join this group will appear here. [Learn More](#)

Find a member

Admins & Moderators · 7



Admin

연세 대학교, 서울 (Yonsei University, Seoul)

Add Friend



Admin

Arteveldehogeschool

Add Friend



Admin

Operator at Kim's Community Travel

Add Friend



Admin

Add Friend



Community Organization · 1,748 people like this

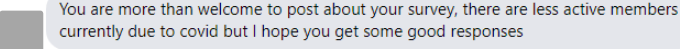
Like



Moderator

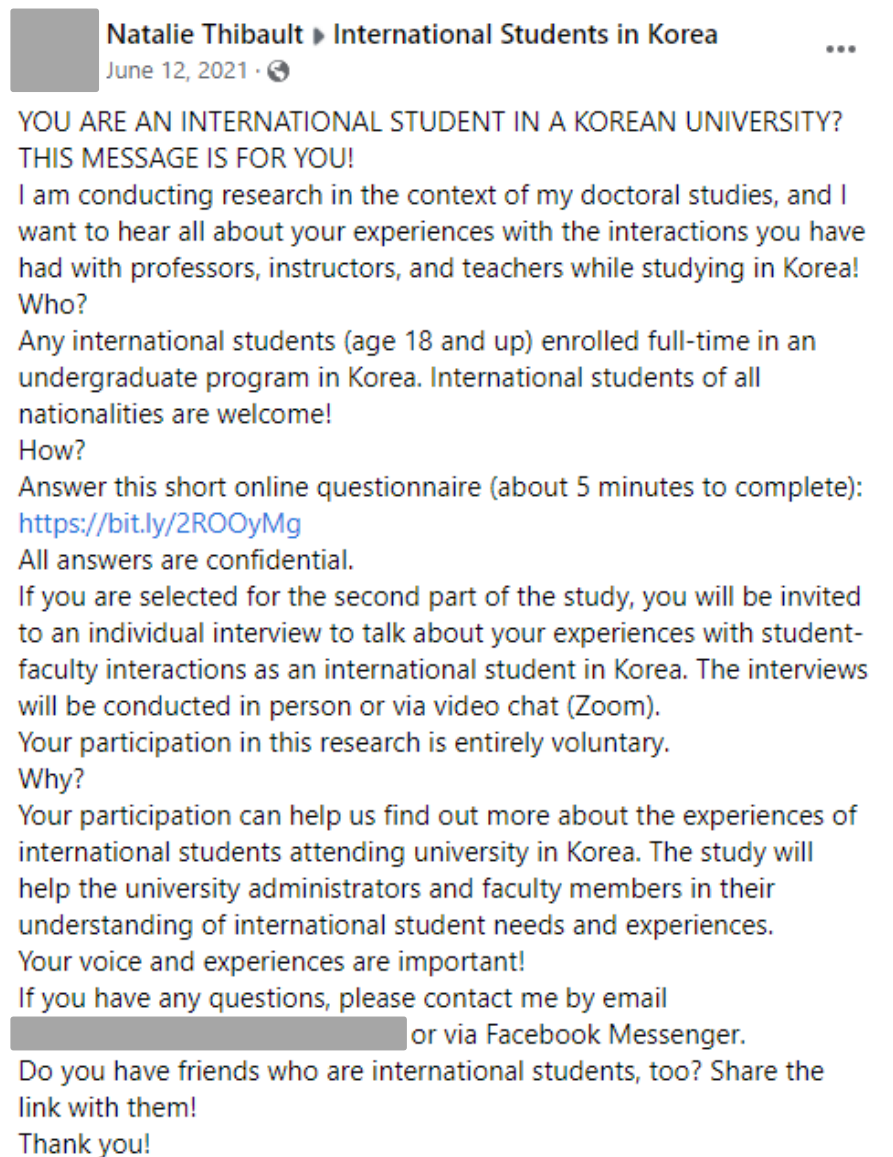
고려대학교 - Korea University, Seoul

Add Friend



Appendix C

Invitation to Participate (Recruitment Facebook Post)



Natalie Thibault ▸ International Students in Korea
June 12, 2021 · 🌐

YOU ARE AN INTERNATIONAL STUDENT IN A KOREAN UNIVERSITY?
THIS MESSAGE IS FOR YOU!

I am conducting research in the context of my doctoral studies, and I want to hear all about your experiences with the interactions you have had with professors, instructors, and teachers while studying in Korea!

Who?

Any international students (age 18 and up) enrolled full-time in an undergraduate program in Korea. International students of all nationalities are welcome!

How?

Answer this short online questionnaire (about 5 minutes to complete):
<https://bit.ly/2ROOyMg>


All answers are confidential.

If you are selected for the second part of the study, you will be invited to an individual interview to talk about your experiences with student-faculty interactions as an international student in Korea. The interviews will be conducted in person or via video chat (Zoom).

Your participation in this research is entirely voluntary.

Why?


Your participation can help us find out more about the experiences of international students attending university in Korea. The study will help the university administrators and faculty members in their understanding of international student needs and experiences. Your voice and experiences are important!

If you have any questions, please contact me by email  or via Facebook Messenger.

Do you have friends who are international students, too? Share the link with them!

Thank you!

Questionnaire - International students in Korea



This questionnaire was designed to be answered by international students enrolled full-time in a Korean university in the context of the study "Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study". This research is conducted by doctoral candidate Natalie Thibault .

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Google Forms

Appendix D**Electronic Questionnaire**

Questionnaire - International students in Korea

 (not shared) [Switch account](#) 

* Required

Enrollment

Please answer all questions. Thank you.

Are you an international student enrolled in a South Korean university? *

☐ Yes

☐ No

What is your enrollment type? *

☐ Full-time

☐ Part-time

☐ Temporary

☐ I don't know

What level of studies are you pursuing? *

☐ • Undergraduate degree

☐ • Master's degree

☐ • Doctorate (Ph.D., Ed.D.)

☐ • Post-doctoral studies

☐ • I don't know

☐ • I prefer not to answer

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School Affiliation / Demographics

Please answer all questions. Thank you.

What year are you in? *

☐ 1st year (freshman)

☐ 2nd year (sophomore)

☐ 3rd year (junior)

☐ 4th year (senior)

☐ I have now graduated

☐ I don't know

☐ I prefer not to answer

What is the name of your university? *

Your answer _____

What is your country of citizenship? *

Your answer _____

What is your mother tongue (native language)? *

Your answer _____

When did you arrive in South Korea? (month, year)

Your answer _____

What is your country of citizenship? *

Your answer _____

What is your mother tongue (native language)? *

Your answer _____

When did you arrive in South Korea? (month, year)

Your answer _____

When did you start your studies in South Korea? (month, year)

Your answer _____

Have you lived in South Korea before starting your current studies?

☐ Yes

☐ No

☐ I prefer not to answer

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[illegible]

When/if you interacted directly with one of your professors (current or former) electronically or by phone, which of these means of communication was used? Indicate the frequency per semester for each. *

	Never	Less than 5 times per semester	5-10 times per semester	10~20 times per semester	More than 20 times per semester	I don't know / I don't remember
I called my professor's office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I called my professor's cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professor called me on my cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We exchanged SMS or text messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We exchanged e-mails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We interacted on social media (e.g. Facebook, Instagram, Snapchat, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We interacted on an instant messaging service (e.g. KakaoTalk, What's App, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We interacted on an Intranet messaging service (e.g., University website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Language Skills

Please answer all questions. Thank you.

How would you evaluate your KOREAN language skills (listening and speaking)?

☐ Excellent

☐ Good

☐ Average

☐ Limited

☐ Poor

☐ Non-existent

☐ I prefer not to answer

How would you evaluate your ENGLISH language skills (listening and speaking)?

☐ Excellent

☐ Good

☐ Average

☐ Limited

☐ Poor

☐ Non-existent

☐ I prefer not to answer

[Back](#) [Next](#) Page 7 of 15 [Clear form](#)

Age

Participants in the study must be 18 years old or above.

How old are you? *

☐ Younger than 18

☐ 18 or older

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Contact

Respondents who do not wish to be contacted will NOT be contacted.

Do you accept to be contacted by e-mail in the context of this study? *

☐ Yes

☐ No

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Clear form

Interviews - Consent

Respondents who do not wish to be interviewed will NOT be contacted.

Do you accept to be INTERVIEWED in the context of this study? *

☐ Yes

☐ No

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Interviews - Means

Respondents who do not wish to be interviewed will NOT be contacted.

If you accept to be interviewed in the context of this study, would you prefer to be interviewed: *

☐ In person

☐ Via videoconference (Zoom)

☐ I do not want to be interviewed

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Interviews - Language

Respondents who do not wish to be interviewed will NOT be contacted.

If you accept to be interviewed in the context of this study, would you prefer to be interviewed: *

☐ In English

☐ In French

☐ I do not want to be interviewed

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Interviews - E-mail

Only respondents who willfully provide their e-mail address will be contacted.

If you accept to be interviewed in person in the context of this study, please provide your E-MAIL ADDRESS: *

Your answer

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Further Contact

Thank you for accepting to be considered for an individual interview.

You will receive an e-mail from the researcher Natalie Thibault in the next few weeks. Please check your 'spam' folder periodically.

In the meantime, you can contact Natalie Thibault by email () if you have any questions about the study.

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Thank you!



Thank you very much for your time!

Have a nice day!

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Never submit passwords through Google Forms.

Questionnaire - Étudiants étrangers en Corée du Sud

 (not shared) [Switch account](#) 

* Required

Inscription

Merci de répondre à toutes les questions.

Êtes-vous un(e) étudiant(e) étranger(ère) inscrit(e) dans une université de Corée du Sud? *

☐ Oui

☐ Non

Quel est votre statut d'inscription à l'université? *

☐ Temps plein

☐ Temps partiel

☐ Temporaire

☐ Je ne sais pas

À quel niveau d'études êtes-vous inscrit(e)? *

☐ Baccalauréat (Undergraduate)

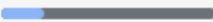
☐ Maîtrise

☐ Doctorat

☐ Post-Doctorat

☐ Je ne sais pas

☐ Je préfère ne pas répondre

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Affiliation scolaire / Démographie

Merci de répondre à toutes les questions.

En quelle année êtes-vous? *

☐ Première année

☐ Deuxième année

☐ Troisième année

☐ Quatrième année

☐ Je suis maintenant diplômé(e)

☐ Je ne sais pas

☐ Je préfère ne pas répondre

Quel est le nom de votre université? *

Your answer _____

Quel est votre pays de citoyenneté? *

Your answer _____

Quelle est votre langue maternelle? *

Your answer _____

Quand êtes-vous arrivé(e) en Corée du Sud? (mois, année)

Your answer _____


Quand avez-vous débuté vos études universitaires en Corée du Sud? (mois, année)

Your answer _____

[illegible]


12. Lorsque vous avez eu des contacts directs avec l'un de vos professeurs (actuels ou passés) à l'extérieur de la salle de classe, où étiez-vous? Indiquez la fréquence par semestre pour chaque lieu. *

	Jamais	Moins de 5 fois par semestre	5-10 fois par semestre	10~20 fois par semestre	Plus de 20 fois par semestre	Je ne sais pas / Je ne me souviens pas
Bureau du professeur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratoire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bureau administratif (ex : secrétariat du département)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre endroit sur le campus (ex : bibliothèque, cafétéria, boutique, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activités extra-scolaires (ex : clubs, activités sociales, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conférence, réunion, séminaire, ou présentation spéciale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
À l'extérieur du campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Nous avons échangé par système de messagerie Intranet (ex : sur le site Web de l'université)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Compétences linguistiques

Merci de répondre à toutes les questions.

Comment évalueriez-vous vos compétences linguistiques en CORÉEN à l'oral?

☐ Excellentes

☐ Bonnes

☐ Moyennes

☐ Limitées

☐ Faibles

☐ Inexistantes

☐ Je préfère ne pas répondre

Comment évalueriez-vous vos compétences linguistiques en ANGLAIS à l'oral?

☐ Excellentes

☐ Bonnes


☐ Moyennes

☐ Limitées

☐ Faibles

☐ Inexistantes

☐ Je préfère ne pas répondre

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Âge

Les participant(e)s doivent être âgé(e)s de 18 ans et plus pour participer à cette étude.

Quel âge avez-vous? *

☐ Moins de 18 ans

☐ 18 ans et plus

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Contact

Les répondant(e)s qui ne souhaitent pas être interviewés ne seront PAS contacté(e)s par e-mail.

Acceptez-vous d'être contacté(e) par courrier électronique (e-mail) dans le cadre de cette étude? *

☐ Oui

☐ Non

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Entrevues - Consentement

Les répondant(e)s qui ne souhaitent pas être interviewés ne seront PAS contacté(e)s par e-mail.

Acceptez-vous d'être INTERVIEWÉ(E) dans le cadre de cette étude? *

☐ Oui

☐ Non

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Entrevues - Format

Les répondant(e)s qui ne souhaitent pas être interviewés ne seront PAS contacté(e)s par e-mail.

Si vous acceptez d'être interviewé(e) dans le cadre de cette étude, préférez-vous que la rencontre se fasse: *

☐ En personne

☐ Par vidéoconférence (Zoom)

☐ Je ne souhaite pas être interviewé(e)

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Entrevues - Langue

Les répondant(e)s qui ne souhaitent pas être interviewés ne seront PAS contacté(e)s par e-mail.

Si vous acceptez d'être interviewé(e) dans le cadre de cette étude, dans quelle langue préférez-vous être interviewé(e): *

☐ Anglais

☐ Français

☐ Je ne souhaite pas être interviewé(e)

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Entrevues - Courrier électronique

Seul(e)s les répondant(e)s qui souhaitent être interviewé(e)s seront contacté(e)s par e-mail.

Si vous acceptez d'être interviewé(e) dans le cadre de cette étude, veuillez SVP indiquer votre ADRESSE DE COURRIER ÉLECTRONIQUE (E-MAIL): *

Your answer

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Prochaine étape

Merci d'avoir accepté d'être potentiellement interviewé(e) dans le cadre de cette étude.

Vous recevrez au cours des prochaines semaines un message par courrier électronique (e-mail) de la part de la chercheuse Natalie Thibault.

Entre temps, vous pouvez contacter Natalie Thibault par e-mail (natalie.thibault@gmail.com) si vous avez des questions ou commentaires à propos de cette étude. Merci!

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Merci beaucoup!

Merci beaucoup de votre participation!


Passiez une belle journée!

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Appendix E


Informed Consent Form

Questionnaire - International students in Korea



(not shared)

Switch account



* Required

Informed Consent

Please read the informed consent form carefully.
 If you have any questions, you can email the research directly at
 By clicking "I agree", you consent to participate in the study.
 Please note that the participation is entirely voluntary.
 All questionnaire answers are confidential.

Please read the informed consent form. *

Informed Consent Form

***Student-Faculty Interaction Experiences
of International Students in Korea: A Phenomenology Study.***

You are being asked to participate in a research study that will explore the lived experiences of student-faculty interactions for international students enrolled full-time at a Korean university. This qualitative study will examine experiences of interactions international students have with their professors, teachers, or instructors, in and outside the classroom. This study will explore those contacts as they are experienced, perceived, and understood by international students.

Research Design and Procedures: The study will use a qualitative methodology and phenomenology research design. An invitation to fill out an electronic questionnaire will be disseminated to potential participants on multiple Facebook groups and pages frequented by international students enrolled at a university in South Korea. In the questionnaire, possible participants will be invited to answer demographic questions and questions about experiences with student-faculty interactions. Among the people who have answered the questionnaire and have had direct experiences with student-faculty interactions, 30 participants will be randomly selected to be interviewed. The participants will be invited to answer open-ended interview questions specific to their lived experiences with student-faculty interactions while enrolled at a Korean university. The study will involve interviews to be conducted at the site most convenient for participants. Interviews can be conducted in person or online, based on participant preferences.

Participant selection: You are being invited to take part in this research due to your experience as an international student enrolled at a Korean university. Three participation criteria will be used for the selection of participants for the interviews: 1) participants enrolled full-time at a Korean university for a minimum of one semester; 2) experienced direct interactions with faculty in and/or outside the classroom; and accepted to be interviewed by answering affirmatively in the electronic questionnaire.

Voluntary Participation: Your participation in this research is entirely voluntary. It is your choice whether to participate. If you choose not to participate, there will be no punitive repercussions. If you decide to participate in the study, you are under no obligation to continue. You may change your mind at any point in the interview, and exit the study without penalty.

Procedures: You are invited to participate in this research study titled *Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study*. If you agree, you will be asked to answer open-ended questions and talk about your experiences with student-faculty interactions. The types of questions asked will include demographic questions and direct inquiries about the topic of interactions with faculty in the classroom (during class, before or after class,

Procedures: You are invited to participate in this research study titled *Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study*. If you agree, you will be asked to answer open-ended questions and talk about your experiences with student-faculty interactions. The types of questions asked will include demographic questions and direct inquiries about the topic of interactions with faculty in the classroom (during class, before or after class, etc.), and outside of the classroom (electronic communication, office hour visits, encounters on campus, etc.). The interview will be audio or video recorded and the content will be transcribed for analysis, if participants grant permission to do so. If participants do not consent, the interviews will not be recorded. You will have the opportunity to review the transcript to validate the content.

Duration: The questionnaire portion of the research study will require approximately 5 minutes to complete. The interview portion of the research study will require approximately 45 to 60 minutes to complete. The time allotted for the individual interviews will be 45 to 60 minutes, at a location and time convenient for the participant. Interviews can be conducted in person or through videoconferencing, based on participant preferences. Interviews can be conducted in English or French, based on the choice of the participant.

Risks: The researcher will ask you to share personal and confidential information, and you may feel uncomfortable talking about some of the topics. You will not be required to respond to any question or take part in the discussion if you do not wish to do so. You do not have to give any reason for not responding to any question.

Benefits: While there will be no direct financial benefit to you, your participation will provide descriptive information about the experiences of international students attending college in Korea. The potential benefits of this study will assist university administrators and faculty members in their understanding of international student needs and experiences.

Confidentiality: Confidentiality will be a priority in the handling, collecting, treatment, and storage of data in the context of the study. I will not share information about you or anything you say to anyone outside of the researcher. During the defense of the doctoral dissertation, data collected will be presented to the dissertation committee. The data collected will be kept in a locked file cabinet or encrypted computer file. Any information about you will be coded and will not have a direct correlation, which directly identifies you as the participant. Only I will know what your number is, and I will secure your information. Electronic data will be stored in encrypted electronic files, and documents will be kept in a locked file cabinet or encrypted electronic files. The access to all data will be strictly limited.

Sharing the Results: At the end of the research study, the results will be available for each participant. It is anticipated to publish the results so other interested people may learn from the research.

Right to Refuse or Withdraw: Participation is voluntary. At any time, you wish to end your participation in the research study, you may do so without repercussions.

Questions About the Study: If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact Natalie Thibault (email: [REDACTED], telephone: 010-3091-3045). This research plan has been reviewed and approved by the Institutional Review Board (IRB) of the American College of Education. The role the IRB is to insure research participants are protected from harm. If you wish to ask questions of this group, email IRB@ace.edu.

Certificate of Consent: I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.

- ☐ Yes, I agree to participate in the study. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.
- ☐ No, I do not agree to participate in the study.

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Informed Consent Form

Prospective Research Participant: Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You are free to ask questions at any time before, during, and after your participation in this research.

Project Information

Project Title: *Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study.*

Researcher: Natalie Thibault

Organization: American College of Education (ACE)

Email: [REDACTED]

Telephone: [REDACTED]

Researcher's Faculty Member: Dr. Carolyn J. Price, Ph. D.

Organization and Position: Dissertation Chair, American College of Education (ACE)

Email: [REDACTED]

Introduction

I am Natalie Thibault, and I am a doctoral candidate student at the American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Carolyn J. Price. I will give you some information about the project and invite you to be part of this research. Before you decide, you can talk to anyone you feel comfortable with about the research. This consent form may contain words you do not understand. Please ask me to stop as we go through the information, and I will explain. If you have questions later, you can ask them then.

Purpose of the Research

You are being asked to participate in a research study that will explore the lived experiences of student-faculty interactions for international students enrolled full-time at a Korean university. This qualitative study will examine experiences of interactions international students have with their professors, teachers, or instructors, in and outside the classroom. This study will explore those contacts as they are experienced, perceived, and understood by international students.

Research Design and Procedures

The study will use a qualitative methodology and phenomenology research design. An invitation to fill out an electronic questionnaire will be disseminated to potential participants on multiple Facebook groups and pages frequented by international students enrolled at a university in South Korea. In the questionnaire, possible participants will be invited to answer demographic questions and questions about experiences with student-faculty interactions. Among the people who have answered the questionnaire and have had direct experiences with student-faculty interactions, 30 participants will be randomly selected to be interviewed. The participants will be

invited to answer open-ended interview questions specific to their lived experiences with student-faculty interactions while enrolled at a Korean university. The study will involve interviews to be conducted at the site most convenient for participants. Interviews can be conducted in person or online, based on participant preferences.

Participant selection

You are being invited to take part in this research due to your experience as an international student enrolled at a Korean university, and student-faculty. Three participation criteria will be used for the selection of participants for the interviews: 1) participants enrolled full-time at a Korean university for a minimum of one semester; 2) experienced direct interactions with faculty in and/or outside the classroom; and accepted to be interviewed by answering affirmatively in the electronic questionnaire.

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Procedures

You are invited to participate in this research study titled *Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study*. If you agree, you will be asked to answer open-ended questions and talk about your experiences with student-faculty interactions. The types of questions asked will include demographic questions and direct inquiries about the topic of interactions with faculty in the classroom (during class, before or after class, etc.), and outside of the classroom (electronic communication, office hour visits, encounters on campus, etc.). The interview will be audio or video recorded and the content will be transcribed for analysis if participants grant permission to do so. If participants do not consent, the interviews will not be recorded. You will have the opportunity to review the transcript to validate the content.

Duration

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Risks

The researcher will ask you to share personal and confidential information, and you may feel uncomfortable talking about some of the topics. You will not be required to respond to any question or take part in the discussion if you do not wish to do so. You do not have to give any reason for not responding to any question.

Benefits

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Confidentiality

Confidentiality will be a priority in the handling, collecting, treatment, and storage of data in the context of the study. I will not share information about you or anything you say to anyone outside of the researcher. During the defense of the doctoral dissertation, data collected will be presented to the dissertation committee. The data collected will be kept in a locked file cabinet or encrypted computer file. Any information about you will be coded and will not have a direct correlation, which directly identifies you as the participant. Only I will know what your number is, and I will secure your information. Electronic data will be stored in encrypted electronic files, and documents will be kept in a locked file cabinet or encrypted electronic files. Access to all data will be strictly limited.

Sharing the Results

At the end of the research study, the results will be available for each participant. It is anticipated to publish the results so other interested people may learn from the research.

Right to Refuse or Withdraw

Participation is voluntary. At any time, you wish to end your participation in the research study, you may do so without repercussions.

Questions About the Study

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact Natalie Thibault (email: [REDACTED], telephone: [REDACTED]). This research plan has been reviewed and approved by the Institutional Review Board (IRB) of the American College of Education. The role of the IRB is to insure research participants are protected from harm. If you wish to ask questions about this group, email IRB@ace.edu.

Certificate of Consent

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.

Print or Type Name of Participant: _____

Signature of Participant: _____

Date: _____

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this Consent Form has been provided to the participant.

Print or type name of lead researcher: _____

Signature of lead researcher: _____

I have accurately read or witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm the individual has freely given assent.

Print or type name of lead researcher: _____

Signature of lead researcher: _____

Date: _____

Signature of faculty member: _____

Date: _____

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.

Questionnaire - Étudiants étrangers en Corée du Sud



[redacted] (not shared) [Switch account](#)



* Required

Consentement éclairé

SVP lire le formulaire de consentement éclairé.

Si vous avez des questions, n'hésitez pas à contacter Natalie Thibault à l'adresse :

[redacted]
En cliquant "J'accepte", vous donnez votre consentement à participer à ce projet d'étude.

Veuillez noter que votre participation est entièrement volontaire.

Toutes les réponses au questionnaire sont confidentielles.

Formulaire de Consentement Éclairé

Étude phénoménologique des expériences d'étudiants étrangers en Corée avec les interactions entre professeurs et étudiants

Vous avez été sollicité pour participer à un projet de recherche qui explorera les expériences d'étudiants étrangers avec les interactions professeurs-étudiants dans le cadre de leurs études à temps plein dans une université sud-coréenne. Cette étude qualitative examinera les expériences de contacts que les étudiants étrangers ont eues avec leurs professeurs, enseignants ou instructeurs, tant à l'intérieur et à l'extérieur de la salle de classe. Ce projet de recherche explorera ces interactions et se penchera spécifiquement sur la manière dont elles ont été perçues, vécues et comprises par les étudiants étrangers.

Procédures de recherche et déroulement de la participation: Le projet de recherche utilisera une méthodologie qualitative et une approche de phénoménologie. Une invitation à remplir un questionnaire électronique sera transmise à des participants potentiels par le biais de différents groupes et pages Facebook, fréquentés par des étudiants étrangers inscrits dans une université coréenne. Dans le questionnaire, les étudiants étrangers seront invités à répondre à des questions démographiques et des questions sur leurs expériences liées à leurs interactions avec leurs professeurs. Parmi les personnes qui auront rempli le questionnaire, trente (30) participants seront sélectionnés au hasard pour être interviewés. Les participants seront invités à répondre à des questions ouvertes à propos de leurs expériences de contacts avec leurs professeurs au cours de leurs études universitaires en Corée. Les entrevues individuelles pour le projet de recherche se dérouleront dans un endroit qui convient aux participants.

Sélection des participants: Vous êtes invité à prendre part à ce projet de recherche en raison de votre expérience en tant qu'étudiant étranger fréquentant une université coréenne. Vous êtes en mesure de grandement contribuer à une meilleure compréhension des relations et interactions entre professeurs et étudiants étrangers. Les critères de sélection suivants seront utilisés pour faire la sélection des participants pour les entrevues : (a) le participant doit être âgé de plus de 18 ans; (b) le participant doit être inscrit à temps plein dans une université coréenne pour au moins un semestre dans un programme de premier cycle; (c) le participant doit avoir eu des contacts directs avec un ou plus de ses professeurs à l'intérieur ou l'extérieur de la salle de classe; (d) le participant doit avoir accepté d'être interviewé par le biais d'une réponse positive à la question posée à ce sujet dans le questionnaire électronique.

Participation volontaire: Votre participation à ce projet est entièrement volontaire. Vous avez le choix de participer ou non. Si vous choisissez de ne pas participer, il n'y aura aucune répercussion négative ou punitive. Il n'y a aucune obligation pour vous de participer. Si vous décidez de participer au projet de recherche, vous avez le droit de changer d'idée plus tard et de mettre fin à votre participation, même si vous aviez précédemment accepté.

Procédures: Vous êtes invité à participer à ce projet de recherche. Si vous acceptez, on vous demandera de répondre à des questions ouvertes et de parler de vos expériences personnelles au cours d'une entrevue semi-structurée. Le genre de questions qui vous seront posées variera de questions générales à spécifiques. Certaines questions porteront directement sur le thème des contacts et interactions avec des professeurs dans la salle de classe (avant, pendant, ou après le cours) et à l'extérieur de la salle de cours (communications électroniques, visites au bureau d'un professeur, rencontres informelles sur le campus, etc.). Les entrevues seront enregistrées sur bande audio ou vidéo et le contenu des conversations sera transcrit mot-pour-mot à des fins d'analyse. Vous aurez l'opportunité de valider le contenu des transcriptions.

Durée: Le questionnaire électronique prendra environ 5 minutes à compléter. Les entrevues dureront environ 45 à 60 minutes. Le temps alloué à une entrevue sera de 45 à 60 minutes. Les entrevues se dérouleront en un temps et lieu pratiques pour le participant. Les entrevues peuvent être menées en personne ou par vidéoconférence, selon la préférence du participant. Les entrevues peuvent se dérouler en français ou en anglais, selon la préférence du participant.

Risques: Le chercheur vous demandera de partager des informations personnelles et confidentielles. Il est possible que nous ne vous sentiez pas à l'aise de parler de certains de ces sujets. Vous n'avez pas à répondre aux questions auxquelles vous ne souhaitez pas répondre. Vous pouvez choisir de ne pas participer à la conversation si vous ne le souhaitez pas. Vous n'avez pas à justifier ou expliquer votre décision de ne pas répondre.

Avantages: Bien qu'il n'y ait pas de compensation financière pour vous, votre participation contribuera à nous aider à mieux comprendre les expériences des étudiants étrangers qui poursuivent des études universitaires en Corée. Les avantages potentiels de ce projet de recherche vont aider les administrateurs et professeurs des universités coréennes à mieux comprendre les besoins et expériences propres aux étudiants étrangers.

Confidentialité: Aucune information vous concernant ne sera partagée ou diffusée. Le chercheur sera la seule personne à avoir accès aux informations sur vous et ce que vous avez dit lors de l'entrevue. Lors de la défense de la thèse doctorale, les données recueillies seront présentées au comité de thèse. Les données recueillies lors du projet de recherche seront conservées dans une filière verrouillée ou dans des fichiers électroniques cryptés. Toutes les informations vous concernant seront codées. Aucune information ne permettra de vous identifier en tant que participant. Des numéros seront assignés aux participants, et je serai la seule personne à savoir quel numéro vous a été donné. Cette information sera gardée confidentielle de manière sécurisée.

Diffusion des résultats: À la fin du projet de recherche, les résultats sont disponibles pour chacun des participants. Il est prévu que les résultats de la recherche soient publiés afin que les parties intéressées puissent en apprendre davantage sur le sujet.

Droit de refus et de retrait: Votre participation est volontaire. Si vous le souhaitez, vous pouvez mettre fin à votre participation au projet à tout moment, et ce, sans aucune conséquence.

Questions à propos du projet de recherche : Si vous avez des questions, vous pouvez les poser maintenant ou plus tard. Si vous souhaitez poser des questions plus tard, veuillez contacter Natalie Thibault (courriel électronique: nthibault@irbqtlc.ca, téléphone: 010-3091-3045). Ce plan de recherche a été révisé et approuvé par le Comité d'éthique (Institutional Review Board) de l'American College of Education. Ce comité a pour mission de s'assurer que les participants à la recherche soient protégés. Si vous avez des questions à poser aux membres du comité d'éthique, veuillez les transmettre par courriel électronique à IRB@ace.edu.

Attestation du consentement: J'ai bien lu l'information au sujet de ce projet de recherche ou l'information m'a été lue. Je comprends pourquoi j'ai été sollicité pour participer au projet de recherche. J'atteste que l'on m'a offert la possibilité de poser des questions à propos de la recherche et que des réponses satisfaisantes m'ont été fournies. J'atteste que je suis âgé d'au moins 18 ans. Je consens librement à participer au projet de recherche.

PRIÈRE DE CONSERVER CE FORMULAIRE DE CONSENTEMENT ÉCLAIRÉ POUR VOS DOSSIERS.

Veuillez lire le formulaire de consentement éclairé: *

- ☐ Oui, j'accepte de participer au projet d'étude. J'atteste que j'ai 18 ans ou plus. Je donne mon consentement de manière libre et éclairée.
- ☐ Non, je ne souhaite pas participer au projet d'étude..

Back

Next

Page 2 of 15

Clear form

Formulaire de Consentement Éclairé

Participant¹ potentiel au projet de recherche: Veuillez lire le formulaire attentivement. Vous pouvez poser toutes les questions que vous voulez avant de décider si vous souhaitez ou non participer au projet de recherche. Vous êtes libres de poser des questions à n'importe quel moment, soit avant, durant, et après votre participation au projet de recherche.

Présentation du projet de recherche

Titre: *Étude phénoménologique des expériences d'étudiants étrangers en Corée avec les interactions entre professeurs et étudiants*

Chercheur: Natalie Thibault

Institution: American College of Education (ACE)

Courrier électronique: [REDACTED]

Téléphone: [REDACTED]

Superviseur du chercheur: Dr. Carolyn J. Price, Ph. D.

Institution et position: Présidente du comité de thèse, American College of Education (ACE)

Courrier électronique: [REDACTED]

Introduction

Je m'appelle Natalie Thibault et je suis candidate au doctorat à l'American College of Education. J'effectue un projet de recherche sous la supervision de ma présidente de comité de thèse, Dr. Carolyn J. Price. Je souhaite vous informer au sujet du projet de recherche et vous inviter à y participer. Avant que vous ne preniez une décision, vous pouvez discuter du projet de recherche avec quiconque avec qui vous vous sentez en confiance. Ce formulaire de consentement éclairé peut contenir des mots de vocabulaire que vous ne connaissez pas. N'hésitez pas à me demander d'interrompre la lecture du document pour expliquer des mots ou expressions qui ne sont pas clairs pour vous. Il me fera plaisir de vous expliquer. Si vous avez des questions plus tard, vous serez toujours en mesure de les poser.

Objectif du projet de recherche

Vous avez été sollicité pour participer à un projet de recherche qui explorera les expériences d'étudiants étrangers avec les interactions professeurs-étudiants dans le cadre de leurs études à temps plein dans une université sud-coréenne. Cette étude qualitative examinera les expériences de contacts que les étudiants étrangers ont eues avec leurs professeurs, enseignants ou instructeurs, tant à l'intérieur et à l'extérieur de la salle de classe. Ce projet de recherche explorera ces interactions et se penchera spécifiquement sur la manière dont elles ont été perçues, vécues et comprises par les étudiants étrangers.

¹ Le genre masculin est utilisé dans le présent formulaire comme genre neutre, afin d'alléger le texte et d'en faciliter la lecture.

Procédures de recherche et déroulement de la participation

Le projet de recherche utilisera une méthodologie qualitative et une approche de phénoménologie. Une invitation à remplir un questionnaire électronique sera transmise à des participants potentiels par le biais de différents groupes et pages Facebook, fréquentés par des étudiants étrangers inscrits dans une université coréenne. Dans le questionnaire, les étudiants étrangers seront invités à répondre à des questions démographiques et des questions sur leurs expériences liées à leurs interactions avec leurs professeurs. Parmi les personnes qui auront rempli le questionnaire, trente (30) participants seront sélectionnés au hasard pour être interviewés. Les participants seront invités à répondre à des questions ouvertes à propos de leurs expériences de contacts avec leurs professeurs au cours de leurs études universitaires en Corée. Les entrevues individuelles pour le projet de recherche se dérouleront dans un endroit qui convient aux participants.

Sélection des participants

Vous êtes invité à prendre part à ce projet de recherche en raison de votre expérience en tant qu'étudiant étranger fréquentant une université coréenne. Vous êtes en mesure de grandement contribuer à une meilleure compréhension des relations et interactions entre professeurs et étudiants étrangers. Les critères de sélection suivants seront utilisés pour faire la sélection des participants pour les entrevues : (a) le participant doit être âgé de plus de 18 ans; (b) le participant doit être inscrit à temps plein dans une université coréenne pour au moins un semestre dans un programme de premier cycle; (c) le participant doit avoir eu des contacts directs avec un ou plus de ses professeurs à l'intérieur ou l'extérieur de la salle de classe; (d) le participant doit avoir accepté d'être interviewé par le biais d'une réponse positive à la question posée à ce sujet dans le questionnaire électronique.

Participation volontaire

Votre participation à ce projet est entièrement volontaire. Vous avez le choix de participer ou non. Si vous choisissez de ne pas participer, il n'y aura aucune répercussion négative ou punitive. Il n'y aucune obligation pour vous de participer. Si vous décidez de participer au projet de recherche, vous avez le droit de changer d'idée plus tard et de mettre fin à votre participation, même si vous aviez précédemment accepté.

Procédures

Vous êtes invité à participer à ce projet de recherche. Si vous acceptez, on vous demandera de répondre à des questions ouvertes et de parler de vos expériences personnelles au cours d'une entrevue semi-structurée. Le genre de questions qui vous seront posées variera de questions générales à spécifiques. Certaines questions porteront directement sur le thème des contacts et interactions avec des professeurs dans la salle de classe (avant, pendant, ou après le cours) et à l'extérieur de la salle de cours (communications électroniques, visites au bureau d'un professeur, rencontres informelles sur le campus, etc.). Les entrevues seront enregistrées sur bande audio ou vidéo et le contenu des conversations sera transcrit mot-pour-mot à des fins d'analyse. Vous aurez l'opportunité de valider le contenu des transcriptions.

Durée

Le questionnaire électronique prendra environ 5 minutes à compléter.

Les entrevues dureront environ 45 à 60 minutes. Le temps alloué à une entrevue sera de 45 à 60 minutes. Les entrevues se dérouleront en un temps et lieu pratiques pour le participant. Les entrevues peuvent être menées en personne ou par vidéoconférence, selon la préférence du participant. Les entrevues peuvent se dérouler être en français ou en anglais, selon la préférence du participant.

Risques

Le chercheur vous demandera de partager des informations personnelles et confidentielles. Il est possible que nous ne vous sentiez pas à l'aise de parler de certains de ces sujets. Vous n'avez pas à répondre aux questions auxquelles vous ne souhaitez pas répondre. Vous pouvez choisir de ne pas participer à la conversation si vous ne le souhaitez pas. Vous n'avez pas à justifier ou expliquer votre décision de ne pas répondre.

Avantages

Bien qu'il n'y ait pas de compensation financière pour vous, votre participation contribuera à nous aider à mieux comprendre les expériences des étudiants étrangers qui poursuivent des études universitaires en Corée. Les avantages potentiels de ce projet de recherche vont aider les administrateurs et professeurs des universités coréennes à mieux comprendre les besoins et expériences propres aux étudiants étrangers.

Confidentialité

Aucune information vous concernant ne sera partagée ou diffusée. Le chercheur sera la seule personne à avoir accès aux informations sur vous et ce que vous avez dit lors de l'entrevue. Lors de la défense de la thèse doctorale, les données recueillies seront présentées au comité de thèse. Les données recueillies lors du projet de recherche seront conservées dans une filière verrouillée ou dans des fichiers électroniques encryptés. Toutes les informations vous concernant seront codées. Aucune information ne permettra de vous identifier en tant que participant. Des numéros seront assignés aux participants, et je serai la seule personne à savoir quel numéro vous a été donné. Cette information sera gardée confidentielle de manière sécurisée.

Diffusion des résultats

À la fin du projet de recherche, les résultats sont disponibles pour chacun des participants. Il est prévu que les résultats de la recherche soient publiés afin que les parties intéressées puissent en apprendre davantage sur le sujet.

Droit de refus et de retrait

Votre participation est volontaire. Si vous le souhaitez, vous pouvez mettre fin à votre participation au projet à tout moment, et ce, sans aucune conséquence.

Questions à propos du projet de recherche

Si vous avez des questions, vous pouvez les poser maintenant ou plus tard. Si vous souhaitez poser des questions plus tard, veuillez contacter Natalie Thibault (courrier électronique:

_____, téléphone: _____). Ce plan de recherche a été révisé et approuvé par le Comité d'éthique (Institutional Review Board) de l'American College of Education. Ce comité a pour mission de s'assurer que les participants à la recherche soient protégés. Si vous avez des questions à poser aux membres du comité d'éthique, veuillez les transmettre par courrier électronique à IRB@ace.edu.

Attestation du consentement

J'ai bien lu l'information au sujet de ce projet de recherche ou l'information m'a été lue. Je comprends pourquoi j'ai été sollicité pour participer au projet de recherche. J'atteste que l'on m'a offert la possibilité de poser des questions à propos de la recherche et que des réponses satisfaisantes m'ont été fournies. J'atteste que je suis âgé d'au moins 18 ans. Je consens librement à participer au projet de recherche.

Nom du participant (en lettres moulées ou dactylographié): _____

Signature du participant: _____

Date: _____

Je confirme que le participant a eu l'opportunité de poser des questions à propos du projet de recherche, et que des réponses à toutes les questions ont été fournies au meilleur de mes connaissances. J'atteste que la personne n'a pas été forcée d'offrir son consentement, et que le consentement a été donné de manière libre et volontaire. Une copie de ce formulaire a été remise au participant.

Nom du chercheur (en lettres moulées ou dactylographié): _____

Signature du chercheur: _____

J'atteste avoir lu ou avoir été témoin de la lecture du formulaire de consentement éclairé au participant potentiel, et que la personne a eu l'opportunité de poser des questions. Je confirme que la personne a librement donné son assentiment.

Nom du chercheur (en lettres moulées ou dactylographié): _____

Signature du chercheur: _____

Date: _____

Signature du superviseur: _____

Date: _____

**PRIÈRE DE CONSERVER CE FORMULAIRE DE CONSENTEMENT ÉCLAIRÉ
POUR VOS DOSSIERS.**

Appendix F

Interview Guide

Name of the interviewee: _____
Location: _____
Date: _____
Interviewer: _____
Start time: _____ End time: _____
Duration: _____
Recording: _____ Audio _____ Video _____

Instructions for the interviewer to follow:

1. Introduce the informed consent form (paper copy), explain it, and invite questions.
2. Get the participant signature on the informed consent form (paper copy). If the interview is conducted virtually, ensure that you have received the signed copy of the form that the participant has sent you by mail. Confirm with the participant that you have received the signed consent form and obtain verbal consent.
3. Explain that the interview is going to be recorded (audio and video) and verbally confirm that the participant agrees. If the participant does not agree, the interview will not be recorded.

Interview questions:

1. How would you describe yourself (in terms of age, nationality, ethnicity, gender, etc.)?
2. How long have you been studying in Korea?
3. Tell me about the classes you are taking this semester as a student in Korea.
4. Tell me about interactions you have had with your professors?
5. How often do you interact with your professors?
6. What is your favorite way to connect with your professors?
7. Tell me about your experiences with direct interactions with professors in the classroom.
8. Tell me about your experiences with direct interactions with professors outside the classroom.
9. How important is it for you to interact with your professors?

Thank you statement:

Thank you very much for accepting to be interviewed in the context of this study. Thank you for taking the time to meet me to discuss your experiences. Your answers will contribute to the success of this research project, and I am grateful for your participation.

If I have further questions or need clarification about what we discussed today, do you allow me to contact you directly by email?

If you have any questions about the study, please contact me at any moment.

Thank you once again for your time.

Directives pour Entrevues

Nom de la personne interviewée: _____
Endroit: _____
Date: _____
Intervieweur: _____
Début (heure): _____ Fin (heure): _____
Durée: _____
Enregistrement: _____ Audio _____ Vidéo

Instructions pour l'intervieweur :

1. Présentez le formulaire de consentement éclairé (format papier), expliquez-le en détails et offrez au participant l'occasion de poser des questions.
2. Obtenez la signature du participant sur le formulaire papier. Si l'entrevue est faite par vidéoconférence, assurez-vous d'avoir en votre possession le formulaire signé qu'ele participant vous a retourné par courrier. Re-confirmez avec le participant et obtenez son consentement verbal.
3. Expliquez que l'entrevue sera enregistrée (audio et vidéo) et confirmer verbalement que le participant accepte que l'échange soit enregistré. Si le participant ne consent pas, l'entrevue ne sera pas enregistrée.

Questions pour l'entrevue :

1. Comment vous décririez-vous (en termes d'âge, nationalité, ethnicité, genre, etc.)?
2. Depuis combien de temps étudiez-vous en Corée?
3. Parlez-moi des cours que vous suivez ce semestre à l'université.
4. Parlez-moi des interactions que vous avez eu avec vos professeurs.
5. À quelle fréquence interagissez-vous avec vos professeurs?
6. Quelle est votre manière favorite de communiquer avec vos professeurs?
7. Parlez-moi de vos expériences de contacts directs avec vos professeurs dans la salle de classe.
8. Parlez-moi de vos expériences de contacts directs avec vos professeurs à l'extérieur de la salle de classe.
9. Jusqu'à quel point cela compte-t-il pour vous d'interagir avec vos professeurs?

Remerciements :

Merci beaucoup d'avoir accepté d'être interviewé dans le cadre de ce projet de recherche. Merci d'avoir pris le temps de me rencontrer pour me parler de vos expériences. Vos réponses vont contribuer au succès de ce projet de recherche, et je suis très reconnaissante que vous ayez choisi de participer.

Si j'ai des questions ou souhaite obtenir plus de détails concernant notre conversation d'aujourd'hui, me donnez-vous la permission de vous contacter par courrier électronique?

Si vous avez des questions sur le projet de recherche, n'hésitez pas à me contacter en tout temps.
Merci encore une fois de votre temps.

Appendix G

Communication with Subject-Matter Experts regarding Research Instruments

Dear (Insert name here),

I am Natalie Thibault, and I am a doctoral candidate student at the American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Carolyn J. Price.

I am writing to you today to request your help and input regarding the research instruments (see file attached) that I have designed in the context of my dissertation research project.

The study I am planning on conducting for my dissertation is titled *Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study*.

The study will use a qualitative methodology and phenomenology research design that will explore the lived experiences of student-faculty interactions for international students enrolled full-time at a Korean university. This qualitative study will examine experiences of interactions international students have had with professors, teachers, or instructors, in and outside the classroom. This study will explore those contacts as they are experienced, perceived, and understood by international students.

The two research instruments designed for the study are:

- 1- An electronic questionnaire, to be disseminated to potential participants, who are all international students enrolled full-time at a university in South Korea;
- 2- An interview guide for unstructured in-depth interviews, to be conducted with 30 participants.

The selection of participants to be interviewed will be done randomly among the questionnaire respondents that meet the three inclusion criteria: a) being enrolled full-time as an international student in a Korean university for a minimum of one semester, b) having experienced direct interactions with faculty in or outside the classroom, and c) having accepted to be interviewed in the context of the study.

Based on your extensive experience in the field, your input on the appropriateness of my research instruments would be invaluable. Would you consider taking a moment to examine the questionnaire and interview guide and to offer me some guidance and feedback? Your input would contribute greatly to the validity of the study.

If you have any questions, please do not hesitate to contact me directly by e-mail at

[REDACTED]

I thank you in advance for your precious collaboration, and I am looking forward to hearing from you.

Best regards,
Natalie Thibault



Natalie Thibault <[redacted]>

Request - Input on Validity of Research Instruments

3 messages

Natalie Thibault <[redacted]>

Mon, Jun 8, 2020 at 12:24 PM

To: [redacted]

Dear Dr. [redacted]

My name is Natalie Thibault, and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Carolyn J. Price. I am also an assistant professor at Wonkwang University, located in Iksan, Jeollabuk-do (Korea).

I have been following your work with great interest and I am especially interested in your research on neo-nationalism and neo-racism as experienced by international students in Korea. Your 2017 article was actually the spark that led to my decision to study the lived experiences of international students in Korea!

I am writing to you today to request your help and input regarding the research instruments (see file attached) that I have designed in the context of my dissertation research project.

The study I am planning on conducting for my dissertation is titled ***Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study***.

The study will use a qualitative methodology and phenomenology research design that will explore the lived experiences of student-faculty interactions for international students enrolled full-time at a Korean university. This qualitative study will examine experiences of interactions international students have with their professors, teachers, or instructors, in and outside the classroom. This study will explore those contacts as they are experienced, perceived, and understood by international students.

The two research instruments designed for the study are:

- 1- An electronic questionnaire, to be disseminated to 150 potential participants, who are all international students enrolled full-time at a university in South Korea;
- 2- An interview guide for unstructured in-depth interviews, to be conducted with 25 participants.

The selection of participants to be interviewed will be done randomly among the questionnaire respondents that meet the three inclusion criteria: 1) being enrolled full-time as an international student in a Korean university for a minimum of one semester; 2) having experienced direct interactions with faculty in or outside the classroom; 3) having accepted to be interviewed in the context of the study.

Based on your extensive experience in the field, your input on the appropriateness of my research instruments would be invaluable. Would you consider taking a moment to examine the questionnaire and interview guide and to offer me some guidance and feedback? Your input would contribute greatly to the validity of the study.

If you have any questions, please do not hesitate to contact me directly by e-mail at [redacted].

I thank you in advance for your precious collaboration and I am looking forward to hearing from you.

Best regards,
Natalie Thibault

 **NTHIBAULT_ResearchInstruments.docx**
24K

To: Natalie Thibault <[REDACTED]>

Mon, Jun 8, 2020 at 9:59 PM

Hi Natalie,

Great topic. So nice to hear how my previous work has made a positive impact on your scholarship.

Some minor suggestions:

- Instead of nationality, ask what is their country of citizenship.
- Might also be helpful to ask how many years they have been in Korea prior to this study time. Many may have traveled back and forth or grew up in Korea. Arrival and starting studies does not always indicate combined time.
- I would delete #12. They all have and if not, then at least they can indicate none for each question.
- 19: instead of all that apply, better to indicate scales (frequently per week to never)
- For 0, 20 times, etc., be clear on whether you mean combined or per week or per month. Better to have a specific timespan.

Interview questions look good! Be sure to probe for as many examples as possible.

Good luck!

[REDACTED]

From: Natalie Thibault <[REDACTED]>
Date: Monday, June 8, 2020 at 5:26 AM
To: [REDACTED]
Subject: [EXT]Request - Input on Validity of Research Instruments

External Email

[Quoted text hidden]

Natalie Thibault <[REDACTED]>
To: [REDACTED]

Wed, Jun 10, 2020 at 8:08 PM

Dear Dr. [REDACTED]

Thank you so much for taking the time to respond to my email and to give me precious feedback on my research instruments! I will surely integrate your suggestions in my questionnaire and will keep your advice in mind while conducting my interviews.

I am very grateful for your input, and I am looking forward to reading your next articles!

Warmest regards and many thanks,

Natalie



Natalie Thibault <[redacted]>

Request - Input on Validity of Research Instruments

3 messages

Natalie Thibault [redacted]
To: [redacted]

Mon, Jun 8, 2020 at 12:29 PM

Dear Dr. [redacted]

My name is Natalie Thibault, and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Carolyn J. Price.

I have been following your work with great interest and I am especially interested in your article presenting the phenomenological analysis of students' self-perceived autonomy and out-of-class learning.

I am writing to you today to request your help and input regarding the research instruments (see file attached) that I have designed in the context of my dissertation research project.

The study I am planning on conducting for my dissertation is titled ***Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study***.

The study will use a qualitative methodology and phenomenology research design that will explore the lived experiences of student-faculty interactions for international students enrolled full-time at a Korean university. This qualitative study will examine experiences of interactions international students have with their professors, teachers, or instructors, in and outside the classroom. This study will explore those contacts as they are experienced, perceived, and understood by international students.

The two research instruments designed for the study are:

- 1- An electronic questionnaire, to be disseminated to 150 potential participants, who are all international students enrolled full-time at a university in South Korea;
- 2- An interview guide for unstructured in-depth interviews, to be conducted with 25 participants.

The selection of participants to be interviewed will be done randomly among the questionnaire respondents that meet the three inclusion criteria: 1) being enrolled full-time as an international student in a Korean university for a minimum of one semester; 2) having experienced direct interactions with faculty in or outside the classroom; 3) having accepted to be interviewed in the context of the study.

Based on your extensive experience in the field, your input on the appropriateness of my research instruments would be invaluable. Would you consider taking a moment to examine the questionnaire and interview guide and to offer me some guidance and feedback? Your input would contribute greatly to the validity of the study.

If you have any questions, please do not hesitate to contact me directly by e-mail at [redacted]

I thank you in advance for your precious collaboration and I am looking forward to hearing from you.

Best regards,

Natalie Thibault

 NTHIBAULT_ResearchInstruments.docx
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To: Natalie Thibault <>

Tue, Jun 9, 2020 at 12:21 AM

Dear Natalie,

Thank you for sharing your work with me and thank you for reading my work.

I have had a quick look at the instrument and I have a few questions. As you might be aware, Phenomenology studies the lived experience and for a study to be phenomenological you need to identify a phenomenon. I am seeing that your phenomenon is "student-faculty interactions for international students enrolled full-time at a Korean university". What exactly are you looking at here? When I became familiar with phenomenology, I remember Creswell gave the example of "grief" and how a number of individuals experience "grief". When I was trying to identify my phenomenon (it was not an easy process), I always tried to articulate clearly what my phenomenon was. As you would have read, I looked at past lived experiences of Spanish students studying Spanish in formal settings. I was looking at that because I wanted to identify whether or not their past experiences were conducive to them becoming autonomous learners or not.

What are you looking at exactly? What about the student-faculty interactions is of interest to you?

The key to Phenomenology is the in-depth interviews. Since you are looking at the lived experience, all of your questions have to explore those lived experiences. "How" questions are helpful. "How has it been your experience interacting with faculty?" That could be your main question and you can start drafting more question according to what your interests are. Since qualitative research is subjective, you are free to use your assumptions about the topic. How do you think those interactions are and why? Your questions should seek answers to those assumptions.

The questions you have drafted are a good start, but I feel you can go deeper depending on what you want to find out. One interview may not be enough, I feel at least two in-depth interviews can give you rich information.

Why are you sending that questionnaire to 150 students? What is going to be your criteria to select 25 students? This is very important because all participants must have experienced the phenomenon. Do you want to interview students who have had good experiences? bad experiences? Do you want to interview students who have interacted with faculty often? Again, what exactly is your phenomenon and what exactly are you looking at?

Those are my comments for now. I hope I was of help.

Thanks again for sharing your work with me. I will be happy to continue to talk with you about phenomenology.

Best,





From: Natalie Thibault [>]

Sent: Sunday, June 07, 2020 11:29 PM

To: 

Subject: Request - Input on Validity of Research Instruments

Dear Dr. 

My name is Natalie Thibault, and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Carolyn J. Price.

I have been following your work with great interest and I am especially interested in your article presenting the phenomenological analysis of students' self-perceived autonomy and out-of-class learning.

I am writing to you today to request your help and input regarding the research instruments (see file attached) that I have designed in the context of my dissertation research project.

The study I am planning on conducting for my dissertation is titled Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study.

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The selection of participants to be interviewed will be done randomly among the questionnaire respondents that meet the three inclusion criteria: 1) being enrolled full-time as an international student in a Korean university for a minimum of one semester; 2) having experienced direct interactions with faculty in or outside the classroom; 3) having accepted to be interviewed in the context of the study.

Based on your extensive experience in the field, your input on the appropriateness of my research instruments would be invaluable. Would you consider taking a moment to examine the questionnaire and interview guide and to offer me some guidance and feedback? Your input would contribute greatly to the validity of the study.

If you have any questions, please do not hesitate to contact me directly by e-mail at [REDACTED] <mailto:[REDACTED]>.

I thank you in advance for your precious collaboration and I am looking forward to hearing from you.

Best regards,
Natalie Thibault

CONFIDENTIALITY: This email (including any attachments) may contain confidential, proprietary and/or privileged information. Any duplication, copying, distribution, dissemination, transmission, disclosure or use in any manner of this email (including any attachments) without the authorisation of the sender is strictly prohibited. If you receive this email (including any attachments) in error, please notify the sender and delete this email (including any attachments) from your system. Thank you.

Natalie Thibault <[REDACTED]>

Wed, Jun 10, 2020 at 8:23 PM

To: [REDACTED]

Dear [REDACTED]

Thank you for taking the time to respond to my email so promptly. I am really grateful for your input and advice.

To answer your question, what interests me the most with the phenomenon of student-faculty interactions for international students is how they interact with their Korean professors. I have been working in Korea for more than a decade, and I have witnessed and experienced (both personally and professionally) various degrees of hostility from Korean people regarding foreigners, including myself. I decided to focus on student-faculty relationships after having read several articles about discrimination experienced by international students from fellow classmates, or Korean people in general. While reading I kept asking myself: how about their professors? Are they welcoming and helpful, or do they treat them more poorly? That is what interests me the most in the study. I want to hear about the relationships international students have been able to establish with their professors in Korean universities.

The reason why I am sending the electronic questionnaire to 150 international students is to find potential participants that meet the following criteria: (a) full-time enrollment as an undergraduate international student in a Korean university for a minimum of one semester, (b) lived experiences of direct interactions with faculty in or outside the classroom, and (c) agreement to be interviewed in the context of the study. Exclusion criteria for the study will include (a) age under 18, (b) part-time or temporary enrollment, (c) graduate school enrollment, and (d) lack of direct experiences with student-faculty interactions. I have decided to cast a wider net to ensure that I can find enough participants to complete my sample. As the questionnaire will be sent electronically (through university servers or message boards) I thought I wouldn't hurt to send it to many students rather than too few.

As far as the interview guide is concerned, do you think that I should prepare a second list of questions that could guide my inquiry depending on what the participants say? As I am planning on conducting unstructured interviews I was under the impression that I should generate the questions off the cuff, but is it too risky?

Once again, I sincerely thank you for your time and willingness to assist me in my dissertation journey. It is greatly appreciated.

I am looking forward to hearing from you.

Warmest regards,
Natalie

4/17/2021

Gmail - Request - Input on Validity of Research Instruments



Natalie Thibault <[redacted]>

Request - Input on Validity of Research Instruments

8 messages

Natalie Thibault <nataliethibault@gmail.com>

Fri, Feb 5, 2021 at 4:31 PM

To: [redacted]

Dear Dr. [redacted],

My name is Natalie Thibault, and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Carolyn J. Price.

I have been following your work with great interest and I am especially interested in your work regarding qualitative phenomenology studies involving international students.

I am writing to you today to request your help and input regarding the research instruments (see file attached) that I have designed in the context of my dissertation research project.

The study I am planning on conducting for my dissertation is titled ***Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study***.

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Based on your extensive experience in the field, your input on the appropriateness of my research instruments would be invaluable. Would you consider taking a moment to examine the questionnaire and interview guide and to offer me some guidance and feedback? Your input would contribute greatly to the validity of the study.

If you have any questions, please do not hesitate to contact me directly by e-mail at [redacted].

I understand that you must be very busy with your own work and research, and I am grateful for any time you can spare to take a look at my research instruments. Thank you very much in advance for your precious collaboration and I am looking forward to hearing from you.

Best regards,

4/17/2021

Gmail - Request - Input on Validity of Research Instruments

Natalie Thibault

 **NTHIBAULT_ResearchInstruments.docx**
26K

Thu, Feb 11, 2021 at 3:02 AM

To: Natalie Thibault <[REDACTED]>

Hello

Sorry for the delayed response- crazy crazy times

I would be happy to look at it this week.

one- thing- as I read your email....

Do these students KNOW YOU! yep--- that was a BIG issue; will international students TRUST the researcher.
I did my study before Trump was in office- before such anti-immigration problems in the US.

My concern in general- how will you get international students to TRUST YOU and know you are for real.
Do you have a trusted 'anchor' person who can recruit international students to complete your survey?

just thinking.

I have a lot on my plate- BUT (as I tell my doctoral students) if I don't get back to you by end of day Saturday- feel free to
send a gentle reminder- it won't offend me...

[Quoted text hidden]

--

Follow me on: [REDACTED]
And check out my website: [REDACTED]

Natalie Thibault <[REDACTED]>

Thu, Feb 11, 2021 at 8:57 AM

Dear Dr. [REDACTED]

Thank you so much for taking the time to write. I really appreciate it.

To answer your question, I will not be interviewing students in my own university; I was advised against it by my Chair
because of bias and possible conflicts of interest.

As I live and work as an expat in Korea, I am hoping that will help create a connection with international students who are
enrolled here. I am hopeful that talking to a "fellow foreigner" (for a lack of a better term) will help them feel more at ease
and open. I did not consider the issue of trust; thank you for mentioning it. I need to find ways to ensure that participants
feel comfortable enough to actually participate.

I am looking forward to your feedback regarding my instruments, but I want you to know how grateful I am already that
you have taken the time to reply and pose some important questions regarding trust.

Warmest regards and many thanks,

Natalie

[Quoted text hidden]

To: Natalie Thibault <nataliethibault@gmail.com>

Thu, Feb 11, 2021 at 10:02 AM

Hey
no worries

The term I used was "anchor person". :)

Please see attached.

[Quoted text hidden]

 224K .pdf

To: Natalie Thibault <nataliethibault@gmail.com>

Sat, Feb 13, 2021 at 3:42 AM

Hi
please see my feedback
1) where is the informed consent- protection of human subjects
2) I don't quite follow WHO will participate- are these Korean students? Or American students studying in Korea? ANY international student studying in Korea?
3) the phrase "choose your professor" Seems like there should be more guidance- a professor from a discipline...the age and gender of the professor (I think) would be significant?
4) what are the research methods? I know that doesn't go into the physical instrument- but it would help to know that when looking at the instrument (sorry if I have missed that before)

Sounds like an interesting study :)

On Fri, Feb 5, 2021 at 2:35 AM Natalie Thibault <nataliethibault@gmail.com> wrote:

[Quoted text hidden]

[Quoted text hidden]

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36K

Natalie Thibault <nataliethibault@gmail.com>
To: [redacted]

Sat, Feb 13, 2021 at 8:23 AM

Thank you very much, Dr. [redacted] Your feedback is very much appreciated.

Here the answers to your questions:

- 1) I have attached the informed consent form (it will be included in the questionnaire and the interviewees will sign a copy as well)
- 2) The participants will be international students (of all origins) studying in a Korean university. Based on the demographics of international students in Korea, it is foreseeable that participants will be from neighboring Asian countries (China, Japan, Vietnam, etc.).
- 3) The question of the "chosen professor(s)" is interesting, thank you for bringing it to my attention. I am considering changing the wording to make it more clear. The details regarding the professor(s) they had interactions with will be discussed at length in the interviews (the questionnaire is only a means to form an appropriate sample for the study). I believe that the gender, age, and ethnicity of the professor could be important factors in the student-faculty interaction dynamics, especially in terms of approachability.

4) The study is a phenomenological study. The main data collection instrument will be unstructured one-on-one interviews.

Thank you once again for taking the time to review my research instruments! I am very grateful for your support.

Natalie

[Quoted text hidden]

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40K

 Sat, Feb 13, 2021 at 8:58 AM
To: Natalie Thibault < >

Hi
glad you found my comment useful- I would be interested in learning what you find :)


[Quoted text hidden]

Natalie Thibault < >
To:  Sat, Feb 13, 2021 at 9:10 AM

I will make sure to keep you posted!
Have a wonderful weekend, and thank you once again for your help!
Natalie
[Quoted text hidden]



Natalie Thibault <[redacted]>

Request - Input on Validity of Research Instruments

9 messages

Natalie Thibault <[redacted]>

Fri, Feb 5, 2021 at 4:19 PM

To: s [redacted]

Dear Dr. [redacted]

My name is Natalie Thibault, and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Carolyn J. Price.

I have been following your work with great interest and I am especially interested in your study on international student involvement.

I am writing to you today to request your help and input regarding the research instruments (see file attached) that I have designed in the context of my dissertation research project.

The study I am planning on conducting for my dissertation is titled ***Student-Faculty Interaction Experiences of International Students in Korea: A Phenomenology Study***.

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Based on your extensive experience in the field, your input on the appropriateness of my research instruments would be invaluable. Would you consider taking a moment to examine the questionnaire and interview guide and to offer me some guidance and feedback? Your input would contribute greatly to the validity of the study.

If you have any questions, please do not hesitate to contact me directly by e-mail at [redacted].

I understand that you must be very busy with your own work and research, and I am grateful for any time you can spare to take a look at my research instruments. Thank you very much in advance for your precious collaboration and I am looking forward to hearing from you.

Best regards,

Natalie Thibault

 **NTHIBAULT_ResearchInstruments.docx**
26K

To: Natalie Thibault <nataliethibault@gmail.com>

Tue, Feb 9, 2021 at 4:45 AM

Hi Natalie,

Thank you for your email. I will follow-up by the end of the week.

Best,



From: Natalie Thibault <nataliethibault@gmail.com>
Sent: Friday, February 5, 2021 1:19 AM
To: 
Subject: Request - Input on Validity of Research Instruments

Caution! This E-mail originated from outside the university. Please use caution when opening attachments, clicking links, or responding to requests.

[Quoted text hidden]

To: Natalie Thibault <nataliethibault@gmail.com>

Fri, Feb 19, 2021 at 12:07 PM

Hi Natalie,

I am sorry for getting back to you so late. The instrument for your dissertations looks great!

I am curious as to why you chose to do a survey before conducting the interviews. It seems like an exploratory sequential mixed methods design, except your survey results are not directly influencing your interview questions.

I have not seen a phenomenology study designed with a questionnaire, so I would consider doing a mixed-methods design.

The interview questions look good. I would think about rephrasing some of them so that they are more open-ended. I would also think about adding a couple questions to better explore the breadth of the phenomenon. Here's an example:

How would you describe your academic experience at your institution?

Lastly, I would think about simplifying some of the questions. Instead of asking, "How would you describe your experiences with student-faculty interactions?" You can ask, "How would you describe your experiences and interactions with your professors?" OR "Tell me about your interactions with your professors."

Just some ideas...

Please let me know if you have any other questions. Best wishes with your study.

[Quoted text hidden]

Natalie Thibault <nataliethibault@gmail.com>

Fri, Feb 19, 2021 at 12:19 PM

Dear Dr. [REDACTED]

Thank you so much for taking the time to send your feedback! Your suggestions for the phrasing of the interview questions are very pertinent; I will make sure to integrate them.

To answer your question, the questionnaire is only designed to help me find my participants; I will be using it as a method of recruitment through social media. The data gathered by the questionnaire will only serve to create a participant pool from which I will (hopefully) find my interviewees. As I cannot interview students from the university where I am employed, the questionnaire is my gateway to invite potential participants. Frankly speaking, the current COVID-19 situation makes me worried about my abilities to recruit enough participants for my study, but oh well, I will do my best to carry out my plan and I will make adjustments, if necessary. We are all in the same funny boat, aren't we?

Thank you once again for your guidance. I am very grateful.

All the best,

Natalie

[Quoted text hidden]

To: Natalie Thibault <nataliethibault@gmail.com>

Fri, Feb 19, 2021 at 12:29 PM

Hi Natalie,

Yes! COVID has made it difficult to do the simplest things.

I understand your rationale for using the questionnaire. I would consider making it a bit shorter if you are only using it as a recruitment tool. Or, you can consider using the data for a publication outside of your dissertation work.

I wonder if you could also connect to students organizations or student service offices to recruit as well. I am sure you will find enough participants for your study.

Again, best of luck!

Appendix H

Emergent Themes and Sub-Themes Based on Analysis of Interview Data

Theme and Sub-Theme	Example Quotes (Participant)
<u>Theme 1: Language issues</u>	
1a. Lack of confidence in one's Korean language skills	I felt very nervous about going to see them in their room [...] What if they say something and I don't understand? (Participant 14)
1b. Academic struggles related to the language of instruction	One [course] was extremely difficult [...] when I told the professor I was really struggling, he just said "yeah, I understand, keep going." (Participant 14)
1c. Expectations regarding Korean proficiency	She was really angry like "you chose this way! Like, you are studying in Korea, so it's your choice!" (Participant 15)
1d. Korean language used in EMI classes	There is no guideline about how much Korean is allowing during the [EMI] classes [...] that's a bit stressful because I don't know if I'm missing anything important" (Participant 9)
1e. Korean professors' English skills	He was practicing a lot to be able to do his class, so his English was not fluent, so I think he was afraid to have too many questions asked. (Participant 12)
<u>Theme 2: Professor demographics</u>	
2a. Gender	I noticed that female professors are more interactive than male professors; there is less distance, too. (Participant 8)
2b. Age	He was a bit older. Apparently, he was preparing for retirement [...] he had an old-school approach, both teaching, and interaction with students. (Participant 1)
2c. Korean and foreign professors	There was really a difference, even between Korean professors who studied in the USA. They were friendlier [...] They tried to be closer to us. (Participant 2)

Theme 3. Specificities of the Korean education system

- | | |
|---|--|
| 3a. Distance with Korean professors | It felt like really distant teacher, like it was really hard to asking questions. Normally, we can ask question after the end of the class, but this teacher would like literally run out of class. (Participant 12) |
| 3b. Special status of the professor | In Korea, you don't question the professor's authority (Participant 17) |
| 3c. Knowledge transmission and memorization | They give me the information, but they don't give me the wisdom. (Participant 10) |

Theme 4. Student-faculty interactions in an online environment

- | | |
|--|---|
| 4a. More in-class interactions online than offline | Because of the classes online, actually teachers expect more communication and more interactions. (Participant 9) |
| 4b. Professors' availability for students | They are more attentive to their emails, I feel that communication is even more established and is ever faster now as well. (Participant 14) |
| 4c. Lack of interpersonal contact | I would have want to get too much closer professor-student relationship, if it was offline. But online, it's much more difficult to connect personally. (Participant 6) |

Theme 5. Meaningful student-faculty interaction experiences

- | | |
|---|--|
| 5a. Care and attention paid to students | She was the first professor at that time who was personally and genuinely very interested in us, and gave us a lot of time and attention. (Participant 1) |
| 5b. Mentoring role | She did become more than just a professor of one course, but as well, you know as a mentor and academic advisor. (Participant 1) |
| 5c. Reaching out to students | She emailed me first, saying that she didn't get my submission [...] I was really, really pleasantly surprised [...] when I emailed her the assignment I wrote that I'm thankful that you actually look out for us students. (Participant 1) |

- | | |
|---|--|
| 5d. Create occasions for direct interactions | She always opens the [online] classroom 15 minutes early, so whoever wants to can just join early to chat [...] it's good to just feel a bit more appreciated. (Participant 5) |
| 5e. Mitigation of course difficulty or low grades | Even though I didn't get a high score, it was a very good experience for me. I don't regret taking this course at all. (Participant 13) |
| 5f. Contact maintained beyond the semester | We've met a few times out of campus, to eat or have a drink [...] The professor-student distance is still there, but much less than with others. (Participant 16) |

Theme 6: Upsetting student-faculty interaction experiences

- | | |
|---|---|
| 6a. Limited engagement | I'm one international student amongst 39, 40 other Korean students. So why should they go out of their way to pay attention? (Participant 14) |
| 6b. Derogatory comments | He cut me off and then spoke over me. He made me feel really stupid. (Participant 14) |
| 6c. Differential treatment and negative assumptions | Don't take that class because the professor doesn't like international students or like gives you harder assignments. (Participant 5) |
| 6d. Lack of understanding of students' personal struggles | After all it is a Korean professor; I know that they are less understanding about that kind of things. (Participant 2) |

7: Negative impacts of student-faculty interactions

- | | |
|------------------------|--|
| 7a. Emotional distress | It knocked me out mentally several times. I even suffered from depression. (Participant 16) |
| 7b. Dropping a class | She isolated me and never tried to help me. I dropped the class before the final because it felt like a lost cause (Participant 2) |
| 7c. Disengagement | I was trying to quit, but my mom was like "no, just finish. [...] I'm just passing the time; I don't care. (Participant 10) |

Theme 8: Factors hindering office visits

- | | |
|--|---|
| 8a. Fear of disturbing or bothering professors | I think I could have gone [to the professor's office] but it might have been burdensome for him, like he would have preferred if I said "no." (Participant 3) |
| 8b. Preference for email | It gives me time to put my questions or my concerns down, so I don't have to express it right away. I need time to think it through. (Participant 9) |
| 8c. Student characteristics | I am not really the type to ask questions [...] I think that I should try to resolve problems on my own first. (Participant 9) |
-
-