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Abstract

While previous research has explored the social and academic experiences of international students when studying abroad, limited attention has been paid to local students and their adaptation to the internationalization of higher education. To fill this gap, the present study, adopting identity as an analytic lens, examined a group of Chinese university students’ perceptions and experiences in an internationalized curriculum in China. The findings show that the participants tried to interpret, construct, and refine their individual, academic, and cultural identities on a daily basis. In particular, they encountered and negotiated with three identity paradoxes, i.e., between “dedicated learners” and “disoriented bees”, between “global citizens” and “proud Chinese”, and between “team players” and “independent fighters”. The study provides useful implications for university management, teachers, and students in response to the ongoing trend of internationalization of higher education. (HRK / Abstract übernommen) Li, Sifei, E-Mail: lisifei@bfau.edu.cn