

Literature Review and Annotated bibliography

Team CommUNITY

1. Eckerson, Jacobs, C., Ghazi Saidi, L., Mollenkopf, D., & Vu, P. (2022). Turning the Tables: Using Non-English Conversation Tables to Create Connections for International Students, Campus, and Community. *Student Success*, 13(3), 29–36. <https://doi.org/10.5204/ssj.2445>

International university students often struggle to create connections with local students and the host community. This paper proposed one method of engaging locals and international students in a psychosocially empowering way to build meaningful connections and promote community engagement (which, in turn, can contribute to student success). Through the creation of “Non-English Conversation Tables”, international students were put in roles that convey value for their areas of cultural expertise and allowed them to see themselves as valuable participants in the local community by sharing their language and culture with locals. This practice subverted the typical “English Conversation Tables” where international students were always put in a learner position to improve their English, and instead fostered self-growth and intercultural competence for both locals and international students. This method that was tested at a university in a rural environment has potential to be adapted to a variety of different contexts and goals.

2. Glass, & Gesing, P. (2018). The development of social capital through international students’ involvement in campus organizations. *Journal of International Students*, 8(3), 1274–1292. <https://doi.org/10.5281/zenodo.1254580>

This paper examines how campus organization involvement can serve as a mechanism for social capital development and students’ sense of attachment to the university. Social capital is created when shared experiences produce relationships of mutual concern and is a significant outcome of college. Researchers found that international students who were involved in at least 1 student organization interacted with people of diverse backgrounds more often and had greater social capital in their neighborhood, compared to students who did not participate in campus organizations. By identifying places and contexts that are conducive to developing social capital and strengthening attachment (like student organizations), higher education institutions can increase international students’ sense of belonging and attachment.

3. Akhtar, M., & Kröner-Herwig, B. (2015). Acculturative stress among international students in context of Socio-Demographic Variables and coping Styles. *Current Psychology*, 34(4), 803–815. <https://doi.org/10.1007/s12144-015-9303-4>

This paper talks about the study of different socio-demographic variables and coping styles associated with the level of acculturative stress among international students in Germany. When a student leaves their home country and moves abroad to pursue education, they have to adapt to a new environment which could lead to a stress called “acculturative stress” - a psychological discomfort experienced when adapting to a new environment. The study examines the impact of these factors and found that age, continent of origin, language proficiency, and prior travel experience were significant predictors of acculturative stress. Additionally, suppressive coping (avoiding or escaping from stressful situations) and reactive coping (easily overwhelmed by stress) were found to predict a high level of acculturative stress among international students. Researchers suggest improving understanding of cultural differences and promoting cross-cultural interactions among students could help overcome this stress. Making contacts and friends through shared activities such as sports or other interests can help in reducing the feeling of homesickness. The study also says that it is important to learn to maintain a good balance between keeping contact with the people they left behind and making new friends.

4. Hendrickson, B., Rosen, D., & Aune, R. K. (2011). An analysis of friendship networks, social connectedness, homesickness, and satisfaction levels of international students. *International Journal of Intercultural Relations*, 35(3), 281–295. <https://doi.org/10.1016/j.ijintrel.2010.08.001>

This research sheds light on understanding the formation of friendships among international students. Friendships come into Maslow's third stage of need fulfillment, which is the need for belonging and love. According to the study, when a student struggles to feel connected, he or she tends to feel distinct and isolated from other people, which might lead to acculturative stress. Furthermore, students who leave their home nations feel estranged from previous relationships, which can be extremely stressful while they seek new social connections. According to research, international students frequently have more friends from their home country; nevertheless, having more host country friends and happiness, contentment, decreased homesickness, and social connectivity. According to the results, international students do not have a higher proportion of people from their home country in their friendship networks. International students with a higher proportion of individuals from the host country in their network, on the other hand, reported being more content, content, and less homesick. Furthermore, participants who reported higher levels of friendship with individuals from the host country regarded themselves as more contented, fulfilled, and socially connected.

5. Gushima, K., Sakamoto, M., & Nakajima, T. (2016, November). Community-based crowdsourcing to increase a community's well-being. In *Proceedings of the 18th International Conference on Information Integration and Web-Based Applications and Services* (pp. 1-6). <https://doi.org/10.1145/3011141.3011173>

The paper discusses micro-crowdfunding, a new crowdsourcing infrastructure to encourage a community to increase the sustainability of their surroundings. By incorporating a crowdfunding concept into crowdsourcing, micro-crowdfunding increases a community's willingness to participate in the crowdsourcing activities. The authors discuss inserting micro-tasks to increase well-being. We can think of this approach when designing our intervention. The paper presented the enhancement of the micro-crowdfunding infrastructure to increase the sustainability of a community's surroundings and well-being. The novelty of our approach is to automatically insert extra micro-missions within community defined micro-missions to create more well-being.

6. Chai, D. S., Van, H. T. M., Wang, C. W., Lee, J., & Wang, J. (2020). What Do International Students Need? The Role of Family and Community Supports for Adjustment, Engagement, and Organizational Citizenship Behavior. *Journal of International Students*, 10(3), 571-589.

This study examines the mediating effects of cross-cultural adjustment and engagement on the relationships between resources in personal domains and organizational citizenship behaviors (OCBs) among international students. It contributes to the international higher education literature by providing empirical evidence of critical resources needed for successful academic achievement and social integration. The study also confirms the applicability of the Job Demands-Resources model in the higher education context and suggests that different types of cross-cultural adjustment may be related to different outcomes. Practical implications include the importance of considering resources in personal domains and community support for international students. The paper shows how International students' ability to adapt to a new culture determines their work and life success, which can be an important reference for our project. It also provides a definition of 'engagement' as a "positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" which can translate well to our project goals as well.

7. Franco Vaccarino & Emma Dresler-Hawke Massey University, New Zealand, *Intercultural Communication Studies XX: 2* (2011): How You Doing, Mate? The Perceptions of Benefits and Barriers in Forming Friendships with International Students: A New Zealand Perspective. <https://www-s3-live.kent.edu/s3fs-root/s3fs-public/file/14FrancoVaccarinoEmmaDresler-Hawke.pdf>

This paper explores the perceived benefits, barriers and difficulties of friendship formation between domestic and international students through the lens of international studies in New Zealand. The paper first briefly touches upon the definition of a friend, stating that friendships generally involve both the features of a person and the rules by which people view each other. When both the features and rules held by another person are similar to one's own, there is a mutual feeling of belonging and reliable alliance. International students, being from different cultural backgrounds, may not share the same world view, personality traits or benchmarks as domestic students, making it difficult for both groups to assimilate with each other and feel that

level of comfort. Instead, the authors found that what brings unlike groups together is in fact, a desire to learn about their differences, which for many students is difficult since it's not as easy to have fun in these learning situations ("fun" is a strong proponent of many participants' "rules" in a friendship). In conclusion, the authors found that often in cross-cultural settings, friendships don't happen spontaneously, and need to be made by some stimulus. The challenge for students of different cultures is to be motivated to expand out of social circles within which they share the most similarities, and learn to be somewhat uncomfortable while interacting with and maintaining friendships with students from different backgrounds.

8. Alfred Presbitero Deakin University–Melbourne Burwood Campus, Melbourne, Australia (2020). Moving in and adjusting to a new country without the support of an employer? Tapping into personal dispositions and capabilities to achieve social well-being. <https://www.emerald.com/insight/content/doi/10.1108/PR-09-2019-0503/full/pdf?title=moving-in-and-adjusting-to-a-new-country-without-the-support-of-an-employer-tapping-into-personal-dispositions-and-capabilities-to-achieve-social-well-being>

The paper talks about the role of cultural intelligence (CQ) in SIE's (self-initiated expatriates). CQ is a part of cognition that employs skills like problem-solving, decision making and dealing with challenges. In the context of cross-cultural encounters, the CQ is responsible for learning about the values, beliefs, attitudes and behaviors of a new culture and enabling people to be mindful of their own beliefs and behaviors, leading to eventual assimilation and a sense of social well being. Further, humans have a subconscious notion of the role that they play in society. When arriving in a new country, this notion may become dislodged creating discrepancies in SIE's personal and social values and thus, their role in that society. A high CQ can also help SIE's learn about these differences, and adapt over time to better align with their new sense of belonging in that society. Finally, the authors derive that CQ is malleable and can be developed in a new country, but is propelled by prior interaction and exposure to the new country's culture and/or people, reducing the time to acclimation and leading to more effective development of social well-being.

9. McArthur, J., & White, A. F. (2016). Twitter chats as third places: Conceptualizing a digital gathering site. *Social Media and Society*, 2(3), 205630511666585. <https://doi.org/10.1177/2056305116665857>

This study discusses the concept of digital communities formed through online chat spaces, particularly focusing on scheduled Twitter chats. It suggests that these chats serve as digital third places, similar to physical locations like pubs or coffee shops, where users gather for collective conversations and shared interests. In Twitter chats, hashtags play a crucial role in visualizing shared social interactions, facilitating real-time information exchange, and creating a sense of community. These chats build a digital community over time, with some participants becoming regulars who look forward to the gatherings.

The study finds that Twitter chats exhibit characteristics of third places, but there are differences between digital and physical spaces. In Twitter chats, the leveler characteristic is observed as participants can join without actively participating, unlike physical gatherings where even quiet individuals are visible. The concept of a local community is adapted to themed chats, where people with shared interests form bonds similar to those in localized neighborhoods. Accessibility in digital communities is based on time, with synchronous participation enhancing social interactions.

In conclusion, the text argues that while Twitter chats may not fully adhere to all characteristics of physical third places, they can facilitate the creation of digital communities and bonding among users with shared interests. Digital chat spaces show promise as platforms for building online communities, and future research can explore the similarities and differences between physical and digital gathering places.

10. Zhuang, Z. C., & Lok, R. T. (2023). Exploring the wellbeing of migrants in third places: An empirical study of smaller Canadian cities. *Wellbeing, Space and Society*, 4, 100146. <https://doi.org/10.1016/j.wss.2023.100146>

This paper explores the role of third places in the wellbeing of migrants in smaller Canadian cities. It emphasizes the importance of community spaces like libraries, places of worship, shopping malls, parks, and more in helping migrants build social and cultural connections while maintaining their cultural identity. Access to nature also enhances wellbeing. However, the study highlights challenges such as limited public transit and negative experiences, including racism in public spaces. The findings suggest that third places play a significant role in enhancing wellbeing and potentially retaining migrants in smaller cities.

11. [Harsh] Wimpenny, K., Finardi, K. R., Orsini-Jones, M., & Jacobs, L. (2022). Knowing, Being, Relating and Expressing Through Third Space Global South-North COIL: Digital Inclusion and Equity in International Higher Education. *Journal of Studies in International Education*, 26(2), 279-296. <https://doi.org/10.1177/10283153221094085>