Asian American Students


The article summarizes a study, which used data from the Education Longitudinal Study, which investigated the effects of various shadow education programs on the academic performance of East Asian American students in comparison to other racial/ethnic student groups. The prevalence of these programs in the Asian American community and other racial/ethnic groups is examined, and the broader implications of the findings on inequalities in educational achievement are also discussed. Although the research showed a positive relationship between improved SAT test scores in East Asian American students that participation in a commercial test preparation course, the researchers were clear that this was not to be used as evidence that this type of shadow education should be made more available to other racial/ethnic minorities in order to improve academic achievement.


This explorative study examined student–faculty relationships involving Asian American undergraduates, and the impact of these relationships on the groups learning. Using data from the Cooperative Institutional Research Program (CIRP), the study found that Asian American students tended to have shallower relationships with faculty compared with other racial groups of students, despite findings that suggested that Asian American students benefit from these types of relationship. The researchers did point out the limitations of the study, which included dated sample data and a low number of Asian American students in the data which meant they could not provide more detailed findings for the various subsets of Asian American students. Still, the researchers feel they clearly showed that more detailed research should be done to investigate the effects of key background characteristics and institutional conditions on student-faculty relationships.


The study identified several factors that influenced the oral participation of six Korean students in graduate school. More than just a language issue, the study used observations and both formal and informal interviews to identify “multilayered factors” which affect oral classroom participation. The factors included English proficiency, sociocultural values and educational practice differences, and classroom environment. The author suggests that more can be done by universities and instructors to aid all international students to more actively participate in classroom discussions. Also of high importance for classroom participation was the instructor’s attitude.
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The performance of Asian American and Pacific Islander (AAPI) students are often reported together, so the researchers broke up the recorded performance of AAPI students in California into 13 separate subgroups, comparing them to White American students. Using records of over 1 million students from 2003-2008, the researchers found significant achievement gaps in reading and math between the White Americans and the 13 AAPI subgroups. Refuting the model minority myth that “AAPIs have successfully assimilated into mainstream society,” and all perform at high levels, the researchers found very diverse achievements within the subgroups. According to the findings, the aggregated reporting of AAPI students can be misleading and can obscure the educational needs of many of the students within the subgroups.


This short but enlightening book expands on Park’s 1999 book, providing nine chapters on instruction to different Asian American groups. The book underscores the many difficulties Asian American students have due to immigration, cultural differences, language learning, and parental struggles with school administrators and teachers. Most importantly, clear strategies for educators to engage and interact with the Asian American students, and their parents, are provided.


This interesting study explored the experiences of Asian international students enrolled in graduate programs at American universities. Attempting to go beyond the “assimilation theories” often addressed in research, this study looked more at language differences, academic difficulty, supportive relationships, and issues with cultural awareness. The primary data sources were a demographic survey released in 2004 and focused interviews from 2003. Strategies to bolster the Asian international students’ academic and social success in graduate programs in the U.S. are discussed, including universities and faculty paying closer attention to the psychological implications for students studying abroad.


This article reports the results of The Academic Expectations Stress Inventory (AESI) that was administered to 176 Singaporean students before major examinations. The results of the study, compared to the Rasch model, suggest that The AESI is a valuable tool for teachers and researchers to understand the role of parents, teachers and self-expectations as sources of academic stress among students from a Confucian Heritage Culture (CHC) background. Although highly technical, the article provides interesting insights into understanding the role of high expectations on students from and in CHC areas.
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This helpful article discusses the cultural differences Asian students face in an increasingly online educational environment, which is typically contrary to the passive teacher-led learning environment most are used to. Eastern cultural values, different learning and teaching pedagogies, and the experiences of Asian students online are discussed through an examination of the literature of the time. To aid educators, several teaching strategies are identified to facilitate Asian students’ participation in online courses. Although some of the strategies can be applied to all online learners, others are cultural specific like the recommendation to avoid using the color red, which has “a very strong and negative meaning for Chinese students.”

This study was an in-depth attempt to identify Chinese international students' academic and personal transformations while studying in Canada. For the study, unstructured interviews were followed by semi-structured interviews covering the student’s experiences studying and living in a foreign country. The results showed that Chinese international students were actively shaping themselves through various avenues at their school, at work, and during their interactions while taking responsibility for their personal welfare. The study reinforced the notion that host institutions should strive to provide a friendly, supportive, and empowering environment.

This interesting, although not exhaustive, study reports the findings of a questionnaire given to 27 marketing students three times during their studies in New Zealand. The questionnaire focused on independent learning amongst Chinese international students during the completion of their Bachelor's Degree. Students' independence level was measured and teaching strategies evaluated as the students progressed. The study found that the students exhibited average independence throughout their program, suggesting that improvement was required in ability, motivation, and confidence in independent constructs. The researchers believe that future research should disaggregate the model to better understand the individual variables affecting student independence.