



Sustainable Higher Education: Analyses of Policy and Factors Affecting Successful Access in International and English-Medium Contexts

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Message from the Guest Editors

Dear Colleagues,

For this Special Issue, we interpret international and English-medium contexts broadly. “International education” may refer to higher education programs in which local or international students engage in learning that aims to develop, among other aspects, a sense of “international mindedness” through local or other languages (Cambridge & Thompson, 2004, p. 161). This includes but is not limited to study abroad in contexts such as the US, the UK, and so on. This includes students in China studying science through the medium of English, for example. We tag “successful” access to our call to expand the discussion from simply “getting into” international and English-medium education to also thriving in such contexts once enrolled.

We welcome submissions from authors representing a wide range of higher education contexts that engage with these issues from the level of national or institutional policy all the way down to issues of access for individual learners. Original research articles and reviews are welcome.

We look forward to receiving your contributions.





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