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Abstract

This study aims to explore Chinese students' experiences in the Dutch higher education system with a focus on classroom pedagogy. Based on interviews with 28 Chinese students from eight higher education institutions, it analyses Chinese students' understanding and reflections of teaching and learning practices, and the challenges they encounter. The findings indicate that shifting from China's exam-oriented system and highly teacher-centred education to a more interactive and student-centred pedagogy in the Netherlands has been challenging for the students. The study identified the following aspects as being the most pertinent: comprehension in English, cultural differences, classroom participation, group learning, examination and assessment, critical thinking and creativity, and roles of lecturers. The findings underscore the need for lecturers to provide more support and guidance to Chinese students, and more consideration of the diversity in international classrooms in terms of

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previous pedagogical experiences, and cultural and linguistic differences. (HRK / Abstract
übernommen)