Impact of the COVID-19 pandemic on study experiences of Chinese students in Turin
A qualitative study

Lei Huang

lei.huang@unito.it

University of Turin

Abstract

The worldwide pandemic caused by the outbreak of COVID-19 led to the enforced confinement of populations, in the hope that the official public health advice to distance socially could help to flatten the infection curve and to reduce the numbers of fatalities from the disease. The dramatic enforced changes in daily life due to the pandemic strongly affected the study experience of overseas students. By conducting semi-structured interviews with ten Chinese students in Turin, this paper examines how Chinese overseas students saw their study experience and future development before, during and after the COVID-19 crisis. The results reveal changes in the mentality of the Chinese students, as well as their social behaviour, parental relationships, and attitudes toward studying abroad and mobility. The context of the pandemic and the lockdown awakened students' hidden personality traits, and their desire for Western credentials and transnational mobility competed with intensifying national sentiments and increased filial piety to parents. Finally, the paper highlights the tangible support to help international students manage their studies in Italy post-pandemic and points out future directions for research.

Keywords: COVID-19 pandemic, Chinese overseas students, study experience

Research background

With the strengthening of the bilateral relationship and cooperation between China and Italy, the number of Chinese students studying in Italy is on the rise. According to the Italian Ministry of Education, University and Research (MIUR), from 2008 to 2019 the number of Chinese students in Italy (without government grants) increased from 1,136 to 4,662 (Casarini 2021: 4). Recent data indicates that China is still the top sender of international students to Italy. There were approximately 7,945 Chinese students enrolled in Italian universities in the academic year 2019/2020[1], making them the largest group of Asian students in Italy. In the face of this learning

---

[1] Data quoted from STATISTICA: Leading countries of origin of foreign students enrolled at university in Italy in the academic year 2019/2020, https://www.statista.com/statistics/572639/total-number-of-foreign-university-students-by-country-of-origin/, last accessed 01/10/2022.

mobility, the study experience of Chinese students in Italy has become an interesting topic to investigate.

Studying in Italy has never been easy, especially for Chinese students who find themselves in a culture and language that is quite different from their own; the language and cultural differences can not only cause difficulties in their study lives but can also bring concerns and worries in their social lives. Several studies argue in favour of the immersion in an intercultural environment associated with learning abroad, as it promotes the acquisition of intercultural and cross-disciplinary skills valued by universities and companies. It is also seen as a way to develop students' capacity to create social connections (Anquetil 2006; Bettahar, Gohard-Radenkovic 2020; Blons-Pierre 2016; Brassier-Rodrigues 2016; Crescenzi *et al*. 2016; Dokou *et al*. 2021; Souto-Otero *et al*. 2019; Wolff, Borzikowsky 2018).

However, under the COVID-19 crisis there were massive changes in social interaction and organization as precautions called "social distancing" or "physical distancing" were introduced to attempt to cut down interpersonal contact and thereby minimize the kind of community transmission that can develop quickly in dense social networks like the university campus (Murphy 2020: 493).

In Italy, the lockdown lasted almost three months and set severe restrictions on individual movement. The changes in daily lifestyle profoundly affected the study experience of Chinese students, and also influenced their views on studying abroad and on various aspects of mobility. However, little research exists on international mobility specifically focused on Chinese overseas students, let alone research aimed at discovering changes in their study experience and future mobility plans, despite the fact that these immersion study practices in foreign universities have existed since the early 21st century (Bankston 2004; Collins 2008).

Given the different stages of the pandemic and thus different temporal contexts, this paper aims to discover the influence of the COVID-19 crisis on Chinese students' study experience, interpersonal relationships, and personal development in Italy, and further examines the associated changes that followed before, during, and after the COVID-19 pandemic.

Research Approach

This research is supported by the psychological counselling project Passi@Unito, a pilot project of the University of Turin (UniTO) funded by the Italian Ministry of Education, University and Research (MIUR) that aims at improving the integration process of international students enrolled at the University of Turin. Working as a cultural mediator and researcher for the Passi@Unito project, the author designed this study with a special focus on Chinese students, who are characterized by educational and social models that are culturally very different from European ones.

Participant selection

The target population of this research comprises Chinese students who were studying in Italian universities during the COVID-19 pandemic period, namely starting at the latest from May 2019 and finishing at the earliest in September 2021.

With the help of the Chinese Scholar and Student Associations of the University of Turin and the Politecnico of Turin, Chinese undergraduate students were contacted and fifteen agreed to participate in this research. Considering the relatively long time-span of this study, ten of the fif-

teen students were selected as the interview candidates. The ten candidates had been studying in Turin for over two years and were in their second or third semester at the time of the first interview in 2019. The selected ten students still had at least three years to go before completing their studies in Turin, which ensured the continuity of research.

Additionally, in order to ensure the diversity of the participants, some background information on the students, such as the language of instruction (English or Italian), financial support (scholarship or self-funded student), subject (natural science or social science), type of student (exchange or degree students) and gender (female, male or non-binary), were also taken into consideration. The ten participants included five female, and five male, students. Their majors and personal backgrounds also varied.

Interview organization

A series of semi-structured interviews was conducted with the ten selected Chinese students. The interviews were designed to be open-ended and with questions relevant to each time so that in-depth information could be collected. In order to ensure that all the prepared questions and relevant topics were covered during the course of each interview, an interview protocol was applied. The protocol served as a checklist, which kept the interviews on track and organized but, nevertheless, allowed for the addition of any individual comments or viewpoints.

In order to encourage interviewees to talk freely without any concerns of language and expression, all interviews were administered in their mother tongue, Mandarin, so that their answers to each question could be articulately and explicitly captured. Every interview candidate had been informed in advance that the interview process would be recorded and gave informed consent to recording the interviews in a digital format.

As shown in Table 1, the first interview was organized with the students in-person in September 2019 in order to gain a general understanding of Chinese students' experience of studying in Italy. The questions mainly focus on their aspirations around studying in Italy, their experience of the reality of studying there, the influence of family, and their expectations for the future.

The second and third follow-up interviews were implemented in November 2019 and October 2020, at points in time just before and then during the COVID-19 pandemic in Italy. The purpose of these interviews was to obtain a deeper insight into the students' overseas study experience, but also to examine the impact of the pandemic on their study lives and personal development. The second interview was arranged in-person with the students but, given the high transmissibility and the steep infection rate of COVID-19 in October 2020, the third interviews were conducted online.

The fourth interviews were carried out in-person in September 2021, in a situation of significant improvement of the COVID-19 pandemic in Italy based on mass vaccination. This interview aimed to understand whether the worries and concerns caused by the pandemic continued to affect the Chinese students' study and social lives in Italy, the role of their parents in their present lives, as well as any changes in their views on their future plans.

Interview period	Sept 2019	Nov 2019	Oct 2020	Sept 2021
Interview type	In-person	In-person	Online	In-person
Background	Before COVID-19 outbreak in Italy	Before COVID-19 outbreak in Italy	During COVID-19 outbreak in Italy	Significant improvement of COVID-19 situation in Italy
Key questions	– aspirations for studying in Italy – lived experience of studying in Italy – influence of family – expectations of the future	– changes in original aspirations and desires – gap between original desires and reality – the role of parents in studying abroad	– impact of the pandemic on studies – change of personal and social behaviour – influence of parents – adjustment of future planning	– post-pandemic-related worries and concerns – role of parents – changes in their views on future planning
Purpose	To explore the study experience of Chinese students in Italy	To gain a deep insight into their study experience in Italy	To examine the impact of the pandemic on their study lives and personal development	To understand the changes in their study experience in the post-pandemic era

Table 1: Interview period, background, key questions and purpose

Data analysis

The interviews mainly focus on four themes: the aspiration to study abroad, relationships with parents, social life and behaviour, and personal development. The questions put forward in each interview are mainly based on these four themes. In this way, the students' answers to each theme in the various pandemic contexts could thus be compared and any relevant changes could be identified.

The interviews were firstly transcribed verbatim in Chinese for cleaning and classifying the data into different themes. After cleaning the data, the valid data were coded based on different theme categories and translated into English for data analysis.

Findings

The interviews revealed a good deal of interesting information. The Chinese students expressed their worries and concerns during the lockdown and closure of the university, and also described the changes in their study experiences at the different stages of the pandemic in Italy. Based on the key themes addressed in the interviews, the following findings stand out and will be discussed in more detail.

Aspirations and expectations of studying abroad

Like most international students, Chinese students choose to study in Italy in order to experience a different life and to enhance their personal development. They generally aspire to social status, financial freedom and a secure lifestyle, while their expectations around earning a foreign

degree include increased potential earning capacity and experiencing a new cultural landscape (Bankston 2004; Collins 2008).

For instance, as discovered in the interviews before the COVID-19 pandemic, Chinese students described that they came to study in Italy in order to «live their dream»,[2] «experience the Western culture and language»,[3] «achieve a foreign degree»[4] and «find a good job».[5]

However, the unexpected pandemic and the consequent social restrictions changed their original wishes and envisaged prospects of studying in Italy. As some students mentioned, «If my study in Italy contains only online learning and exams and my life here is one of being isolated at home, then studying abroad is meaningless. I could simply join any remote foreign study programme in China and save the cost of living abroad».[6] «One of the reasons that I came to Italy to study is to experience the local culture and landscape personally. If none of this can be realized, I don't need to study abroad».[7]

Given the COVID-19 pandemic situation, student learning is expected, on average, to have suffered a setback. Despite the widespread move to online teaching, student progress will simply not be the same as when the universities are open. Although online learning has a lot of potential, it is more effective when students and teachers have had the time to prepare and get used to it, and universities have had the time to test its implementation (Murphy 2020: 499–500). Unfortunately, in many cases, this did not happen as COVID-19 forced all educational institutions to make a sudden switch to online learning.

Furthermore, the university closure and the move to online learning may have had a particularly detrimental effect on the learning of Chinese students who needed to practice their communication skills in the Italian language and acclimatize themselves to teamwork with local students. The lockdown and restricted social interaction also deprived Chinese students of the opportunity to integrate into the Italian language and local culture. Although the pandemic has been effectively controlled since May 2021 following mass vaccination in Italy, the sense of loss and helplessness caused during the pandemic outbreak is not easy to remedy. As one student said, «COVID-19 left a big shadow in my heart. I realize that to live a healthy life is the only important thing; now I just want to stay with my parents and have a normal life. Studying abroad is nothing important compared to life».[8]

Due to the influence of the COVID-19 pandemic, Chinese students in Italy experienced learning loss, stress, helplessness, and lack of motivation. When their aspirations and expectations deviated from reality, or rather, when reality challenged their wishes and prospects, a change in their attitudes toward studying abroad was inevitable, and most of the time it was negative.

Relationship with parents

Almost all the participating Chinese students mentioned that the pandemic promoted the relationship with their parents in China to varying degrees, which manifested in the following phenomena:

---

[2] Interview with Yu, September 2019.
[3] Interview with Ye, September 2019.
[4] Interview with Zhao, September 2019.
[5] Interview with Yu, September 2019.
[6] Interview with Yu, October 2020.
[7] Interview with Zhang, September 2021.
[8] Interview with Zhao, September 2021.

1. Frequency of interaction

«Before the pandemic happened, I normally had contact with my parents once a week, or when it was necessary. We normally texted each other, had a phone call or a video call; there was no fixed way of contact. Since the COVID-19 outbreak in Italy, my parents call me every day via video. Slowly, a daily video call became our routine life. Although most of the time we just had a short talk about trivial affairs, we needed to have a video call to see each other and to know all of us were safe and sound»[9].

2. Ways of expressing emotion

«My parents, especially my father, are the kind of people who don't like to express their emotions openly. Before the pandemic, every time they called me, they mainly focused on my studies and were strict with me. I knew they cared about me, but they rarely expressed their love directly. The pandemic changed my parents a lot! They became very emotional. Now when they call me, they always tell me that they love me a lot and they want me to be safe and happy. This never happened before»[10].

«I realize that since the pandemic happened, my dad has become talkative. Before the pandemic, when they called me, normally my mom talked, my dad said few words. But now my dad likes to talk with me, ask me this and that, share with me his feelings and so on. And he also said that I am his best daughter. I never imagined that my dad would actually say this. I can feel that he wants to show his love to me»[11].

It is interesting to see that the pandemic led to certain changes in the relationship between Chinese students and their parents.

Firstly, although the global pandemic reinforced the physical, interpersonal distance, it in fact narrowed the emotional distance between Chinese students and their parents. Their contact frequency increased significantly. A daily video call was necessary for both sides in order to ensure the safety of each other.

In addition, another change provoked by the pandemic was in the way of expressing personal emotion. Chinese are generally restrained in terms of expressing feelings. However, the worry and anxiety experienced by Chinese students and their parents caused by the pandemic changed their attitude toward expressing emotion to each other. The parents of Chinese students became willing to voice their concerns and love to their children. Chinese students also felt the affection flowing from their parents. It shows that the pandemic brought Chinese students and their parents emotionally closer and strengthened their relationships.

Social habits

Studying in Italy brings with it a measure of autonomy, independence and cultural experience which, for many Chinese students, is a rite of passage in developing an international outlook and signifying their transition to adulthood. However, from March 2020 until the beginning of 2021, the Italian Government implemented measures that limited the number of people gathering in public places to contain the transmission of the COVID-19 virus (Rozzaqyah 2020: 405). These actions disrupted the normal functioning of schools and workplaces, which represented a pro-

---

[9] Interview with Zhang, September 2021.
[10] Interview with Liu, October 2020.
[11] Interview with Zhang, October 2020.

found loss of freedom, autonomy, and social interaction for the Chinese students as well as having a significant influence on their social lives and habits in Italy. For instance, one student mentioned: «I stayed at home alone for three months. This had never happened in my life... As a very social person, I like to meet people and enjoy social activities. The lockdown made me feel like I was staying in a jail for months»[12].

Furthermore, the lockdown in Italy caused a varying degree of anxiety and worry among Chinese students, which eventually changed their social habits. For example, one student said:

«Before the lockdown, I was a quiet person. I didn't like socializing and talking to others. I spent most of my time at home alone, watching TV or reading. But during the lockdown, I realized that it was impossible to go out and have social contact. I became anxious and desired a social life. Even just going downstairs to throw the rubbish out could make me happy. After the lockdown, I became very social and active. I want to enjoy every moment of the communication with others»[13].

Nevertheless, it is also interesting to note that some students experienced a different change. As one student described:

«Before the lockdown, I was very outgoing. I rarely stayed at home. I liked to join different social activities and events. I wanted to make the best of my time. I also worked as a volunteer in several organizations. But during the lockdown, I had a lot of time at home alone, and was able to think and review my life calmly. To be honest, I enjoyed this quietness and the feeling of thinking about my life. I realized that I spent too much time with others before, and I should spend more time on myself. Now I seldom take part in the social events but leave most of the t time for myself to enjoy the quiet and simple life»[14].

As we can see, the lockdown was a period that allowed students to recognize their underlying personalities when at rest and transform their way of life. Some "outgoing" students changed to become more "introverted" and some "quiet" students became "sociable". The repression experienced under domestic confinement awakened the underlying social personality of some Chinese students, which helps the students to be more aware of their inner need and become more mature about future personal development direction.

Personal development

The research is also discovered the change in Chinese students' plans for personal development. In 2019, before the COVID-19 outbreak in Italy, most of the Chinese students mentioned that they would like to start their careers in Italy or other European countries following their graduation. It seems that to go back to their home country and stay with family was not their priority choice. As one student said: «After graduation I want to try to find a job in Italy or Europe, to get some work experience. If it is possible, I'd like to stay here for some years».[15]

However, in the interview in 2020, at the time of pandemic outbreak and lockdown in Italy, it seemed that to stay in Europe after graduation was no longer the first choice of some Chinese students (Yang *et al*. 2020; Mok *et al*. 2021). Owing to the critical pandemic situation in Italy and Europe, Chinese students expressed that they wished to go back to China and stay close to their parents. Just over half of the interviewees mentioned that they were «afraid of being infec-

---

[12] Interview with Yu, October 2020.
[13] Interview with Zhang, September 2021.
[14] Interview with Zhao, September 2021
[15] Interview with Zhao, September 2019.

ted in Italy»[16] and would like to «go back to my hometown and stay with my parents».[17] Some of them even thought about «giving up the study in Italy»[17] because «studying abroad becomes a terrible thing».[18] Due to the negative economic impact of the pandemic, «it is more difficult for foreign students to find a job».[17]

In addition, it was also interesting to discover that although Europe and North America remained attractive destinations for the Chinese students in this study, as health and safety became the primary concerns for them under the pandemic, the neighbouring East Asian countries and regions, such as Hong Kong (for Mainland students), Japan and South Korea, become their first choice among all options due to their expected better management of the pandemic and post-pandemic crisis, quite apart from their proximity to Mainland China (Marginson 2020). As some students mentioned in the interviews:

«Considering the pandemic and post-pandemic, the ideal countries to study abroad for Mainland Chinese students could be somewhere close to China, such as Japan, Hong Kong and South Korea. I would suggest new students consider the countries that are near China and share a similar cultural background».[18]

Discussion and outlook

Through this series of interviews with Chinese students during different phases of the COVID-19 pandemic, it became clear that the pandemic has had a particular impact on Chinese students' overseas study experience, and it was possible to observe some changes that have taken place in students' academic plans and personal future development plans.

First, the preference for which countries to choose to study in abroad in has changed. In the context of the COVID-19 crisis, personal safety matters related to individual well-being and access to social and friendly environments became increasingly important variables that affect Chinese students' consideration of studying abroad (Altbach, de Wit 2020). Regarding the post-pandemic situation, the informants expected East Asian countries (e.g. China and Japan) to recover faster than the Western countries (e.g. the US, Australia, and Europe). The students attribute this belief to the difference in governance regimes and cultures, with Confucian and collective cultural traditions on one side and individualist ones on the other (Marginson, Yang 2020; Mok *et al*. 2021; Findlay 2011). Therefore, studying in neighbouring developed countries could become the most popular choice of Chinese students and their mobility flow may shift from the traditional East-to-West mode to an East Asia-oriented mode.

Secondly, the relationship between students and parents has changed. Some studies have shown that the COVID-19 pandemic has worsened the relationship between children and parents. Some adult children have had to live with their parents for long periods because of the lockdown (Vanderhout *et al*. 2020). Getting along with each other every day inevitably leads to conflict. However, Chinese students abroad found themselves in a different situation. In Italy, the Chinese students had to face the pandemic and deal with the hardship alone. During the

---

[16] Interview with Zhao, October 2020: «The pandemic is horrible here. The number of infected people is increasing every day. I am alone in Italy, and I am afraid of being infected. I want to go home and stay with my parents. I even think about giving up my study in Italy. I think that the pandemic makes the situation more difficult for foreign students to find a job here».

[17] Interview with Yu, October 2020: «I am blocked at home, have classes online alone, cannot travel, and am faced with fear and death in a foreign country. Studying abroad is becoming a terrible thing».

[18] Interview with Zhang, September 2021.

lockdown the Chinese students could not be reunited with their parents in person and emotions between parents and child could only be communicated through the Internet. As a result, the relationship between Chinese students and their parents became closer and more interdependent.

Thirdly, the attitude towards studying abroad and personal development plans has changed. At present, the global pandemic prevention and control outlook is still not cause for optimism. Due to the strict prevention controls and entry policy in China, many Chinese students remain stranded in Italy, temporarily unable to return to their homeland. The inability to return to China has deepened the homesickness and loneliness of some Chinese students in Italy. The pressures of high risk of infection and unemployment in Italy have also affected Chinese students' future career plans to a certain extent. Whether to continue to complete their studies in Italy, whether to graduate successfully, and whether to find a job in Italy have become urgent issues to be considered. The pandemic has exacerbated the confusion among Chinese students about the future and led them to reconsider the value of studying abroad.

These findings call urgently for public and higher education authorities to pay attention to vulnerable overseas student groups while seeking to provide relevant and timely interventions. As discovered in this study, Chinese students are finding themselves somewhat lost, unmoored from their study plans and future planning, in the post-pandemic era. Hence, interventions must be aimed at supporting the daunting challenge of studying alone during a global pandemic and recovering from the psychological and educational fallout of this recent pandemic (Parola 2020). Furthermore, interventions should guarantee a positive orientation toward the future by promoting hope and optimism (Ginevra *et al*. 2018) and enhancing the development of effective coping strategies.

In addition, interventions must take into account the difficulties that students may face due to diverse language and cultural backgrounds. Hence, a dialogue with the host culture in the form of cultural mediation is necessary to provide explanations and foster understanding between students and their experience (Parola, Felaco 2020). Moreover, recent studies have shown that a large number of young people avoid seeking psychological help (Mannarini *et al*. 2017, 2020; Rossi, Mannarini 2019). In this sense, guidance and counselling activities located in universities could play a central role in supporting students in the recovery after the pandemic.

In this respect, the Passi@UniTo project,[19] a psychological counselling service operated by the University of Turin, is a notable pioneer in the field. Passi@UniTo is an action-research ethnographic and clinical project aimed, on the one hand, at analysing the difficulties encountered by foreign students during their course of study and, on the other, at implementing a counselling service according to an ethno-psychiatric approach. The Passi@UniTo project also involves intercultural mediators, who are encouraged to engage freely with international students to elicit students' life histories in order to assist the psychologists to better understand the cultural and linguistic background to students' concerns. The involvement of intercultural mediators and their contributions to different types of mental health consultation has been described as an ethno-psychiatric or intercultural psychiatric approach (Miklavcic, LeBlanc 2014; Verrept 2019; Morra *et al*. 2021). The Passi@UniTo project, launched with MIUR funds in June 2019, has become a critical psychological counselling path for international students in Turin and has helped students through difficult times. Interventions such as PASSI@UniTo could provide in-

---

[19] Passi@UniTo webpage: https://www.unito.it/servizi/pari-opportunita-benessere-e- assistenza/passiunito-counseling-studenti-internazionali.

spiration and an example for educational institutions to improve the study experience of international students.

In sum, this study contributes new knowledge about Chinese overseas students' perception of the changes in their overseas study experience in this historical moment. The current findings point to several conceptual and practical implications that highlight the importance of providing international students with tangible support to help them navigate the changes in their study and life impacted by the COVID-19 pandemic and, furthermore, to re-clarify their goals.

Data availability statement

The interview material presented in this article is not openly available in order to ensure the privacy of the participants. Requests to access the data should be directed to Lei Huang.

Acknowledgments

References

Altbach, P., de Wit, H. 2020. Post pandemic outlook for HE is bleakest for the poorest. *University World News*, https://www.universityworldnews.com/post.php?story=20200402152914362 (last consulted 29/09/2022).

Anquetil, M. 2006. *Mobilité Erasmus et communication interculturelle, une recherche-action pour un parcours de formation*. Berne. Peter Lang.

Bankston, C. L. 2004. Social capital, cultural values, immigration, and academic achievement: the host country context and contradictory consequences. *Sociology of Education*, 77 (2): 176-179.

Bettahar, Y., Gohard-Radenkovic, A. 2020. Introduction. *Journal of International Mobility*, 8: 3-19.

Blons-Pierre, C. 2016. Mobilités et compétences en langues étrangères et dans le domaine interculturel: outils et réflexions pour la description, l'évaluation et la reconnaissance de ces compétences. *Journal of International Mobility*, 4: 91-108.

Brassier-Rodrigues, C. 2015. La mobilité internationale, un passeport pour vivre et travailler ensemble. *Journal of International Mobility*, 3: 45-60.

Casarini, N. 2021. Silk Road Academic Connections: China-Italy Cooperation in Higher Education and its Implications for the West. *IAI PAPERS 21*, 44: 4-6.

Collins, F. L. 2008. Bridges to learning: international student mobilities, education agencies and inter-personal networks. *Global Networks*, 4 (8): 398-417.

Crescenzi, R., Gagliardi, L., Orru', E. 2016. Learning mobility grants and skill (mis)matching in the labour market: the case of the "Master and Back" programme. *Papers in Regional Science*, 95: 693-707.

Dokou, G., Vernier, É., Dang, R., Houanti, L. 2021. Capital de mobilité internationale et développement des compétences transversales: cas des étudiant(e)s de la région des Hauts-de-France (Nord de Paris). *Management & Avenir*, 1 (1): 171-191.

Findlay, A. 2011. An assessment of supply and demand-side theorizations of international student mobility. *International Migration*, 49 (2): 162-190.

Ginevra, M. C., Annovazzi, C., Santilli, S., Di Maggio, I., Camussi, E. 2018. Breadth of vocational interests: the role of career adaptability and future orientation. *The Career Development Quarterly*, 66 (3): 233-245.

Mannarini, S., Reikher, A., Shani, S., Shani-Zinovich, I. 2017. The role of secure attachment, empathic self-efficacy, and stress perception in causal beliefs related to mental illness – a cross-cultural study: Italy versus Israel. *Psychology Research and Behavior Management*, 10: 313-321.

Mannarini, S., Rossi, A., Munari, C. 2020. How do education and experience with mental illness interact with causal beliefs, eligible treatments and stigmatising attitudes towards schizophrenia? A comparison between mental health professionals, psychology students, relatives and patients. *BMC Psych*, 20 (1): 167.

Marginson, S. 2020. The relentless price of high individualism in the pandemic, *Higher Education Research & Development*, 39(7): 1392-1395.

Marginson, S., Yang, L. 2020. «China meets Anglo-America on the New Silk Road: A comparison of state, society, self, and higher education», in *China and Europe on the New Silk Road: Connecting Universities across Eurasia*. Van der Wende, M., Kirby, W., Liu, N., Marginson, S. (eds.). Oxford. Oxford University Press: 255-283.

Miklavcic, A, LeBlanc, M. N. 2014. «Culture brokers, clinically applied ethnography, and cultural mediation», in *Cultural Consultation*. Kirmayer, L, Guzder, J, Rousseau, C. (eds). New York. Springer: 115-137.

Mok, K. H. 2020a. Will Chinese students want to study abroad post-COVID-19? *University World news*. https://www.universityworldnews.com/post.php?story=20220602161823257#:~:text=However%2C%20more%20students%20said%20they,after%20the%20pandemic%20than%20before (last consulted 29/09/2022).

Mok, K. H. 2020b. Impact of COVID-19 on overseas studies. Paper Presented at the Seminar on *Higher Education in the Plague Year: The Transformative Effects of the COVID-19 Pandemic*. https://www.researchcghe.org/perch/resources/cghe-webinar-2020-v2-1.pdf (last consulted 29/09/2022).

Mok, K. H., Wang, Z. Q., Naubauer, D. 2020. Contesting globalization and implications for higher education in the Asia-Pacific region: challenges and prospects. *Higher Education Policy*, 33 (3): 397-411.

Mok, K. H., Xiong, W., Ke, G., Cheung, J. O. W. 2021. Impact of COVID-19 pandemic on international higher education and student mobility: Student perspectives from mainland China and Hong Kong. *International Journal of Educational Research*, 105: 1-11.

Morra, F., Marius, M., Andrea, P. 2021. "I was a refugee, at first". Aspettative, desideri, fallimenti e ricostruzioni nell'esperienza degli studenti rifugiati a Torino. *Journal of International Mobility*, 9 (1): 121-36.

Murphy, M. P. A. 2020. COVID-19 and emergency e-learning: consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 41 (3): 492-505.

Parola, A. 2020. Novel Coronavirus outbreak and career development: a narrative approach into the meaning for Italian university graduates. *Frontiers in Psychology*, 11: 2255.

Parola, A., Felaco, C. 2020. A Narrative Investigation into the Meaning and Experience of Career Destabilization in Italian NEET. *Mediterranean Journal of Clinical Psychology*, 8: 1-20.

Rossi, A., Mannarini, S. 2019. The Italian version of the attitudes toward seeking professional psychological help scale – short form: the first contribution to measurement invariance. *Methodol. Appl. Psychol*, 26 (1): 93-100.

Rozzaqyah, F. Y. 2020. Character Education via Guidance and Counseling Service During Covid-19 Pandemic. *Journal of Advances in Social Science, Education and Humanities Research*, 512: 402-406.

Souto-Otero, M., Gehlke, A., Basna, K., Dóka, Á., Endrodi, G., Favero, L., Humburg, M., Jantoš, M., Key, O., Oberheidt, S., Stiburek, Š. 2019. Erasmus+ higher education impact study. Project Report. *Luxembourg: Publications Office of the European Union*.

Vanderhout, S. M., Birken, C. S., Wong, P. *et al*. 2020. Family perspectives of COVID-19 research. *Res Involv Engage*m 6: 69. https://doi.org/10.1186/s40900-020-00242-1. (last consulted 29/09/2022).

Verrept, H. 2019. What are the roles of intercultural mediators in health care and what is the evidence on their contributions and effectiveness in improving accessibility and quality of care for refugees and migrants in the WHO European Region? *Copenhagen: WHO Regional Office for Europe*; Health Evidence Network (HEN) synthesis report 64.

Wolff, F., Borzikowsky, C. 2018. Intercultural competence by international experiences? An investigation of the impact of educational stays abroad on intercultural competence and its facets. *Journal of Cross-Cultural Psychology*, 49 (3):488-514.

Yang, Q., Shen, J., Xu, Y. 2020. Changes in international student mobility amid the COVID-19 pandemic and response in the China context. *Fudan Journal of the Humanities and Social Sciences*, 15: 23-40.