

To the Editors,

Re: Cultural Influences on the Perception of Remote Learning

We would like to thank Bea Duric's for taking the time to read and comment on our study on the national differences regarding the experience of fully online and remote learning (Chen et al., 2022). Bea has drawn upon the experiences of learning during the pandemic at King's College London and we acknowledge Bea's advocacy for her course mates.

The COVID-19 pandemic has had a substantial impact upon the learning of countless children and young adults (Pearson, 2022; Pokhrel & Chhetri; 2021). The experiences we have reported in our paper (Chen et al., 2022) are likely to be widespread. While solutions have been proposed to help (Pearson, 2022, Pokhrel & Chhetri; 2021), international students may require targeted and more substantial support (Baggaley, 2020; Dong & Ishige, 2022). More research is needed on effective solutions to help these students to adapt to teaching methods that are new to them. This is not just a pastoral imperative but it has reputational implications for the provision of global education by the Higher Education sector (Qi & Ma, 2021).

It is a very valuable to get input and suggestions from a student at a different university who was aware of similar experiences to those of our students. We would agree with Bea and consider that, the prior learning experience of secondary school education and financial burdens implications of studying overseas.

Undoubtedly students can have a better transition to university studies if they experienced similar teaching methods during their secondary school years (Butnaru et al., 2021). Online learning requires technology-driven teaching innovations, which imposes significant challenges for any teacher not experienced with distance education and the embrace of digital and online learning was likely to be patchy in pre-pandemic times (e.g. Adhikari et al., 2017; Kurniawati & Priyanto, 2018). Such differences in experience with digital and online learning technologies would undoubtedly lead to differences in the capacity of different students to adapt to an online learning environment.

There were no comments as "getting their fees worth" amongst the students in our study. The prevalence of a consumer model of learning may not be too dissimilar between local and international student cohorts. However, the gap in fees between the same cohorts can often be substantial and so Bea's reasoning is very sound.

Our study and Bea Duric's personal insights highlight the remaining challenges for international students in a sector which is unlikely to fully return to traditional didactic face-to-face teaching practices. Along with Bea, we look forward to further contributions of the readership regarding this issue. However, the feeling of social isolation during the lockdown and pandemic can be similar to the students at King's College.

## References

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