

Teaching Design for Foreign Students

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ABSTRACT

Research on Teaching Design for Foreign Students: Developing Dynamic Capabilities in Cross-Cultural Teaching and Learning presents the results of an action research study on teaching design for foreign students, using Dynamic Capabilities (DC) as the main conceptual framework. The research was conducted over a period of 5 years, involving more than 230 Chinese students, particularly from China. The findings indicate that 150 students achieved success according to the established criteria. The study identifies key variables affecting teaching and learning effectiveness, including time, language, research location, policies of each country, and dynamics capabilities. Reflective practice and lesson extraction from actual implementation led to the development of a flexible teaching model that responds to the diversity of cross-cultural learners.

Keywords: Teaching Design, Foreign Students, Dynamic Capabilities,

INTRODUCTION

In today's increasingly interconnected global landscape, cross-cultural education has emerged as a significant dimension of educational systems worldwide. International student mobility has grown substantially over the past decade, with over 6.4 million students studying abroad in 2022, up from 2 million in 2000 (UNESCO, 2023). This phenomenon presents both challenges and opportunities for educational institutions, particularly in terms of pedagogical approaches, curriculum development, and intercultural competencies. Recent research by Altbach and de Wit (2020) suggests that the international education landscape is undergoing a fundamental transformation, influenced by geopolitical tensions, technological advancements, and the lingering impacts of the COVID-19 pandemic.

The digital transformation of education has intensified these challenges with online learning environments often embedding Western pedagogical assumptions that may conflict with diverse cultural contexts (Parrish & Linder-VanBerschoot, 2019). According to Wang and Reeves (2022), technological tools themselves carry cultural biases, affecting user engagement across different cultural backgrounds.

The Importance of dynamic capabilities in teaching management, in today's rapidly evolving educational landscape, dynamic capabilities have emerged as important to elements in effective teaching management. Tanapol Kortana (2023) argues that educational institutions must develop adaptive competencies to respond to unpredictable changes in pedagogical demands and technological innovations. This perspective is complemented by Pawita Kakhai (2022), who emphasizes that dynamic capabilities enable educators to reconfigure existing resources and create new methodological approaches in response to shifting student needs. Furthermore, Dynamic capabilities refer to an organization's ability to respond to market and industry network changes through strategic resource management, by expanding, modifying, or creating resource bases to cope with evolving environmental condition. Tanapol Kortana (2025).

The integration of dynamic capabilities in teaching management represents a critical evolution in educational leadership approaches. Dynamic capabilities—defined as an organization's ability to purposefully create, extend, or modify its resource base (Teece et al.,

1997)—provide educational institutions with the necessary frameworks to adapt to rapidly changing environments. Within teaching management contexts, these capabilities enable administrators and educators to reconfigure pedagogical resources, implement innovative instructional strategies, and respond effectively to emerging educational challenges.

As Tanapol Kortana (2021) concludes, in book Integrating risk management with innovative management the Strategic risk management is important for organizations to achieve their goals successfully. It is beneficial in preventing operational crises and also plays a role in creating a competitive advantage.

OBJECTIVE

1. To study variables affecting teaching design for foreign students

LITERATURE REVIEW

This literature review explores relevant research on these factors, discussing their impact on the education of foreign students.

Time

Time is an important role in the learning process of foreign students, especially in terms of adaptation and curriculum pacing. Studies suggest that international students often require additional time to adjust to new academic environments, cultural expectations, and teaching methodologies (Andrade, 2006). Research by Briggs (2015) highlights that flexible scheduling and extended support programs improve the learning outcomes of foreign students. Additionally, self-paced learning models and blended learning approaches help mitigate time-related challenges (Garrison & Vaughan, 2008).

Language

Language proficiency is one of the most important in teaching foreign students. Especially, Chinese students. According to

Research Location

The impact of research location on foreign students' learning experiences is well-documented. Tinto (1993) argues that institutional integration plays an important role in student retention and engagement.

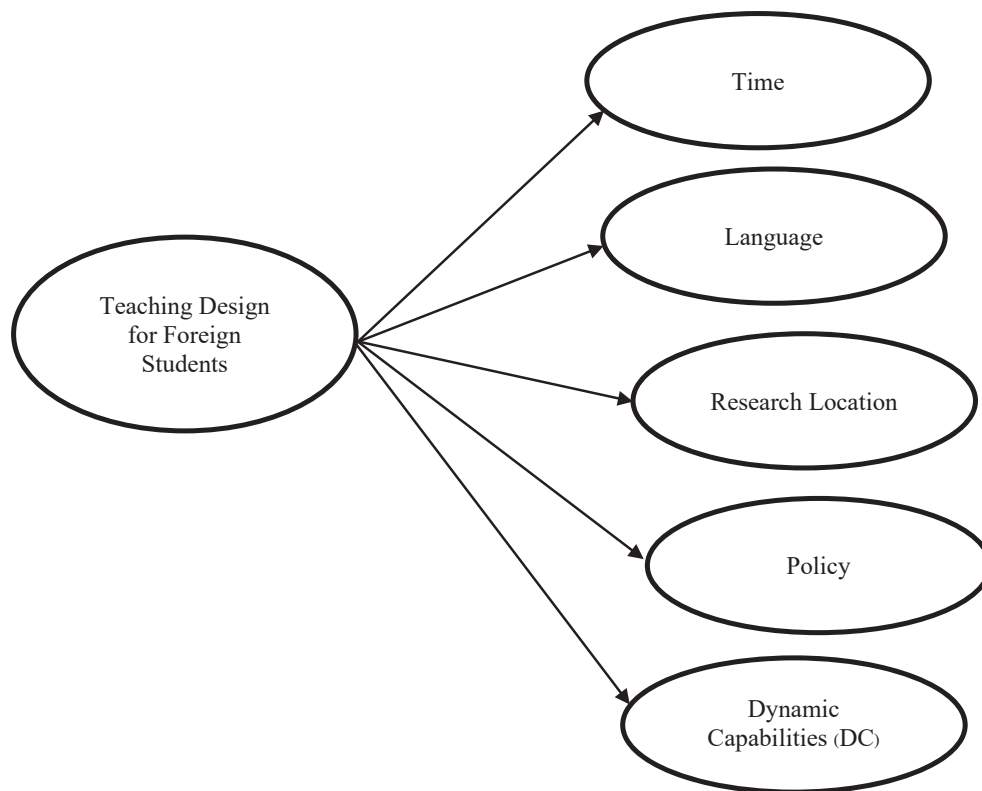
Policy

Educational policies shape the structure of teaching design for foreign students. According to Marginson (2012), policies on immigration, tuition fees, and academic support services determine the inclusivity of foreign students in higher education. Key policy-related issues include: Visa and residency regulations affecting study duration and institutional policies on curriculum flexibility.

Dynamic Capabilities (DC)

Teaching Strategies of Dynamic Capabilities (DC), introduced by Teece et al. (1997), refers to an institution's ability to adapt and evolve in response to external challenges. In the context of foreign student education, dynamic teaching methodologies involve in online class learning.

Figure 1
Conceptual framework



METHODOLOGY

Research Design: This research employs an action methods approach to examine the variables affecting teaching design for foreign students.

Population and samples: The population include Ph.D. Chinese students who enrolled in program in Innovative Management, College of Innovation and Management, Suan Sunadha Rajabhat University. The sample size of 230 people, calculated by Taro Yamane's formula (Yamane Taro: 1973, p.125), is 146 individuals.

Research Tools: the tool used in this research were:

1. Questionnaire
2. Semi-structured Interview Protocol

Data Collection: This research uses a survey approach, observation, in-depth interviews, learning outcome assessments and lesson learned reflection, using a questionnaire for data collection.

Data Analyze: According to the mixed-methods research design.

RESULT

The study found that 150 out of 230 students (65.2%) achieved their learning success. When comparing achievement among Chinese students with different backgrounds, statistically significant differences were found $p < 0.05$. The study identified five key variables affecting teaching design: time constraints, language, location, educational policies, and dynamic capabilities in educational settings.

Time Variable Analysis; the study found that time significantly influences teaching design. The learning duration is the academic calendar from university for foreign students which learning efficiency.

Language Variable Analysis; language is important in teaching design. Learning is more difficult for students who are non-native English speakers, especially Chinese students who with below-standard English proficiency. Additionally, providing teaching materials with specialized vocabulary and explanations effectively from translator will reduced language barriers.

Research Location Variable Analysis; The educational institution's location significantly affects teaching design approaches. Universities in major cities have advantages in learning resources and technology support, while institutions in remote areas face limitations in tools and infrastructure, necessitating context-appropriate teaching methods. Flexible classrooms that can be adapted to various learning activities proved more effective than traditional classroom settings.

Policy Variable Analysis; Educational policies across different countries greatly influence teaching design. The research identified clear differences between exam-oriented education systems and skill-oriented systems. Countries with policies supporting integrated learning and creative thinking facilitate more diverse teaching methods, while countries emphasizing standardized testing tend to focus on memorization and test practice, directly affecting teaching design approaches.

Dynamic capabilities Variable Analysis; Changes in the educational environment, especially students and instructor there are difference country significantly impacted teaching design. Educational institutions prepared to adapt quickly to changes maintained better teaching quality. Hybrid learning models (combining online and offline teaching) demonstrated potential to effectively respond to educational dynamic changes.

CONCLUSION

The study reveals that effective teaching design for foreign students must account for time flexibility, language support, location-specific resources, policy adaptations, and dynamic capabilities. These variables significantly impact learning outcomes, with successful implementation leading to higher achievement success graduation among diverse student populations, particularly Chinese students in international settings.

RECOMMENDATIONS FOR FUTURE RESEARCH

Research Future studies should explore these variables across diverse cultural contexts beyond Chinese students. Research expansion should include comparative analyses in different educational systems and institutional types. Additionally, developing standardized tools to measure dynamic capabilities in educational contexts would enhance understanding of institutional adaptability and its impact on international student success.

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