Adapting to New Educational Environments: Experiences of Pakistani Teachers and Students in Swedish Universities

1st Nasir Mehmood Minhas
line 2: School of Innovation, Design and Engineering
Mälardalen UniversityVästerås, Sweden
nasir.mehmood.minhas@mdu.se

2nd Nayla Nasir
*Department of Software Engineering*
line 3: *Blekinge Institute of Technology*Karlskrona, Sweden
nayla.nasir@bth.se

4th Ahmad Nauman Ghazi
*Department of Software Engineering*
*Blekinge Institute of Technology*Karlskrona, Sweden
nauman.ghazi@bth.se

3rd Sarah Nauman Ghazi
*Department of Health*
*Blekinge Institute of Technology*Karlskrona, Sweden
sarah.n.ghazi@bth.se

**Abstract:**

The higher education systems of Sweden and Pakistan differ significantly in structure, teaching practices, and educational culture, creating unique challenges for Pakistani teachers and students transitioning to Swedish universities. This study provides a comparative analysis of these higher education systems, focusing on their structures and teaching practices. Insights are drawn from interviews with Pakistani teachers who have experience studying and teaching in both countries.

These interviews offer a comparative view of teaching practices, assessment methods, and institutional cultures. The teachers share the challenges they faced when transitioning from teaching in Pakistan to Sweden and the strategies they employed to overcome these challenges. Additionally, the study highlights the challenges Pakistani students face in Swedish universities, such as cultural integration and academic adjustments. The teachers also recommended strategies to overcome the challenges students face during their study in Swedish universities.

Comparing different education systems from structural aspects [1] or stakeholders' viewpoints [2] is not a new concept. Previous studies have compared Swedish and Pakistani educational systems [3, 4]; however, the unique context of identifying challenges specific to Pakistani teachers and students was not found in the literature.

By identifying these challenges and strategies, this study aims to improve the educational experiences of Pakistani teachers and students in Sweden, fostering better academic integration and success. The findings offer practical insights and strategies based on the experiences of teachers who have navigated this transition. These recommendations provide valuable guidance for both individuals and institutions, with many strategies being implementable at the individual level. These insights facilitate smoother transitions, promote cultural integration, and support academic success in diverse educational environments.

 **Reference:**

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