

Internationalisation and students' outcomes or experiences: a review of the literature 2011-2022

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Executive summary

This systematic literature review and its accompanying dataset have synthesised peer-reviewed published literature related to the internationalisation of higher education. It focuses specifically on research evidence that shows a demonstrable impact on students' outcomes and experiences. The reviewed literature covers 606 articles published between January 2011 and April 2022. Articles were sorted into three categories according to whether and how authors demonstrated impact on students' outcomes or experiences: demonstrable impact, reflected impact and limited impact. The definitions of these categories are described in the methodology section of this report.

All literature was also categorised according to 11 themes within the broad topic of internationalisation. The majority of these are related to international students or teaching and learning in international or intercultural settings. These themes form the basis for the presented findings and include:

- + admissions and recruitment
- + curriculum
- + pedagogies (including collaborative learning and group work)
- + academic competencies (including general competencies and academic writing competencies)
- + assessment and feedback
- + intercultural competencies
- + online learning and educational technologies (including online distance learning, international online partnerships and classroom technologies)
- + language support
- + work placements and service learning
- + study abroad
- + social support and campus activities.

Accompanying this report is a searchable dataset of articles, which allows researchers and practitioners to engage in greater depth with the available evidence about internationalisation practices in higher education (HE) and their impact on students. This report is envisioned as a starting point for developing greater understandings of these issues with signposts to additional resources provided throughout, as well as case studies of innovative practices. The discussion section highlights suggestions for research, practice and policy, based on a summary of known evidence.

We have developed several key takeaway messages from our review of the literature. The first is that internationalisation efforts show the greatest demonstrable impact on students' outcomes and experiences when teaching and learning provisions are purposefully developed to centre internationalisation through transformative (re-)designs of pedagogy, curricula, assessment, support provisions and extracurricular activities. Across the articles we reviewed, the most effective approaches were those that had carefully designed and reflected on the purpose and function of internationalisation, no matter the pedagogy or support system developed. Most typically, this involved approaches which used active and experiential learning, reflection, collaboration and explicit instruction in intercultural competencies. Scaffolded opportunities were also highlighted as necessary for developing international and intercultural competencies within taught subjects through integrated provision with student support services. This included having available opportunities for scaffolded intercultural social experiences within the classroom, between students, in local communities and through study abroad. Across the literature, internationalisation was also most ethically supported through learning and campus environments that were inclusive, gave value to diversity, and through curriculum, pedagogy and structures that challenged ethnocentrism, xenophobia and racism.

List of abbreviations and acronyms

COIL – Collaborative online international learning

EAP – English for academic purposes

EFL – English as a foreign language

EMI – English medium instruction

ICT – Information and communication technology

L1, L2 – First language and second language

STEM – Science, technology, engineering and mathematics

TESOL – Teaching English to speakers of other languages

TOEFL – Test of English as a Foreign Language®

VR – Virtual reality

Introduction

Defining internationalisation

Internationalisation is a disruptive force on global higher education practices (Kosmützky and Putty, 2016), influencing and informing many practices. Internationalisation is commonly defined by Knight (2004, 2) as “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education”. Within Advance HE’s Internationalising Higher Education framework, it is further argued that “[p]romoting a high quality, equitable and global learning experience can help prepare graduates to live in and contribute responsibly to a globally interconnected society” (Advance HE, 2019a).

Scholars have argued that approaches to internationalising are not systematic across the sector (Kehm and Teichler, 2007), meaning internationalisation is conceptualised and defined in different ways by different institutions and actors. Internationalisation, therefore, is often an umbrella term, intended to encompass a vast array of practices related broadly to international and intercultural elements. For instance, Advance HE has highlighted that individuals internationalise both curriculum and organisations (Advance HE, 2019). This has been further theorised by scholars as “comprehensive internationalisation” (Hudzik, 2015), whereby internationalisation has been shown to permeate across institutions’ teaching, research and service operations.

In terms of research, Kosmützky and Putty (2016) argued that internationalisation is a distinct thematic field within higher education studies since the early 2000s and there has been significant growth in numbers and topics of articles since then (Yemini and Sagie, 2016). Tight (2021), for instance, outlined that there are more than 200 higher education articles published each year about internationalisation broadly. Exploratory analysis of this thematic field shows changing interests over time and regionally (Yemini and Sagie, 2016). While research continues to focus strongly on countries in the Global North (Bedenlier et al, 2018; George Mwangi et al, 2018; Kosmützky and Putty, 2016), the rise of ‘regional hubs’ of international students in countries such as Turkey, Russia, South Africa or South Korea (Kondakci et al, 2018) has led to growth in scholarly interest in other contexts (Kuzhabekova et al, 2015). This means that there is a need to synthesise evidence globally, developing a shared understanding of how internationalisation’s impact on students is shaped and evidenced in different contexts.

Categorising internationalisation: abroad, at home and at a distance

The ‘fuzzy’ (Kehm and Teichler, 2007) definition of internationalisation means there is a need to establish boundaries for a systematic review. We wish to expand on the original Advance HE definition outlined in the previous section by focusing on three key areas from the literature about internationalisation: internationalisation abroad, internationalisation at home and internationalisation at a distance.

Internationalisation abroad focuses on the movement of education across national borders, including the movement of students (Gümüş et al, 2020), staff (Morley et al, 2018), and programmes (Waterval et al, 2015). Academic literature has particularly focused on international students, whose numbers have exponentially grown in recent decades with over five million international students currently studying outside their home country (OECD, 2021). This has profoundly changed classroom compositions in many countries in a short period, which is often perceived as radical and rapid transformations on institutional levels. In response, researchers have focused on international students' multifaceted academic, social and emotional transition experiences. Therefore, one focus area for this review was to establish an evidence base of curricular and pedagogic supports and interventions for international students.

Internationalisation at home alternatively focuses on the "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments" (Beelen and Jones, 2015, 12). Internationalisation at home aims to provide an internationally focused learning experience within domestic environments, thereby providing students with opportunities to receive the benefits of internationalisation without leaving 'home' (Crowther et al, 2000). One important element of this, as highlighted by the Advance HE framework, is the growing focus on curriculum internationalisation, defined as "...the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study" (Leask, 2009, 209). There has also been increased interest in internationalised pedagogies and assessments which encourage meaningful intercultural engagement between students from different backgrounds (Lomer and Mittelmeier, 2021). Therefore, there are growing recognitions of international elements in academic content and pedagogic tools used across the formal, informal and hidden curricula and their relationship to students' intercultural learning opportunities. Therefore, we have also focused our review on steps to internationalise pedagogies, curricula and assessments for the benefit of all (home and international) students.

Internationalisation at home requires a purposeful and reflective approach toward developing meaningful intercultural learning opportunities (Tadaki and Tremewan, 2013), including the ethical inclusion of international students' voices as equals in pedagogical developments (Lomer and Anthony-Okeke, 2019). Yet, there have been mixed receptions of evidence-based approaches for supporting internationalisation in these contexts through culturally responsive pedagogies. For example, some researchers have pinpointed group work with peers from different countries as a powerful pedagogical tool for supporting intercultural learning (Rienties et al, 2014), whereas others have outlined social and cultural challenges which create barriers in similar environments (Moore and Hampton, 2015). This demonstrates the need to synthesise research across key themes in focus in the literature to identify links between contexts and findings, which can inform a range of productive practices available to practitioners worldwide.

Beyond this, growing advances in educational technologies and digital shifts in education, including following the Covid-19 pandemic, have led to new opportunities for internationalisation. One example is the rise of international online and distance learning models, as increasing numbers of students are now enrolled in online distance education programmes across geographic borders (Mittelmeier et al, 2019). Institutions are also increasingly incorporating blended learning technologies into classrooms for students to learn from activities such as online guest lectures or group projects with other students and/or staff located in different countries (Commander et al, 2016; Villar-Onrubia and Rajpal, 2016). Such trends have been labelled as internationalisation at a distance, defined as: “[a]ll forms of education across borders where students, their respective staff, and institutional provisions are separated by geographical distance and supported by technology” (Mittelmeier et al, 2021a, p 269). There has yet to be a comprehensive review of how internationalisation at a distance influences and impacts students' learning experiences, meaning there is scope for reviewing evidence-based practices in this area.

Focus of this review

This review contributes to a series of reviews produced by Advance HE for updating evidence related to the Essential Frameworks for Enhancing Student Success (Advance HE, 2019b). Internationalisation is currently one of six priority areas addressed by the framework, alongside transforming assessment; embedding employability; student access, retention, progression and attainment; student engagement through partnership; and flexible learning. Advance HE is expanding the core framework for student success, and internationalisation will remain a key area of focus. Research on this topic has been prolific and so this review synthesises and summarises known evidence about internationalising higher education.

In line with Advance HE's framework, we have focused this review specifically on the evidence for whether and how internationalising practices around the world demonstrably impact students' outcomes or experiences. In doing so, we argue that the value of internationalisation is often taken for granted in institutional policy and rhetoric, but is only evidenced through empirical research in a limited way. The challenges of internationalisation are also well established (eg, Stein, 2018), but in the contemporary context where internationalisation has intensified over the last two decades and more, a range of established practices have emerged to tackle and negotiate these challenges. The purpose of this review, therefore, was to document these practices and highlight what outcomes they achieve.

With this in mind, our review focused on two research questions.

RQ1: what are the key themes in focus in the scholarly literature about the internationalisation of higher education and its demonstrable impact on students?

RQ2: what evidence-based practices or policies have shown demonstrable impact on students' outcomes and experiences?

In answering these research questions, we recognise the importance of context and the ways that internationalisation is not 'one size fits all' or 'best practice' for all institutions or classrooms. Therefore, we frame this work as transferable suggestions for practice rather than steadfast rules or expectations. Given that internationalisation is a global force on higher education practices, we have not focused our review on any one country or context. Rather, we have synthesised known evidence globally and between contexts, noting the country context of the research throughout the findings, where it has been clearly identified by the authors.

Structure of this report

The **methodology** section provides an in-depth summary of our systematic literature review approach, including a reflection on the **limitations** of this review. The **findings** section provides a synthesis of relevant articles, organised by theme and level of evidence of demonstrable impact on students. Within each theme, we have also provided **case study examples** of published practices which we felt were particularly innovative or of transferable value. **Recommendations for research, practice and policy** follow, providing suggestions for practitioners and stakeholders based on our synthesis of known evidence and in light of identified critiques.

To support the reading of findings, we have included a brief glossary of terms, which is available in **Appendix 1**. This is not intended as a comprehensive list of terms used in research about internationalisation but is a helpful starting point for those new to this area of research.

Methodology

This review took a systematic approach to synthesise evidence about internationalisation practices with students in higher education globally, centring on research which showed demonstrable impacts on students' outcomes or experiences. This approach was informed by the PRISMA checklist (Moher et al, 2015), which is a guided approach for developing and organising systematic reviews in a robust way, outlining a series of clear steps for researchers.

Search approach

Our approach started by developing a set of guiding keywords for searching the literature. We developed 12 search strings for this stage, which are listed in Appendix 2. All search strings started with "higher education", as the key context for this review. We then included a string in all searches focused on the processes or student groups in focus: internationalisation, international students and intercultural. This string included both –s and –z spellings to ensure the inclusion of international literature.

We then included a set of search string synonyms focused on one of the following broad categories: pedagogy, teaching, curriculum, assessment, recruitment, study abroad, decolonisation, accreditation, social interactions and language. This was developed around the tripartite categorisation of internationalisation activities: internationalisation abroad, internationalisation at home and internationalisation at a distance. Given the project's focus on demonstrable outcomes, we also included keywords related to outcome, impact, effect, performance, progression, engagement, awareness and skills. Altogether, keywords were based on a review of existing systematic and conceptual reviews on the internationalisation of higher education (Bedenlier et al, 2018; Kosmützky and Putty, 2016; Kuzhabekova et al, 2015; Lomer and Mittelmeier, 2021; Mittelmeier and Yang, 2022; Tight, 2021; Yemini and Sagie, 2016).

In the next step, all 12 search strings were applied to four indexes of academic research: ProQuest, Web of Science, British Education Index and Google Scholar. As internationalisation is commonly mentioned in passing or as contextual information for research in higher education studies, we limited searches to titles, keywords and abstracts only.

Inclusion and exclusion criteria

Our initial search identified 2,439 unique journal articles. Using a collaborative online reference management software (Zotero), the research team extracted results from the databases and added all results to a shared group library for review. In line with the key aims of this review, we developed a set of inclusion and exclusion criteria for evaluating this set, which is summarised in Table 1.

Table 1. Inclusion and exclusion criteria for systematic review

| Inclusion criteria |
|---|
| Focuses topically on internationalisation practice or policy concerning students in higher education |
| Includes some form of empirical data (ie not wholly conceptual or theoretical) |
| Demonstrates measurable impact on students' outcomes or experiences, or reflects on the scope for expected or predicted impact |
| Published between January 2011 and April 2022 |
| Situated within higher education (whether private, public, state or for-profit) |
| Published in peer-reviewed journal articles |
| Exclusion criteria |
| Does not include any form of empirical data (ie fully theoretical or conceptual) |
| Does not have an explicit connection to internationalisation practice or policy concerning students in higher education |
| Does not demonstrate a measurable impact on students' outcomes or experiences, nor reflects on the scope for expected or predicted impact |
| Published before January 2011 or after April 2022 |
| Published in formats other than peer-reviewed journal articles |

We included any articles related to internationalisation or international students in the broadest possible definition (as outlined in the introduction). However, internationalisation must have been an explicit focus, as indicated by the article title, keywords, abstract, research questions or research methods. Included articles must also have focused specifically on students or the ways that internationalisation impacts students' outcomes or experiences. We removed any articles that only casually mentioned internationalisation as a contextual factor, such as through stray observations in the introduction or literature review, as well as articles focusing on broader internationalisation efforts not linked to students. Our review included only articles with some form of empirical data (quantitative, qualitative or mixed), meaning wholly conceptual explorations, theoretical pieces and published literature reviews were excluded. We did not place criteria on the country or context of origin in the research to develop a global understanding of evidence-based approaches to internationalisation. Due to access issues, we included only articles published in peer-reviewed journals.

All publication dates were between January 2011 and April 2022. In contrast to other Advance HE reviews in this series, we have expanded the usual five-year scope to 10 years, for several reasons. We recognised that research about the internationalisation of higher education is prolific and well-established over time, therefore there is value in providing a synthesis that incorporates a wider range of literature. We were also cognisant of the influence of Covid-19 on opportunities for international travel and exchange, meaning that more recent publications on this topic might not reflect the full extent of experiences and evidence.

The title, abstracts and, where necessary, full texts were reviewed in the first round of screening to remove articles that most obviously did not meet the inclusion criteria. Working in the group library, articles were assigned to either be included or excluded. If excluded, they were assigned to a folder for the key exclusion criteria, where the decision was confirmed by a second member of the research team. In particular, we removed articles that were fully theoretical or conceptual and had no empirical data (including literature reviews) (n = 404). We also removed articles which were not centred on students or were otherwise not related to the topic of this review (n = 577). Additionally, articles solely focused on staff perspectives (n = 211) or (inter)national policies about broader internationalisation efforts (n = 190), unless they included an explicit connection to students and impacts on their outcomes or experiences. Altogether, 1057 articles remained after the first round of review for further evaluation.

Categorising the literature

In the second review phase, articles were categorised according to theme and level of demonstrable impact. In some cases, this could be accomplished from the abstract, but in other cases required selective review of the full text. During this phase, 99 additional articles were removed due to not meeting the inclusion criteria upon further review.

Thematic categorisations

We thematically categorised articles according to the main topic in focus. This was developed inductively through project team notes during the phase one review and in consideration of previous systematic reviews on similar topics. The included categories form the structure of the findings section. In some cases, articles were double-coded if they focused on more than one theme, but this was limited to the most significant and substantive studies due to the volume of results.

At this stage, we purposefully removed several topics from the analysis. The first was research about English-medium instruction (EMI) (n = 82), which involves contextually different approaches to teaching and has previously had systematic (Macaro et al, 2018) and thematic (Curle et al, 2020) reviews written about the topic. We also removed research about mental health and counselling (n = 25) as beyond the scope of this present review, and because this topic has also been the subject of a previous, more comprehensive, systematic review (Cao et al, 2021). Research about general mobilities (n = 82) was also removed – ie studies focusing on mobility flows or motivations for selecting particular countries – also due to an existing systematic review (Gümüő et al, 2020). Given that Advance HE has already produced a literature review about employability (Dalrymple et al, 2021), these articles (n = 21) were also removed from the final dataset, although we retained studies relating to pedagogic aspects of work placements and service learning as more directly connected to the remit of this review. Also, we noted the smaller size of this category, suggesting a comparative lack of overlap between the topics of internationalisation and employability in the literature. Finally, we identified a significant number of articles which described or theorised international students' experiences in a general sense, without a specific topical focus or reflection on the impact of explicit practices or policies (n = 142). Given the focus of this review on demonstrable impacts,

we also opted to remove these articles because they were primarily descriptive or exploratory. However, we hope that researchers can be encouraged to develop a future systematic review of international students' general experiences since this is a burgeoning area of work with frequently repetitive conclusions.

This left 11 themes evaluated for this review, which are outlined and defined in the introduction to the findings section. In total, we included 606 articles in the final dataset for further analysis.

Impact categorisations

The final set of 606 articles was reviewed and categorised according to the level of impact the research demonstrated on students' outcomes or experiences. These were defined by the research team according to the categories listed below. We note that these categorisations are not a reflection of the quality or meaningfulness of the work undertaken, but simply the degree to which their research design focused on impacts on students' outcomes and experiences. Indeed, some studies classified as 'reflected impact', with exploratory designs or descriptive case studies, raised more conceptually and practically significant questions than tightly defined impact-focused studies.

- + **Designed for impact (n = 205):** articles in which data was collected and the research was purposefully designed to evaluate or measure demonstrable impacts on students through evaluation of a specific teaching practice or support provision, irrespective of the type of evidence provided (qualitative, quantitative, etc) or the direction of impact (positive, negative or null).
- + **Reflected impact (n = 187):** articles which involved or presented data linked to a practice or support provision, but the purpose of the research design was not specifically to evaluate or measure its impact on students. The impact was reflected or hypothesised by the authors, perhaps in the discussion or conclusion, but the findings or data did not evidence that impact.
- + **Limited impact (n = 214):** articles which involved or presented primary data, but were exploratory, offering descriptive case studies, reflections on practice, or wider discussions about factors affecting students, but only in a broad sense that did not specifically reflect or measure impact on students. These are highlighted in our findings as "other potential evidence of interest".

There were variations in the types of impacts reflected according to the focus of the study but included (among others): academic achievement or attainment; language level; intercultural competencies; confidence and skills; change of attitudes; subject knowledge mastery; or specific psychological indicators such as self-efficacy. These have been described or defined throughout the findings, where relevant.

The final impact category designations were refined through the analysis and write-up. Findings in each theme are organised according to the level of demonstrable impact reflected through the study design.

Study limitations

We recognise several limitations of this systematic review, both in terms of the approach undertaken and due to limitations of the literature more widely. First, as with any systematic review, our developed search protocol may have missed articles that did not include the identified keywords in either titles or abstracts, although we have taken every precaution to search as systematically as possible. Nonetheless, we observed variable practices in abstract writing between authors. This was in part due to intercultural variations or differences in norms of academic practices between disciplines, but also due to poor quality, which made missing articles likely.

Our search was limited to research published in English, in part due to time limitations, but also because English is the working language of both Advance HE and our institution. However, this means that substantial bodies of work written in other languages have been omitted. While hegemonic pressures to publish in English might suggest this is a resource-efficient approach, entire debates and discussions could be taking place in other languages that might usefully inform practice. Therefore, future reviews should be resourced and designed to incorporate multilingual search strategies to push back against the dominance of English language publishing.

We have also relied primarily on established and western-centric search engines, such as Web of Science and Scopus, as databases to which we have access through our institution. However, these have known biases towards work produced in the Global North and in English (eg Bell and Mills, 2020). We have attempted to balance this by including Google Scholar, which indexes work added to institutional repositories and on websites such as ResearchGate or Academia.edu. Nonetheless, we recognise the ways that this systemic issue may limit or restrict the inclusion of knowledge from other sources, particularly given Google Scholar's limitations in terms of search functionality and algorithmic bias.

We also recognise that we have used a variety of terms to refer to groups of students, which reflects the diversity of language used in research written about them. For instance, we have used the terms "East Asia" or "western universities" in this report where this is the phrasing used by the literature being cited. However, we note that binary categorisations of "East versus West" hold very poor analytical power, and have been extensively critiqued by decolonial scholars (eg Moosavi, 2021). Further, much of the literature uses broad binary categorisations to refer to students as either 'international' or 'home/domestic'. We have criticised this at length elsewhere (Lomer and Mittelmeier, 2021), and here will simply reiterate that, like 'home students', international students are characterised by their diversity and individuality' (Hughes et al, 2018, 582).

In this review, we did not introduce any quality criteria for inclusion, in part because we were wary of the epistemological and ethical challenges of establishing or reproducing normative research standards. There are, therefore, some studies included where the methodology or results may lack credibility. However, we chose not to apply quality criteria to ensure that we represented as many scholars as possible, including those who might not be resourced or facilitated to conduct research of normative standards of research 'excellence' or to communicate research findings in English. Since this is a practice-oriented report, we considered this to be an appropriate decision, but ask readers to exercise independent judgement when implementing specific interventions or recommendations.

Given the volume of results, our analysis relies primarily upon the results reported in the abstracts or on a targeted read of full texts. The focus of this report was to synthesise known evidence and, therefore, cannot capture some of the more nuanced conclusions often drawn in discussions and analyses from the articles included. The accompanying dataset and reference list provide opportunities for readers to evaluate these in more depth beyond the scope of this report.

Research on this topic can be difficult to synthesise, in part due to limited cohesiveness in the research subfield as a whole, but also due to the proliferation of different terms that refer to similar phenomena. While we have made our best attempt to develop a cohesive story out of relatively disparate studies, this does mean that isolated points have been included where only one or two studies have been identified on a topic.

On this point, we assigned studies to only one or, at most, two themes for synthesis and discussion and did not seek to conduct a more detailed content analysis or meta-analysis. There is, therefore, some overlap between themes and there may be missed connections between studies that could be drawn out through more focused research. Still, there is value in bringing together such a broad set of literature at a high level of summary and synthesis.

Finally, studies varied in the extent to which they identified their national or institutional context and still more provided only a limited description of the relevant characteristics of this context. Therefore, we recognise that successful interventions in one context will not necessarily be generalisable to another. Equally, however, interventions should not be ruled out simply because they occurred in a different national or institutional context. The purpose of this review was to highlight the wide range of tried and tested, but also exciting, innovative and fruitful pedagogic and curricular interventions that offer possibilities to practitioners in a wide range of disciplinary and institutional settings. Our findings provide helpful guidance and suggestions for future research, practice and policy, based on what is presently known.

Findings

Introduction: overview of themes and evidence

In total, 606 articles were evaluated through this systematic review, which focused on demonstrable impacts of internationalisation efforts on students' outcomes and experiences. These were inductively categorised into 11 themes, according to key areas of focus within the research.

- + **Admission and recruitment:** articles focusing on the admissions and recruitment, particularly of international students, to higher education institutions.
- + **Curriculum:** articles focusing on curriculum internationalisation or the purposeful inclusion of international or intercultural elements in the content and materials of teaching.
- + **Pedagogies:** articles focusing on a wide range of approaches to teaching and learning in international and intercultural settings. Group work has been separated as a subtheme within this section, as an area of significant research focus.
- + **Academic competencies:** articles focusing on the combination of knowledge, skills and attitude that underpin academic achievement and generate successful outcomes, development of a broad range of academic competencies, particularly concerning support for international students. Academic writing is a subtheme in this section of particular research interest.
- + **Assessment and feedback:** articles focusing on the ways that internationalisation is built into the assessment design processes and student feedback in international or intercultural settings, particularly concerning international students.
- + **Intercultural competencies:** articles focusing on the development of intercultural and global skills, including intercultural communication, learning, skills, sensitivities, tolerance or dialogue.
- + **Online learning and technologies:** articles focusing on online learning and technologies in international contexts or with international students. These are divided into three subthemes, according to areas of research focus: online and distance learning, international online partnerships between classrooms in different countries, and technology use in international or intercultural classrooms.
- + **Language support:** articles focusing on language support for students learning through an additional language.
- + **Work placements and service learning:** articles related to work placements within local host environments, including service learning or volunteering focused on placements for international students or within intercultural local settings.
- + **Study abroad:** articles focusing on short-term international study or exchange programmes, including international placements or visits.
- + **Social support and campus activities:** articles focusing on intercultural social support mechanisms and extracurricular globally oriented social programming in extracurricular settings.

Figure 1: Themes Identified

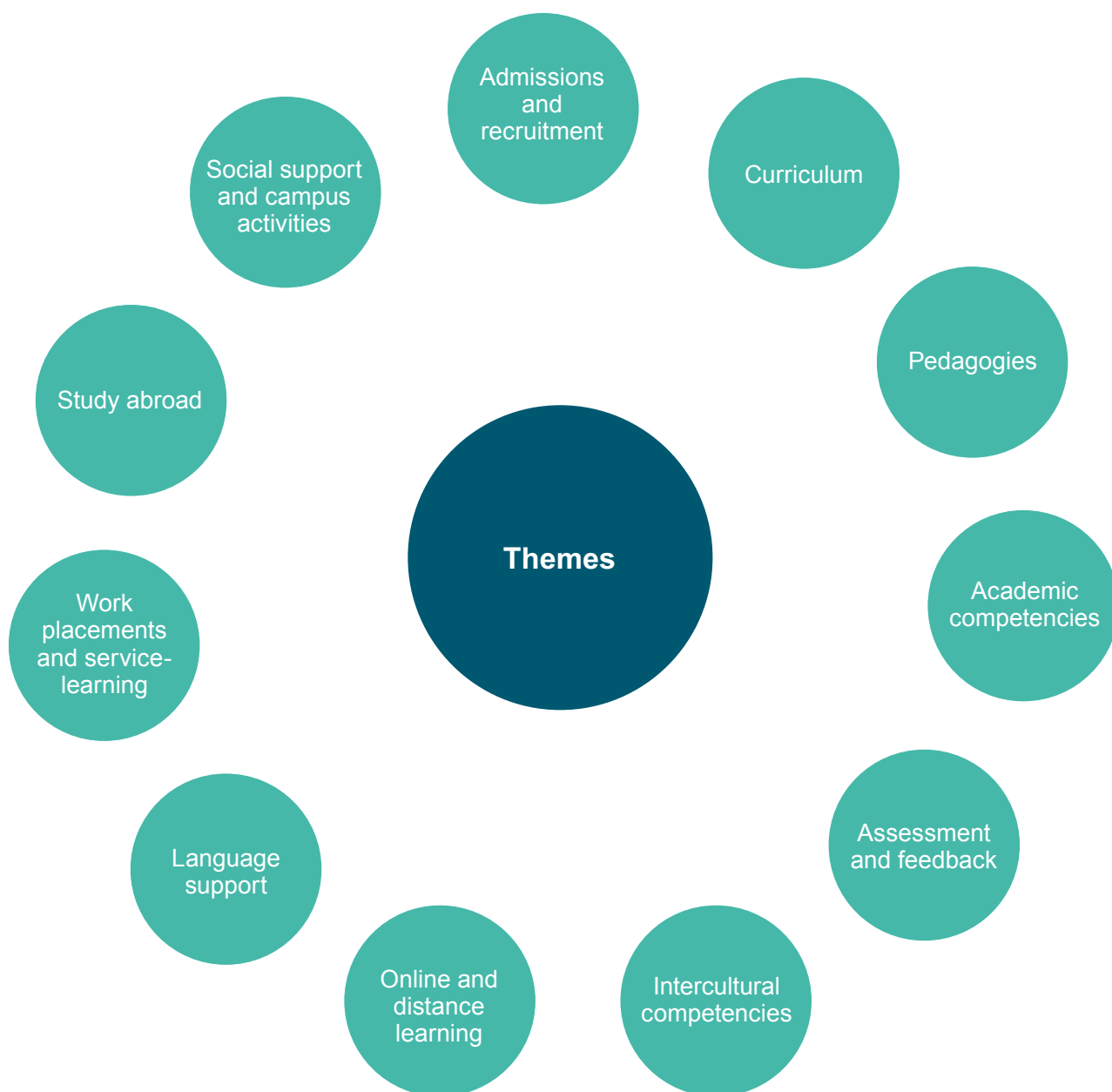


Table 2 provides an overview of the number of articles within each theme and the designated impact category.

Table 2. Overview of articles in each theme and impact category

| Theme | Total number of included articles | Number of articles in the 'demonstrable impact' category | Number of articles in the 'reflected impact' category | Number of articles in the 'limited impact' category |
|---|-----------------------------------|--|---|---|
| Admissions and recruitment | 30 | 7 | 7 | 16 |
| Curriculum | 49 | 10 | 25 | 14 |
| Pedagogies | 59 | 18 | 18 | 23 |
| Group work and collaboration | 23 | 7 | 12 | 4 |
| Academic competencies | 29 | 4 | 12 | 13 |
| Writing | 15 | 1 | 7 | 7 |
| Assessment and feedback | 28 | 10 | 6 | 12 |
| Intercultural competencies | 109 | 48 | 29 | 32 |
| Online and distance learning | 25 | 5 | 4 | 16 |
| Online international partnerships | 38 | 15 | 9 | 14 |
| Classroom technologies | 22 | 9 | 10 | 3 |
| Language support | 59 | 16 | 16 | 27 |
| Work placements and service-learning | 20 | 13 | 5 | 2 |
| Study abroad | 49 | 23 | 10 | 16 |
| Social support and campus activities | 51 | 19 | 17 | 15 |
| TOTAL | 606 | 205 | | 187 |

This identified several key themes of interest in existing research, most prominently the development of international competencies. Other topics with significant numbers of publications identified included language support, internationalised pedagogies, curriculum internationalisation, global social programming, study abroad, general academic competencies and online international partnerships. Areas where there were more limited amounts of research included: admissions and recruitment, assessment and feedback, international online and distance learning, classroom technologies and work placements or service learning.

We have identified a few notable absences from this list of themes, which were not identified through our search. For instance, we found very few empirical articles that explicitly linked internationalisation with decolonisation, although scholars have conceptualised the ways these two issues simultaneously converge and are in tension with one another (Gyamera and Burke, 2018; Wimpenny et al, 2021). In terms of pedagogy and practice, we only identified a limited number of studies exploring co-creation and partnership approaches. Also, questions about inequalities of academic experiences, such as systemic outcome or achievement gaps or overt discrimination, did not emerge in this literature. While these gaps could be a result of limitations in our search strategy (highlighted in our methodology), this does indicate that there are several topics in need of greater evidence, many of which have significant impacts on equalities and addressing systemic injustices in international and intercultural learning settings.

One inconsistency we found in the literature is the way that international students were defined, or more frequently, not defined at all. Where international students were defined, it was typically through broad national designations that failed to engage with students' intersectional diversities. This meant that it was often vague about who or which group research was being referenced, a significant challenge for synthesising research on this topic. This particularly affected studies that considered the impact of students with English as a second language (L2), as opposed to those who have the language of instruction as their first language (L1). For instance, not all studies clarified whether 'international students' implicitly referred to L2 speakers and often conflated the two categories (ie assuming that international students were always L2 speakers and vice versa). Nonetheless, we have used terms to the greatest specificity as made available in the descriptions of findings.

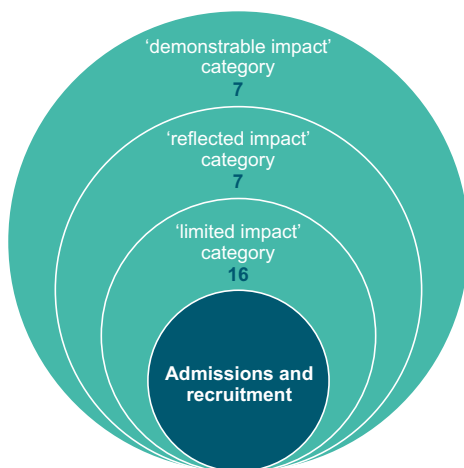
We also found that the majority of research on these themes did not explicitly demonstrate or evaluate the impact on students' outcomes or experiences, as only 34% (n = 205) of studies were designated to the 'demonstrable impact' category. While the research in other impact categories does still make valuable contributions to knowledge and practice, this means that there is a relatively limited understanding of evidence-based approaches to internationalisation with higher education students. Therefore, more research across these themes is needed to better evidence how the practices and policies of internationalisation can meaningfully impact students.

Evidence for impact on students was more developed in some themes than others. For instance, a relatively large number of articles provided evidence for interventions which improved students' intercultural competencies, including the impacts of study abroad and work placements or service learning. There was also a growing evidence base identified for pedagogies in international and intercultural settings, as well as insights into effective global social programming (although we found the topics within these themes are fairly scattered). However, several areas have relatively fewer studies that highlight demonstrable impact, including the admission and recruitment of international students, the development of academic competencies, assessments and feedback, and language support. The area of developing generalised academic competencies in international and intercultural settings is particularly limited, which is problematic when juxtaposed against common deficit narratives of international students which frame them as lacking skills such as critical thinking, referencing or writing (Heng, 2018; Moosavi, 2020).

In the following sections, we have synthesised the key evidence in each impact category according to the eleven identified themes. Not all articles identified have necessarily been discussed in detail; rather we have summarised what we considered to be the main points from the majority of sources. The numbers reported at the beginning of each section refer to the total included in the accompanying dataset and may not correspond in all cases to the number of articles cited in the text.

Admissions and recruitment

Figure 2: Admissions and recruitment articles identified



Our first theme focused on university strategies and approaches for admissions and recruitment, particularly of international students ($n = 30$). While research about general mobilities or decisions to study in particular countries was excluded from this review, we have included articles on this topic in the accompanying dataset. These articles ($n = 82$) may provide useful background for this theme for some readers.

Evidence of demonstrable impact on students

We did not identify any studies that evaluated specific interventions or approaches to recruiting international students and this represents an area for future research. However, we did identify several studies that outlined evidence for factors which influenced students' interests in applying for a specific university ($n = 7$). One factor highlighted was the influential role of international applicants' networks and support structures beyond the institution when choosing where to study. For example, Vrontis et al (2018) demonstrated in Lebanon how international students solicited advice within their social media networks for selecting an institution abroad. This was similarly highlighted by Rekhter and Hossler (2020) in Russia.

Institutional and regional marketing also appeared to play an influential role in the admissions and recruitment of international students. Royo-Vela and Hünermund (2016), for instance, found that interactive marketing strategies, such as search engine optimisation or social media outreach, influenced students' decision-making processes. Lam and Arrifin (2019) also examined, in Malaysia, the ways international students engaged with travel-related images and text positioning the university within its surrounding region. This was similarly highlighted by Ma (2021) in Taiwan, whose research found that marketing materials which reflected city image and university reputation significantly influenced students' interest in an institution. This was expanded on by Zou and Zhu (2018) in China,

who found that reflections on economic and societal factors, including costs of living, scholarships, government coordination or religious tolerance, in recruitment materials were met favourably by international students. Therefore, one takeaway message is that international students seem to be interested not just in universities or academic programmes, but also the city, region or experience they might have abroad when selecting an institution.

Evidence which reflects on impact on students

A few articles reflected on potential marketing and recruitment activities, although their demonstrable impacts on student applications were not necessarily measured ($n = 7$). For instance, Kraus and Burford (2020) analysed the ways promotional videos were used to market international study in Thailand. Papagiannidis (2013) also described the use of online taster courses as an international student recruitment strategy in the UK (see case study at the end of this section).

Articles in this category also reflected that institutional language used in recruitment materials appears to be internalised by applicants. For instance, Hemsley-Brown (2012) evaluated personal statements submitted in international students' applications to the UK and found that descriptions of institutional choice aligned with the nouns, verbs and phrases used on university web pages. Samokhvalova (2017) also reflected on the ways institutional branding in Malaysia was simultaneously an act of national branding with implications for institutional strategies. This implies that marketing materials affect the way that students represent themselves and understand the country they are applying to.

A few articles provided insights through reflections on challenges faced by institutions and students in admissions and recruitment processes. This included Roemer's (2020) reflection on how one university in the United States made decisions regarding TOEFL (Test of English as a Foreign Language®) entrance scores and how this impacted admissions. Kim and Spencer-Oatey (2021) also highlighted a social media analysis of how Korean applicants experienced challenges with international applications, reflecting on how institutions might adapt to prevent such issues in the future. Together, these studies showed that there are complexities and ambiguities worth considering when designing application processes with international students in mind, potentially providing ideas for widening the diversity of international applicants.

Other potential evidence of interest

A larger number of articles ($n = 16$) reflected on student or institutional experiences with international student admissions and recruitment. While these did not show demonstrable or reflected impacts on students, they nevertheless may provide helpful insights into recruitment processes. This included reflections on the role of educational agents in recruitment (Hulme et al, 2014; Marom, 2022; Xu and Miller, 2021; Zhang and Hagedorn, 2014). Other authors considered the ways that discourses of internationalisation within national and institutional contexts have been framed through marketing materials (Lewin-Jones, 2019; van der Rijt, 2021; Wang and Sun, 2021; Zhang et al, 2020).

Critical reflections have outlined how globalisation has homogenised marketing materials between countries (Oladipo and Sugandi, 2021). Stein (2018) also argued against the 'national exceptionalism' of international student recruitment in Canada, questioning its ethics in light of global inequalities. This connected with Siiner's (2016) criticisms about ways that admission officers have become "forced language policy agents" in Denmark. Yet, these critical reflections have only been considered in a limited way in terms of their demonstrable impact on students, representing an avenue for future research.

Theme conclusion

The comparative underdevelopment of this research theme is in contrast with more significant focuses on other themes in the literature related to internationalisation and international students. This section has highlighted that institutions have a range of marketing options available, from revising text to introducing taster sessions, as well as a range of admissions options related to language test requirements. However, generally, this literature does not intersect with the rationales for internationalisation around diversity and on-campus exposure, generating a recommendation for future research around practices and understandings of international admissions for diverse learning environments. There is also limited knowledge about evidence-based approaches to admissions and recruitment of diverse groups of international students, despite the significant reliance on international student income in many countries and institutions.

Case study in practice

Reference: Papagiannidis, S (2013) 'Adopting online taster courses in postgraduate recruitment: The case of a British business school', *Studies in Higher Education*, 38 (7): 1058-1078.

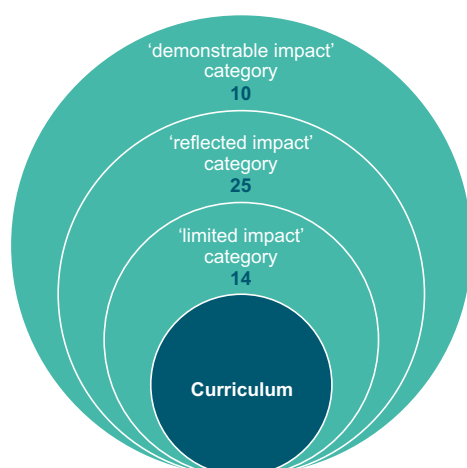
Setting: business school in the UK.

Summary: academic staff created online 'taster' sessions for international applicants to trial a learning session on their programme before deciding to apply to the institution. The sessions also included engagement with current students and information about the department, university and local environment.

In analysing this programme, the researchers found that taster courses positively impacted potential applicants' perceptions of the course unit and institution. Their article reflects on lessons learned from this approach that may be transferable to other contexts. For instance, a survey of applicants found that they hoped for more opportunities to learn about the study environment and overarching programme. Applicants also indicated that they preferred video recordings of samples from actual lectures and readings, rather than being assigned background material, and looked positively on opportunities for interactions with current students and staff.

Curriculum

Figure 3: Curriculum articles identified



Our next theme focused on curriculum internationalisation which, as highlighted in the introduction, refers to the purposeful inclusion of international or intercultural elements into content and materials of teaching. Curriculum internationalisation is often characterised as one element of internationalisation at home, intended to develop intercultural knowledge and awareness for all students through their programme of learning. We identified 49 articles in total on this theme.

Evidence of demonstrable impact on students

We identified 10 articles that showed how curriculum internationalisation demonstrably impacts students' outcomes and experiences. Several studies demonstrated that the inclusion of international and intercultural elements into the curriculum improved students' global awareness and appreciation. For example, Carreño Bolívar (2018) reported from Colombia that the inclusion of curriculum materials focusing on minority groups, national identity and racism increased students' appreciation and awareness of difference over the semester. This was similarly found by Lehtomäki et al (2016) in Finland, where analysis of students' diaries found that they valued diversity more after having engaged in an internationally focused seminar series. In Argentina, Martínez Lirola (2021) surveyed students and found that teaching about intercultural competencies and social awareness increased understanding and respect for social differences. However, the description of "international materials" in these studies was often vague and difficult to replicate or apply in other contexts, thus representing an area for further research.

One explanation for these findings is that evidence suggested that meaningful curriculum internationalisation should be made relevant to local and disciplinary contexts. For example, Heffernan et al (2019) found that, while UK business students were broadly positive about internationalised materials, they wanted more subject-based contextualisation. This was similarly highlighted by Mittelmeier et al (2021b) in the Netherlands, where local Dutch education students critiqued the applicability of internationalised content to their futures as locally based teachers. One example of contextually based curriculum internationalisation came from Northam et al (2015) in Australia, who evaluated a teaching intervention with nursing students for developing culturally sensitive end-of-life care, highlighting increased intercultural awareness. Nursalam (2020) also demonstrated positive findings from Indonesia, where a 'glocal' curriculum that linked global and local issues allowed students to deconstruct internationalisation and develop a more critical global awareness. Thus, it seems that curriculum internationalisation requires more than just the inclusion of new materials but must be purposefully embedded and made relevant to students' perceived current and future needs.

Evidence reflecting on impact on students

Many studies reflected on the ways that curriculum internationalisation impacts students ($n = 25$), although without necessarily measuring this impact. Bodycott et al (2014), for example, compared case studies in Australia and Hong Kong and reflected on the ways that curriculum internationalisation is approached and developed in different contexts. Similar work was undertaken by Rahman and Alwi (2018) in southeast Asian countries. In Australia, Mak and Kennedy (2012) provided an in-depth reflection of an Internationalising the Student Experience project, which aimed to embed intercultural skills and international ideas into the curriculum. In connection with these processes, Niehaus and Williams (2016) demonstrated the role of teacher training, evaluating an attempt at training staff in the United States for developing internationalised curricula.

Ethnographic and action research studies also provided case studies of how internationalisation has been developed through individual courses (Boromisza-Habashi et al, 2016; DeCuir, 2017; Joseph et al, 2018; Rasi et al, 2015, 2017). For example, Ehrhardt and Archambault (2022) highlighted a case study in the Netherlands, reflecting on the ways the course unit influenced students' attitudes towards internationalisation and enabled or disabled opportunities for intercultural learning. This was similarly considered by Trinh and Conner (2019) in Vietnam, where interviews with home students reflected their role as partners in curriculum design.

In some cases, research reflected on discipline-specific approaches. Hudson and Hinman (2017), for instance, reflected on how a geography curriculum in the Netherlands could balance disciplinary learning needs. In nursing, Muir et al (2012) described their experiences working with a European curriculum project between countries ('Putting Culture in the Curriculum'). Howes (2019) conducted a curriculum analysis of a criminology programme in Australia to evaluate the role and positioning of internationalisation within their programme, with conclusions providing guidance for replicating this in other courses. Together with other demonstrable evidence, these studies highlighted the ways that internationalised curricula must also be relevant to contexts and disciplines to be meaningful.

One consideration in this literature was the extent to which curriculum internationalisation represented 'westernisation', linking to global considerations for decolonisation, although articles did not necessarily use this specific term. In addition to the previously highlighted research, studies by Wang et al (2022), Nguyen et al (2021) and Nguyen and Tran (2018) reflected on staff and students' perspectives on tensions between global knowledge, often seen as 'western', and local knowledge in the curriculum. Curriculum transfer in the geography field was also discussed by Khan et al (2014), where it was highlighted that attempts to transfer curricula between the UK and Bangladesh had both benefits and drawbacks. As such, curriculum internationalisation was highlighted as not simply a common or assumed good, but something that must be critically reflected on for tailored implementation in specific contexts.

Other potential evidence of interest

We identified 14 studies related to curriculum internationalisation that provided potential background interest but did not necessarily explicitly measure or reflect impacts on students' outcomes or experiences. These mainly include summaries and reflections on attempts to internationalise the curriculum (de la Garza, 2021; Fathi Vajargah et al, 2013; Renfors, 2021). One significant example is Zapp and Lerch (2020), who used multilevel modelling to analyse the role of internationalisation in the curriculum of 442,283 academic programmes in 183 countries and identified several common approaches, influenced by geographies and disciplines. Taking a more qualitative and national focus, Moon (2016) also evaluated how internationalisation was embedded into Korean higher education curricula, highlighting a strongly nationalist focus despite significant attention to international student recruitment.

In other instances, research has provided comparative case studies, demonstrating how curriculum internationalisation has been approached differently across national, disciplinary and institutional contexts. This includes Behjati et al (2012), who compared approaches to curriculum internationalisation in Finland, England and China, identifying strategies, programmes and activities in each setting. In Australia, Leask and Bridge (2013) reflected on approaches between academic disciplines, finding complexities between disciplinary and institutional contexts. Zhao et al (2017) also considered how approaches to curriculum internationalisation in China varied across 12 different universities, particularly as each attempted to grapple with the balance of global and local needs in different ways.

A final collection of articles provided insights into the experiences of lecturing staff who embedded internationalisation into their curricula (in Australia: Han, 2016; in the United States: O'Connor et al, 2013). For instance, Joseph (2012) considered the ways students' diversities shaped teachers' curriculum internationalisation decisions from a social justice lens. In South Africa, Witthuhn and le Roux (2017) considered enablers and constraints of internationalisation balanced with Africanisation (a form of localisation centred on knowledge and values originating from African contexts). Together, these articles provided some considerations for how curriculum internationalisation is actioned by lecturers in their professional practices.

Theme conclusion

Taken together, these studies show that curriculum internationalisation needs to be undertaken with critical consideration of the disciplinary, institutional, local and national context. This means that curriculum internationalisation is not just about the inclusion of internationally centred materials, but also about critical reflections on the ways that they are purposefully contextually and epistemologically embedded into curriculum designs, linked with intended learning outcomes, and explicitly rationalised to students. Concerns about westernisation and decolonisation (although this phrase is used in a limited way in this literature at present) also need to be taken seriously to develop positive and ethical learning outcomes for and with students.

Case study in practice

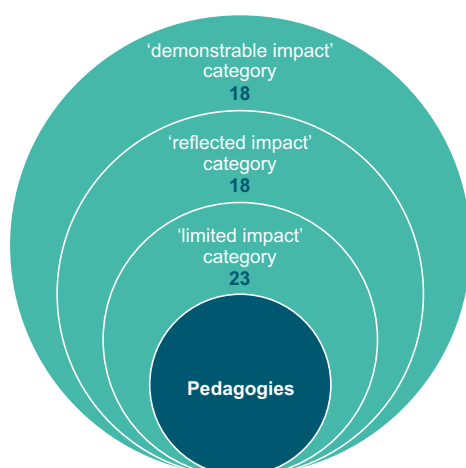
Reference: Carreño Bolívar, L (2018) 'Promoting meaningful encounters as a way to enhance intercultural competences', *Colombian Applied Linguistics Journal*, 20 (1): 120-135.

Setting: language and cultures department in Colombia.

Summary: a new Intercultural Studies and Local Identities course unit was added to a language and cultural studies programme to purposefully develop students' intercultural awareness and link curriculum internationalisation to locally relevant practices. This included activities which centred personal reflection on identity and nationality, as well as interactions between students about topics of social importance, such as national identity, minority groups and racism. Virtual forums were additionally used as a space for reflections following class discussions, where participants were encouraged to comment and discuss one another's views. The author's review of the course unit identified that students were able to develop greater awareness and appreciation of difference as a result of its purposeful inclusion in the curriculum.

Pedagogies

Figure 4: Pedagogies articles identified



Our next theme focused on general pedagogies, covering a wide range of approaches to teaching and learning in international and intercultural settings. Pedagogy is often understood as the theoretical explanation for the ways that we teach. Although much of this literature does not necessarily engage extensively with pedagogic theory, we use the term here to capture a range of teaching approaches that do not link to any of the more specific themes identified in the rest of this review. This theme includes many different pedagogies, synthesised together due to the disparate nature of research on this topic. However, collaborative learning and group work is an area of more significant research activity, so this has been developed as a separate subsection.

General pedagogies

The 'pedagogies' theme synthesised 59 articles that captured a range of teaching approaches documented in the literature and the extent to which these had demonstrable impacts on students' outcomes or experiences.

Evidence of demonstrable impact on students

We identified 18 articles which showed that specific teaching approaches demonstrably impacted students. However, this is a fairly generous interpretation of the evidence, which may lack validity in a meta-analysis, since nearly every study used different indicators. The key takeaway from these findings is that the most impactful pedagogies were active, playful, creative, co-created with students and meaningfully centred international or intercultural learning.

Active learning was the dominant pedagogic approach analysed by the literature. Various forms of active learning were identified as evidence-based supports in these articles, loosely defined as teaching approaches which encouraged active student contribution and participation. Perhaps most

impressively, diverse students in terms of gender, ethnicity and geographical origin who engaged with the majority of timetabled active learning small group sessions in a South African university improved their marks by an average of 20% (McKay, 2016). McKay also provided a detailed description of the challenges of introducing, resourcing and staffing this personnel-intensive teaching approach in the South African context, which will be of interest to staff looking to bring such an approach into their institutions. Lecture video recordings (vodcasting) and participating in discussion forums, for example, were found elsewhere to predict learning outcomes for international students in Australia – though, intriguingly, not for home students (Bicudo de Castro et al, 2021).

Other active pedagogies were found to support students' learning in international and intercultural settings. For instance, project-based learning – setting projects within real-world contexts – was found to positively impact innovative thinking in an internationally diverse classroom, although with differences in experiences between Chinese and home students (Barak and Yuan, 2021, and discussed in more detail in the international competencies theme). Creative action methodology pedagogy – similarly focusing on problem-solving pedagogies – was also shown to significantly develop students' intercultural sensitivities (van Melle and Ferreira, 2022).

Role play, through which students placed themselves in the situations of others, was found to positively influence social skills in an intercultural learning programme with students in Peru (Baca et al, 2020). These findings linked to a specific approach in business studies in France, which implemented role play for language learning through professional peer review and collaboration (Leon-Henri and Jain, 2017). Similarly, a more elaborate drama-based teaching method in the UK that decentred language “facilitated new ways of knowing through being” for participants from different countries (Harvey et al, 2019, 451).

Several studies explored involving students as partners in international or intercultural settings (an approach which also appears in each of the following sections in this theme). Taylor et al (2021), for example, adopted assessment tasks involving students as partners through peer review, with improved assessment outcomes and greater willingness to work in diverse teams. This echoed the findings of Leon-Henri and Jain (2017) previously highlighted. Adopting an approach informed by “co-creation of educational experiences” was further shown to support overcoming cross-cultural differences between students (Vespestad and Smorvik, 2020). However, in this article, the conceptualisation of ‘co-creation of experience’ as distinct from what other pieces term ‘engagement’ or ‘participation’ was not transparent. Involving international students in the design of learning, as in a participatory “lesson study” in the UK (Wood and Cajkler, 2016) offered apparent opportunities for developing and enhancing learning.

Reflection proved an impactful approach for developing intercultural understandings as well. In the context of transformative pedagogy – which seeks to empower learners to critically reflect on their own contexts and beliefs – learning diaries enhanced students' understandings of sustainability through an intercultural lens (Sommier et al, 2022). Similarly, in a “learning-centred approach” in an internationalised curriculum, Kenna (2017) found that using research-led learning journals enhanced learning and engagement. While Schneider and Daddow (2017) did not use learning diaries, they promoted reflection through a multiple literacies approach, which they argued built

socially inclusive pedagogies for equity and enhanced disciplinary learning in an internationally diverse classroom in Australia. Similarly, completing a reflective series of tasks on the differences between their previous and current experiences of higher education was found to help international students in Australia (Velliari and Coleman-George, 2015). Beaven and Golubeva (2016) used similar approaches in an initiative for study abroad preparation that encouraged students to reflect on their own self-perception and the implications for intercultural communication, with satisfactory results (see the study abroad theme for more reflection on this topic).

Several studies adopted explicitly fun and playful approaches, highlighting potential pathways for creative pedagogies in intercultural settings. Games, for example, were found to help reduce cross-cultural barriers by teaching intercultural skills (Pillay and James, 2015), as did watching feature films in a Malaysian pre-service teachers' course unit (Lee, 2019). Play workshops for pre-placement trainee teachers also provided 'place and space' for international students to learn in Australia (Joseph et al, 2018). A more specific study explored the use of humour by lecturers and found that affiliative humour, which exploited commonalities rather than differences, positively predicted both American and Thai students' learning, while aggressive and self-defeating humour had varied impacts between student groups (Charoensap-Kelly et al, 2022). This implies that instructors of diverse groups should carefully consider the cultural backgrounds of their classes before using humour in the classroom, but also that play and games can be successful approaches.

The dominance of active learning may reflect changing norms in teaching practice globally, rather than practices specific to internationalisation. Nevertheless, the available evidence suggested that participatory and creative teaching techniques provided opportunities for developing more equitable and inclusive intercultural teaching.

Evidence reflecting on impact on students

More articles reflected on teaching and learning approaches without explicitly measuring the impact on students ($n = 18$). In some cases, international linkages through virtual or short-term mobility were built into pedagogies, but these have been covered under the international online partnerships theme.

The broad family of active learning was again a frequent theme in this category, with findings in Australia that flipped classrooms – those which introduce content through independent study requirements before class – needed to be designed carefully in intercultural settings (Singh et al, 2021). Specifically, good pre-class activities were fundamental to positive learning outcomes in a civil engineering context (Mojtahedi et al, 2020). Such active blended approaches could, as Lomer and Anthony-Okeke (2019) argued in the UK, engage international students both ethically and effectively. Blended learning, which uses both virtual and face-to-face engagement, was also shown to be more appealing to international, female and first-in-family students, but less so to more traditional student groups (Dang et al, 2020). Some studies showed that students from different regional origins had different preferences for learning approaches, namely that Asian students tended to claim to learn better from lecture-based approaches, in contrast to western European students who preferred active approaches (Ding and Lin, 2013). However, this study had dubious validity given its reliance on the outdated myth of "learning styles" (eg Kirschner, 2017) and broad-brushed approach to generalising by region.

Reflection was again argued to be an impactful learning approach, with relevance to post-sojourn debriefings for English as a foreign language students. This was highlighted through embedding reflection into writing for Turkish EFL students (Mete, 2017) and recorded teaching simulations for pre-service teachers in Australia via written reflections on supporting difference and diversity (Finn et al, 2020).

Several articles identified specific learning approaches that benefited internationalisation in the classroom. Inquiry-based learning – an approach that engages students through posing questions – was reflected as challenging with international students in the UK, but could be adapted within broader sets of practices (Moseley and Connolly, 2021). Informed learning – the concurrent learning about the subject and information-use – was used successfully in TESOL courses in Australia (Hughes and Bruce, 2013). Design-based learning – based on integrating design thinking into teaching processes – was also successfully adapted in a manufacturing technology discipline in a joint Sino-Australian programme (Jiang et al, 2020) and an intercultural architectural design studio developed by two partner universities in Vietnam and Belgium (Devisch et al, 2019). Pandey and Archivili (2015) highlighted the use of feature films for teaching cross-cultural concepts in a comparative study across India and the United States. Finally, in a multi-site study across Europe, North Africa and Southeast Asia, LeMaitre (2019) found that active learning highlighted epistemological issues around conceptualising innovation in engineering.

The diversity of teaching approaches here highlights that there are available active learning innovations for any given discipline or context, but that students may be uncertain and initially resistant without careful consideration of the application in international and intercultural settings.

Other potential evidence of interest

Further research focused on broader issues related to teaching approaches, without measuring or reflecting the demonstrable impact of specific pedagogies or innovations (n = 23).

Some of these articles highlighted the ways international and intercultural factors impacted existing teaching and learning practices. For instance, a cross-national study of the UK, United States, Australia and New Zealand by Kraal (2017) identified positive outcomes from teaching high numbers of international students, including experimentation in teaching approaches, increased use of technology and more teacher training. Tian et al (2021) have developed a model of international student engagement in Chinese higher education and clarified that, in addition to student attitudes, pedagogy can structure and support (as well as deter) engagement. Specifically, student-centred learning and assessment were conceptualised as enablers of student wellbeing in the UK (Riva et al, 2020). Encouragingly, multilingual instructors whose first language is not the language of instruction may take comfort from Yanaprasart and Melo-Pfeifer's (2019) findings that students in Germany and Switzerland were willing to sacrifice some linguistic 'correctness' to gain intercultural 'depth' from their teachers' experiences and linguistic repertoires. Finally, in the United States, Yefanova et al (2017) documented general pedagogic practices in facilitating cross-national interactions in undergraduate classrooms.

Several studies identified established and enduring shortcomings in meeting the promise of internationalisation in the classroom. Spangler and Adriansen (2021), for example, depicted how classroom practices and discourses can reproduce global inequalities through notions of the 'ideal student' and the 'right pedagogies', the former of which often contradicts lecturers' perceptions of international students. Similarly, in the United States, faculty were widely aware of the 'Confucian Heritage Culture' of some international students, but this did not lead to changes or adjustments in their teaching practices (Sun et al, 2019). If this finding is also applicable to other Anglophone host countries, this might explain why mainland Chinese students with no previous experience of 'western education' expressed negative perceptions on entry to Australia that dissipated over time (Wong et al, 2015).

These negative perceptions were often found to be reciprocal, expressed by many 'western educators' through concerns about Chinese students' 'silent behaviour', which research has set out to explain (Zhu and O'Sullivan, 2022). Pang (2016) attributed such challenges in part to a failure to pay attention to the emotional dynamics of nonverbal communication, which can otherwise racialise and nationalise cultural differences. Such challenges are also experienced in Taiwanese pedagogy by students classified as 'Anglo and Hispanic' who labelled pedagogies as transmissionist (Chen, 2014). Pluzhnik and Guiral (2020) developed a model for quality enhancement with international students in Russia, which may help to fill these gaps.

Several studies reflected on the shortcomings of internationalisation. Ndemanu (2014), for instance, highlighted that many host countries did not 'take advantage' of their international student population for enhancing internationalisation, adopting an autoethnographic approach to expose this gap. While this may now be outdated, Bruner and Iannarelli (2011) also found that management education needed to develop pedagogies further through international partnerships, curriculum internationalisation and connecting global activities. Smith (2016) focused on the teaching of research ethics, in particular, and suggested that the imperatives of internationalisation conflicted with unilateral approaches to research governance, which often applied a one-size-fits-all model of research ethics as a risk management exercise to the detriment of reflexivity. Joseph and Johnson (2019) also highlighted that perceptions of difference generated exclusions within the academy, suggesting that enduring racism undermines internationalisation efforts.

The power of student-staff partnerships might provide opportunities to overcome these issues, as mentioned previously, and is developed more conceptually through research identified in this category. International students were, for example, engaged as co-researchers on the scholarship of teaching and learning through collaborative studies (Weller et al, 2013). This might also be conceptualised as "student-teacher partnership assemblages", as in Tillmanns and Salomao (2020). In this area, it was argued that staff engaging in intercultural reflexive collaboration scholarship and practice can also enhance learning design (Longerbeam and Chávez, 2021). A lens of 'epistemological diversity' supported the development of a curriculum based on international case studies and connections between research and practice in educational leadership in Australia (du Plessis, 2017).

Theme conclusion

Altogether, this theme has highlighted the diversity of available pedagogies for practitioners working in internationalised higher education contexts. If we can distil one or two lessons with broader generalisability, they would be that active learning may be unfamiliar and require the teaching of scaffolded skills but is a widely adopted approach to encourage international and intercultural learning. There are also specific active learning approaches appropriate to almost any given discipline or context already developed and in use. As with the conclusions drawn from the curriculum theme, the most impactful approaches appear to be those that have been purposefully and reflectively developed through intended learning outcomes which centre internationalisation, rather than as simply a reaction to the presence of international students.

Case study in practice

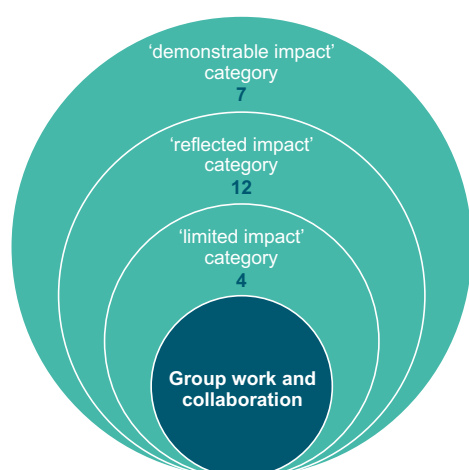
Reference: Taylor, S, Ryan, M and Elphinstone, L (2021) 'Generating genuine inclusion in higher education utilising an original, transferable, and customisable model for teaching and assessing reflective learning', *Reflective Practice*, 22 (4): 531-549.

Setting: business studies in Australia.

Summary: in a three-stage process, the authors first introduced a new technology for peer reviewing as an approach to supporting inclusion and intercultural learning between peers. This was then followed by reflective interventions to counter negative experiences and problematic perceptions of cultural diversity. These interventions focused on steps to embed intercultural competency development and reflection into the peer review process, which was found to reduce hostility between international and home students and improve performance and satisfaction.

Collaborative learning and group work

Figure 5: Collaborative learning articles identified



Within the pedagogies theme, we have separated collaborative learning and group work as a separate sub-theme because it is an area of particular research interest ($n = 23$). Group work refers to the purposeful inclusion of cooperative or collaborative activities or tasks between students in teaching sessions or assessment practices. This pedagogic approach is often characterised as an important learning experience for employability through developing transferable collaboration skills, and as a key opportunity to develop intercultural knowledge and awareness by encouraging students from different backgrounds to work together. Group work is also often the primary means by which an active learning approach is adopted.

Evidence of demonstrable impact on students

We identified seven articles that demonstrated the ways collaborative learning and group work demonstrably impact students in international and intercultural settings. A common conclusion echoed a study conducted in the UK, which identified that group work positively enhanced students' intercultural competencies but required effective setup and guidance from teachers (Lian and Schartner, 2022). In particular, a study based in Canada established that effective intercultural group work required teaching the process of working with others, which included intentionally preparing, forming and evaluating group outcomes (Reid and Garson, 2017).

Several studies targeted the perceived problem of forming intercultural groups. Sedghi and Rusworth (2017) attributed this to international students being more likely to self-assign to culturally mixed groups because they emphasised the cognitive benefits of intercultural interaction more than home students, who emphasised emotional and assessment outcomes. Random team divisions that assigned students to work with peers from different national groups were also highlighted to have a beneficial effect. For instance, randomly mixing students into groups facilitated long-term

intercultural social connections and learning outcomes more than in self-selected groups, according to a sequence of studies conducted in Spain and the UK (Rienties et al, 2014; Rienties et al, 2013a).

Collaborative learning was also identified to improve bilingual written scientific communication in Colombia (Archila et al, 2021) and content learning in chemistry labs in the United States, even in large classes (Leopold and Smith, 2020). These studies highlighted the increasing use of collaborative learning models in STEM disciplines, as well as in the humanities.

Evidence reflecting on impact on students

Several studies reflected on the potential impact of collaborative learning for students ($n = 12$), without necessarily measuring this impact. Three studies examined how feasible collaborative learning was in different contexts, assuming its impact to be positive. International cooperative learning was judged to be broadly workable in a geography course unit (Lai and Wang, 2013) and a public speaking course unit in the United States, particularly where this involved researching a different country and facilitated the globalisation of the curriculum at the same time (Lyons, 2017). A range of strategies adopted by lecturing staff in the United States to structure “cross-national interactions”, included: quiz preparation, simulations, peer editing, discussions, group presentation, paired problem-solving and reflection, in addition to activities outside of class (Yefanova et al, 2017). This study, in particular, documented how facilitating collaborative learning for intercultural competency development has become commonplace in contemporary higher education practice.

Another group of studies explored attitudes and experiences of group work, often seeking to explain these attitudes with reference to national or regional origin. While language gaps and a lack of shared expectations created barriers to collaborative learning, most students who studied in the United States expressed a commitment to learning from cultural diversity (Rafferty, 2013). Trahar and Hyland (2011) also described problems with intercultural interactions in diverse groups and difficulties with group work in the UK, although students found this ultimately rewarding. In contrast, Yefanova et al (2017) found that participants downplayed concerns about language barriers. In Ireland, differences in attitudes towards collaborative learning were identified between students from North America, Europe and Asia, such that North American students expressed the greatest preference for collaborative learning, followed by Asian students, with European students the least favourably disposed (Idris et al, 2019). The authors attributed this to confidence and skills, likely developed through prior exposure. In the UK, this was echoed by findings that international students perceived group work as lacking structure and guidance (Hennebry and Fordyce, 2018).

However, several studies documented a positive disposition among most students. In the Netherlands, for example, all student participants were found to want to form social relationships with intercultural group members, albeit with different motivations (Mittelmeier et al, 2018). Similarly, international L2 students in Australia were found to strategically choose their seats in classrooms to enable meaningful interactions with classmates, regardless of national origin (Lin, 2015). In the UK, international students created learning ties based on early friendship development, disciplinary specialisation and shared national backgrounds, but also made a conscious effort to build relations outside their formal group (Rienties et al, 2013b).

Matsunaga et al (2021) also conceptualised international students' responses to norms of group work as formed by prior experiences. They argued that students sought to resolve perceived mismatches of norms and expectations through adopting leadership roles in Australian higher education settings (Matsunaga et al, 2021). While few of these studies explicitly sought to examine the relationship between prior experiences and familiarity with group work, it seems likely that this is an intermediary variable that provides more explanatory power than national regional origin or cultural differences.

Other potential evidence of interest

Four studies presented a range of issues related to group work and collaborative learning, without clear lines of impact on students' outcomes. A study in Spain and Croatia, for example, found that Spanish, Croatian and international students perceived several risks in group work (Šerić and Praničević, 2018). These are itemised in a Netherlands-based project, as risks concerning time, effort, uncertainty and compromising personal values, but conferring benefits for attainment, intrinsic and utility value (Poort et al, 2019). In multilingual contexts, such as Catalonia, a plurilingual approach to group work may be appropriate, and such a framework is proposed by Moore (2014). However, complex task-based learning may require a range of academic competencies that need to be structured and planned for, as in the case explored in a UK English for Academic Purposes programme (Smith and Thondhlana, 2015).

Subtheme conclusion

While collaborative learning was demonstrated to present challenges for implementation in international and intercultural contexts, this body of literature offered a range of conclusions for practice. First, findings suggested that student attitudes were broadly positive towards the value of collaborative learning, although they were risk-averse and appreciated greater scaffolding. Intentionally and purposefully structuring interactions through low-stakes activities and providing effective guidance on assessed group work, alongside randomised and intentional multicultural group formation, provided more opportunities for meaningful outcomes.

Case study in practice

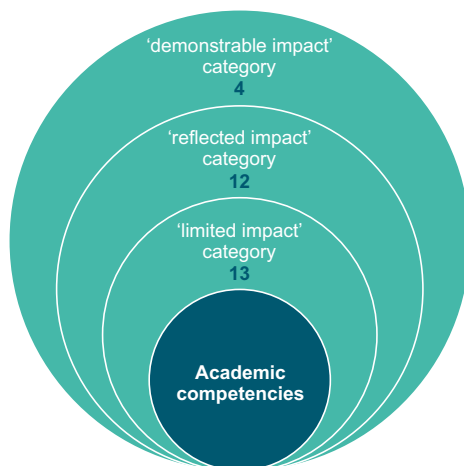
Reference: Leopold, H and Smith, A (2020) 'Implementing reflective group work activities in a large chemistry lab to support collaborative learning', *Education Sciences*, 10 (7): 1-19.

Setting: chemistry laboratory in the United States.

Summary: lecturing staff redeveloped assessment approaches in an intercultural setting based on teaching observations, a research review and student feedback. In a laboratory environment, pedagogies were aligned with learning outcomes, activities and assessments through two reflective group activities and an individual reflection at the end of the class. This approach purposefully centred intercultural learning and reflective collaboration between peers from different backgrounds. As a result, the researchers found that students were better able to develop intercultural competencies and students found more value in working in intercultural settings.

Academic competencies

Figure 6: Academic competencies



Academic competencies were the next theme in focus, which can be understood as the combination of knowledge, skills and attitudes that underpin academic achievement and generate successful outcomes. The literature on this theme covered a wide range of skills, particularly concerning support for international students. Within this, there was a significant subtheme of academic writing, which is separated for greater synthesis. Other competencies in focus included self-efficacy, leadership and academic attribution or referencing in internationalised teaching settings.

In general, this literature sought to target specific academic competencies to enable more equitable participation and academic attainment. However, this literature should be understood in the context of enduring deficit narratives that frequently structure attitudes towards international students' academic competencies, framing them as less competent and impeded by language barriers.

General academic competencies

General academic competencies were explored through 29 articles. This was a wide range of different topics but included: critical thinking, self-efficacy, leadership, academic literacy, plagiarism and academic integrity, and information access and literacy (among others). We note here a relative absence of a domain of academic competencies relating to spoken and oracy practices, such as presentations and participation in seminar discussions, and propose this as an area for further exploration.

Evidence of demonstrable impact on students

We identified only four articles that showed interventions which targeted specific academic competencies with demonstrable impact on students' outcomes or experiences. First, in an intercultural setting in a Turkish university, Erdem Mete (2020) used videos as a teaching exercise,

followed by reflective classroom activities and writing assignments, which were found to develop higher-order cognitive skills (applying, analysing and evaluating). Second, Shalka et al (2019) found in the United States that international students' socially responsible leadership competencies and self-efficacy were developed effectively through assigned staff mentors. Third, Henderson and Whitelaw (2013) trialled multimedia academic literacy resources with Chinese students in both China and Australia, establishing that these supported their development of academic literacies. Finally, Bui et al (2017) examined the relationship between self-efficacy and performance, which was confirmed in home students but not among international students.

The comparative dearth of literature that measured demonstrable impacts related to academic competencies suggests that more well-designed studies are required to understand what supports are most impactful on students. This omission feels particularly problematic given the presence of discourses within higher education that frequently position international students as lacking skills necessary for academic success (Heng, 2018; Moosavi, 2020).

Evidence which reflects on impact on students

Twelve studies identified academic competencies and designed interventions to enhance them but did not measure the impact on students' outcomes.

Plagiarism and academic integrity were in greater focus in this category. International students in Australia, for instance, expressed a lower awareness of academic integrity in general and as a specific policy (Bretag et al, 2014), suggesting that they were dissatisfied with the information they had received in training. In this regard, Cosma et al (2017) suggested that students' understanding remained unclear, regardless of students' educational backgrounds and previous training on plagiarism. Likewise, Brown et al (2018) found no significant differences between international and home occupational therapy students in Australia on self-reports of academic dishonesty in a classroom setting (ie in exams), although they did in terms of overall tendency to cheat on research assignments (ie in take-home assignments) and pressures to perform. However, Doss et al (2016) found that both home and international student respondents in the United States disagreed with the proposed notion that "plagiarism is a necessary evil", and found no difference between the two groups on whether plagiarism is "unprofessional". Further, many Australian programmes designed to support appropriate attribution and referencing practices may have insufficient contact time and teaching quality (Fatemi and Saito, 2020). In a previous report, we identified a tension between embedding support within disciplinary teaching and outsourcing it to centralised support services, such as writing centres (Lomer et al, 2021). Therefore, although international students are commonly framed as more susceptible to plagiarism, this body of evidence suggests that they do not universally condone plagiarism in principle but may not be appropriately supported to avoid the appearance of academic misconduct.

In contrast to the frequently outsourced approach to academic literacy and plagiarism support, a longitudinal study reflected that embedding academic literacy in the disciplines in Australia had a positive impact on students' learning (Maldoni and Lear, 2016). However, Henderson and Whitelaw

(2013) outlined their experience developing e-learning academic literacy resources informed by popular culture, evidencing the importance of student-staff partnership in curriculum development, as their target audience of Chinese students provided feedback that available resources were too culturally specific. In the context of a study visit of a group of Malaysian students to a partner college site in the UK, an embedded active learning approach involved collaboration between module leader, librarian and academic skills tutor, with student feedback suggesting increased confidence in information literacy and academic skills (Lahlafi and Rushton, 2015).

Critical thinking was also an important focus within this category, with several studies exploring international students' understandings of critical thinking. International students in Scotland suggested they needed a period of adjustment to how critical thinking is understood in their disciplinary and host country contexts (Fakunle et al, 2016). A key trigger event for Chinese students in Canada was coursework feedback, as well as opportunities for complicated conversations for cross-cultural understanding of this skill (Guo and O'Sullivan, 2012). However, Hammersley-Fletcher and Hanley (2016) raised the concern that pedagogic approaches to critical thinking that reproduced the interests of particular groups in the UK, such as white, western and European groups (see also the pedagogies theme), missed opportunities to add richness by including diverse perspectives on critical thinking.

Other potential evidence of interest

This section includes articles which reflected on broad issues relating to academic competencies but did not identify specific approaches or innovations (n = 13). Sheridan (2011), for example, highlighted the discrepancies between students' academic competencies and the expectations placed on them in an Irish higher education institution.

Information access and literacy in the context of internationalisation have attracted a range of studies that explored patterns of behaviour with no specific intervention. First, there are contrasting views on whether international students have lower levels of information literacy skills, as they appeared to do in Finland (Soltani and Nikou, 2020), or levels generally similar to first-year home students, as a study in Australia and the United States suggested (Hughes et al, 2018). Hughes et al (2018), instead, argued that the challenges of first-year students related more to the unfamiliarity of the academic environment rather than "generalised educational deficit" (2018, 582).

Concerningly, mainland Chinese students in Malaysia seemed to believe they are better prepared than their experience later suggested (Nambiar and Ibrahim, 2013). However, international students in the United States demonstrated complex and sophisticated resource use with a range of digital devices and interactions with different online resources (Chung and Yoon, 2015). From this perspective, the challenges related to an "imbalance between more developed information skills and less-developed critical information use" (Hughes 2013, 126). For instance, libraries in UK universities have introduced a range of services specifically aimed at international students, but less frequently have a named member of staff dedicated to international student support and rarely promote database searching in languages other than English (Toner, 2019).

Other studies discussed a range of issues associated with recognising cultural differences in academic competencies. Nguyen (2016), for example, proposed engaging international students in culturally relevant leadership opportunities. Raby (2020) highlighted that international students may make different use of personal tutors than home students, raising different questions for discussion. Finally, Tan's (2011) study argued that memorisation and rote learning, while often denigrated by contrast with more active or critical approaches, can lead to deep understanding and should not be discouraged as a learning strategy.

Theme conclusion

In summary, the extant literature on developing general academic competencies for internationalised learning environments suggested that information access and literacy, critical thinking and the avoidance of plagiarism and other forms of academic misconduct have been the dominant foci to date. Successful interventions have included multimedia approaches, reflective opportunities, mentorship and culturally relevant resource designs. However, further research is likely needed to develop the full range of academic competencies concerning skills needed for global engagement.

Case study in practice

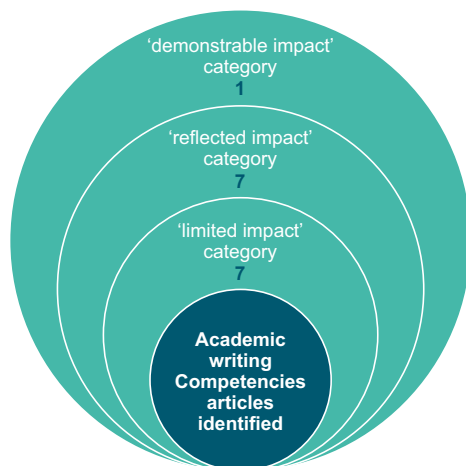
Reference: Henderson, F and Whitelaw, P A (2013) 'Academic literacy and cultural familiarity: Developing and assessing academic literacy resources for Chinese students', *Interdisciplinary Journal of E-Learning and Learning Objects*, 9: 13-27.

Setting: Melbourne and Chinese-based universities.

Summary: multimedia resources previously designed to increase awareness of plagiarism were criticised by Chinese and other international students as being culturally irrelevant due to their reliance on pop culture references. A new multi-stage project consulted bilingual teachers experienced in teaching Chinese students and established that diversity within the target audience meant a suite of resources was required to target different skills, languages, and experience levels across different disciplines. The resulting resources used Chinese actors and students in videos, referred to examples from Chinese history, and addressed epistemic issues of academic literacy. Focus group evaluations were positive, but results of implementation were not included.

Academic writing competencies

Figure 7: Academic writing Competencies articles identified



Academic writing competencies were separated as a subtheme of academic competencies, due to the number of studies which focused on this area. Altogether, we identified 15 articles that explored academic writing as a particular competency for discussion in internationalised higher education settings. These often focused on the needs and experiences of international students and second language learners (L2), as opposed to those who have the language of instruction as their first language (L1).

Evidence of demonstrable impact on students

Only one study was identified that met our criteria for demonstrable impact on students. In this article, a multilingual technology-enhanced teaching process was developed to guide the construction of argumentative texts, specifically scientific essays in first and second languages in Spain. Findings demonstrated that this method enhanced writing metacognition and argumentative self-efficacy in both languages, but this did not affect the structuring of argumentative essays (Gonzalez et al, 2021).

There is, of course, a substantial body of literature in the English for Academic Purposes domain that addresses academic writing, including Teaching English as a Second Language and the burgeoning field of academic development. That this literature has not been captured through our search strategy suggests that this research is not being positioned in terms of internationalisation and pedagogy, despite its potential relevance.

Evidence which reflects on impact on students

Seven studies explored specific interventions related to academic writing but did not measure their impact on students. This included two studies which explored the effect of teaching specific academic genres. A Spanish-English bilingual science course unit in Colombia used a formal formative assessment with preplanned feedback and peer evaluation, which offered opportunities to enrich bilingual written scientific argumentation (Archila et al, 2022). On a broader institutional level, teaching how to write specific academic genres across disciplines, including abstracts, essays, literature reviews and research articles, was found to support Brazilian students in participating in international academic events such as publishing in journals and reading English language publications (Dutra et al, 2019).

Two applied linguistics studies helped to explain why specific genre support may be required. One examined rejection letters written by university students studying in English in the United States and Belgium, and found substantial variation in randomness, such that national culture and language was not an explanatory factor (De Rycker, 2014). The author concluded that instruction in genre awareness and intercultural communicative competence would benefit both L1 and L2 writers. Another article examined stance strategies in Serbian L1 English learners' argumentative essays, offering specific insights into how to teach persuasive writing (Velickovic and Jeremic, 2020). Both studies showed how language use varies according to the written genre, and where students must master a variety of increasingly internationalised genres, such as research articles, specific support appeared to be productive.

A particular issue concerned paid proofreading, which related to the discussion of plagiarism previously highlighted (see the academic competencies theme) but was treated here separately as a core skill of academic writing. Both English as L1 and L2 students in the UK raised emotional concerns about writing, felt they had not been told what was required, identified perceived inequalities around paid proofreading, and were frustrated by the writing process (Turner, 2011). These findings were confirmed by a study in the United States, which found similar uncertainty among students about what help is ethical, whether online services such as Google translate are appropriate, and whether paid proofreading or editing is acceptable (Kim and LaBianca, 2018). Clear guidance and enhanced tuition, embedded within the discipline as previously discussed, is a demonstrable need. Therefore, institutions may need to review plagiarism policies to adopt an explicit stance on paid proofreading.

An alternative approach to genre-specific support was a generic institution-level programme, arguably more common globally. One such "bridge programme", introduced at a rapidly internationalising institution in the United States, included separate workshops for students and faculty to help prepare students for university expectations and train faculty in effective intercultural communication, with positive initial feedback (Feuerherm and Blumner, 2018). This article also provided a usefully detailed account of exploring and evidencing the problem, consulting stakeholders, and designing an institutionally specific curriculum for this purpose.

Other potential evidence of interest

This category includes articles which reflected on broad issues or student experiences related to academic writing but did not evaluate specific approaches or innovations (n = 7).

The need for support with academic writing in internationalised contexts was evidenced by experience-focused studies. For example, international students in an Australian pre-university pathway provider characterised academic English as opposite to everyday English in terms of its style and use (Velliaris and Coleman-George, 2015). A qualitative study in a British university into healthcare undergraduates' writing practices also found that students struggled if they did not receive explicit tuition on appropriate academic writing (Gopee and Deane, 2013). In a science subject, Malaysian students' self-efficacy declined rather than rose, in contrast to Australian students, through the completion of the course unit and assignments, with no correlation between L2 students' self-efficacy and their academic outcomes on a scientific literature review (Rayner et al, 2016). This, again, suggested that international students are not being sufficiently explicitly prepared for academic literacy expectations of writing assignments.

One article cautioned against adopting a streaming approach to academic literacy support based on an institutional assessment of student writing on entry. Writing proficiency exams commonly used in the United States were found to promote a sense of exclusion and disregard for international students' knowledge, and the author proposed redesigning these tests to reflect literacy requirements in a globalising world (Mott-Smith, 2012).

International students are, of course, active agents in their writing practices, as confirmed in three studies identified here. International Chinese and Vietnamese students in Australia were found to adopt multiple forms of adaptation in academic writing practice (Tran, 2011). A study on international graduate students in the United States also found that they addressed writing challenges by seeking help from staff in their discipline, friends and peer mentors (Ravichandran et al, 2017). A study on the trans-language practices of Chinese graduate students in the United States found that they use Chinese to support thinking and drafting, integrating literacy knowledge across both English and Chinese (Zhang and Hadjioannou, 2021). However, negative institutional perceptions of these practices created a barrier. The authors concluded, again, that further instruction in academic writing is necessary.

Subtheme conclusion

The findings in this subtheme identified that it is important when designing and conceptualising interventions to enhance academic writing to centre and respect the knowledge, capabilities and motivations of all students, but particularly international students as deficit model support can marginalise rather than include. This section also further demonstrated the potential value and impact of incorporating academic writing instruction within subject disciplines in partnerships with existing writing centre supports. Within this subtheme, there are also considerations for ways that discourses about international students as more susceptible to plagiarism can be reconsidered, with suggestions for embedded practices which provide more explicit advice and guidance.

Case study in practice

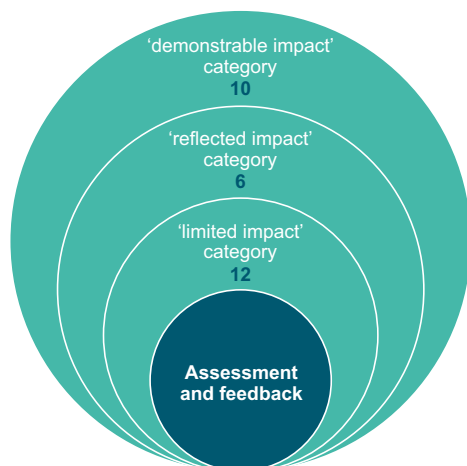
Reference: Archila, P A, Molina, J, Danies, G, Truscott de Mejía, A-M and Restrepo, S (2022) 'Using formal formative assessment (FFA) to promote undergraduates' bilingual written scientific argumentation (BWSA)', *International Journal of Bilingual Education and Bilingualism*, published online 7 January.

Setting: a bilingual science course in Colombia.

Summary: within the context of a bilingual Spanish-English science course, the course leaders purposefully designed a written assessment task that embedded bilingual science writing and feedback opportunities. This included tailored training for scientific argumentation writing in both languages, followed by a peer review assessment activity. An assessment of this process found that students had greater opportunities to explicitly develop their writing skills in both languages.

Assessment and feedback

Figure 8: Assessment and feedback articles identified



Our next theme focused on assessment and feedback practices ($n = 28$), presenting research about the ways that internationalisation is built into the assessment design process and student feedback. This included articles about assessment practices in international and intercultural settings, particularly concerning international students.

Evidence of demonstrable impact on students

We identified 10 articles about assessment practices that showed demonstrable impact on students. Pilcher et al (2013) explored international students' first encounters with examinations in the UK and found that their previous exam experiences greatly impacted their expectations of how to prepare for and answer exam questions, which in many cases affected their results negatively. Similarly, Evans and Waring (2011) investigated the relationship between students' cognitive styles, cultural backgrounds, and their perceptions of feedback, finding that cultural variables considerably impacted student assessment feedback preference.

Several studies centred on formative assessment, particularly in bilingual or intercultural settings. For instance, Archila et al (2022) explored how using formal formative assessment in a bilingual science course unit provided students with explicit opportunities to enrich their bilingual written scientific argumentation. Similarly, Burns and Foo (2012) found that a formative feedback intervention, while not leading to measurable improvement on marks, allowed students to successfully engage in academic writing at an early stage of their studies. A project-based assessment approach was used in an intercultural communication competence course unit for English majors in Vietnam, where Nguyen (2021) concluded that the approach not only had a positive impact on students' intercultural competencies, problem-solving skills and critical thinking development, but also improved their learning motivation.

This was also linked to research by Fong and DeWitt (2019), which showed that different forms of formative assessment were better suited for assessing different aspects of intercultural competencies in Malaysia (see the intercultural competencies theme for more details).

Peer review assessment was the focus of several other studies. For instance, Chew et al (2016) reported that students' confidence in peer assessment was negatively affected by variations in assessors' ability levels. Nonetheless, the study outlined that online peer assessment practice enhanced assessment and provided good feedback for international students. Peer feedback was also used as an instrument in an international classroom with a student population including 60 different nationalities in a Dutch business school, whereby van Rompay-Bartels and Geesink (2021) found that cultural background was a significant indicator of how students provide and perceive peer feedback.

Group work assignments were also outlined as an evidence-based tool for supporting intercultural learning (Krajewski, 2011) (see also the collaborative learning and group work subtheme for a more in-depth reflection on this approach). Altogether, these studies alluded to the need to consider internationalisation (and the needs of international students) more explicitly in the design of assessment and feedback practices. However, the evidence about developing assessment practices in international and intercultural settings is relatively limited and remains a knowledge gap.

Evidence which reflects on impact on students

We identified six articles that reflected the impact on students in assessment and feedback practices but did not necessarily measure it directly. This included an analysis by Kelly and Moogan (2012) of more than 15,000 postgraduate assessment outcomes in the UK, which found that the home students outperformed international students overall, though not in examinations. This may be related to differences in essay marking, as O'Hagan and Wigglesworth (2015) found differences in the way assessors judged essays written by Australian home students compared to international students. International postgraduate students' perceptions of examinations were also explored by Cruickshank (2016), which suggested improving exam processes to "address feelings of bias to UK or native-English-speaking students" (2015, 1).

Despite these reflections, we identified few studies that provided case studies or examples of approaches to greater support for international students or intercultural environments during assessments. One exception is the work of Cross and O'Loughlin (2013), who provided a case study in an Australian English pathway programme and argued for the use of continuous, classroom-based assessment, which was believed to result in more positive learning gains for students. Mansson (2013) has also provided a helpful reflection on the implementation of three different assessment approaches in an intercultural communication class.

Other potential evidence of interest

We identified 12 articles related to assessment and feedback which provide potential background interest but did not explicitly measure impacts on students' outcomes or experiences. Several of these focused on the ways that assessment may be exclusionary for groups of students, particularly international students. For instance, Chang (2014) analysed the feedback Taiwanese students received on their essays in Australia and evaluated it as inaccessible for students with diverse learning histories. Doherty et al (2011) also critiqued the ways that assessments perhaps unfairly focused on oracy-based activities (such as group work) without considering students' different cultural approaches to such tasks.

Other studies highlighted the ways that students adapted or engaged with assessment and feedback practices. This included Cho et al (2021), who evaluated how international students' motivations, self-regulation and metacognitive learning strategies adapted over time through engagement with assessment in the United States. Li and Curdt-Christian (2020) also evaluated how international students experience feedback through affective and cognitive reactions. This is linked to the research by Li and Han (2022), who identified that international students had limited feedback literacies, which was further argued by Rovagnati et al (2022) to be influenced by students' cultural histories and prior educational experiences.

This provides further evidence that more research is needed to understand how assessment and feedback can be further developed for greater inclusion in international and intercultural settings. This was reflected by Zlatkin-Troitschanskaia et al (2016), for instance, in their case study of redesigning assessments in Germany to centre a wider range of competencies. Rovagnati and Pitt (2021) have similarly provided a helpful "framework for intercultural competence" to guide staff in writing feedback for students with diverse feedback literacies.

However, this remains an area in need of greater evaluation on interventions which provide demonstrable impacts on students. One example might be from the work of Richards and Pilcher (2015), who focused on how instructions in assessment tasks are understood differently by students from different cultural backgrounds, emphasising the importance of establishing a dialogue to provide a mutual understanding of intended tasks and, thus, improve the quality of students' outputs.

Academic conduct in assessments was also an area of focus in a few articles that mainly focused on students' perceptions and attitudes. Tran et al (2022), for instance, explored postgraduate students' perceptions of plagiarism with Vietnamese and local students in New Zealand and found differences between the two groups related to different variables that were not strictly related to students' culture. In addition, Shafaei et al (2016) investigated the impact of students' acculturation attitudes on their ethical academic conduct in Malaysia. The study concluded that attitudes towards the host country's academic norms determined the extent to which students were committed to them. Both studies stressed the importance of understanding students' experiences to work against the common stereotype of noncompliance associated with international students. This is further discussed in the academic competencies theme.

Theme conclusion

Given that comparatively few studies have focused on this theme, more research is needed to understand how assessments and feedback practices can be further developed for greater inclusion in international and intercultural settings. A small number of studies suggested that differential practice is perceived by international and home students and successful practice has been identified in relation to formative assessment, peer review and group assessment. However, as with the curriculum and pedagogies themes, the most impactful approaches seem to be those which are purposefully developed with international inclusion in mind and which centre intercultural learning as an assessed intended learning outcome.

Case study in practice

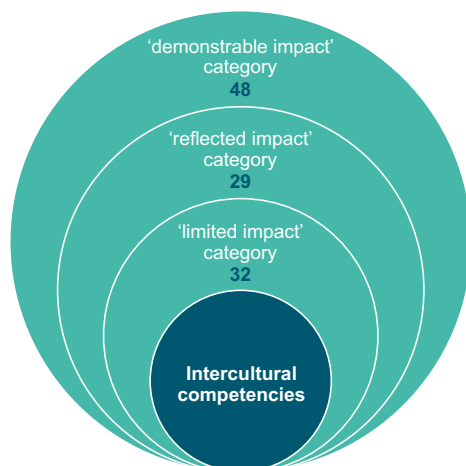
Reference: Chew, E, Snee, H and Price, T (2016) 'Enhancing international postgraduates' learning experience with online peer assessment and feedback innovation', *Innovations in Education and Teaching International*, 53 (3): 247-259.

Setting: business studies in the UK.

Summary: an online peer review assessment task was developed using the PeerMark feature on Turnitin, which was intended to support international students by engaging with assessment criteria and critiquing their own work. Lecturing staff developed seven peer review questions for peer assessment, which connected with the assessment criteria. The research findings outlined that the task enhanced international students' understanding of the assessment criteria and offered an opportunity for valuable feedback. However, peer assessors' abilities were key to supporting successful experiences, meaning more training and scaffolding were needed for student peer reviewers. The authors also outlined the importance of providing justifications for such approaches to increase student buy-in.

Intercultural competencies

Figure 9: Intercultural competencies articles identified



Intercultural competencies were the focus of the next theme, which was the most substantial area of interest in the literature ($n = 109$). The literature on this topic used a range of vocabulary to discuss this issue, including intercultural communication, learning, skills, sensitivities, tolerance, dialogue and so on. The term “intercultural” was also contested and variably described, with alternative framings including cross-cultural, global, culturally mixed communication across difference and cultural diversity. Fundamentally, this range in vocabulary masked an underlying similarity of concept: that students in internationalised higher education settings often engage with people from other places who behave differently, and the challenge is to prepare them to engage productively across differences. Many studies in this section highlighted that students often begin their international educational journey with entrenched ‘neo-essentialist’ or ethnocentric views and may overestimate their intercultural capabilities, meaning practitioners might position their educational interventions as overcoming this initial barrier.

Evidence of demonstrable impact on students

We identified 48 articles that evaluated evidence-based approaches for developing students’ intercultural competencies. Many articles shared conclusions that intercultural competencies, specifically global awareness of cultural values (Khalid et al, 2021), can be developed in diverse higher education learning environments. This was identified in research about multicultural peer interactions in Israel (Ari and Husisi-Sabek, 2020) and Colombia (Carreño Bolivar, 2018), as well as through social exchange in Australia (Pillay and James, 2015). However, Ari and Husisi-Sabek (2020) highlighted in Israel that positive interactions among students are best supported through a perceived atmosphere of inclusivity. Similarly, structured curriculum components were used in the United States to facilitate engagement between diverse peers outside of class (Senyshyn, 2019). Yet, the impact of formal diversity initiatives in a US university was found to be mixed, both creating an ‘us/them

divide' and promoting solidarity (Burkhardt and Bennett, 2015). Specific aspects of the informal learning environment were also examined for impact on intercultural competency development, which is further developed in the social supports and campus activities theme (Martin et al, 2015; Prieto-Flores et al, 2016; Hofmeyr, 2021).

Group work was a particular focus, as a pedagogic approach that was believed to support intercultural skills development (Bell et al, 2014) (see the collaborative learning and group work subtheme for a more detailed reflection). However, Lian and Schartner (2022) stressed the importance of staff guidance to avoid long-term negative effects from poorly managed group work, confirmed by Reid and Garson (2017). In this regard, it was found that specific activities should be designed to support multicultural teams (Syring, 2016). This was found by Carreño Bolivar (2018) in Colombia to be particularly effective when interculturally relevant topics such as minority group experiences, national identity or racism were included in the curriculum.

Other articles related to study abroad and physical or virtual mobility, which is discussed in more detail in the study abroad theme. In this regard, mobility was found to increase positive attitudes toward mutual intercultural understanding in an East Asian Leaders Program, a collaborative exchange between Japanese, Chinese and Korean universities (Hanada and Horie, 2021). Virtual collaborations (also discussed more in the international online partnerships subtheme) that encouraged interaction and dialogue between peers from different countries were also found to be effective in projects in an Oman-US partnership (Salih and Omar, 2021), Israel (Eliyahu-Levi, 2020) and a Russian-Japanese virtual multicultural project (Petrovskaya and Shaposhnikov, 2020), increasing developed intercultural competencies in participants. This work supported Li and Xu's (2016) conclusion that global experience was positively associated with global competence, although this is given more nuance in the 'reflected impact' section below. Outcomes from a Global Engagement Seminar at a private women's college in the US were rather mixed, not conclusively demonstrating impact on global citizenship (Mule et al, 2018). Findings from a comparative study also urged caution as differences in outcomes from study abroad were identified between foreign language and science teacher trainers (Akpınar and Unaldi, 2014). Therefore, the impact of studying abroad on intercultural competencies is, as Schartner (2016) puts it, "malleable and dynamic" (402).

Several studies reported on specific approaches to teaching intercultural competence and incorporating them into the curriculum. For example, foreign language classrooms were frequent sites for showing a demonstrable impact on intercultural competencies (Ibragimova and Kadyrova, 2021; Martinez Lirola, 2016; Smaoui, 2021; Wang and Kulich, 2015). While foreign language on its own, in the context of an elementary-level Arabic class at a university in the United States, did not develop intercultural sensitivity (Karkour, 2020), other studies showed how interculturality can be incorporated explicitly. This was seen as an opportunity in a competency-based curriculum in Argentina that embedded intercultural competencies and social awareness as key learning outcomes (Martinez Lirola, 2016). Smaoui (2021) also found demonstrable impact on student competencies as a result of developing an intercultural training course unit in the context of teaching English as a foreign language in Tunisia, using cultural awareness, critical incident and cultural misunderstanding

techniques. With a focus specifically on intercultural communication, cross-cultural interviews were found to be a useful pedagogic technique for both in-person and online modes in China (Wang and Kulich, 2015). Students in Jordan similarly benefitted from an interculturally specific academic course but needed subject-relevant knowledge to be included, not just the intercultural skills (Al Taher, 2020). Digital storytelling offered a productive way to encourage business students in Portugal to reflect on their intercultural awareness (Ribiero, 2016).

However, certain activities, like cultural partnerships, were found to have a greater impact on students' intercultural competencies, as did assessing the student cohort's entry level of intercultural competence and designing learning to reflect on their values and experiences to date (Sandell and Tupy, 2015). Sandell and Tupy (2015) found little change in intercultural competencies with a traditionally designed module in the US, but once they understood students overestimated their own competence and were more ethnocentric than the teachers originally believed, they were able to successfully redesign the module to attain positive impacts on intercultural competence. Therefore, as in the pedagogies theme, there seems to be a greater demonstrable impact on students' intercultural skills when they are explicitly and purposefully embedded into the curriculum design.

A larger literature base identified more generic pedagogical approaches to incorporating intercultural competencies as learning outcomes in specific disciplines. Approaches were reported such as: task reflexivity in an MBA programme in the UK (Lyubovnikova et al, 2015), dialogic activities on cross-cultural topics in Australia (Einfalt et al, 2022), creative interactive teaching methods for economics and military academy students in Ukraine (Yerastova-Mykhalus and Savytska, 2021), purposely designed learning activities in Finland (Lehtomäki et al, 2019), scaffolded case study in the United States (Mancini-Cross et al, 2012), the use of virtual reality for Mandarin as a foreign language in Malaysia (DeWitt et al, 2022), the use of global telecollaboration in physical education (Ko et al, 2015), linked reading and critical thinking tasks for Chinese learners of English (Yu and Van Maele, 2018), the use of reciprocal images of Portuguese and Turkish students as a stimulus for intercultural communication (Basilio et al, 2016), and the use of critical incident tasks (Tran et al, 2019). These all resulted in positive student outcomes, measured variously by enhanced academic performance, increased communication skills, enhanced intercultural tolerance, developed global understandings and improved intercultural competence. All these approaches emphasised active learning, which one study based in the United States suggested relied on perceived autonomy and a culturally responsive environment for successful implementation (Tan et al, 2021).

Several studies adopted named and established pedagogic methodologies for intercultural competence with positive outcomes. These included creative action methodology (see the pedagogies theme) in the Netherlands (van Melle and Ferreira, 2022), an Excellence in Cultural Experiential Learning (EXCELL) and leadership programme for nursing students in Australia (Northam et al, 2015), and a Global Talent Programme for employability in the UK (Minocha et al, 2018). We can, therefore, recommend that practitioners in search of an evidence-based approach could usefully explore such established and tested programmes to save extensive development work.

Several studies also examined experiential learning designs that enhanced intercultural competencies. Service learning was found to have a positive impact on intercultural sensitivity for social education students in Spain (Rodriguez-Izquierdo, 2021) and liberal arts undergraduates in the United States, although the author cautions that this depends on the effective design of service learning (Kilgo, 2015) (see also the placements and service learning theme). Experiential self-directed assignments were found to develop intercultural skills in Australia, drawing on students' prior learning (Krajewski, 2011). Project-based assessment designs also had positive effects on intercultural competencies, problem-solving and critical thinking for students in Vietnam, Thailand and Malaysia (Nguyen, 2021). A work-based learning project in South Africa similarly showed positive outcomes in terms of developing intercultural attitudes and tolerance (Ramlutchman and Veerasamy, 2013). As such, assessment designs which purposefully centre intercultural competency development seem to have a beneficial impact.

Altogether, there is a wide range of research with measured demonstrable impacts on students related to their development of intercultural competencies. As in other sections (such as in the pedagogy and curriculum themes), a purposeful approach seems to be the most effective, in which intercultural competencies are explicitly designed into pedagogic approaches, intended learning outcomes and assessments.

Evidence reflecting on impact on students

Twenty-nine studies reflected on how different approaches impacted students' intercultural competency development without necessarily measuring such impact.

Several studies considered students' perspectives and attitudes towards intercultural competency development (Gierke et al, 2018; Binder et al, 2018; Odag et al, 2016), which may usefully inform interventions and curricular initiatives. Urban and Palmer (2014) found that international students in a US university wished to act as a cultural resource for peers, but the strength of this desire varied by regional origin. Other studies nuance this finding. For instance, attitudes of respect and tolerance were identified as important by both American and German students (Gierke et al, 2018). However, in a different study, international students in Germany were identified as more focused on tolerance and "collective harmony" while home students emphasised understanding and awareness of other cultures (Odag et al, 2016). Parallel differences were also identified by Binder et al (2018) in Germany, who found that international students emphasised outcomes before attitudes, the reverse of home students. With a specific emphasis on intercultural communication in Australia between Chinese international and home students, God and Zhang (2019) found that all students required skills of establishing common ground and negotiating meaning, without which they believed low-quality interactions would deter future intercultural engagements. However, students' perceptions of intercultural communication at a Chinese university were dominated by dichotomies such as non/native and Chinese/non-Chinese, raising challenges for educators (Simpson et al, 2022). For staff teaching in intercultural settings, this highlights the suggestion by Hou and Pojar (2020) that international students should be considered as both "agents and objects of bias".

A few studies mapped students' existing intercultural competencies, which provides considerations for potential future teaching interventions. In Croatia, for example, students were found to have high motivation and positive intercultural attitudes but were limited in more applied knowledges and behaviours (Sain et al, 2017). Yet, in Spain, many students rated their intercultural competencies highly already, before any intervention (Strotmann and Kunschak, 2022). This implies national variation in levels of perceived intercultural competencies and suggests that both structured and unstructured opportunities for developing such competencies at university are important and need to be tailored to the context. Indeed, Kjellgren and Richter (2021) argued that all higher education students needed training in this area and that intercultural competencies can be incorporated through curricular, co-curricular and extra-curricular means, yet require continuous assessment and refinement. At the same time, cross-cultural differences were found to affect perceptions and experiences of teacher-student relationships in 2+2 joint programmes between China and Australia, highlighted by authors as an important consideration for programme development (Bai and Wang, 2022). In the Intercultural University of Chiapas (Mexico), a potentially globally unique setting for examining this topic, considerable scepticism was shown by students, as well as ethnic differences in disposition towards intercultural learning as a methodology and an outcome (Tipa, 2018).

Other studies reflected on the perceived importance of teaching holistic skills for intercultural competencies. Intercultural competencies in such programmes were also affected by technology, assessment and teaching strategies (Dai and Garcia, 2019). For instance, a linked model was developed in first-year writing courses in the United States that paired international and domestic students to develop intercultural competence (Banat et al, 2022). Similarly, in English language learning lessons for tourism students in Latvia, adopting tasks and methods that promoted intercultural dialogue was reflected as helpful for supporting intercultural competency development (Luka, 2011). Jackson (2018) further proposed exploiting the research-teaching nexus to enhance second language proficiency and international experience by bringing students into the research process.

Three studies reported using specific programmes but did not necessarily reflect on demonstrable outcomes. The EXCELL approach previously highlighted for intercultural competence curriculum design was described as useful in multiple disciplines for generating intercultural critical incidents in Saudi Arabia (Barker and Mak, 2013) and to train instructors in embedding intercultural competence skills in the curriculum (Mak and Kennedy, 2012). In the context of the European Union Erasmus+ programme, Cebon et al (2015) detailed how a project to develop intercultural competency resources for educators (Ierest) has embedded a critical cosmopolitan approach that challenged students to move away from their initial neo-essentialist approach. Finally, the Emotionally Intelligent Leadership model was developed as a framework for teaching leadership courses on intercultural competence (Haber-Curran and Guramatunhu Cooper, 2020).

A further group of studies introduced new ways of thinking about intercultural competencies. Although these varied approaches are difficult to cohesively synthesise, they do offer opportunities to reflect on alternative approaches and conceptualisations. For instance, intercultural competencies in the UK were reflected as usefully supported by the creation of a "comfortable third space" through

staff and student practices – an environment where participants are at ease with cultural identities and differences (McKinley et al, 2019). Such a “small culture of learning” should, as Johansen and Tkachenko (2019) argued in the Norwegian context, promote non-essentialist views of teaching and learning practices. Practices in this area also included the emotional and embodied dimensions of pre-service teachers in Finland (Siljamaki, 2021) and the non-verbal dynamics of intercultural communication in a multi-country study (Pang, 2016). A “languacognitive perspective” was similarly proposed to explore how language, cognition and culture intersect in meaning-making for intercultural competencies (Strugielska, 2017), informing the developments of several concrete interventions.

Other potential evidence of interest

We identified 32 studies related to intercultural competencies that provided potential background interest but did not necessarily explicitly measure or reflect on impacts on students' outcomes or experiences.

A small group of studies raised a range of highly significant critical understandings associated with decolonial approaches (although not always explicitly named as such), a topic only limitedly reflected by research about internationalisation and an area of pressing need for further research. Clifford and Montgomery (2014), for instance, grappled with the notion of “global citizenship” as a western heritage concept that conflicts with marketisation and raises tensions in curriculum and pedagogy, based on perceptions of academics from 10 different countries. McNiff (2013) proposed practice-based forms through dialogic communities of inquiry, which were argued to avoid such cultural imperialism in teacher professional education in Qatar. Similarly, in detailing a decolonial approach to intercultural competencies in French and English-speaking Canada, Wernicke (2021) identified “four moments” of significance: connecting to history, relationship to the land, need for discomfort and tensions around cultural appropriation in teaching resources. Alternatively, a critical cosmopolitan pedagogical approach to citizenship using a capabilities approach was proposed as an emancipatory method for intercultural competence in an English and globalisation course unit in an Irish university (Crosbie, 2014). However, many of these studies notably take place in the Global North and scholarship on decoloniality from the Global South was underrepresented, perhaps due to the empirical emphasis of this review.

Five articles detailed the development or testing of tools to assess intercultural competencies. The Mobile Students' Intercultural Competence Scale, developed with Turkish Erasmus students' pre- and post-study abroad experiences, was found to be an effective research tool (Aba, 2015). The ETS HEIghten® approach assessed civic and intercultural competencies in the United States as multidimensional constructs (Liu et al, 2018). The Intercultural Development Inventory has also been used to compare Stem and ‘non-Stem’ students (Lucietto and Russell, 2020) in the United States, but researchers could not validate outcomes for Black Indigenous People of Colour (BIPoC), compromising the integrity of this tool (Punti and Dingel, 2021). The Forum-BEVI project took a different approach, as a multi-year and site assessment initiative examining both institutional processes and individual outcomes of multicultural learning (Wandschneider et al, 2015). Using a different measure – “cultural intelligence” – led Idrus (2021) to conclude of international

students in Malaysia that, while they lacked preparation on arrival, they developed intercultural competence skills during their sojourn, echoing these conclusions. The existence of these established tools offers options for accelerating further research in this area for establishing greater demonstrable impact, but Puntí and Dingel's (2021) findings highlighted the importance of testing scales with minoritised groups.

Intercultural competencies in specific disciplines were the focus of other studies on this theme. In teacher education in Finland, for example, Layne and Dervin (2016) identified problematic discourses of interculturality, including ethnocentrism and the replication of binary divisions. In contrast, a student-led project from a Spanish university to support an "educational intervention project" in the Saharawi refugee camps was described as relevant to intercultural competence (Hurtado et al, 2013). A European project for developing an intercultural nurse education curriculum was described (Muir et al, 2012). The benefits of intercultural approaches to teaching music (Bartleet et al, 2020) and comparative religion (Progler, 2014) were similarly hypothesised. Finally, two studies focused on specific disciplines and found that STEM students based in the United States tended to be more ethnocentric than "non-STEM peers" on the same campus, so need structured, curriculum-level intercultural competence intervention (Lucietto and Russell, 2020). In contrast, sport and tourism students perceived that they acquired intercultural communication competence in the curriculum in Ukraine (Lukianets and Lukianets, 2020), but this was not measured by an independent variable. We see here that there is engagement with intercultural competence across a range of disciplines, each of which has to engage with different epistemic terrains and local policy priorities (Layne and Dervin, 2016). Scholars seeking to identify research gaps, therefore, should ensure that they systematically review the literature in their discipline.

Several studies set out to identify connections between characteristics of specific groups of students and their intercultural competencies. In the European context, for example, Alfonso de Tovar et al (2017) developed a methodology for profiling Erasmus+ students to help determine what intercultural competence support might be needed. A range of individual differences have also been explored in relation to intercultural competency development, specifically plurilingualism and previous intercultural experiences in the European context (Pastena et al, 2021), personality, cultural identity and social exposure in women in the United States (Peifer and Yangchen, 2017), and sensation-seeking tendencies in international students in Malaysia (Nadeem et al, 2020). Lin and Zhang (2021) further showed how learned experiences from both home and host country can lead students to 'marginalise' themselves. Therefore, it seems that students' experiences and identities matter in terms of whether and how intercultural competencies are developed.

The context of racial diversity specifically has been explored in the United States in relation to intercultural competencies. Minority group members, for example, Black students in a majority white university, showed higher scores of intercultural competencies than did white students (Peifer et al, 2017). This led Robbins (2017) to argue that, in majority white settings, generating racial dissonance in the curriculum is important for white students to develop intercultural competencies, as this dissonance will not necessarily occur through informal interactions.

The findings highlighted in the pedagogies theme that teachers in the United States did not integrate their awareness of Chinese heritage culture students into their teaching practices (Sun et al, 2019) may help to explain these findings. Teaching practices which do not necessarily accommodate minority groups, mean that these student groups are more likely to acquire intercultural competence by adapting to normative practices than do majority groups who are not challenged by new or unfamiliar teaching practices. Indeed, this is the premise of most international mobility programmes, that we can only gain empathy for the experiences of minorities by minoritising ourselves through travel. In more politically fraught contexts, such as Israel, minoritised Arab students remained less positive about multiculturalism than did the majority Jewish students (Ari and Laron, 2014), although the authors did not engage critically with how the political tensions may shape institutional contexts and students attitudes beyond a token line, that “Jewish–Arab relations in Israel are the result of conflict and have developed under the shadow of this conflict” (2014, 257).

Theme conclusion

The key takeaways from this theme are that intercultural competencies are relevant to a range of disciplines and institutional contexts, but that individual and collective differences between students may affect attitudes, experiences and dispositions. Therefore, understanding students' entry-level intercultural competencies may be a useful first step for practitioners, with a range of established assessment tools already developed to assist educators. In brief, there was a demonstrably greater impact on students' intercultural skills development when:

- + there were opportunities for intercultural group work that was guided and scaffolded by practitioners
- + environments were perceived by students as inclusive
- + intercultural communications skill development was explicitly and purposively embedded into the curriculum design
- + pedagogies for intercultural skills are active, experiential, reflexive, dialogic, creative, social and technology-enhanced
- + diversity was meaningfully engaged with and connected to curriculum content
- + mechanisms were developed for explicitly challenging ethnocentric attitudes and essentialist thinking from both home and international students.

Case study in practice

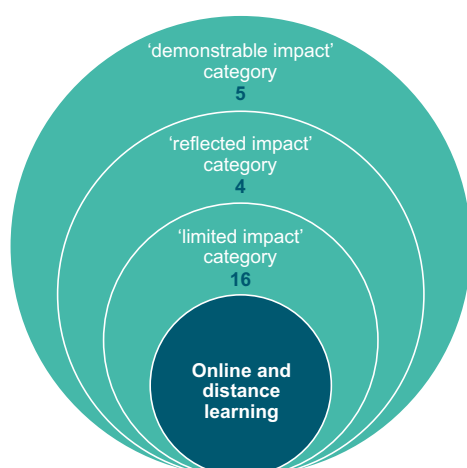
Reference: Wang, Y and Kulich, S (2015) 'Does context count? Developing and assessing intercultural competence through an interview- and model-based domestic course design in China', *International Journal of Intercultural Relations*, 48: 38-57.

Setting: an intercultural communication course in China.

Summary: course unit leaders developed an assessment task that purposefully developed opportunities for students to engage in intercultural encounters through the use of ethnographic interviews as an assessment task. Students were first led through a self-reflection task which encouraged them to write about their own 'cultural story' and personal identity. This was followed by facilitating connections with individuals with a different cultural story, focusing on issues such as nationality, ethnicity, gender, religion or age. Students then worked with this individual to develop their 'cultural story' using a guided interview approach, leading to a written report of how their own life story might align or diverge from those from other backgrounds. An analysis of this approach found that students increased their intercultural competencies through the project and had greater opportunities for cultural reflection, alongside developing practical research and observation skills.

Online learning and educational technologies

Figure 10: Online learning articles identified



Our next theme focused on online learning and educational technologies in international and intercultural contexts. Due to the wide range of literature available on this topic, we have categorised articles according to three subthemes: online distance learning, international online partnerships between classrooms in different countries, and technology use within face-to-face classrooms. Across the three subthemes, we have identified 85 articles in total.

Online distance learning

Our first focus under this category was international online distance learning ($n = 25$), which is a key example of internationalisation at a distance (whereby students remain 'at home' but study online through an institution based 'abroad'). Although only a relatively smaller number of articles focused on this topic, evidence of research demonstrating impact or reflecting on impact still provides valuable support for those teaching internationally through online and distance approaches. Within this, we recognise that the definition of 'international students' in online and distance learning is contested, as outlined by Mittelmeier (forthcoming).

Evidence of demonstrable impact on students

We identified only five articles that demonstrated impacts on students' learning in international distance settings, meaning this remains an area for further research. Within the available evidence, Weiler's (2012) findings focused on synchronous learning activities in online courses at the graduate level and found that such activities enabled international students to fully engage in the curriculum and enhanced learning experiences. Righetti et al (2019) focused on an online international learning project about children's nursing at the undergraduate level and demonstrated the effectiveness of this project in promoting students' intercultural awareness. Gemmell et al (2015) demonstrated the benefits for students' learning with others from different countries in an online environment where the students could reflect on their attitudes and improve their understanding of real-life contexts.

The impact of online learning on students' academic communication competence was also explored by other researchers. Ou et al (2021), for instance, reported that by strategically using multimodal resources in virtual spaces for learning and communication during the Covid-19 pandemic, online learners in Hong Kong developed translanguaging competence that facilitated intercultural communication and academic success and further developed a virtually translocal identity. Ray et al (2012), on the other hand, demonstrated the effectiveness of an online module in improving students' content knowledge in geography when learning from different countries.

Together this showed that, despite the increased interest in online learning across geographic borders, particularly following the Covid-19 pandemic, there remains limited evidence for how different approaches impact students. Although we recognise the significant field of educational technology research, that these were not picked up by our search approach highlights that this work has only limitedly been positioned through the lens of internationalisation.

Evidence reflecting on impact on students

A few ($n = 4$) articles reflected on the impact of distance learning on students in international settings, without explicitly demonstrating or measuring the extent of the impact. For example, through an action research project, Porto (2014) reflected on how students would develop their intercultural citizenship from an online English as a Foreign Language (EFL) classroom in Argentina and claimed that students would develop an international identification through such an online course.

Two articles argued that distance learning is an opportunity for student internationalisation, either at home (Custer and Tuominen, 2017) or at a distance (Mittelmeier et al, 2019). To be specific, Custer and Tuominen (2017) explored a virtual exchange activity among a community college in the United States and two universities in Japan, which enabled students to enrol on course units provided by other institutions, and reflected on the possible intercultural competency development for internationalisation at home. Mittelmeier et al (2019) explored the experience of students who took online courses provided by an institution at a distance, reflecting on students' academic and social adjustment as well as the possible influencing factors.

The complexity of possible educational and psychological experiences of studying online courses was also reflected. Chen and Bennett (2012) explored Chinese international students' experience of studying online at an Australian university, suggesting an interplay between students' prior learning experiences in their home country and current experiences.

Other potential evidence of interest

We identified a larger number of articles ($n = 16$) that do not demonstrate or reflect on impacts on students but still provide some potentially useful insights.

This includes articles that demonstrated possible approaches to course unit design, based on the course unit outcomes (Andrade, 2014; Lee and Cai, 2019; Morong and DesBiens, 2016), evidence of the effectiveness of an embedded support model (Andrade, 2014) and inclusive model (Yeo and Newton, 2021), and students' positive evaluations of a course unit (Poce, 2020). Along with course unit design, the possible developments in teachers' pedagogical practices and strategies were also

discussed. For example, a virtual pedagogical practice was analysed and assessed by Barreto and Haydar (2016), highlighting the necessity to train online teachers in intercultural education, curricular design and educational technologies. Kung (2017) discussed strategies for working with international students online and ways to teach online students effectively, demonstrating the need for teachers to become more culturally aware. Similarly, Moreira (2016) highlighted that teachers need to be aware of the missing elements – compared to a face-to-face setting – that might make online courses not as enjoyable. This could be mediated by other findings that understandings of online student engagement (Rook, 2019), employing scaffolded reflective processes (Taylor et al, 2021) and integrating online learning with international field trips (Taylor, 2017) can be useful.

The challenges of online learning were also highlighted. For example, the financial difficulties faced by international students studying at a distance were discussed by Raghuram et al (2020). Also, the Covid-19 pandemic promoted research into distance learning, particularly as travelling was restricted and many face-to-face courses were shifted to online. For instance, difficulties experienced by international students that were caused by problematic internet connectivity (Demuyakor, 2020), unfulfilled expectations (Lin and Nguyen, 2021) and financial and emotional challenges (Maqbool et al, 2022) were addressed.

Subtheme conclusion

Altogether, we identified that more research is needed on this subtheme, as the literature about internationalisation at a distance remains limited, despite increasing interests in online and distance study across national borders. Nevertheless, online distance learning has been found to successfully enhance intercultural learning and communicative competence, meet subject learning outcomes and develop global awareness. However, prior learning experiences and current contexts (financial hardship, pandemics) raised challenges for online learning experiences.

Case study in practice

Reference: Gemmell, I, Harrison, R, Clegg, J and Reed, K (2015) 'Internationalisation in online distance learning postgraduate education: A case study on student views on learning alongside students from other countries', *Innovations in Education and Teaching International*, 52 (2): 137-147.

Setting: online public health programme at a UK university.

Summary: an online programme adopted a 'community of inquiry' approach, which purposefully centred engagement between peers. This was developed by assigning students to allocated small discussion groups to co-develop online discussion forums and wiki activities. A wide range of communication tools was used to connect students based in different countries, including social media and video chatting. A survey of students highlighted that students valued opportunities to learn about disciplinary issues through an international lens via assigned discussions with peers. However, it was reflected that more support was needed to encourage home students to interact more with peers from other countries and develop conversations that were meaningful and reflective.

International online partnerships

Compared to online distance learning, international online partnerships attracted more attention in the literature. This was a purposefully broad subtheme, which included the development of virtual collaboration among institutions and across countries, such as through linked international classrooms or online group work activities in face-to-face classrooms. This was sometimes phrased as Collaborative Online International Learning (COIL) by some authors, although many articles discussed similar topics without using this label. Altogether, we identified a total of 38 articles about international online partnerships.

Evidence of demonstrable impact on students

We identified 15 articles that highlighted demonstrable impacts of international online partnerships on students. The most significant impact revealed was related to students' development of intercultural competence and intercultural awareness (a topic discussed more broadly in the intercultural competencies theme). Although the pedagogic approaches to collaborative projects discussed in these articles varied, students' improvement in intercultural competence and awareness as a result of participation was reported in several studies (Cotoman et al, 2022; Ko et al, 2015; Petrovskaya and Shaposhnikov, 2020; Ramirez-Marín et al, 2020; Salih and Omar, 2021; Wihlborg et al, 2018; Swartz and Shrivastava, 2022). For example, Cotoman et al (2022) provided an example of a British-Japanese project that enabled students to work online collaboratively where students discussed and presented using a combination of platforms including Zoom, Open Moodle and social media. Students in this study reported that collaboration across continents and working with people with different cultural backgrounds helped them to widen their horizons and deepen their intercultural competence. Similar findings were reported by studies conducted in other countries. For instance, Salih and Omar (2021) demonstrated that students who participated in a United States-Omani collaboration project developed their intercultural communicative competencies. Such development in intercultural competence was also reported in a Russia-Japan project (Petrovskaya and Shaposhnikov, 2020), a United States-China project (Katre, 2020), a United States-Mexico project (Ramirez-Marín et al, 2021), a Spain-Chile project (Briones and Lara, 2016), a Spain-Benin project (Garcia-Gutierrez et al, 2017), UK-Japan project (McKinnon et al, 2015), and United States-Korea project (Ko et al, 2015).

The impact on students' academic and language competencies was also explored (also highlighted more broadly in the academic competencies and language support subsections). Ramirez-Marín et al (2021) presented a COIL project that required students to complete specific writing and reflection activities. Students who used English as a foreign language in Mexico were paired with students whose primary language was English in the United States, and their development of language skills was demonstrated. Wihlborg et al (2018) also presented a Sweden-United States project that involved virtual collaboration in nursing education, and students developed a broader understanding of the subject matter (patient safety) from the collaboration. The implication of developing relevant curricula was also reflected, as highlighted in the curriculum theme.

Digital and virtual collaborations have been shown to enhance international students' sense of connection to their on-campus classmates in Australia (Sleeman et al, 2019) and to reduce procrastination both on group assignments and on subsequent individual assignments in a study involving cohorts from the UK, France and Israel (Gafni and Goldstein, 2020). In a virtual collaboration between Argentinian learners of English and English (UK) learners of Spanish, an intercultural citizenship educational exchange (specifically focusing on human rights violations during the football World Cup in Argentina 1978) led to positive language and cultural learning (Porto and Byram, 2015).

Furthermore, Herrero et al (2020) explored a collaborative research project between a UK and Mexican university and concluded such a project could help students to learn from different perspectives, such as enhancing their language competence, collaboration skills, critical thinking skills, innovation and creativity, as well as management of information and communication technologies. Together, these studies show that international online partnerships represent a way forward for developing students' intercultural learning and engagement with peers from different countries without the necessity of international mobility.

Evidence reflecting on impact on students

We identified a few articles (n = 9) that reflected on impact on students without necessarily directly analysing this impact. For example, interdisciplinary linked experiences (ie across different disciplines) were reflected to help build global citizenship (Agartan and Hartwiger, 2021). Using topics on human rights violations in a foreign language classroom with virtual collaboration between British and Argentinian students, Porto and Yulita (2019) proposed such partnerships could develop both language and global citizenship outcomes (see also Yulita, 2018). The possibilities of language development and enhanced connections between students in different countries were also discussed in other articles. For instance, Logemann et al (2022) emphasised the importance of opportunities for students and professors to build emotional connections and support each other after a COIL project, while Pieczka (2020) claimed students used telecollaboration as an opportunity to practice and develop their language skills with L1 speakers.

The possible impacts of international competitions were also reflected. For example, students made bilingual videos to share in an international competition hosted in Taiwan, which the authors suggested could build knowledge of cultural identity, English and digital literacy skills, as well as soft skills (Heng and Yeh, 2021). Likewise, international negotiation competitions were argued to allow students to network and experience authentic cultural diversity and enhance motivation (Smolinski and Kesting, 2013).

Other possible impacts were also mentioned. For instance, Golker et al (2019) analysed a German-United States pre-clinical collaboration project and investigated if a foreign teaching tool (American Dissector) was accepted by students, and further demonstrated the internationalisation of German students by exchanging knowledge and experience with their US partners. To understand international cooperative learning, Lai and Wang (2013) tested the validity of the conceptual model of international cooperative learning, reflecting that it could enhance students' learning and proposing possible reasons, such as communication skills and teamwork spirit for different outcomes.

Other potential evidence of interest

Fourteen articles were identified as related to international online partnerships but did not demonstrate impacts on students. However, these articles provided helpful insights into students' perceptions of international online partnership projects and the associated values (Bridges et al, 2014; Carlson et al, 2017; Liu and Shirley, 2021; Gannon et al, 2016), including curriculum design and possible pedagogical approaches (Kan, 2011; Jacobs et al, 2021; Liu and Shirley, 2021; O'Dowd, 2013; Nicolson et al, 2013; Jørgensen et al, 2022; Kleban, 2021). For example, Kan (2011) shared experiences and difficulties when organising video conferences with universities in China and the United States, illustrating the detailed planning and use of various pedagogical strategies required for successful global communication. Possibilities in curriculum design were also highlighted because of the Covid-19 pandemic, such as a study abroad programme that had to transform to an online format (Liu and Shirley, 2021). Another approach highlighted the need to develop curricula through international partnerships which balanced internationalised and decolonised practices (Jacob et al, 2021).

Furthermore, reflecting on a successful international and intercultural partnership between Switzerland and Russia, Schilling et al (2013) discussed the challenges and factors contributing to its success. Similarly, Lausberg et al (2021) reflected on the lessons learnt from the contribution of a UK-Germany COIL project and suggested possible improvements in future projects. Learning from another successful experience, Arnó-Macia et al (2019) reflected on how the teaching-learning practice in a telecollaboration project (Trans-Atlantic and Pacific Project) aligned with policies about multilingualism and interculturality and informed policy provisions for internationalisation at home. Varga et al (2020) further reflected on the complex factors that would influence students' participation in an online project involving Norwegian, Pakistani and UK students, and highlighted the importance of the teacher's role.

Subtheme conclusion

In summary, evidence suggests that opportunities for online international partnerships, including telecollaboration or COIL, are successful interventions for enhancing subject learning outcomes, language learning, global citizenship and intercultural competencies. Therefore, universities establishing teaching and learning partnerships between institutions in different countries shows promise for increasing both internationalisation at home and at a distance. However, we note that the majority of the articles reviewed in this subtheme focused on partnerships developed by individual academics or at the course unit level, with relatively few examples of institution-level partnerships. Therefore, this remains an avenue worthy of exploration, as well as increased support for providing individual academics with more resources and time to develop online partnerships.

Case study in practice

Reference: Porto, M and Byram, M (2015) 'A curriculum for action in the community and intercultural citizenship in higher education', *Language, Culture and Curriculum*, 28 (3): 226-242.

Setting: an online collaborative project between Spanish language learners in the UK and English language learners in Argentina.

Summary: an English language course in Argentina matched with a Spanish language course in the UK to develop an online collaborative project between students in each country. The intention was to shift the courses away from solely linguistic study towards developing greater cultural knowledge and understanding through language development. The topic in focus of the project was the 1978 World Cup in Argentina during a period of military dictatorship. Students in each country were supported to research resources about the event through documentaries, interviews, videos and other primary sources. This was supported by lecturers through an analysis phase structured through guiding critical questions. Students were then placed in groups to work online with peers in the other country, where they compared and contrasted their findings and research process, which led to the co-development of leaflets and wikis. Analysis of this approach found that students developed greater transnational identifications, criticality and interest in civic action. However, there were challenges highlighted around the time demands placed on students and the emotional toll of the project topic.

Classroom technologies

Apart from the focus on the online courses or online collaborative partnerships, technologies used within the classroom in international and intercultural settings were also highlighted. This was the focus of 22 articles, which reflected a wide range of different embedded technologies in face-to-face settings, including the use of social media with students.

Evidence of demonstrable impact on students

We identified nine articles that highlighted demonstrable impacts of classroom technologies on students' outcomes or experiences in international and intercultural learning settings. This included the role of social media, such as Sleeman and colleagues who highlighted the ways it improved students' experiences of social connection (Sleeman et al, 2019; Sleeman et al, 2020). Sleeman et al (2019) investigated international students' use of social media for group assessments and found that students who actively collaborated, rather than cooperated, online built a better connection with classmates. In another study, Sleeman et al (2020) suggested the educational use of social network sites can help students make connections with their classmates from different countries and improve their sense of community. Musingo (2017) provided further insight into the impact of social media, finding that social media use could positively influence international students' experiences and promote academic development. The use of a university's social media was explored by Fujita et al

(2017), which revealed that students used their university's social media presence as part of their social identity construction strategy, acquiring a sense of belonging and pride in their institution.

Other approaches considered students' development of intercultural competencies through technologies. Yerastova-Mykhalus (2021) presented a study about the implementation of a new "pedagogical technology" (left undefined) and demonstrated that its use could increase students' level of intercultural tolerance. Ribiero (2016), on the other hand, explored an activity based on digital storytelling in an international classroom and demonstrated that students constructed new personal and group meanings, as well as improved intercultural awareness.

Other possibilities of using technologies, such as to promote language learning and communicative competence (Gonzalez et al, 2021), to help students get familiar with a new environment and reduce library anxiety (Sample, 2020), and to promote students' engagement, attain learning outcomes and motivation levels (Skaik and Tumpa, 2022), were also highlighted. This represents an area of potential innovation for future practices with students.

Evidence reflecting on impact on students

Some possible impacts brought by technology were reflected in 10 articles, without necessarily measuring such impacts. For instance, the effectiveness of a web conferencing tool was discussed by Howard and Gunter (2017) and Howard et al (2017) through the voices of students and instructors, providing recommendations for improvement. The role of information and communication technology (ICT) was also discussed, with a reflection on its impacts on students. For instance, Kobzhev et al (2020) argued that ICT contributed to academic mobility and ensured the quality of educational services, as students could gain international experience through its implementation. Veytia-Bucheli et al (2020) similarly argued that ICT transformed students' approaches to written communication, particularly in the context of higher education, where the use and value of new languages (such as emojis) could provide opportunities for intercultural dialogue about emotions, feelings, and reactions.

The use of technology in blended learning was also mentioned. Pillay and James (2015) explored blended learning experiences and concluded that technology-supported pedagogies in blended learning could promote students' intercultural competence, but that this is better learnt through social exchanges. Thomas (2013) presented a blended task-based language teaching approach with the use of two collaborative digital technologies and highlighted some design principles for effective blended learning.

Other perspectives included reflections on the use of social networking services to support students' educational adaptation process and effective overseas learning experiences (Cao and Zhang, 2012), the use of virtual reality (VR) to increase international students' academic brand awareness and enabling them to learn in a more entertaining way (Capatina et al, 2017), the use of blogs as a tool to promote international students' learning (Weatherall, 2015), and the evaluation of essential factors for successful educational experience when using a virtual learning environment (Habib et al, 2014). While these are varied in their focus, evidence suggests that technology that is meaningfully and reflectively incorporated has the potential to support international students and learning in international settings.

Other potential evidence of interest

A limited number of articles (n = 3) provided further insights about the use of technologies in the classroom beyond their impacts on students. For instance, the possible relationship between social media and students' behaviours was discussed (Bukhari et al, 2018; Bukhari et al, 2020; Lichy, 2012). Within this, Bukhari et al (2018) and Bukhari et al (2020) proposed and examined a model for students' information-seeking behaviour. Lichy (2012) also investigated international students' internet user behaviours, as referenced from social networking sites. The authors indicated possible implications for technology-enhanced learning and student support.

Subtheme conclusion

Research about classroom technologies in international and intercultural settings remains limited, despite burgeoning fields of research on educational technologies. One consideration is the extent to which these two subfields of education research interact and engage with one another's work. Yet, collectively, the evidence outlined here suggests that, when meaningfully and reflectively embedded into course designs, technologies as a whole, regardless of the individual tool used, can provide new avenues for supporting international students and learning in international or intercultural settings. In particular, varied technologies offered ways to mitigate perceived challenges of teaching and learning in internationalised spaces. Specifically, the evidence supported the incorporation of information technologies, social media, collaborative digital technologies, blended learning approaches and digital storytelling.

Case study in practice

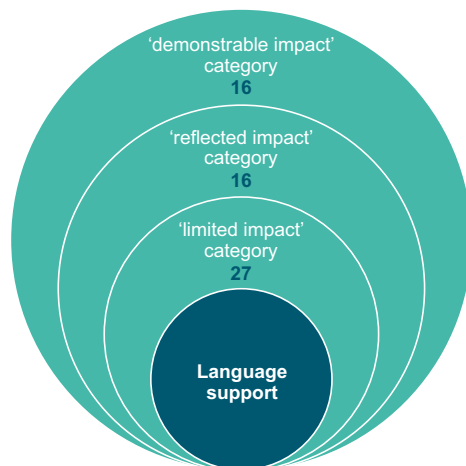
Reference: Ribiero, S P M (2016) 'Developing intercultural awareness using digital storytelling', *Language and Intercultural Communication*, 16 (1): 69-82.

Setting: an undergraduate business programme in Portugal.

Summary: a digital storytelling activity was developed where students could discuss and reflect on issues in intercultural communication through the creation of digital stories. As part of the task, students were divided into small groups led through a reflective task focusing on intercultural communication. The results of this discussion were then developed into collaborative two-minute digital stories using photos and videos, which were encouraged to be based on a real-life intercultural communication experience. These were then presented and discussed with the full class. The results showed that digital storytelling could effectively empower students to construct new personal and group meanings about the topic being discussed, further improving their interaction and development of intercultural awareness.

Language support

Figure 11: Language support articles identified



The theme of language support (n = 59) primarily focused on demonstrable support for students learning through an additional language (L2). The majority of these studies concentrated on international students, including pre-session and in-session language courses. We have excluded from this review research focusing on English-medium instruction (EMI) (n = 82), which may be an area of interest for further review beyond the scope of this project (see also Macaro et al, 2018; Curle et al, 2020).

Evidence of demonstrable impact on students

We identified 16 articles that measured the demonstrable impact of language support on students' outcomes, whereby Neumann et al (2019) found that language proficiency is a predictor of academic success. Most of these considered the effectiveness of pre-programme English language courses (often called pre-session courses) (Clark et al, 2021; Van Viegen and Russell, 2019; Yan, 2015). For instance, Lim and Wenjin (2021) found that participating in a pre-programme English proficiency programme improved first-semester coursework results at an American university. In the UK, Wright et al (2022) also found that a five-week pre-study English programme shifted the listening and speaking strategies used by international students. However, Thorpe et al (2017) analysed the results of nearly 18,000 students in the United States and found that those who attend pre-programme English had significantly lower grade point averages than students who began their courses with the required language test scores upon admission. At the same time, Deygers (2018) highlighted, through a mixed methods study in the Netherlands, that “naturalistic” opportunities to develop language competencies are important, such as through social interactions with home students and within the host community.

A few studies highlighted interventions within classrooms that supported students from varied linguistic backgrounds, such as the course unit redesign focusing on language competency development evaluated by Luka and Senuiet (2019) in Latvia and Lithuania. For instance, Harvey et al (2019) developed a drama-based workshop approach in the UK which was found to develop students' understanding of the range of intercultural communication opportunities available beyond language. In Australia, Ashton-Hay et al (2021) described steps taken to develop bilingual support structures for Chinese international students, including Chinese-English learning glossaries and translanguaging opportunities (among others), which was shown to improve academic performance and was viewed favourably by students (although, we note there are considerations around the extent to which this might be equitable, considering the number of languages spoken by different international student groups). In the United States, Li et al (2016) developed library support videos in students' L1 language, which was found to be a beneficial support mechanism. However, the evidence in this area remains scattered and this is an area which requires further evidence moving forward.

Evidence reflecting on impact on students

A further 16 articles reflected on the impact on students' outcomes or experiences, but without necessarily measuring such outcomes. A few studies considered teaching interventions that centred language learning, particularly in English for Academic Purposes classrooms. One example is Andrade (2014), who described the use of peer tutoring and peer-to-peer discussion boards (among other interventions) in a British online language course. Mujico and Lasagabaster (2019) also described the use of imagery techniques (taught through visualisations of real-life language experiences) and eportfolios for developing language proficiencies during a five-week programme in the UK.

Several studies reflected on the role and positioning of language and language support. For instance, a mixed method study by Chen (2020) of "English only" language policies in three Canadian programmes highlighted Chinese international students' discomfort and perceived benefits of a more multilingual environment in which they could connect their learning across languages. Clark et al (2012) similarly provided case studies in Canada for re-conceptualising the relationship between language and internationalisation, particularly in consideration of minority language speakers (including home students). This may help explain findings from Tann and Scott (2021), who found in Australia that students had a limited understanding or recognition of the role of language support in their studies.

Lecturing staff were depicted in the research as having particular roles in supporting students with language development. This is highlighted by Faiz et al (2017) in Malaysia, where interviews with academic staff highlighted a range of different approaches to facilitating linguistic diversity in the classroom. In Canada, Spiliotopoulos et al (2022) also reflected on a staff training initiative that supported content lecturers by embedding language support into disciplinary programmes. Yet, this is met with challenges, as highlighted by Wang and Curdt-Christiansen (2016) through interviews with lecturers in China, who highlighted the tensions and conflicts experienced by staff about the politics surrounding language and how this may ultimately influence or limit support for students.

At the same time, evidence points to a need to consider language support outside of formal interventions or classrooms. For instance, research by Moore (2015) highlighted the tendency for language learning to occur “in the wild” through informal and conversational interactions. This links to activities such as that highlighted by Batardiere and Jeanneau (2015) in Ireland, who reported on their work pairing international and home students for more informal language exchange. These findings link to the literature focusing on social supports and interventions, which are highlighted in the social support and campus activities theme.

Other potential evidence of interest

We identified 27 articles related to language learning and support that did not explicitly measure impacts on students but provide helpful background to this topic. Many of these studies focused on student experiences with language development or encountering support for language skills at their universities (Ding and Stapleton, 2016; Harvey, 2016; Ou and Gu, 2021; Son and Park, 2014; Tananuraksakul, 2021; Wang and Zhou, 2021). For instance, Dippold et al (2022) provided case studies from the UK for reflecting on students' transition experiences through pre-programme language studies through to disciplinary studies. From Australia, Park et al (2020) also reported on a survey of international students which asked them to provide advice to future international students on verbal and non-verbal communication strategies. Other work has considered the ways students negotiate and develop their linguistic identities within trans- or multi-lingual environments (Lin, 2022; Mitchell and Guvendir, 2022; Troedson and Dashwood, 2018) or the ways that students believed their linguistic competencies influenced participation or engagement (Lee, 2019; Lin, 2018; Tan et al, 2018).

Staff experiences teaching within multilingual contexts are also featured, such as the research by Gamboa Diaz (2019) in France and Colombia, who reflected on staff members' (co-)construction of teaching practices. In the United States, Schneider and Li (2022) analysed the extent to which teaching staff viewed language support as part of their remit, finding that most faculty did to some extent. However, this links with research from Moore and Díaz (2019) in Australia, who found that teaching staff differed in terms of their interpretations of teaching about language and culture. Together, these two sets of findings may highlight whether and how teachers and students approach language support during their studies.

Theme conclusion

Support for L2 students is often centralised to a single language learning centre at many higher education institutions. In this regard, evidence in this theme suggested that mechanisms such as pre-sessional or in-sessional language support classes are indeed effective (although the students designated to them appear to be less academically successful than students admitted with higher entry-level language proficiencies, which highlights limitations in support within their programmes). We identified fewer examples of content and language learning that was integrated and embedded into subject course units, although this practice appeared to provide greater and more inclusive support for students. Therefore, adapting practices which conceptualise higher education as multi- and plurilingual, rather than emphasising international students' obligation to adapt to a dominant language on campus, seems more appropriate to an equitable internationalised education environment.

Case study in practice

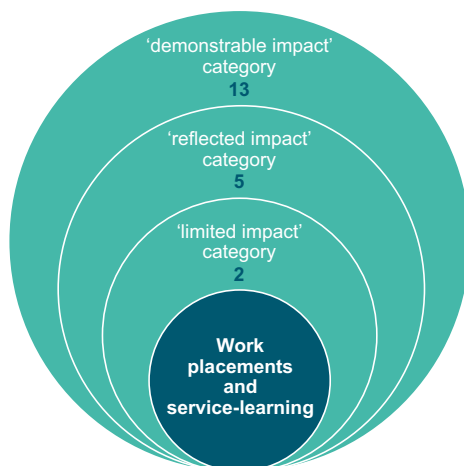
Reference: Harvey, L, McCormick, B and Vanden, K (2019) 'Becoming at the boundaries of language: Dramatic enquiry for intercultural learning in UK higher education', *Language and Intercultural Communication*, 19 (6): 451-470.

Setting: interdisciplinary contexts in the UK.

Summary: a new "dramatic enquiry" approach was developed to engage students from different disciplines in a fictionalised scenario centred around the development of a universal translator device. Students were led through a series of activities to reflect on intercultural communication and the pros and cons of this fictionalised scenario, resulting in greater development of intercultural communication competencies among students and the de-centring of language-focused communication.

Work placements and service learning

Figure 12: Work placements articles identified



This category focused on studies that explored work placements within local host environments, including service learning and volunteering (n = 20). In particular, this included articles focused on placements for international students or within intercultural local settings. This section has not reflected on international placements, such as short-term study abroad, as this was highlighted in the study abroad theme.

Evidence of demonstrable impact on students

We identified several articles (n = 13) that showed demonstrable impacts of work placements on students' outcomes or experiences. Within these, students' personal and professional development were two significant areas of developed evidence. For instance, Hains-Wesson and Ji (2021) concluded that students who participated in a short-term work-integrated learning programme at an Australian university were found to be more open and receptive to others' ideas and diverse disciplinary theories. This was similarly highlighted by Valencia-Forrester and Backhaus (2020), who highlighted the value of an eight-week structured volunteering programme with local community organisations for developing international students' communication skills and social awareness.

In a UK context, and after placements in domestic UK organisations with an international dimension, both home and international students found that the experiences contributed to building their relationships with local cultural community groups, providing valuable opportunities to explore the world beyond their classroom study (Watkins and Smith, 2018). Impacts on academic achievements after year-long placements in the UK were also identified by Crawford and Wang (2016), reporting increased final-year marks for both home and international students, despite some differences between the two groups.

We identified two articles related to the benefits for postgraduate students of being involved in work experiences and community-based learning as part of their study programmes. This included work by Jones et al (2018), who examined the strengths and benefits gained by international postgraduate psychology students from their work placements. Intercultural and personal attributes, as well as awareness of the situation and transition skills, were identified to be the main benefits for students from such work experiences. Likewise, Guo-Brennan et al (2020) found that international graduate students developed academically, professionally, personally and socioculturally after participation in a Canadian graduate programme infused with community partnerships.

Several studies explored the extent to which service learning impacts students' intercultural interactions. For example, Rodríguez-Izquierdo (2021) concluded that a group of first-year undergraduate Spanish students who undertook a course unit with a service learning component scored significantly higher levels in an intercultural sensitivity test compared to a group that took the same course unit without a service learning component. Similarly, Ramlutchman and Veerasamy (2013) investigated through a questionnaire the intercultural communication sensitivity of 189 students in South Africa after a work-integrated learning training and found that students attached great value to their experiences of engaging with different cultural groups. Murray et al (2015) also revealed some positive impacts of an international service-learning experience in Botswana on developing students' worldview. Furthermore, Mickus and Bowen (2017) found that after students from the United States and Mexico were placed in a service-learning project for three weeks in two Mexican communities, home students benefited by reducing cultural stereotypes and working towards collective goals with intercultural peers. In addition to these studies, Kilgo (2015) provided positive evidence of the impact of participating in service learning on students' intercultural effectiveness.

Together this shows that placements within local communities provide valuable opportunities both for international students to learn about local cultures and for home students to engage with intercultural groups in their local communities.

Evidence reflecting on impact on students

We identified five articles that reflected on impacts on students without necessarily analysing or measuring such impacts. This included Andrew (2011), who reflected that engaging international students in a volunteering project in communities in New Zealand contributed to reshaping their cultural learning and value of community work. To investigate the factors that enhanced the effectiveness of international students' placements in health and social care programmes in five European countries, Hvalič-Touzery et al (2017) also argued that there is an overall positive attitude among participants towards practical placements. However, the study reported differences between students' experiences that need to be considered, as well as issues such as pedagogical methods and guiding processes used when working with international students. Goodwin and Mbah (2019) focused on potential challenges faced by international students in a UK-based university to obtain work placements and identified different issues such as visa rules, culture differences and academic writing experiences. Furthermore, Fleischman et al (2019) examined how the cognitive, emotional and behavioural expectations of international students contributed to their expectations of third-party community engagement.

Other potential evidence of interest

We identified two articles that did not explicitly reflect on the impact of placements or service learning on students' outcomes or experiences, but nonetheless provide some helpful considerations for other stakeholders regarding work and community-based placement initiatives. For example, Gerloff and Reinhard (2019) provided a critical description of a work-integrated learning approach adopted by a German university that aimed to integrate academic studies with work experience through student exchanges, study abroad internship tandems and short-term community programmes. Another study that could be of interest to curriculum developers focused on the impact of community-based global learning programmes on host communities. Within this, Collins (2019) revealed reflections driven by the experiences of two hosting communities in Thailand and emphasised the significance of including host community voices in the curriculum, diversifying pedagogy and meaningfully engaging students in host cultures.

Theme conclusion

Overall, we concluded from this evidence that further research is needed about the efficacy and design of work-based learning and placements in internationalised curricula and diverse institutional environments or local communities. While these studies indicated there is a range of potentially useful practices developed in local contexts, there is limited comparative evidence that gives confidence to the transferability of these interventions, particularly in light of the challenges outlined. We suggest this is a rich area for future research, provided the links between internationalisation and work-based learning are well developed.

Case study in practice

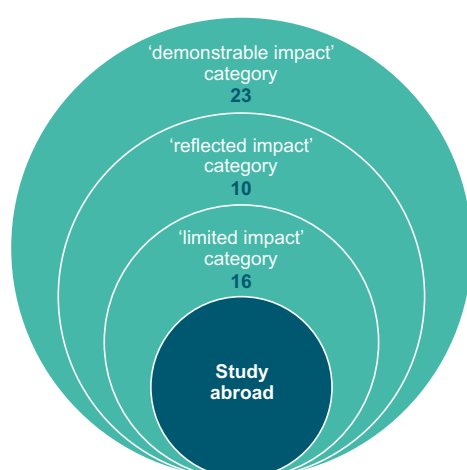
Reference: Valencia-Forrester, F and Backhaus, B (2020) 'Service learning as supported, social learning for international students: An Australian case study', *International Journal of Inclusive Education*, published online 23 December.

Setting: a community internship project developed at an Australian university.

Summary: an eight-week programme was developed, whereby international students volunteered with three local community organisations which focused on issues such as environmental sustainability, poverty and inequalities, and homelessness. Volunteer activities were structured through introductory meetings, explicit scaffolding for volunteering in Australia, staff facilitators and weekly workshops about relevant social issues to the organisations. A review of the programme found it helped international students develop communication skills, social networks and awareness of social issues impacting Australia.

Study abroad

Figure 13: Study abroad articles identified



Under the theme of study abroad, we have included articles about short-term international study or exchange programmes, including international placements or visits (n = 49). This does not include research which focuses on international study for full degree programmes.

Evidence of demonstrable impact on students

We identified 23 articles that showed demonstrable impacts of short-term study abroad on students. The duration of the short-term programmes varied: the shortest duration was one week (Bazen and Duma, 2019; Granel et al, 2021) and the longest duration was 12 sessions over six years (Mule et al, 2018), but most of the programmes lasted between two weeks and one month (Anderson et al, 2016; Conner et al, 2019; Fernandez et al, 2017; Abraham and von Brömssen, 2018; Hains-Wesson and Ji, 2021; Horness and Jaturapitakkul, 2021; Paras et al, 2019; Williams and Best, 2014). Every study was conducted based on different programmes, although a few studies shared contexts, such as the European Erasmus (+) programme (Bazen and Duma, 2019; Fernandez et al, 2017) and South Africa (Conner et al, 2019; Abraham and von Brömssen, 2018). However, despite researching different contexts and programmes, most articles demonstrated positive impacts on students, implying the potential for further investigation and development of short-term study abroad programmes.

(Inter)cultural learning was the dominant focus of these articles and helping students gain intercultural competencies was highlighted as one of the key aims of study abroad programmes. For example, Brandauer and Hovmand (2013) provided a case study in a Danish business school study abroad programme, arguing that studying abroad helped students gain new intercultural skills and knowledge that they might not be able to acquire in their home institutions. Similar results were reported by Anderson et al (2016), who investigated eight instructor-led programmes with varied destinations and concluded that intercultural learning that occurred in such programmes was significantly different from

that in a semester programme. Therefore, one consideration is whether the immersive experiences offered by study abroad programmes maximise the intercultural learning opportunities for student intercultural development.

Students' development of cultural awareness of their host country was discussed in several studies (Bohman and Borglin, 2014; Conner et al, 2019; Coryell, 2011; Abraham and von Brömssen, 2018; Granel et al, 2021; Hanada and Horie, 2021; Horness and Jaturapitakkul, 2021; Williams and Best, 2014), and these authors all reported students' measurable gains in cultural knowledge. For example, Hanada and Horie (2021) demonstrated that, based on students' reflections on a Japan-China-Korea trilateral exchange programme, students' self-awareness and intercultural competencies were developed, including their acceptance/willingness to understand, ability to consider different perspectives, self-expression and assertion, and initiative and resilience. The long-term impact of study abroad on intercultural competencies was also explored and results from study abroad programmes in Japan (Asada, 2021) and Bolivia (Rodriguez, 2011) both helped students gain global awareness and understanding of the host country, region and world. Similarly, the data from Granel et al's (2021) study suggested that nursing students were still benefiting from their intercultural competence development one year after their study abroad programme. However, Mule et al (2018) examined the impact of participating in study abroad programmes on participants' antecedents, identification and pro-social values of global citizenship, and the results showed that faculty-led programmes may not have the same positive effects as identified in other articles mentioned above. One possible explanation is that Mule et al's (2018) study was based on 12 seminars over six years and the setting of the programme may bring different impacts on students.

Apart from the programmes themselves, the students' preparations for study abroad were also of interest. For instance, Paras et al (2019) conducted a comparative study of six faculty-led study abroad programmes from higher education institutions in Canada and the United States to investigate how these programmes contributed to students' intercultural learning. Their findings highlighted that pre-departure intercultural training had a positive relationship with the learning outcome. This echoed the finding of Boonen et al (2021) that a preparatory programme could optimise the development of students during their studying abroad.

Professional development was another focus that was discussed in several studies. Bazon and Duma (2019) argued that an intensive weekly programme to solve practical problems can help students realise the gap between theory and practice, broaden their horizons, and further motivate them to work in an international context. The potential effect of intensive programmes on students' motivation was also discussed by Fernandez et al (2017), who reported that after intensive programmes, students became more motivated in studying and working abroad, less worried about working in multicultural settings and more self-confident. The impact of the insight of other cultures on students' professional development was also discussed. For example, Getahum and Kerstin (2018) found that a short-term field study could broaden students' perspectives, increasing students' self-cognition and awareness of living and working conditions in a different culture, and students could reflect on their practice. Similarly, Conner et al (2019) reported that students were able to apply what they had learnt in their study abroad experience to their future work.

Streiner and Besterfield-Sacre (2019) also highlighted, in their research with engineering undergraduate students at 14 universities in the United States, that internships, co-ops and technical research conducted abroad were the most effective type of placement in terms of developing students' global perspectives. However, Sobocinska and Purdey (2019) questioned the extent to which short-term study in Indonesia had an impact on the Australian students' understanding of the area, finding positive impacts on student self-reflection and emotional involvement, but not resulting in sustained connections.

Other types of impacts are also explored in this category. For example, Cardwell (2020) demonstrated how a one-year studying abroad programme benefited students' academic achievement and claimed that the importance of these study abroad programmes on students' academic achievement was underestimated. Natalya et al (2021) investigated the role of a short-term abroad educational programme at a Russian regional university in the implementation of Indian students' life plans through the development of socio-cultural and communicative competencies, as well as the building of professional trajectories in a foreign country. Kuumpoh et al (2021), on the other hand, investigated the impacts of students' participation in programme activities on their growth and transformation and demonstrated the importance of social engagement outside the campus.

Evidence reflecting on impact on students

A few articles reflected on the ways that study abroad programmes impact students (n = 10), although these impacts were not necessarily directly measured. For example, Flander and Korada (2020) conducted a comparative study and demonstrated differences between the impacts of study abroad programmes and international traineeships, concluding that different types of mobility would bring different types of skills development. Wickline et al (2020) also compared the impact of a study abroad programme and an on-campus global course unit and argued that the study abroad programme could influence some but not all aspects of students' intercultural competence and, therefore, was not the only effective approach for students to develop intercultural competence. Hampton (2016) argued in a case study of 11 British undergraduate students of French that engaging international students as intermediaries of a host culture in a study abroad placement had great potential to provide desirable lifelong learning that goes beyond the traditional academic and discipline-based education.

The impacts of different elements of short-term programmes on students were also reflected by the authors. For instance, Hopia et al (2011) discussed how collaboration with representatives of different cultures while studying abroad may enhance students' international competency development. Leggett (2020) explored the effects of experiential learning during a short-term programme and concluded that both intentional and incidental learning can help students develop not only knowledge but also a more complex type of intellectual development. Kan (2021) featured an assigned project in a short-term art education abroad programme and reflected on how creative fabrication transformed intercultural sensibilities and how students experienced collective cultural humility.

Students' voices about their experience in their host university interested scholars who focused on Erasmus (+) programmes. To be specific, Perez-Encinas et al (2017) focused on the support service provided by the host university, identifying problematic areas (admission, living expenses, IT connection and bank issues) and calling for host universities to address these issues to fulfil students' expectations and increase student satisfaction. Urquia-Grande and Campo (2016) measured how satisfied students were in their study abroad host university, demonstrating what students value the most and proposing possible directions for development. Van Maele et al (2016) also analysed the factors that make students' study abroad experience successful, reflecting on students' personal development, social contacts, practicalities, language and communication, and academic advantages, arguing these should inform the development of teaching materials for supporting students' intercultural learning.

Other potential evidence of interest

We have identified several articles (n = 16) that provided insights into study abroad programmes but did not explicitly demonstrate or reflect on impacts on students. For example, some studies examined whether the design of the study abroad programmes could achieve universities' aims or goals (Asada, 2019; Blake-Campbell, 2014; Ingersoll et al, 2019; Jackson, 2018; Lai, 2018; Normand-Marconnet et al, 2018). Other studies reflected on how practitioners, instructors or institutions can better support students during their time abroad (Hessel, 2017; Kang and Metcalfe, 2019; Mantel et al, 2022; Trilokekar and Rasmi, 2011). Here, it was argued that students' experiences can be influenced by their preparation experience, reflecting (as above) on the preparatory processes before departure (Çiftçi and Karaman, 2018; Mete, 2017; Williams, 2020).

Apart from the views of the students themselves, voices from staff about teaching in study abroad programmes were also heard. For instance, Niehaus and Wegener (2019) identified the goals that faculty members had in teaching short-term study abroad courses and Niehaus et al (2019) explored how much instructors emphasised disciplinary and intercultural learning in teaching.

Theme conclusion

Altogether, the evidence synthesised here suggested that study abroad is an evidence-based, high-value opportunity for students to develop intercultural skills and engage within a new cultural environment. Supporting short-term mobility should therefore be a priority for institutions with missions to increase graduates' global awareness. However, considerations are needed for widening access to study abroad opportunities, given their significant cost and the potential inaccessibility for some groups of students. Other considerations should focus on preparing students pre-departure for developing openness and intercultural communication skills.

Case study in practice

Reference: Paras, A, Carignan, M, Brenner, A, Hardy, J, Malmgren, J and Rathburn, M (2019) 'Understanding how programme factors influence intercultural learning in study abroad: The benefits of mixed-method analysis', *Frontiers: The Interdisciplinary Journal of Study Abroad*, 31 (1): 22-45.

Setting: multiple institutions in the US and Canada.

Summary: the authors undertook a mixed methods analysis of six study abroad programmes in the US and Canada to outline which factors influence the degree to which students develop intercultural learning opportunities while abroad. Positive influencing factors included the provision of pre-departure training and support, opportunities for service learning while abroad and social relationship dynamics between peers who travel together. The conclusion drawn was that not all study abroad opportunities have the potential for intercultural learning, but that developed scaffolding for cultural engagements is important.

Social support and campus activities

Figure 14: Social support articles identified



Our final theme related to intercultural social support mechanisms and extracurricular globally oriented social programming in extracurricular settings (n = 51). This broad umbrella category highlighted evidence-based approaches to supporting social relationships between students from different countries or backgrounds, as well as work undertaken to enhance global outlooks on campus through social activities and programming.

Evidence of demonstrable impact on students

We found 19 studies that evaluated the impact of social support structures on students' outcomes and experiences. Several studies focused on the impact of social support and relationships themselves, linking social networks to the transitions or adjustment experiences of international students (eg Bethel et al, 2020; Chalapati et al, 2018; Guzel and Glazer, 2019). For example, Baba and Hosoda (2014) found in the United States that social relationships supported international students' adjustment and helped mediate transition stressors. Chai et al (2020) found similar results, also in the United States, highlighting that co-national friendships, cross-national friendships, and family relationships supported adjustment and engagement. In Malaysia, Yusoff (2012) also found a link between support from friends and international students' measured psychological adjustment. Shu et al (2020) built on this through findings that some social support is more valued than others, highlighting friendships and institutional relationships as key. This was further nuanced by Rienties and colleagues (Rienties et al, 2012; Rienties and Tempelaar, 2013), who identified significant differences in adjustment experiences between students from different national groups and questioned the link between social and academic adjustment. Together, these studies demonstrated that social relationships matter and provide significant support for (international) students' transitions to higher education.

With this in mind, studies have attempted to investigate evidence-based approaches to encourage and develop intercultural social relationships between students, although existing evidence is somewhat piecemeal. One consideration is the role of intercultural group work in the classroom, which is described in detail in the group work subtheme. Other studies have considered institutional programmes which match students from different backgrounds or encourage intercultural interaction. For instance, Delly (2021) found in Australia that international students who served as peer-assisted learning advisors felt more connected with their campus communities. Jon (2013) also described in Korea that home students who engaged in intercultural extracurricular programming developed greater intercultural competencies and increased their interactions with international students. Tsang et al (2021) similarly highlighted in Hong Kong that intercultural activities on campus supported “whole person development” and increased intercultural engagement.

However, it is clear that contact and participation alone are not enough to create meaningful intercultural experiences. For instance, a longitudinal study by Hofmeyr (2021) in Japan found that, while global extracurricular programming supported individual intercultural competency development, unstructured informal interactions between students from different cultures actually negatively impacted students' attitudes towards intercultural communication. Tolman (2017) also evaluated a roommate pairing programme between international and home students in the United States and found it did not significantly lead to increased friendships or satisfaction. In Spain, Prieto-Flores (2016) evaluated a community-based mentoring programme which matched home students with schoolchildren from immigrant backgrounds but found only marginal improvements in intercultural attitudes or skills. Therefore, it seems that purposeful reflection on how intercultural interactions are structured and scaffolded seems to be important, particularly in light of the social exclusions highlighted in the sections below. This is further elaborated in the intercultural competencies theme.

Another consideration is the uneven participation in on-campus intercultural social opportunities, as also highlighted in the sections below. For example, Kompanets and Väättänen (2019) found across Nordic countries and Russia that home and international students had different evaluations of global social programming on campus. In this regard, Sullivan (2018) found in the United States that awareness of global activities was encouraged through word of mouth via peers, staff and programmes. However, the question of evidence-based approaches to encouraging engagement in social programming remains an area worthy of future research.

Evidence reflecting on impact on students

A further 17 articles provided reflections about impacts on students' outcomes or experiences but did not necessarily empirically measure this impact. One valuable framing is the work of Kudo et al (2020), who created a “three-stage ecological and person-in-context conceptual framework” for how students develop intercultural relationships, based on interviews with students in Japan. Arkoudis (2013) also mapped the actions taken by lecturers to increase interactions between students from different backgrounds, which provides reflections for potential impact in the classroom.

A few studies in this category described university practices related to social support structures. One particularly valuable piece is by Obadire (2018), who conducted an in-depth investigation of context-situated experiences of xenophobia at an institution in rural South Africa, which informed a new anti-xenophobia programme. This provides potential guidance for conducting similarly contextualised investigations at other institutions. Other authors provided reflections on context-situated social programmes, such as Arshakian and Wang's (2017) evaluation of programming in a joint degree set in the United States or Aaron et al's (2018) reflection of peer-to-peer conversation partners. Batardiere and Jeanneau (2015) similarly evaluated insights from 15 years of offering language exchange pairings between home and international students.

As in the demonstrable impact category, there were further considerations here about the types of social support that were most valued (Rönkkönen et al, 2022), including the importance of social interactions outside the classroom, such as in residence halls (Yung, 2016) or through the use of leisure facilities (Cho and Price, 2016; Lee et al, 2020). These studies also give some insight into factors that influence whether or not students seek out intercultural friendships on campus. For instance, Motlhaka's (2016) analysis of first-year undergraduates showed that personal values and beliefs motivated some students to purposefully interact with peers from different backgrounds. Mejri (2019) also found in the United States that home students' political affiliations influenced the level of distance they had with international students. This may also be constrained through segregations in student accommodation (Kenna and Murphy, 2021).

Altogether, these findings show that study abroad is not the only effective way to improve intercultural competence, as on-campus activities also play an important role in supporting students who are not mobile to develop valuable intercultural learning experiences (Wickline et al, 2020).

Other potential evidence of interest

Fifteen articles did not explicitly reflect on impacts on students' outcomes or experiences but nonetheless provide some helpful considerations. For instance, research has mapped the ways that Chinese international students in the UK may feel that there is limited support at their institutions specifically for developing diverse social networks (Sally and Jiang, 2020). Willoughby-Knox and Yates (2021) also outlined in the United States that home and international students had different experiences with developing intercultural friendships, with international students more likely to reflect experienced challenges. This is coupled with findings from Robertson (2015) in a study at a community college in the United States, where the majority of home students were found to have limited interest in global social programming.

While there are often discourses that international students lead "parallel lives" (Gomes, 2015) through limited interactions with their host communities, research has provided explanations for the ways that relationship building is actually limited through social exclusion (Mckenzie and Baldassar, 2017). For example, Hoang and Jordan (2019) explored the ways that international students in Hong Kong experienced intersectional exclusions through encountered racism, homophobia and xenophobia. In Francophone Canada, Penner et al (2021) documented the divided experiences

of language minority students, with international French speakers less likely to report a sense of belonging on campus compared to Canadian French speakers. This was reflected by Mallman et al (2021) in Australia whereby interviews with home and international students highlighted that everyday interactions were shaped through experienced boundaries to belonging. Jon (2012) similarly reflected on this in Korea, where international students' experiences with discrimination were framed through the lens of differential power dynamics between students. Therefore, policies and practices which aim to support intercultural social relationship building must be cognisant of the unequal environment in which they develop.

Theme conclusion

Available evidence has highlighted that social supports are essential for developing international students' positive transitions within their host communities, as well as providing opportunities for intercultural learning both within and beyond the classroom. This is best supported through opportunities for informal social engagements through extracurricular opportunities and globally oriented social programming (although, as highlighted in the collaborative learning and group work subtheme, pedagogies can be used to also encourage connections between students). This suggests that funding should be available for global social programming and for developing activities, such as mentoring or student pairing activities, which are developed purposefully with intercultural interaction in mind. However, research has also highlighted the ways these interactions are structured and limited by xenophobia and racism, demonstrating that contact is not enough to encourage meaningful intercultural interactions and that students bring with them to campus existing stereotypes and uncertainties about peers from other cultural groups. Therefore, explicit steps for inclusion are needed to purposefully counter such inequalities, of which more research is needed for evidence-based and transferable practices.

Case study in practice

Reference: Aaron, R, Cedeño, C, Gareis, E, Kumar, L and Swaminathan, A (2018) 'Peers to peers: Developing a student-coordinated conversation partner program', *Journal of International Students*, 8 (3): 1316-1327.

Setting: university-wide programme in the United States.

Summary: a conversation partner programme was developed to link students with different linguistic backgrounds together as 'buddies', led by staff mentors and international student volunteers. This programme was reflected by participants as a valued opportunity to develop social networks and increase intercultural learning. However, the programme review highlighted that significant planning was required to run the programme smoothly, requiring institutional resources such as incentives for student volunteers and allocated staff workload.

Recommendations for research, practice, and policy

This systematic literature review has synthesised known evidence from 606 articles about the internationalisation of higher education in relation to its demonstrable impacts on students' outcomes and experiences. In doing so, we have also outlined significant evidence gaps and areas where more research is needed throughout the findings section. With these in mind, we offer a set of broader recommendations for ongoing research, practice and policy in this area.

Figure 15: Recommendations



Research recommendations

- + Fund and develop more research that specifically measures the demonstrable impact of internationalisation efforts on students
- + Develop cross-contextual and cross-disciplinary evidence about the impact of internationalisation on students
- + Support and develop research-informed pedagogic training with scholars researching outside the education field



Classroom practice recommendations

- + Review the literature before introducing innovations
- + Purposefully embed internationalisation into pedagogies and curricula
- + Provide explicit scaffolding to embed the skills required to successfully use adopted pedagogic approaches
- + Make internationalisation meaningful within the subject and the local context
- + Shift away from deficit assumptions about international students to address systemic unfairness



Institutional recommendations

- + Develop training mechanisms for staff working in international and intercultural settings
- + Purposefully develop internationalisation strategies which centre teaching and learning practices
- + Provide time and resources for staff to meaningfully embed internationalisation into teaching practices
- + Provide funding for on-campus social opportunities that are globally and internationally centred
- + Develop and fund study abroad opportunities and online international partnerships
- + Reflect on the racialisation, inequalities and political tensions that underpin internationalisation and intercultural interactions

Research recommendations

As outlined throughout this review, one significant challenge is that research about how internationalisation demonstrably impacts students' outcomes and experiences is relatively limited and can be disparate or scattered in theme. Therefore, we recommend the following actions for improving evidence-based understandings of how internationalisation impacts students.

- + **Fund and develop more research which specifically measures the demonstrable impact of internationalisation efforts on students.** Although there is a wide range of research about the internationalisation of higher education and international students, we found most research was relatively descriptive or exploratory in nature, with significantly fewer studies measuring how the actions or approaches undertaken show demonstrable impact on students. There is particularly limited evidence for support related to admissions and recruitment, assessment and feedback, international online and distance learning, classroom technologies, and work placements or service learning. We also found limited research about the intersections of internationalisation and decolonisation, co-creation and student partnerships in pedagogies, or international student achievement gaps. This means that, although institutions are undertaking a wide range of internationalisation efforts, it is not always known whether such approaches make a difference for students' learning or experiences. One reason for this could be that limited funding is available for research about pedagogies and teaching practices, meaning there is a greater need for organisations and institutions to fund research into this topic, both for action research within their own institution and for larger-scale research between contexts.
- + **Develop cross-contextual and cross-disciplinary evidence about the impact of internationalisation on students.** The vast majority of the research we evaluated was conducted in a single context or discipline, most typically within researchers' own classrooms. While this can, in theory, provide richer details and a deeper understanding of the practices undertaken (although this was not always the case in practice), one limitation is that it is challenging to generalise or transfer findings to different contexts. Therefore, there is limited understanding of how evidence-based practices might impact students in different countries, institutional settings, or academic disciplines. Therefore, we recommend that more research is needed which is comparative and cross-contextual. This could be facilitated through larger-scale projects with researchers in different contexts and through developing open access data sharing for easier replication of studies.
- + **Support and develop research-informed pedagogic training with scholars researching outside the education field.** Research about the internationalisation of higher education tends to be developed within disciplinary silos, with scholars across academic fields evaluating pedagogies and practices within their own teaching contexts. However, we note that there is at times limited engagement with education research and conceptualisations from researchers outside the education field. This means that key terminologies or concepts are often limitedly problematised or theorised across disciplines. Therefore, we recommend that more scholarly training can help raise awareness of key themes and develop useful terminologies of commonly used pedagogical approaches. For individual scholars, we also recommend engaging with the literature beyond one's own discipline to understand how the pedagogies used have been theorised and evaluated in other disciplines.

Classroom practice recommendations

- + **Review the literature before introducing innovations.** A key theme of studies that documented the process of introducing and evaluating interventions often referred to a 'trial and error' approach, in which conducting a pedagogic literature review happened after developing the original intervention. In these cases, the revised intervention that builds on previous research findings is typically considered more successful. Instructors could, therefore, usefully shortcut this process by assuming that whatever curricular or pedagogic challenge they face, other academics have experienced this before and sought to address it, and that publications exist to document this process.
- + **Purposefully embed internationalisation into pedagogies and curricula.** We identified a wide range of research that focused on a vast array of concepts and teaching approaches. Although it can be challenging to synthesise the specific approaches and teaching designs for replication elsewhere, the one underlying mechanism that all studies had in common was that internationalisation was purposefully and reflectively embedded into pedagogies, curricula, and support mechanisms. We conclude that internationalisation has the greatest impact on students' outcomes and experiences when teaching is explicitly (re-)designed to develop students' intercultural learning, rather than simply added to existing provisions. This might include, for example:
 - embedding internationalisation across the curricula, rather than as a standalone unit or through internationalised case studies
 - incorporating internationalisation and intercultural competencies into intended learning outcomes for individual course units
 - embedding internationalisation into assessments with explicit marking criteria aligned with intended international or intercultural learning goals
 - designing active learning opportunities for students from different backgrounds to interact and meaningfully share their perspectives
 - incorporating opportunities for reflection and aligning internationalised knowledge with students' own experiences and worldviews
 - developing partnerships for developing classroom activities which promote learning through interactions in (online) international exchange or through community organisations.

- + **Provide explicit scaffolding to embed the skills required to successfully use adopted pedagogic approaches.** We identified through this literature review many studies which outlined interventions for supporting students to be successful in the classroom. One takeaway from this literature is that students benefit from clear and explicit scaffolding about how to be successful in using different pedagogical approaches. For instance, purposefully teaching students about intercultural skills or collaboration skills can benefit students' experiences when using pedagogies such as group work in intercultural settings. This provides more impetus for lecturing staff to not only teach content knowledge but also to embed skills development into the design of their courses.
- + **Make internationalisation meaningful within the subject of the discipline and the local context.** Across the literature, internationalisation appeared to be most impactful when it was made purposefully relevant to students' learning and life contexts. In particular, support appears to be needed to demonstrate the relevance of internationalised curricula and pedagogies within learning disciplines, in students' futures, and within their local communities. This adds further catalyst to the need for internationalisation to be purposefully designed and embedded, with its meanings and purposes clearly communicated to students.
- + **Shift deficit assumptions about international students away from individual inadequacies.** Throughout the literature synthesised for this review, we have outlined international students' experiences with feeling that their knowledges and contributions are undervalued or viewed through a deficit lens. We have also provided a wide range of case study examples where teaching staff have purposefully redesigned pedagogies, curricula, or assessments to become more inclusive to students with different education histories and cultural values or approaches. Therefore, we argue that approaches to teaching international students should move away from trying to 'fix' individual deficiencies through expectations of integration to existing practices, and more towards transformative approaches which address systemic unfairness in intercultural learning settings.

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Institutional recommendations

- + **Develop training mechanisms for staff working in international and intercultural settings.** Universities have rapidly internationalised over the last two or more decades, meaning that teaching in international and intercultural settings is now a status quo for many higher education staff. As outlined in other research (Lomer et al., 2021), however, most staff do not have access to training specifically related to teaching diverse groups of students, including international students. Therefore, institutions may wish to consider providing training for staff about teaching in intercultural contexts and that internationalisation should be included in any postgraduate certificates or professional development programmes that focus on higher education.
- + **Purposefully develop internationalisation strategies which centre teaching and learning practices.** As evidenced by this literature review, innovative internationalised teaching and learning practices tend to be organised by keen individuals or programmes and we found relatively few examples of strategic, top-down approaches to internationalised teaching at institutional or national levels. Therefore, institutions may wish to develop policies or strategies which purposefully outline approaches to internationalising curricula, pedagogies, support services, and social opportunities on campus. We further suggest that more research is conducted to evaluate the extant evidence for such approaches accessible through academic publications. This may offer a balance to the focus on international student recruitment and research impact that dominates institutional strategies currently.
- + **Provide time and resources for staff to meaningfully embed internationalisation into teaching practices, where appropriate.** Developing purposeful approaches to internationalisation which are contextually and disciplinarily meaningful requires institutional support and resources, as evidenced by the interventions outlined in this literature review. Truly transformative approaches are unlikely to be within the existing workloads of staff without being provided explicit time for planning and (re-)developing the purposeful inclusion of internationalisation. Where internationalisation is deemed important, institutions should consider providing workload allocation for programme development in this area.
- + **Provide funding for on-campus social opportunities which are globally and internationally-centred.** Research synthesised in this literature review has outlined that informal opportunities for interaction and social learning provide students with potentially powerful opportunities to develop intercultural awareness and understand differences. These opportunities have also been linked to scaffolding skills necessary for success in the classroom and for developing students' skills for future employability. However, it is clear from the literature reviewed that contact alone is not enough to elicit benefits and that universities should be mindful of unequal power dynamics between students, including the ways that some students may encounter racism, stereotyping, and othering. As such, institutions should consider investing more resources (including time, funding, and staff support) to develop, organise, and ethically review on-campus social opportunities and opportunities for placements or service learning within local communities. This may include the strategic funding of international societies or student community programmes.

- + **Develop and fund study abroad opportunities and online international partnerships.** The research in this literature review has highlighted study abroad as an evidence-based experience that provides students with opportunities to develop intercultural competencies. Therefore, internationalisation efforts are supported by providing more opportunities for short-term international study, with consideration that funding is needed to allow a broader range of students to feasibly afford to participate. In the absence of international mobility, evidence also highlights virtual mobility and online collaborations as evidence-based support mechanisms. While the literature highlights these predominantly are developed through initiatives by individual teaching staff, more concerted efforts could be made to establish partnerships at institutional and national levels to broaden available experiences.
- + **Reflect on the inequalities and social or political tensions that underpin internationalisation and intercultural interactions.** The literature reviewed here shows that experiences with internationalisation are unequal, particularly between students from different cultural backgrounds or with different prior educational experiences. This links to an important theme in the wider literature beyond this review about how international students' experiences may be framed through racialisation (e.g. the ways that individuals are characterised into racial categories by their wider society) and experiences with racism (see, for example: Hutcheson, 2020; Madriaga et al., 2020; Yao et al., 2021). When (international) student groups with different cultures, first languages, and prior experiences of formal education enter their host country and institution, how their identities (including race or ethnicity) are perceived and structured can generate exclusionary and marginalising effects. In societies with significant racial tensions, as in many popular host countries of international students), these effects can be powerfully discriminatory. Successful institutional internationalisation efforts, therefore, should consider explicitly addressing these issues through embedded approaches to teaching and curriculum design which purposefully confront inequalities as a teaching point and social consideration. In practice, this may mean co-creating culturally sensitive race equality initiatives that include international students and developing staff training initiatives that explicitly address navigating inequalities on campus.

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Appendix 1: glossary of common terms

To support the reading of this document, we have included below a glossary of key terms in the literature about internationalisation and its impacts on students. This list is not intended to be all-encompassing, but rather is a starting point for reflecting on topics in focus within this research subfield.

Academic competencies: the combination of knowledge, skills, and attitudes that underpin academic achievement and generate successful outcomes.

Active learning: the philosophy that students typically learn better by doing as opposed to passive absorption. 'Doing' can include (among others): making, creating, discussing, debating, researching, writing, presenting, mapping, questioning, note-making and many more. Teaching informed by active learning typically aims to minimise the amount of live class time dedicated to lecturing, or teacher talking, and maximise the time spent on activities. Both reading and listening can be precursors to active learning, if, for example, a recorded lecture is followed by a task or a reading feeds into an activity.

Active learning includes, but is not limited to the following approaches:

- + **design-based learning** – integrating design thinking into teaching processes
- + **flipped classrooms** – introducing content through independent study before class, often but not exclusively through pre-recorded lectures or short videos, with the aim being to maximise class time for active or interactive learning
- + **group work** – purposefully including cooperative or collaborative activities into teaching sessions and, often, assessment practices
- + **inquiry-based learning** – engaging students through posing questions, either setting a large question for students to explore, research and seek to answer, or through encouraging students to set their own questions
- + **problem-based learning** – setting problems for students to solve either individually or collaboratively.
- + **project-based learning** – setting projects within real-world contexts relating to learning objectives
- + **role play** – encouraging students to place themselves in the situations of others and play out dialogues or scenarios.

Blended learning: using both virtual and face-to-face engagement in a classroom or programme. This approach is distinct from hybrid or flexible learning, which often allows students to choose the mode of engagement and facilitate both virtual and face-to-face engagement throughout the programme of study. Instead, blended learning programmes will often specify which sessions are virtual and which are face-to-face.

+ **Vodcasting** – pre-prepared lecture video recordings (as opposed to live lecture capture).

Collaborative Online International Learning (COIL): linked international classrooms or online group work activities in face-to-face classrooms.

Cultural relativism: the belief that there is no single or universal norm of ethics, behaviour or cultural practice, but rather that cultural practices or beliefs should be understood within their own context and history. Often this is the (implicit) goal of multi- or intercultural education, as it is considered to be an important precursor towards authentic tolerance towards difference. These are often challenged by:

+ **ethnocentrism** – having a focus on one's own country or ethnic group, assuming (often implicitly) that the norms of this culture, country or society are universal

+ **essentialism** – perceiving culture as fixed, unchanging, internally homogenous and capable of explaining human behaviour at an individual or small group level.

Curriculum internationalisation: as highlighted in the introduction, the purposeful inclusion of international or intercultural elements into teaching provisions and materials.

+ **westernisation** – the process of imposing 'western' values, norms, and practices on the curriculum, typically at the cost of marginalising or extinguishing non-western and particularly indigenous values, norms and practices

+ **localisation** – the process of purposefully including and centring local and indigenous knowledge into the curriculum (eg Africanisation – a form of localisation centred on knowledge and values in African contexts).

Distance learning: programmes of learning that are designed to be delivered entirely at a distance (often online or virtually). This is a distinction from the emergency online learning provisions adopted globally during the Covid-19 pandemic.

English for academic purposes (EAP): student support provisions for developing proficiencies for using the English language in academic settings.

English medium instruction (EMI): universities or programmes delivered and taught exclusively in English in countries where English is not the majority or official language of education.

Informed learning: learning about the subject and information use, such as identifying, evaluating and incorporating appropriate sources of evidence and information concurrently.

Intercultural competencies: the range of skills, knowledge and attitudes required to successfully engage and build relationships with people from multiple cultures and linguistic backgrounds, different to one's own.

Learning journals: a daily or weekly log of reflections on the learning process or experience.

+ **eportfolios** – online or virtual collections of work that document reflection or structured items of assessment.

Literacy: the capability to communicate through writing and reading.

+ **academic literacy** – the capability to read and write academic texts in one's own discipline. Teaching informed by academic literacy explicitly addresses skills such as how to read and break down a journal article, or writing in 'academic style' as learning objectives, understanding this as an acquired practice

+ **multiple literacies** – understands literacy practices as multiple, situated, social and embodied. Teaching informed by multiple literacies draws on repertoires of knowledge students may not value or realise they have and extends these into academic practices.

Online distance learning: learning programmes designed to take place at a distance and online.

Pedagogy: the theoretical explanation for the ways that we teach.

+ **transformative pedagogies** – teaching approaches that seek to provide opportunities for students to develop as people

+ **socially inclusive pedagogies** – teaching approaches that reflect on and try to address the ways that traditional teaching can marginalise and exclude minoritised groups, in relation to assessment, curricula, classroom norms, and knowledge practices.

Pre-programme English language courses (often called pre-sessional courses): preparatory courses often required as a condition of admission where English language scores do not meet requirements. These are usually delivered over 4-12 weeks during the break before the start of the academic year and are often delivered by an English Language Centre or private provider by trained TESOL staff who typically teach English Language, Study Skills and English for Academic Purposes.

Reflection: a complex set of skills that involves self-evaluation, documenting one's learning process, and making a plan of future action. Often understood as a 'metacognitive skill', meaning 'thinking about thinking'.

Service-learning: learning through volunteer or community placements, often designed as opportunities to apply learning from the classroom in authentic settings.

+ **work-based or work-integrated learning** – learning through work or in professional contexts

Study abroad: a pre-defined period spent in a different country to that of the main degree programme. Also referred to as 'credit mobility', this is often a semester or year in which credits are acquired that count towards the overall degree. It is distinct from degree-level mobility, which is often the implicit norm for 'international students'.

Translanguaging practices: strategies used to bridge multiple languages (eg translating on their phone during a class, note-taking in a different language to the lecture, clarifying instructions in a different language, etc).

Appendix 2: set of search strings

The following search strings were applied to develop the list of articles for this review:

- 1 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (outcome OR impact OR effect)
- 2 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (performance OR progression OR engagement OR awareness OR skills)
- 3 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (pedagogy OR pedagogies OR teaching OR writing OR group work)
- 4 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (technology OR online OR distance)
- 5 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (curriculum OR curricula)
- 6 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (assessment OR feedback)
- 7 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (extracurricular OR social OR friendship)
- 8 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (recruitment OR admissions OR marketing)
- 9 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (“exchange program” OR “study abroad”)
- 10 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (decolonization OR decolonisation OR decolonize OR decolonise)
- 11 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (accreditation OR “international accreditation”)
- 12 “Higher education” AND (internationalisation OR internationalization OR internationalise OR internationalize OR “international students” OR intercultural) AND (language)



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