



How to internationalise your teaching: an AdvanceHE Resource Pack

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Introduction

This resource pack centres the contributions of international students in higher education (HE) and encourages academic staff to think about their role in developing inclusive and supportive pedagogies for and with them. Frequently, higher education research and narratives around international students situate their presence in the classroom from dual perspectives. On the one hand, international students are frequently seen as advantageous additions to learning spaces, reflecting on the diversity of perspectives and knowledge they bring. On the other hand, international students are frequently characterised as problematic or challenging to teach, in terms of the 'deficits' of skills, language and contextual knowledge that they are often perceived to lack (frequently described as a 'deficit narrative').

International students are part of the broader diversification of UK HE. For example, there is increasing attention at universities to widen participation amongst 'non-traditional students' in the domestic context, through inclusion of students from working class backgrounds and those described as 'ethnic minority' British students. This coincides with rapid enrollment growth; with many institutions and programmes teaching record high numbers of students. As a result, we are seeing entirely new contexts for teaching, challenging assumptions of the last half-century about what a 'traditional' student might know and do.

Most of these practices are not radical. Many may be familiar to you. We intend to explain and give examples of how different practical teaching strategies might be applied to international cohorts of students. We also recognise that the suggestions outlined here benefit more than just international students. As many of our teachers said, 'it's just good teaching'. Teachers acknowledge that efforts made to be inclusive of international students are often beneficial for all. Student bodies are diverse, as are international students as a 'group'. Teachers are encouraged to challenge the assumptions about international students which contribute to labelling individuals and groups. Inclusive teaching is explicit and seeks to challenge structures which create the conditions for marginalising, excluding or discriminating against certain groups.

The starting assumption of this resource pack is, therefore, that HE staff have an opportunity to make our classrooms more inclusive for all students, including international students, and that cannot be achieved by focussing on what students 'lack.'

Rather, it depends on challenging the status quo of our assumptions about what teaching means. Given the growing dialogue around internationalisation and decolonisation in HE, this resource pack is intended to facilitate the inclusion of international students and their knowledge (a concept which we refer to as 'epistemic inclusion'). However, the focus here is not simply to develop a one-size-fits-all guide for teaching international students, but to encourage teachers to think critically about *how* they teach - the pedagogy (approaches and methods).

Our research project: Pedagogies with international students

The practices presented in this research pack are based on the results of a research project, funded by the Society for Research in Higher Education (SRHE), entitled *Cash cows or pedagogic partners? Mapping pedagogic practices for and with international students*. In this project, we conducted a systematic literature review of research related to pedagogies with international students in the UK. We also conducted 45 semi-structured online interviews with academic staff across different disciplines and in different UK institutions. We asked them about their teaching practices for and with international students, to understand more about current practice in the sector across disciplines. You can find more information about our project at: https://www.srhe.ac.uk/research/completed_reports_archive.asp

Our companion website

This resource pack is supported by our companion website, 'Pedagogies with International Students', which is available at: <https://internationalpedagogies.home.blog/>

On our website, we have compiled a set of searchable case studies of teaching innovations with international students from teaching staff across the UK and in different disciplines. Here, you can search for innovations according to the key word in each heading section of this document. This is an ongoing collection and we welcome additions from your own practices through the following form: <https://forms.gle/wiq2nGaEPbgNA6PX6>

How to use this resource

The resource pack is split up into 8 main sections, where we summarise considerations for practical teaching with international students. These considerations are developed from the contributions of teaching staff to our 'Pedagogies with International Students' project (see description above), allowing us to showcase what teachers can learn from each other. The sections include:

- Chunking input
- Active learning
- Scaffolding skills
- Learning from diversity
- Technologies for varied engagement
- Assessment design
- Building relationships
- Student-staff partnerships and collaboration

Each section is complemented with "food for thought", where we offer questions to facilitate critical reflection on pedagogy in practice in your individual context. The 'quick fixes' section offers tips for on-the-go teaching and learning that require limited structural changes to teaching plans. The 'long term' section offers recommendations for larger and more structural adaptations, for consideration for longer-term planning. The final 'practices for inclusion' section offers three tables which summarise teachers practices and context for use. In the end, we provide suggestions for further reading in each category, in case you would like to learn more about a topic.

Some considerations for using this resource

As previously highlighted, this resource is intended to encourage reflection about your teaching practice, and is not intended as a one-size-fits-all guide for 'best practices'. We recognise that the suggestions we have provided are not guaranteed to work in all contexts and not all have necessarily been empirically evaluated through rigorous research. However, our suggestions are based on what teaching staff have reported in our research as having supported the inclusion of international students and encouraged positive engagement.

At the same time, a number of factors may impact the varying success of these practices when implemented and we wish to highlight a few considerations for reflection at the start of this resource.

First, it is essential to consider who the students are. We strongly suggest that before implementing any of these approaches, some time is taken to reflect on the students you work with and their backgrounds. Here, it is important to avoid stereotyping. In terms of international students, nationality is often used to categorise students, but this does not necessarily tell us anything meaningful about their motivations, experiences, and attitudes. Individuals might fit multiple labels or social categorisations, and intersectionality offers a theoretical lens which supports the recognition of how individual identities interact and intersect to generate experiences of privilege and oppression. International students' experiences may be shaped by nationality and migration, in addition to (among others):

- Age
- Gender
- Religion
- Race or ethnicity
- Language
- Previous work experiences
- Previous education experiences
- International or migration experiences
- Family (education) background
- Social class.

Intersectionality is particularly complex in a globalised classroom, as international students' identities may not be fully visible to teaching staff in the UK.

Second, it is important to consider the available infrastructure for teaching. We encourage you to think about doing a preliminary mapping of the resources at your disposal, along with barriers that might stand in the way of implementing any strategies and their negotiability. These might include:

- Time and workload for developing structural changes to teaching practices
- Timetabling, length of classes, and sequencing
- Physical resources in classrooms and existing classroom layout
- Availability of technological resources on campus, such as rentable laptops, tablets, mobile voting devices
- Support available from professional learning technology or e-learning teams

- Support available from English language or English for Academic Purposes (EAP) team, as well as colleagues who teach on pre-sessional courses.

Third, we feel it is important to consider the overall departmental culture and the design of the programme into which you teach. Some questions for reflection include:

- Do your students like to try new things, or do they prefer a more consistent approach?
- How supportive, or tolerant, are colleagues when trying something new?
- Does your institutional culture value and provide resources for developing pedagogy?
- Could you trial and test an initiative first to create buy-in for an initiative in your team, programme or department?
- Which low-risk spaces, such as non-credit bearing modules or workshop series, could you test a new technique?

For those who perceive limited local support, implementing lower-risk initiatives and documenting their success can provide a stronger case for supporting larger initiatives. However, in some cases, there may be expectations of consistency and adapting teaching practices or norms across an entire programme. In these cases, we can advise developing specific spaces for critically evaluating pedagogies with international students, such as through programme 'away days' or targeted shared professional development.

In the following pages, we turn our focus toward practical suggestions for reflecting on teaching practices with international students.

Chunking input

One of the most common teaching practices described by our teachers was breaking up lecture content or other input into small chunks, often between 10 to 15 minutes (though sometimes longer). These would then be built on in a student-centred activity (see section on 'Active learning').

Our teachers described following this approach even where classes were timetabled as two to three hour-long lecture sessions, often in large groups or lecture theatres, which are not typically designed for interactive small-group teaching. They suggested that this approach was particularly important for international students and those who are using English as a second or third language, as it more inclusively supports students to focus and digest key materials. Teaching staff often used chunking in combination with other approaches, such as flipped learning, to ensure that necessary content was still covered. Flipped learning is a teaching approach, where students are expected to engage with materials (readings, videos, activities, etc.) on their own time, before building on this knowledge in the classroom. In this regard, many teaching staff recognised that lectures are not necessarily always pedagogically effective mechanisms for learning, particularly, but not exclusively, for international students.

Food for thought

- How much do you talk in any given session? How much do students talk? (Suggestion: This might be difficult to reflect accurately on, so you might consider recording a session to roughly measure this.)
- Is lecturing the best way for most students to learn? Who might this work for and who might be left out?
- Can content be delivered more effectively beyond or before teaching sessions?
- How long can students focus when listening? At what point in the session do you feel their attention might start to wane?
- What opportunities do students have in sessions to consolidate and check their understanding? How do you check understanding or identify problem areas?
- What opportunities do students have to ask questions or clarify uncertainties (e.g. do you rely on leaving time for a Q and A session that you begin with 'any questions'?)? What is student engagement like with this approach?

Quick fixes

- If you typically deliver a lecture, start by dividing the lecture into two sections, and introducing an interactive activity after each section, perhaps with a short break in between.
- Use 'think-pair-share' approaches as checkpoints after key concepts or ideas are outlined in the lecture. This means providing a question or idea for students to think about independently, then providing a few minutes for students to share their ideas with one of their peers.

- Use technologies such as [Mentimeter](#) or [AhaSlides](#) to add questions or activities for students to complete on their phones or computers throughout the lecture. You might also use this to start lectures with a short quiz or a few reflection questions to gauge students' understanding of the topic.
- Provide students with a short activity to complete before class, such as structured reflection questions or making a list of ideas related to the concept being taught. These can then lead to an easy discussion activity during class.
- Provide students with reflection questions to consider during class breaks, which can help start the next part of class with a short discussion

Long term

- Re-structure module plans away from defined and siloed 'lecture' versus 'seminar' sessions and integrate content delivery into more blended interactive sessions (See the following 'Active learning' section for more ideas)
- Consider a flipped learning approach, where you record short introductory videos or assign readings or activities before class, which cover the main points intended in a lecture.
- Assign students to 'study groups' or 'project teams': A set of 5-10 peers who they are assigned to work with throughout the semester. This can be used to encourage engagement with classroom activities or to assign pre-class discussion activities.

Further reading

Scholarly resources

Bodie, G.D., Powers, W.G., & Fitch-Hauser, M. (2006). Chunking, priming, and active learning: Toward an innovative and blended approach to teaching communication-related skills. *Interactive Learning Environments*, 14(2), pp. 119-135.

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Lee, J., Lim, C., & Kim, H. (2017). Development of an instructional design model for flipped learning in higher education. *Educational Technology Research and Development*. 65: pp. 427-453. <https://doi.org/10.1007/s11423-016-9502-1>

O'Flaherty, J. & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *The Internet and Higher Education*, 25: pp. 85-95.

<https://doi.org/10.1016/j.iheduc.2015.02.002>

Useful websites

Chunking lectures into shorter, more meaningful recordings for online delivery:

<https://www.ucl.ac.uk/teaching-learning/case-studies/2020/oct/chunking-lectures-shorter-meaningful-recordings-online-delivery>

A practical guide to chunking your lectures using existing lectures slides:

<https://medium.com/i3hs-hub/a-practical-guide-to-chunking-your-lectures-using-existing-lecture-slides-b662472e1396>

Active learning

Most teachers described an interactive classroom, guided by some form of active learning. Active learning is an umbrella term used to describe a wide range of approaches for giving students more responsibility to develop their learning through structured activities. Other terms include experiential, dialogic, and participative. In most cases, teachers did not describe adopting a specific approach, such as team- or problem-based learning. Instead, they referred to the use of generic tasks or activities, frequently in the form of small group discussions, which structured and organised an interactive classroom session.

Active learning is differentiated from a traditional seminar by the level of structure and guidance provided for activities beyond mere discussion. For instance, some teachers described a session that would proceed as follows:

- 10-15 minutes of introductory lecture
- A short activity for 10 to 15 minutes in small groups
- A plenary feedback session of 10 to 15 minutes, in which the feedback would lead to further extension and elaboration from the teacher.
- Perhaps a short break and then another iteration, depending on the time available.

Of course, timings varied and were typically understood to be flexible depending on the session, materials and students. Constraints might include classroom infrastructure, timetabling, and availability of technology or resources like whiteboards.

Teachers value activity-based learning to engage students and maintain their attention, as well as offering opportunities for them to share diverse experiences and perspectives with peers. Teachers preferred to include short, structured tasks in small groups with clear instructions that linked to the learning outcomes. Small group activities offer an opportunity for students to practice and rehearse their understanding, and to develop their confidence for engagement in plenary feedback. Active learning provides students with more control over the learning content and de-centres the teacher as the sole source of information (known as a 'transmission' or 'banking' model). This was viewed as particularly important for supporting students with diverse prior educational experiences (including international students), where clear structures and explicit expectations can help alleviate anxieties linked to uncertainty.

Food for thought

- Reflect on the topics you usually lecture: Is a lecture the best format for teaching this information? Is this information that needs to be 'transmitted' from expert to student? Could students benefit from learning this in a different way?
- How could the information you teach be interacted with in different ways? How could learning about this topic be made more experiential or sensory?
- What can students gain from learning from their peers about the topics you teach? What could you do to structure more peer-to-peer interaction about this topic?
- Who is positioned in your classroom to have 'expertise'? To what extent do students have opportunities to contribute to co-created knowledge?

- What is your role as a teacher in your classroom? Do you see yourself as a transmitter of expertise or a guide for co-developed learning (or a mixture of the two!)? How is this reflected in your teaching approaches?
- How do you share expectations for activity contributions with students? What tasks might feel unsure or uncertain? How could you make these areas more clear and explicit?
- How will you create an environment with students that encourages experimentation in their learning?

Quick fixes

Most activities will be discipline dependent and designing good learning activities is, in reality, neither quick nor easy, but rather requires critical reflection, thought, and research. However, we provide here a few examples for introduction active learning techniques, which might transfer across multiple disciplines and can be incorporated directly into existing modules:

- Jigsaw activity: Select a few resources or readings for the topic you are teaching and assign each student only one to read or master. In class, group students so that a 'representative' for each resource is present to share their findings and teach their peers.
- Problem-solving: Present a problem, case, or puzzling idea to students and divide them into small groups to solve it together.
- Interpreting data: Share with students charts, graphs, tables, quotes, images, or objects related to the topic you are teaching, and ask students to develop their own interpretations.
- Writing the quiz or exam: Divide students into groups and ask each group to develop one question and set of answers for a quiz or test on the topic being studied. These can then be pooled for students to complete the quiz, before discussing proposed solutions.
- Creating materials, resources, or objects: Ask groups of students to create something that helps demonstrate their knowledge. Ideas might be drawings, diagrams, clay demonstrations, mobiles, videos, animations, etc.
- Group presentations: Divide up the topics you were intending to lecture and assign to groups of students to research and teach their classmates.
- Co-developed writing: Work with students using a shared document, such as a wiki or Google Doc, to create a co-developed report or set of guidelines
- Assign research to students: Ask students to find a case study, example, or article to bring in about the topic you are teaching and ask them to summarise to classmates. You can also compile these on your virtual learning environment or using class blogs.
- Adapt and respond. Don't be afraid to pull the plug on an activity that isn't working. Not all discussion is productive. You might think that a task is successful because the room has a 'buzz' but this doesn't always mean they are on task. A simple activity, even Googling on phones and crowdsourcing an answer, or talking through the process in plenary, can be enough to bridge the gap.
- Circulate, eavesdrop and facilitate.
 - Try to make it to all groups once within a session.
 - Go where hands are up, but also watch body language and for groups where there is no discussion happening. Often this is because the task hasn't been understood or some more support is required.

- Taking notes directly into Google slides on your phone as you circulate the classroom for issues to pick up on in the plenary discussion looks very impressive.

Long term

- If there are funds within your institution or department for teaching materials, consider investing in materials to support activities, such as Lego Serious Play kits (or more budget-friendly alternatives, as these can be expensive)
- Develop games, simulations, or role-playing activities that you can be used to mimic real-life problems about the topic being taught
- Develop problem-based learning activities by creating open-ended problems for students to work in small groups to solve
- Create a classroom blog, where students are assigned to contribute a different facet of the topic being discussed each week
- Re-design assessment activities that favour active learning techniques such as group work (see 'Assessment design' section)

Further reading

Scholarly resources

- Baden, D. & Parkes, C. (2013). Experiential Learning: Inspiring the Business Leaders of Tomorrow. *International Journal of Management & Enterprise Development* 32 (3): pp. 295–308. <https://doi.org/10.1108/02621711311318283>.
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Useful websites

Active learning advice from Leicester Learning Institute:

<https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/strategies/active-learning>

Active learning advice from Vanderbilt University Center for Teaching

<https://cft.vanderbilt.edu/guides-sub-pages/active-learning/>

Getting started with active learning by Cambridge Assessment

<https://www.cambridge-community.org.uk/professional-development/gswal/index.html>

Nine alternatives to lecturing:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities>

Scaffolding skills

Many teachers believed it is important to specifically teach the implicit skills required to fully access their curriculum. This was reflected as particularly important when teaching students with diverse education histories and backgrounds (such as, but not limited to, international students), where expectations for success may be hidden, implicit, or unclear. We argue here for a more decolonised approach, which means critically evaluating the extent to which teaching practices are UK-centric so that they may be dismantled to promote inclusion of students from all learning traditions. However, we recognise that even the most innovative solutions must operate within the bounds of institutional policies and degree requirements. For this reason, we advocate for making the 'rules of the game' for students as explicit as possible. To accomplish this, the teachers we interviewed discussed embedding skills for approaches such as critical reading, evaluation, writing, thinking, and researching into their classroom activities, in addition to content-related learning.

Scaffolding refers to the support given by a teacher to guide students through a learning process. In practicality, it means making learning processes more visible by modelling, breaking down and gradually building up skills. Many of our teachers referred to demonstrating or modelling skills in class, such as critical discussion or evaluation, often as an opportunity to make transparent to students their own learning process and struggles. This was seen for many as an opportunity to be authentic and transparent with students, to attempt to break down power hierarchies, and form relationships. For international students, scaffolding can help make invisible or assumed expectations or norms within the UK more visible.

Food for thought

- Map the programme or course unit you teach: What skills are required for success? What skills are explicitly outlined in the Intended Learning Outcomes (ILOs)? Are these being explicitly taught in other course units or areas of the programme?
- Look at the assessment on your course unit or across your programme: What skills are required for doing well on the assessment? To what degree are these explicitly built into the course unit or across the programme?
- Compare the skills outlined in your ILOs with those required to succeed in the assessment: Do these relate to one another? What needs to be changed to help them align?
- What skills do you expect from a 'good' student? Why are these important and are they inclusive of students from all backgrounds? How are these made explicit in the classroom?
- What skills do you perceive students to struggle with (i.e. where are there assumptions about what students 'lack')? What about the course design might exacerbate those challenges? Where are there assumptions that are left unseen?
- If students are perceived to 'lack' certain skills, is there an alternative explanation for why this might be perceived this way? For instance, silence in seminar discussions is often framed as a 'lack of engagement'. But engagement can also be demonstrated by

anonymous participation in a class poll or by active listening. How can different forms of engagement be built into the course to be more inclusive of this?

- Which of the skills required for your course unit might be based on UK-centric assumptions about education and knowledge? How could these be broken down, illuminated, or transformed for students from other educational traditions?

Quick fixes

- Ask students who have started or recently completed your programme or course unit about what skills they felt they needed most and whether these were explicitly taught.
- Design activities which practise and build skills up gradually. For example, activities in seminars might simultaneously work to break down and build up the skill of critical reading by initially providing a framework of questions to evaluate a reading. To encourage students to become more independent over time, the framework can be gradually removed throughout the course of the semester.
- Demonstrate to students how you use different skills. For example, you might point out how you question or interrogate a text ('When I read this, I wonder...')
- Point out examples of different skills when you see them during activities or lectures. For example, you might point out writing techniques in the reading you are discussing. You might also point out strategies being used well by different groups during an activity.
- Use familiar texts to learn new skills, which limits the level of cognitive challenge. For example, learning to read an unfamiliar text style, such as the first experience reading academic journal articles, can be supported by focusing on a familiar topic to limit the cognitive load. In this way, attempting an activity which teaches both a new skill and a new complex concept or unfamiliar topic is more likely to fail.
- Share with students your own experiences acquiring the skills being taught and be honest about your struggles. For example, a teacher might tell a story about a time when they had a paper viewed by a journal reviewer received negative comments and how they revised and strengthened the paper as a result.
- Invite specialists from your EAP, learning technology, or disability services teams to observe your teaching or review your virtual learning environment pages to provide feedback for where you can be more inclusive.
- Scaffold readings by providing explicit reflection or discussion questions, as this helps tailor and limit the scope of students' focus

Long term

- Redesign assessments to provide students choices or offer opportunities for different kinds of skills to be demonstrated (see 'Assessment design' section)
- Crowdsource from students the academic skills they would like to develop in your class and work with them to redesign your ILOs
- Discuss with your programme team about developing a 'developing academic competencies' unit that explicitly focuses on academic skills for success in ways that are embedded rather than outsourced to other departments

Further reading

Scholarly resources

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Learning from diversity

In our research, there was broad agreement among teachers on the value of diversity in their classrooms, which they believed provided important opportunities for students to learn from one another's experiences. International students, this way, were reflected on as resources for 'internationalising' the curriculum and bringing a more global outlook to the topics being discussed.

In our own work, we are critical about the expectations often placed on international students to 'represent' their country or region and were pleased to see this was similarly reflected by some participants. Similarly, research and practice related to internationalisation of the curriculum often conflate 'international' with 'intercultural', making assumptions that meaningful intercultural learning can occur simply through the presence of international students or international materials in the classroom. We argue that authentic intercultural learning needs to be more purposefully and explicitly developed.

When it comes to international students, 'diversity' is frequently equated only with 'nationality'. However, national diversity or international experiences are not the only valuable form of diversity that international students (or home students) bring into the classroom. For example, international students may bring with them professional work experience relevant to learning or insights from other facets of their identities (as outlined in our introduction). Home students, as well, may have diverse migration histories and cultural insights to similarly bring into the learning space.

Teachers also stressed their desire to avoid stereotyping or 'homogenising' international students into singular groups or as having single, shared experiences. For instance, several teachers commented that they do not wish to treat students as representatives or stereotypes of their culture or nationality. For these reasons, we refer to this as 'learning from diversity', to encompass intercultural learning, but also learning from students with different workplace experiences, different intersectional identities, and different sets of knowledges.

Here, it is important to reflect that learning from diversity does not necessarily mean asking or expecting students to share their personal experiences or opinions. For instance, one teacher highlighted examples of teaching students online who were currently living in areas of armed conflict, for whom sharing their personal life experiences might be intensely traumatic and personal. In this sense, what it means to create a 'safe' learning environment for students is not only valuing their contributions, but also valuing and respecting their silences. This also may mean recognising that students may not wish to be representatives of their country or culture, or may not feel equipped to do so. This may be particularly sensitive in light of existing geopolitical power dynamics, where students may feel uncomfortable or threatened by being put 'on the spot' or perceive that their contributions may not be received in the best light by peers.

The teachers we interviewed outlined several steps for developing more inclusive practices. For example, it was important for many teachers to ensure that the diversity of their classroom was

reflected in their teaching materials, by including a range of examples and readings from countries that might speak to students' experiences. Other teachers outlined embedding tasks and activities early in the module that explicitly emphasised the strengths of diversity and highlighted limitations in intercultural understanding. Designing activities that build in different perspectives, particularly those that position the teacher on an equal footing with students, was also described as useful. For example, teachers outlined co-developing reading lists, activities, or shared sets of classroom norms with students. This was reflected as easier to undertake in disciplines where links to identity and interculturality were relevant to the content (such as those in social sciences and humanities).

Food for thought

- How do students' diverse backgrounds add value to your teaching topics? In what ways might students be able to contribute to learning on your topic?
- To what extent are students given a platform for sharing their ideas and perspectives about the topic you're teaching? What barriers might there be for students feeling safe and supported for sharing their perspectives?
- To what extent are international students' contributions assumed to be intercultural? Are international students' additions to the classroom assumed or meaningfully embedded?
- Have you discussed (or co-created) with students norms of participating and respecting diverse perspectives?

Quick fixes

- When doing group activities, 'mix' up groups to encourage students to work with students from different backgrounds.
- Build in time for students to develop relationships with one another, through icebreakers and low-stakes, 'warm-up' activities.
- Design activities that encourage reflection on different countries, cultures, and contexts. For example, students might watch videos about your topic from different parts of the world to discuss and compare.
- Work with students to generate reading lists that are annotated for the benefit of other students.
- Embed activities which explicitly reflect on the concept and strengths of diversity. For example, students might in the first session map the classroom in terms of its diversity and commonalities, which can then be used in later tasks to encourage students to build and justify teams based on diverse strengths and weaknesses. At the start of an activity, students might also create Venn diagrams about their identities, experiences or interests to visualise the interconnectedness of learning in groups.
- Allow for student-led topic selections for classroom discussions, such as letting students choose a reading, case study, or example. This could also be developed by providing more flexibility for students to choose topics for assignments that are personally meaningful and interesting.
- Value other forms of knowledge and knowledge from multiple parts of the world explicitly, not necessarily with reference exclusively to the nationalities present in the

classroom, but simply through a variety of authors and cases from different countries.

This might include:

- incorporating a variety of examples into teaching materials;
- Internationalise and decolonising the reading list;
- designing interactive learning opportunities which embed learning from multiple contexts;
- encouraging referencing of sources in other languages.

Long term

- Critically evaluate your course unit reading list (or reading lists across your programme) for inclusion of voices from international contexts (with careful attention to inclusion of authors from the Global South) and those from diverse and marginalised groups.
- Review your ILOs to consider whether they explicitly embed international or intercultural learning.
- Incorporate student voice into subsequent iterations of course designs. For example, holding 'end-of-semester' meetings with students to reflect and elicit suggestions for future learning designs or readings. (See also 'Student-staff collaboration' section)

Further reading

Scholarly resources

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Useful websites

Inclusive teaching with international students (University of Plymouth):

<https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity/case-study-working-with-international-students>

Internationalising higher education (AdvanceHE):

<https://www.advance-he.ac.uk/guidance/teaching-and-learning/internationalisation>

About Universal Design for Learning (CAST):

<https://www.cast.org/impact/universal-design-for-learning-udl>

Technologies for varied engagement

Teachers emphasised the use of technology to facilitate participation, particularly given growing class size and diversification in student demographics. Reflecting on what it means to ‘engage’ in an international classroom, teachers conceptualised engagement beyond verbal discussions, understanding engagement as multi-modal (written, silent, technology-mediated, drawn or presented in some other creative format). Teachers used these technologies, particularly in large classrooms, but not exclusively to encourage students to engage in the activities through a range of different formats. For some, this was driven by the response to the COVID-19 lockdowns and the move to substantially online teaching.

For some teachers, using technologies was a well-established practice in their classroom. Using technologies for engagement was believed to encourage international students to share their ideas and demonstrate their understanding, thus capitalising on the contributions international students can make to the collaborative classroom. This was felt to support teachers to gain a rapid evaluation of the knowledge and understanding in the room. Similarly, a student who might be unwilling to speak in front of 50 classmates in their second or third language might be willing and able to take 5 minutes to carefully consider the comment they leave on a Google document.

In some cases, these technologies also embedded skills development (see section on ‘Embedding skills’). Collaborative report writing, for example, may be an important skill for marketing professionals. It makes sense then to embed the use of a Google doc in the classroom so that they can get used to working with others and building on ideas.

Food for thought

- Why do you want to incorporate technology? What are the pedagogical rationales? What affordances might it provide your classroom or activity?
- How does the use of technologies tie in with the content being taught or ILOs of your module or programme?
- What skills can be enhanced or made explicit through the selective and integrated use of technological tools?
- What technologies do you have full institutional access or subscriptions to?
- What barriers to access might your students experience? Are the tools or skills required to access this technology inclusive for all?
- Could your teaching benefit from using a regular classroom environment on [Socrative](#), [Kahoot](#), or [Basecamp](#)?

Quick fixes

- Identify what technology your students already have and consider using it or something similar.
- Take pictures of the class doing activities (with permission from students) and share them in a shared album. Use as an opportunity for active reflection.

- Set up regular quick comprehension questions, quizzes, or reflection questions using tools such as [Mentimeter](#) or [AhaSlides](#)
- Set up a shared note document for each lecture or reading. Students can be asked to add their notes or ideas anonymously, which can be discussed at the end of class.
- Use a shared document, such as a wiki or on Google Docs to co-create a document in class. For example, students might co-create a set of criteria for evaluating a journal article.
- Use [Padlet](#) to do a 'temperature check' with anonymous comments or responses to an activity, reading, or topic.
- Use a regular content aggregator (e.g. Padlet, [Pinterest](#)) for students to research and draw in content throughout the semester. Establish a board for each week, and require students to contribute and comment on each others' contributions.
- Use a hashtag for the class on Twitter so that ideas or articles can be shared. Consider creating a class Facebook, WhatsApp, or WeChat group for sharing resources or answering questions.

Long term

- Meet with your learning technology team to develop larger-scale projects. You might also ask for your virtual learning environment or activity to be reviewed for constructive feedback.
- Reflect on the tools you find most valuable and incorporate a smaller number of tools regularly. In our research, no single person mentioned using more than two or three technologies as regular features of their practice.
- Re-design your module to incorporate a particular technology throughout its structure and assessment. For example, you might use a classroom blog as a key space for student contributions, leading to a portfolio of their submissions for assessment. Classroom websites might also be developed into larger-scale projects.
- Consider how technologies might support assessment design or encourage collaboration on group projects. For example, you might incorporate a group report, or brochure, using structured collaborative writing activities through Google Docs, pooling images from Flickr.

Further reading

Scholarly articles

The scholarly literature on using technology in higher education is too extensive to list here. However, we can suggest the following article as an initial introduction to the field:

Bond, M., Zawacki-Richter, O., & Nichols, M. (2018). Revisiting five decades of educational technology research: A content and authorship analysis of the British Journal of Educational Technology. *British Journal of Educational Technology*, 50 (1): pp. 12-63.
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Cowley, P., Sun, S. & Smith, M. (2017). Enhancing International Students' Engagement Via Social Media – a Case Study of Wechat and Chinese Students At a Uk University.

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Zepke, N. (2014). Student Engagement Research in Higher Education: Questioning an Academic Orthodoxy. *Teaching in Higher Education*, 19 (6): pp. 697–708. <https://doi.org/10.1080/13562517.2014.901956>.

Useful websites

Teaching to blog - how assessed blogging can enhance engaged learning:

<https://blogs.lse.ac.uk/impactofsocialsciences/2019/10/25/teaching-to-the-blog-how-assessed-blogging-can-enhance-engaged-learning/>

Selecting the right technology tool: Wikis, discussion boards, journals, and blogs:

https://podnetwork.org/content/uploads/V22_N5_Eggleston.pdf

Teaching with Google Docs:

<https://www.insidehighered.com/blogs/gradhacker/teaching-googledocs>

Using e-voting to enhance lecture effectiveness:

<http://www.bristol.ac.uk/digital-education/case-studies/pre-2018/using-e-voting-to-enhance-lecture-effectiveness/>

Using Facebook in your teaching:

<https://elearning.qmul.ac.uk/enhancing-your-teaching/using-social-media/using-facebook-in-your-teaching/>

Taking your next field trip using Google Maps:

<https://www.thetechadvocate.org/take-your-next-field-trip-using-google-maps/>

Using discussion boards:

<https://ipark.hud.ac.uk/content/discussionboards>

Using Padlet for teaching:

<https://askus.northampton.ac.uk/Learntech/faq/186128>

Assessment design

Although we didn't specifically ask about assessment in our research, several teachers highlighted this as a key strategy for teaching international students. The main characteristics of assessment design were varied modes of assessment and thoughtful formative and summative feedback strategies.

Traditional assessments, particularly essays and exams, reinforce norms that can disadvantage 'non-traditional' students. For example, only privileged first year students would know what appropriate academic style is and how to execute it. Students with additional learning needs or with English as a second language, if their cumulative outcome is based exclusively on written formats, are likely to be disadvantaged. Expectations around structure, style, referencing, and so on are both culturally mediated and discipline specific. Both the mode (i.e. whether written, spoken, drawn, etc) and the format (i.e. essay, report, reflection, etc) matter in assessment design. The criteria with which we mark and grade are closely tied up with our history, and therefore, with colonialism.

Varying modes of assessment means that a programme overall might include not only 'traditional' written essays, but a variety of different written formats including reports, oral formats like presentations, and multimedia such as video, audio, or other creative formats. For international students, this approach can ease away from strongly focusing on language and writing as a sole means of demonstrating knowledge. One teacher described how she encourages students to produce an artefact of whatever variety they like accompanied by a reflective critical commentary; examples included a board game, a portfolio and a loaf of banana bread. Most teachers did not describe quite as much autonomy and freedom of choice, but a varied programme of assessments implies that it allows students to thrive or to experiment with different formats that might allow them to show different capabilities and learn a range of different skills. These formats are not discipline-specific, although there may be subject norms. This suggests that there could be extensive inter-disciplinary borrowing potential, to look outside one's own subject and learn from other assessment practices.

The 'default academic essay' can be seen to marginalise international and indeed many 'non-traditional' students, for whom the genre of academic English is new or unfamiliar. Many teachers feel that they are neither trained nor resourced to teach students 'how to write', and struggle to find time in the curriculum to build in skills for writing. Often, this is outsourced to the institutional writing centre, English for Academic Purposes department, or English language teaching team. However, as one teacher highlighted, this overlooks the role that discipline and subject play in developing norms for academic writing.

Using varied assessment methods does not avoid the challenge of teaching the skills required for assessment. However, it may offer teachers the opportunity to reflect on a style or format of assessment which lowers the obstacles to success or at least ensures that those skills are directly transferable. This might include developing approaches to authentic assessment, which incorporates skills or formats relevant to the workplace or graduate destination. Examples from

the teachers we interviewed included reports, live projects, and case studies. Authentic assessment was seen to be more meaningful to students who can identify professional and future applications of the skills learned.

The role of feedback was also highlighted particularly important, particularly as an opportunity to support international students' transitions to expectations on their programme. To address this, multiple teachers stressed how they build formative opportunities for feedback into their assessment design. For one teacher, this was an iterative process where students could write a response to their feedback and receive response to their response. Others described including a lower-stakes assessment early in the semester so that feedback from this assessment could be applied to later assessments. Still others outlined incorporating elements of peer assessment, particularly in the context of group presentations, to encourage engagement from the rest of the group. One teacher even went so far as to teach how to be a good audience member, from eye contact to nodding along, and built audience participation into the peer assessment. Several teachers were very thoughtful in how they phrased their written feedback aiming for constructive and supportive, but clear and direct.

Food for thought

- What specifically do you want your assessment to address? Which skills, competencies, and knowledges do students need to portray? How does your current assessment task link with this?
- How are the skills required for success explicitly taught in your course unit or in your programme? To what extent are they assumed or hidden?
- What does authentic assessment look like for your discipline?
- To what extent does your current assessment practice disadvantage students from particular backgrounds? To what extent are your assessment UK-centric or internationally inclusive? How could alternative forms of assessment overcome these barriers?
- Does assessment in your course unit rely fully upon traditional essays? Are there alternative forms of assessment that might allow students to highlight other skill sets?
- What is the role of marking in your course unit? Do you have to mark - as in assign a number grade - at all? How is this made transparent to students?

Quick fixes

- Add a formative feedback opportunity if you don't already have one. Formative feedback are ungraded or low-stakes activities that are built into the semester, including peer review.
- Trial new forms of feedback through an interactive activity. For example, you might use a group presentation as an unassessed task before submitting a formal essay.
- Provide students with options during assessment. Some institutional quality assurance processes may allow the incorporation of a new 'optional' within an existing assessment, which might offer the opportunity to try something different.

- Allow students opportunities to select a topic for their assignment. This might mean having an open-ended assignment (such as a literature review on any topic) or selecting a few ideas that students can choose from.
- Provide examples of previous assignments across the range of marks and explicitly discuss or annotate differences between them.
- Review marking criteria to remove penalties for non-standard English, with reflection on World Englishes (i.e. not imposing 'standard' English as 'correct' and marking down)

Long term

- Engage in a programme review to evaluate the extent to which different modes and formats of assessment are being used to ensure an overall balance and mix.
- Think long term about fully re-designing an assessment task away from traditional essays, keeping in mind institutional requirements for re-evaluation. Some innovative ideas might include having students create a video, apply audio techniques, develop a particular artefact or use a particular piece of software. This might require explicitly embedding and teaching new skills in the module.
- Provide opportunities for low-stakes assessment throughout the semester, allowing students to receive feedback at more regular intervals and reducing the pressure for single assignments.
- Consider specifications marking or pass/fail elements for structured assignments such as regular quizzes.
- Create rubrics to share with students, which promote transparency in assessment requirements

Further reading

Scholarly resources

- Burns, C., & Foo, M. (2013). How Is Feedback Used?--The International Student Response to a Formative Feedback Intervention. *The International Journal of Management Education*. 11 (3): pp. 174–83.
- Chew, E. (2014). 'To Listen or to Read?' Audio or Written Assessment Feedback for International Students in the UK. *On the Horizon* 22 (2): pp. 127–35.
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Scoles, J., Huxham, M. & Mcarthur, J. (2013). No Longer Exempt from Good Practice: Using Exemplars to Close the Feedback Gap for Exams. *Assessment & Evaluation in Higher Education*, 38 (6): pp. 631–45. <https://doi.org/10.1080/02602938.2012.674485>.

Zhang, L & Zheng, Y. (2018). Feedback as an Assessment for Learning Tool: How Useful Can It Be? *Assessment and Evaluation in Higher Education*, 43 (7): pp. 1120–32. <https://doi.org/10.1080/02602938.2018.1434481>.

Walker, R. & Handley, Z. (2016). Designing for Learner Engagement with Computer-Based Testing. *Research in Learning Technology*, 24 (1063519). <https://doi.org/10.3402/rlt.v24.30083>.

Useful websites:

Using alternative assessments:

<https://ctl.byu.edu/using-alternative-assessments>

Authentic assessment in the online classroom:

<https://ctl.wiley.com/authentic-assessment-in-the-online-classroom/>

Development of a pedagogic model using authentic assessment to drive development of higher order cognitive skills:

<https://www.advance-he.ac.uk/knowledge-hub/aacts-development-pedagogic-model-using-authentic-assessment-drive-development-higher>

Designing with threshold concepts and authentic assessment:

<https://www.advance-he.ac.uk/knowledge-hub/teaching-and-learning-conference-2019-designing-threshold-concepts-and-authentic>

Encouraging students to close the feedback loop through iterations of feedback, reflection, and dialogue

<https://www.advance-he.ac.uk/knowledge-hub/assessment-symposium-encouraging-students-close-feedback-loop-through-iterations>

How to upgrade:

<https://www.jessestommel.com/how-to-ungrade/>

Building relationships

Building relationships was seen as a key step for any teacher, but in particular as being important for encouraging successful teaching with international students. When asked what they saw as the key attributes of a good teacher, almost every teacher highlighted empathy, while no one highlighted content knowledge. This may suggest that, while we take expertise for granted, empathy remains on the forefront of teachers' minds. Relatedly, many of the teachers we interviewed empathised with international students' transition experiences, often because they had been through this themselves as international staff, students, or even as tourists. They understand the fear and anxiety generated by seeking to participate in a high-stakes situation in one's second or third language when the rules are perhaps not fully made clear.

It is, therefore, important to many teachers to create what they describe as a 'safe space' for students to learn, participate, and grow. They suggested a range of simple strategies which are not always easy to implement, given the infrastructure challenge of large classes and limited control by teachers over group composition, timetabling, design of learning environments and, in some cases, the curriculum content. For example, knowing students' names, understanding how to pronounce them, and getting them right on a daily basis was seen as key to establishing a safe space in which students are valued as people. But for those teachers who described regular classrooms of 90 students or more, in which they may not have full access to an electronic register, this task may not be realistic: "a sea of faces".

Other strategies included being honest and vulnerable about one's own confidence and expertise, particularly regarding teaching innovations and technology. Teachers described a careful balance between being enthusiastic and positive about contributions and seeking to build confidence in this way, often by allowing time to rehearse in a small group setting before contributing to the plenary. Establishing anonymous online spaces for feedback and questions also offered a 'safe' way for students to engage without experiencing embarrassment.

In outlining suggestions, we feel it is essential to note the importance of maintaining your own boundaries and taking care of yourself to avoid burnout. Do not implement any of these strategies at the cost of your own wellbeing and do not try to do them all without support.

Food for thought

- What are your relationships to your students? What are students' relationships to one another? How are these developed and formed? What are they important?
- What supports are provided for developing social relationships in your classroom? How is this explicit in your teaching approaches? Where is space carved out for this before activities or discussions?
- What are the obstacles to building stronger personal connections or getting to know each other?
- How strongly connected do students feel to their peers, the department, the university and teaching staff? Do they feel like they belong?

Quick fixes

- Set up a 'get-to-know-you' activity in Week 1. This might be a Padlet or forum for introducing one another online. In class, this might include icebreakers or social activities before starting tasks.
- Set up regular small 'working groups' in larger cohorts, for example by assigning students to a specific group to work with throughout the semester. This can help students develop a comfort zone and closer set of contacts.
- Expect to spend a few minutes after class answering individual questions on an individual basis, and expressly share with students your intention for this.
- Where possible, learn names. Check pronunciation of names for students from other countries using online tools, such as [PronounceNames](#) and [NamesShout](#). An [interactive audio chart](#) for Chinese names is also available online. Ask students how to pronounce names correctly. Tell them what to call you and how to pronounce it.
- Ask them how they are doing and listen. In big groups, use polling software, anonymous feedback, and surveys to 'temperature check' how students are doing. For example, you could start class with an anonymous poll about 'how are you doing today?' and 'what is your reaction to today's reading?'
- Create spaces for social discussion online, for example by creating social media groups.
- Bring a little bit of yourself into the classroom, referring to family or pets - participate in the 'get to know' activities.
- Respond to feedback or misunderstandings by changing direction in a class; be explicit about why you were doing that and outline when you feel you've made a mistake.
- Use an online scheduling tool so that students do not specifically ask you for an appointment (i.e. increasing comfort). One example is [Acuity](#).

Long term

- Where resources allow, think about a programme of social events, opportunities for less formal interactions such as networking lunches, evening masterclasses, etc.
- Building relationships takes time and energy. Consider additional resources you can tap, such as support from paid teaching assistants, class representatives, or student groups.
- Consider using social media for programme applicants or offer holders in advance of the programme, and to stay in touch afterwards.

Further reading

Scholarly resources

- Cockrill, A. (2017). For Their Own Good: Class Room Observations on the Social and Academic Integration of International and Domestic Students. *Journal of Marketing Development and Competitiveness* 11 (2): pp. 64–77.
- Cotton, D. R. E., George, R. & Joyner, M. (2013). Interaction and Influence in Culturally Mixed Groups. *Innovations in Education and Teaching International* 50 (3): pp. 272–83. <https://doi.org/10.1080/14703297.2012.760773>.

- Kudo, K., Volet, S., & Whitsed, C. (2017). Intercultural relationship development at university: A systematic literature review from an ecological and person-in-context perspective. In *Educational Research Review* (Vol. 20, pp. 99–116). Elsevier Ltd. <https://doi.org/10.1016/j.edurev.2017.01.001>
- Hagenauer, G., & Volet, S. E. (2014). Teacher-student relationship at university: an important yet under-researched field. *Oxford Review of Education*, 40(3), 370–388. <https://doi.org/10.1080/03054985.2014.921613>
- Hardman, J. (2016). Tutor–student Interaction in Seminar Teaching: Implications for Professional Development. *Active Learning in Higher Education*, 17 (1): pp. 63–76. <https://doi.org/10.1177/1469787415616728>.
- Héliot, Y., Mittelmeier, J. & Rienties, B. (2019). Developing Learning Relationships in Intercultural and Multi-Disciplinary Environments: A Mixed Method Investigation of Management Students' Experiences. *Studies in Higher Education* 45: 2356-2370. <https://doi.org/10.1080/03075079.2019.1610865>.
- Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2), 205-221. <https://doi.org/10.1177/1028315308329786>
- Newberry, M. (2010). Identified phases in the building and maintaining of positive teacher–student relationships. *Teaching and Teacher Education*, 26(8), pp. 1695-1703.
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- Rienties, B., Héliot, Y. & Jindal-Snape, D. (2013). “Understanding Social Learning Relations of International Students in a Large Classroom Using Social Network Analysis. *Higher Education*, 66 (4): pp. 489–504. <https://doi.org/10.1007/s10734-013-9617-9>.
- Scally, J. & Jiang, M. (2019). ‘I Wish I Knew How to Socialize with Native Speakers’: Supporting Authentic Linguistic and Cultural Experiences for Chinese TESOL Students in the UK. *Journal of Further and Higher Education*, 00 (00): pp. 1–14. <https://doi.org/10.1080/0309877X.2019.1688263>.

Useful websites:

Good practice guide to learning relationships in higher education:

<https://www.advance-he.ac.uk/knowledge-hub/good-practice-guide-learning-relationships-higher-education>

Student-staff partnerships and collaboration

Including students in decisions about curriculum, assessment, and learning design was felt by some teachers as a valuable tool for including diverse voices. Student partnerships can be radical ways to change curriculum and pedagogy, but steps taken in that direction can also be small and gradual. We recognise this as a growing area of research and offer this briefly as a point of reflection.

Food for thought

- How much of your course unit design is dictated by you? Where do students have opportunities to contribute? How much of your course unit design is student-led?
- Where might students be involved as partners?
- How do you build in opportunities for feedback of your course unit (outside your end-of-semester review)?
- To what extent can students take ownership of your course design? Where might there be areas for improvement?

Quick fixes

- Value contributions - add students' ideas to the board, the PowerPoint, the shared note document. This doesn't mean accepting everything - you can clarify, expand, challenge. But when it's good, show that too!
- Open anonymous lines of feedback early and often, regularly have an opportunity for comments and suggestions. Particularly if you haven't used active learning approaches, there will be a significant trial and error.
- Offer choice: Allow students to choose between or design assignment topics that relate to their interests (note that for many international students this will be a new experience, and guidance will need to be offered on how to develop these topics, likely including formative feedback or 'topic checking' opportunity).
- Embed opportunities for challenge to tasks. For example, you might write a poorly written quiz and explicitly ask students to highlight these. Evidencing the challenge can be a subsequent activity.
- Put students to work:
 - If there is no specific rubric for an assignment, getting students to develop one collaboratively while reviewing example assignments can be a useful activity.
 - Get students to design formative feedback sheets, asking what feedback they want, to start a dialogic process.
- Use 'distributed expertise': Delegate reading to certain students who generate a summary and share to the VLE.

Long term

- Consider connections between semesters and how feedback can iteratively develop over time.

- Build a bank of resources from student additions over time. For example, allow students to create reading lists and collect these into banks for future students to refer to.
- Ask students to write an advice guide for future students of your course unit.

Further reading

Scholarly resources

- Brown, N. (2019). Partnership in Learning: How Staff-Student Collaboration Can Innovate Teaching. *European Journal of Teacher Education*, 42 (5): pp. 608–20.
<https://doi.org/10.1080/02619768.2019.1652905>.
- Deeley, S.J. & Bovill, C. (2017). Staff Student Partnership in Assessment: Enhancing Assessment Literacy through Democratic Practices. *Assessment and Evaluation in Higher Education*, 42 (3): pp. 463–77. <https://doi.org/10.1080/02602938.2015.1126551>.
- Könings, K. D., Mordang, S., Smeenk, F., Stassen, L., & Ramani, S. (2020). Learner involvement in the co-creation of teaching and learning: AMEE Guide No. 138. *Medical Teacher*, 1-13.
<https://www-tandfonline-com.manchester.idm.oclc.org/doi/abs/10.1080/0142159X.2020.1838464>
- Brown, N. (2019). Partnership in learning: how staff-student collaboration can innovate teaching. *European Journal of Teacher Education*, 42(5), 608-620.
<https://www-tandfonline-com.manchester.idm.oclc.org/doi/pdf/10.1080/02619768.2019.1652905>
- Hayes, A. (2019). 'We Loved It Because We Felt That We Existed There in the Classroom!': International Students as Epistemic Equals Versus Double-Country Oppression. *Journal of Studies in International Education*, 23 (5): pp. 554–71.
<https://doi.org/10.1177/1028315319826304>.
- Green, W. (2019). Engaging 'Students as Partners' in Global Learning: Some Possibilities and Provocations. *Journal of Studies in International Education*, 23 (1): pp. 10–29.
<https://doi.org/10.1177/1028315318814266>.
- Lam, S., Galdames, S., & Tong, V. C. (2019). From a little idea to a project: Establishing a student-staff partnership program to support international students in their MA programme. *International Journal for Students as Partners*, 3(1), 190-196.
- Nachatar Singh, J. K. (2019). Evidence and benefits of postgraduate international students-staff members partnership in extra-curricular activities: A Malaysian perspective. *Higher Education Research & Development*, 38(7), 1475-1488.
<https://doi/abs/10.1080/07294360.2018.1436527>
- Bovill, C. (2015). Learner-centred education in international perspective . Whose pedagogy for whose development ? *International Journal for Academic Development*, 20(3), 300–302.
<https://doi.org/10.1080/1360144X.2015.1066404>

Useful websites

Student partnerships:

<https://www.advance-he.ac.uk/guidance/teaching-and-learning/student-engagement-through-partnership>

Practices for inclusion

This section draws together teachers' practices, summarised in three tables. Table 1 details small practices that help to include international students; Table 2 illustrates the technology and tools employed to be inclusive of international students; and Table 3 lists a range of assessment methods which improve access for international students.

Teaching practices

This table seeks to summarise some of the many excellent tips and pieces of advice from teachers on what they regularly do to try to include international students on an equal basis.

Table 1: Small practices that help to include international students

Practice	Why this is inclusive	How to do it
Ice-breaking or get to know you activities	Allows space for students to be recognised as individuals. Unpacks assumptions about nationality, gender, etc. Encourages the class to remember key attributes about other students.	Create an interactive Google map based on something that links to the curriculum <i>EM's group kit (shared resource)</i> Map the class into a Venn diagram or network diagram based on shared interests or attributes
Learn and pronounce names	Creates 'space' for students to speak. Values them as individuals.	Take a register. Use photos to help you remember (a selfie exercise can be a great ice-breaker). Check pronunciation. Use names regularly in plenary.
Let students use their phones to translate during class	International students or students without subject-specific vocabulary can understand what's happening in real-time.	Let them know when it's acceptable and when to stop. Ask them to share the translation with another classmate and check it's accurate. For key terms, do a concept check activity.
Slow down speaking and avoid metaphors	Speaking speed can be challenging for all sorts of reasons. Metaphors are often culturally-based and don't translate well.	Use a metronome or other visual indicator of speed. Take a deliberate deep breath often. Pause after you complete a thought. If you must use a metaphor, check that it's as universal as possible (a tree, for instance) and explain fully how it applies to the content.

No surprises	Having a reading (even a short one) or a video to watch live in the class creates pressures for anyone with sight or hearing problems, dyslexia, or is a second language speaker.	Share all teaching material that will be used in class in advance. Tell students what to expect from the session. Even sharing the discussion questions or seminar prompts allows students time to consider.
Value contributions	Students who feel valued and safe are more likely to keep contributing.	Respond positively to all contributions with a 'thank you' or a 'follow-up' or 'that's interesting because'. Put them on the board, the PowerPoint, and refer back to them.
Vary methods of contributing or engaging	This implies a shift in understanding of engagement, away from vocal discussion to engagement as multi-modal: written, silent, emoji, technology-mediated, hand-drawn, or annotated. Students can engage in a way that suits their current level of confidence.	Use a synchronous chat function during class - invite a student to monitor. Use collaborative documents e.g. Google slides during lectures and track comments. Use polling software to take anonymous feedback.
Teach the technology	Assuming students are familiar or proficient with the educational applications even of fairly common apps can leave them lost and unable to engage.	Show, model or demonstrate how to access the tech, create an account, and what you expect them to do with it. Be consistent, signpost help guides or FAQs and embed into your VLE for reference. Build in time in the first class for this.
Sharing your own experiences or personal information as a teacher	Demonstrates that the personal and individual has value in the classroom; makes you seem 'real'.	Highly subjective and depends on what you feel comfortable with. Focus at first on your learning journey as a student or the learning you do currently.
Get students involved in creating resources for class use	Students can incorporate a focus on contexts or topics most relevant to them - to 'see themselves in the material'. Puts students in the position of the creators and curators of knowledge.	Glossary: Set up a shared Google doc or VLE Wiki. Refer to this in class. Reading list: as above. Ask students to submit references and summaries.

Technology

This table summarises how teachers use technology to facilitate participation.

Table 2: Technology and tools used by teachers to include international students

Type	Tool examples & links	Pedagogic purpose
Collaborative document writing	e.g. Google Docs or OneNote	Feedback to the rest of the class in large groups
Voting software	e.g. Poll Everywhere or Mentimeter , Turning Point	Mindmap ideas or perspectives Check recall or understanding through multiple choice questions
Learning games, activities and quizzes	e.g. Socrative , Kahoot	
Social media	e.g. Facebook project pages	To facilitate discussion
Google maps ,		e.g. to create a 'fashion map' of different cities and areas
Discussion boards in VLEs	(native to VLEs)	Post answers / responses to a task or a reading before the sessions
Wikis	(native to VLEs)	
MOOCs	Hosted on a range of platforms	Participate in an external MOOC to analyse how the teaching is delivered
Project management apps	Basecamp ,	As a virtual classroom
Content aggregators	Flipboard , Padlet , and Pinterest	To give feedback Draw a 'positioning map' on paper, take a photo, upload to Padlet for comments
Photo sharing	Flickr , OneDrive	Taking photos during class of activity, shared to a collaborative album
Quizzes automatically marked in the VLE	(native to VLEs)	Regular concept checking

Video conferencing software	MS Teams , Zoom and Collaborate	Video lecturing or online classes
Interactive whiteboard system	E.g. Google Jamboard	
Blogs	Native to VLEs, also e.g. WordPress , Blogger , Weebly	Iterative writing

Assessment

This table summarises teacher reflections on how assessment type can remove barriers to access. Teachers considered how different formats support transferable skills and meaningful participation for students:

Table 3: Alternative assessment approaches outlined by teachers

Assessment type	Discipline	Pedagogic purpose
Reports	Language and area studies	Develop Employability skills
Live projects (i.e. working with a 'client' or external partner)	Business & management	Employability skills
Presentations	Business & management	Include spoken element; employability skills
Poster presentations	Business & management, Language and area studies	Informal discussions around the poster reflect on process and understanding without speaking to a rubric
Peer assessment	Physical Sciences, Business & management, Language and area studies	Avoid loitering in group work
Regular quiz requirement	Language and area studies, Business & management, Physical Sciences	Engage students with material regularly throughout semester in low-stakes format
Structured project with specific components / portfolio	Research methods, Language and area studies	Engage students with material regularly throughout semester in low-stakes format; practice specific skills
Article critique	Language and area studies, Physical sciences	Develop critical thinking, reading skills
Videos	Business & management, Physical Sciences	Include spoken element; employability skills
Group assessments	Business & management, Physical Sciences	Group work
Vivas (oral exam)	Language and area studies, Physical Sciences	Informal discussions allow students to reflect on process and show understanding without

		speaking to a rubric
Micro-teaching	Language and area studies	Employability skills
Creation of artefacts	Education	Critical / creative thinking
Reflective commentary	Education	Linking skills with critical writing
Blogs	Business & management	Engage students with material regularly throughout semester in low-stakes format; gradually develop writing skills
Class tests	Language and area studies	Avoid plagiarism
Diagnostic assignment	Language and area studies	Assess skills without a mark

Follow-up readings

If you are interested in learning more about higher education research related to international students and internationalisation, we offer the following critical reading list:

Introductory texts

- Altbach, P.G., Knight, J. (2007) The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305.
<https://doi.org/10.1177/1028315307303542>
- Knight, J. (1994). Internationalization: Elements and checkpoints. (Research Monograph, No 7). Ottawa, Canada: Canadian Bureau for International Education. Available at:
<https://files.eric.ed.gov/fulltext/ED549823.pdf>
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5-31.
<https://doi.org/10.1177/1028315303260832>
- Maringe, F. (2010). The meanings of globalization and internationalization in HE: Findings from a world survey. In F. Maringe & N. Foskett (eds). *Globalization and internationalization in higher education: Theoretical, strategic, and management perspectives*. Continuum.

Overview of current publications in the field

- Bedenlier, S., Kondakci, Y. & Zawacki-Richter, O. (2018). Two decades of research into internationalization of higher education: Major themes in the Journal of Studies in International Education (1997-2016). *Journal of Studies in International Education*, 22(2), 108-135. <https://doi.org/10.1177/102831531771009>
- Kosmützky, A., & Putty, R. (2016). Transcending borders and traversing boundaries: A systematic review of the literature on transnational, offshore, cross-border, and borderless higher education. *Journal of Studies in International Education*, 20(1), 8-33.
<https://doi.org/10.1177/1028315315604719>
- Mwangi, C., Latafat, S., Hammond, S., Kommers, S., Thoma, H., Berger, J., & Blanco-Ramirez, G. (2018). Criticality in international higher education research: A critical discourse analysis of higher education journals. *Higher Education*, 76(6), 1091-1107.
<https://doi.org/10.1007/s10734-018-0259-9>
- Yemini, M. & Sagie, N. (2016). Research on internationalisation in higher education -- exploratory analysis. *Perspectives: Policy and Practice in Higher Education*, 2-3, 90-98.
<https://doi.org/10.1080/13603108.2015.1062057>

Macro influences on internationalisation

- Bamberger, A., Morris, P., & Yemini, M. (2019). Neoliberalism, internationalisation, and higher education: Connections, contradictions, and alternatives. *Discourse: Studies in the Cultural Politics of Education*, 40(20), 203-216.
<https://doi.org/10.1080/01596306.2019.1569879>
- Collins, H. (2018). Interculturality from above and below: Navigating uneven discourses in a neoliberal university system. *Language and Intercultural Communication*, 18(2), 167-183. <https://doi.org/10.1080/14708477.2017.1354867>

- de Wit, H. (2020). Internationalization of higher education. *Journal of International Students*, 10(1), i-iv. <https://doi.org/10.32674/jis.v10i1.1893>
- Hauptman Komotar, M. (2019). Global university rankings and their impact on the internationalisation of higher education. *European Journal of Education*, 54(2), 299–310. <https://doi.org/10.1111/ejed.12332>
- Lomer, S. (2017). Soft power as a rationale for international education in the UK: A critical analysis. *Higher Education*, 74, 581-598. <https://doi.org/10.1007/s10734-016-0060-6>

Critical perspectives on internationalisation

- Buckner, E., & Stein, S. (2020). What counts as internationalization? Deconstructing the internationalization imperative. *Journal of Studies in International Education*, 24(2), 151–166. <https://doi.org/10.1177/1028315319829878>
- Harrison, N. (2015). Practice, problems and power in “internationalisation at home”: Critical reflections on recent research evidence. *Teaching in Higher Education*, 20(4), 412–430. <https://doi.org/10.1080/13562517.2015.1022147>
- Hayes, A. (2017). The Teaching Excellence Framework in the United Kingdom: An opportunity to include international students as “equals”? *Journal of Studies in International Education*, 21(5), 483–497. <https://doi.org/10.1177/1028315317720768>
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- Jones, E. (2017). Problematizing and reimagining the notion of ‘international student experience’. *Studies in Higher Education*, 42(5), 933-943. <https://doi.org/10.1080/03075079.2017.1293880>
- Madge, C., Raghuram, P., & Noxolo, P. (2014). Conceptualizing international education: From international student to international study. *Progress in Human Geography*, 39(6), 681-701. <https://doi.org/10.1177/0309132514526442>
- Rizvi, F. (2019). Global interconnectivity and its ethical challenges in education. *Asia Pacific Education Review*, 20(2), 315–326. <https://doi.org/10.1007/s12564-019-09596-y>
- Stier, J. (2004). Taking a critical stance towards internationalization in higher education: Idealism, instrumentalism, and educationalism. *Globalization, Societies, and Education*, 1, 1-28. <https://doi.org/10.1080/1476772042000177069>
- Stein, S. (2019). Critical internationalization studies at an impasse: Making space for complexity, uncertainty, and complicity in a time of global challenges. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2019.1704722>

International students and intersectionality

- Bardhan, N., & Zhang, B. (2017). A post/decolonial view of race and identity through the narratives of U.S. international students from the Global South. *Communication Quarterly*, 65(3), 285–306. <https://doi.org/10.1080/01463373.2016.1237981>
- Gayton, A. M. (2019). Exploring the widening participation-internationalisation nexus: Evidence from current theory and practice *Journal of Further and Higher Education*. <https://doi.org/10.1080/0309877X.2019.1678014>

Lomer, Mittelmeier, and Carmichael-Murphy (2021)

Madriaga, M., & McCaig, C. (2019). How international students of colour become Black: A story of whiteness in English higher education. *Teaching in Higher Education*.
<https://doi.org/10.1080/13562517.2019.1696300>

Intersections of internationalisation and decolonisation

Chatterjee, S., & Barber, K. (2020). Between 'here-now' and 'there-then': the West and Asia's colonial entanglements in international higher education. *Higher Education*.
<https://doi.org/10.1007/s10734-020-00538-x>

de Oliveria Andreotti, V. (2011). (Towards) decoloniality and diversity in global citizenship education. *Globalisation, Societies, and Education*, 9(3–4), 381–397.
<https://doi.org/10.1080/14767724.2011.605323>

le Grange, L. (2018). Decolonising, Africanising, indigenising, and internationalising curriculum studies: Opportunities to (re)imagine the field. *Journal of Education*, 74, 1–18.
<https://doi.org/10.17159/2520-9868/i74a01>

Majee, U. S., & Ress, S. B. (2020). Colonial legacies in internationalisation of higher education: Racial justice and geopolitical redress in South Africa and Brazil. *Compare*, 50(4), 463–481. <https://doi.org/10.1080/03057925.2018.1521264>

Thondhlana, J., Abdulrahman, H., Chiyevo Garwe, E., & McGrath, S. (2020). Exploring the internationalization of Zimbabwe's higher education institutions through a decolonial lens: Postcolonial continuities and disruptions. *Journal of Studies in International Education*. <https://doi.org/10.1177/1028315320932319>