

Pedagogies of internationalisation

Mapping pedagogic practices for and with international students

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1. Executive Summary

1.1 Introduction

In the context of rapidly expanding international student recruitment and attention on internationalisation of the curriculum, the question of how we teach international students has become more urgent. We aimed to explore what the literature and academic staff say about how we teach and conceptualise international students in UK higher education. This project was partly funded by the Society for Research in Higher Education.

1.2 Study 1: Systematic Literature Review

We systematically reviewed empirical journal articles on specific pedagogical practices for and with international students in the UK from 2013-2019. 49 studies met our inclusion criteria, and we identified 12 distinct categories, with 26 specific practices. On this basis, a synthesis of evidence was challenging, as the literature is disparate and often methodologically limited, with a persistent deficit discourse framing international students as 'lacking' or 'challenging' to teach.

1.3 Study 2: Interviews with Lecturing Staff

We conducted 45 semi-structured online interviews with academic staff with current teaching roles at a range of UK institutions, including universities from across the sector and country, targeting a varied profile of staff across disciplines. Qualitative template analysis indicates that participants were broadly positive and enthusiastic about teaching international students and appreciated the complexity of individual experiences. However, some residual tendency to explain behaviours by national stereotypes crept in, as did a recurring deficit narrative. We suggest these are dominant discourses, hard for even critical individuals to separate themselves from.

Participants drew a picture of interactive teaching that structures learning from diversity, based on a 'safe space' in the classroom and deriving from empathy and compassion for challenges, as well as from an overarching commitment to inclusive education. They talked about limiting lecture time, maximising active learning, facilitating intercultural learning and building relationships with and between students. They used technology, alternative assessments and focused on skills to drive this. These approaches, while not universal, did not vary significantly by discipline, suggesting that we can talk about an emerging characteristic pedagogy of international classrooms in UK higher education (HE). Participants also reflected on the challenges and potential of emergency remote learning during Covid-19 national lockdowns to shape their pedagogy in the future.

1.4 Conclusions

Though both studies had their limitations in scope, we drew a picture of attitudes and practices of the sector at this point. While practices broadly reflect widely held notions of 'good teaching', they do not engage as critically with the epistemic challenges of decolonisation or internationalisation as they might. The presence of international students has led to adaptations rather than wholesale reimaginings of pedagogy.

Future innovations in critical pedagogies of internationalisation are hampered by disparate literature within which it is difficult to identify clear case studies as guidance for action, and teachers are not incentivised by the sector and institutions to invest in their pedagogy. For this promising area of research to become established, different ways of conducting research, publishing pedagogic literature, and teaching creatively and collaboratively are needed. We contribute to the beginnings of this movement by establishing an open-access Resource Pack through Advance HE and a website of interdisciplinary case studies based on our interviews and welcome further contributions.

2. Introduction

2.1 Background and context

In the context of rapidly expanding international student recruitment and attention on internationalisation of the curriculum, the question of how we teach international students has become more urgent. We aimed to explore what the literature and academic staff say about how we teach and conceptualise international students in UK higher education.

Global student mobility increases annually; nearly 4 million students travelled abroad for tertiary education in 2015 (UNESCO 2017). The United Kingdom (UK) is the second most popular destination country for international students, hosting 319,340 non-European Union (EU) students in 2017/18 (HESA 2019), constituting 14% of the total higher education student population. International students contribute £25.8 billion annually to the UK economy (Universities UK 2017). They are also valued for offering 'a window on the world', enhancing HE quality by facilitating internationalisation (Lomer 2017), and to wider society through positive cultural impact. Indeed, the latest International Education Strategy (DfE, 2019) aims to increase numbers of international students to 600,000 by 2030, representing a three-fold increase.

With these increasing numbers of international students, interest in curriculum internationalisation is expanding as evidenced by the growing literature (Tannock, 2018). There is often a gap between the rhetoric and policy around internationalisation and classroom practices. In the UK, student demographics have internationalised rapidly, especially in business and administration, science, or engineering (BIS, 2013). Most international students in the UK originate from China (HESA, 2019), unlike images of classrooms with multiple diverse nationalities of students often portrayed in curriculum internationalisation literature (eg, Leask, 2015). Staff may instead be teaching to almost

exclusively international student cohorts, often from the same country, or including only a few international students. Classroom dynamics will differ significantly in these situations, and therefore teaching approaches, adaptations and innovations will vary. However, there is, to our knowledge, no systematic synthesis of how staff have responded to these situations in their pedagogic practices, across diverse disciplines, institutions, and types of classrooms.

Interest in how to teach international students is high, as outlined by Advance HE's resources related to supporting international students. A range of institutions regularly organise events on the topic, such as the UK Council of International Student Affairs (UKCISA) and Universities UK (UUK) International, and Society for Research in Higher Education. High-profile journals are publishing on the issue, such as *Teaching in Higher Education* and *Globalisation, Societies and Education*. Participants and organisations are focused on engaging critically with practices across the sector.

2.2 About the project

We systematically reviewed empirical journal articles on specific pedagogical practices for and with international students in the UK from 2013-2019. 49 studies met our inclusion criteria, and we identified 12 distinct categories, with 26 specific practices. On this basis, a synthesis of evidence was challenging, as the literature is disparate and often methodologically limited with a persistent deficit discourse framing international students as 'lacking' or 'challenging'.

We conducted 45 semi-structured online interviews with academic staff with current teaching roles at a range of UK institutions, including universities from across the sector and country, targeting a varied profile of staff across disciplines. Qualitative template analysis indicates that participants were broadly positive and enthusiastic about teaching international students and appreciated the complexity of individual experiences. However, some residual tendency to explain behaviours by national stereotypes crept in, as did a recurring deficit narrative. We suggest these are dominant discourses, hard for even critical individuals to separate themselves from. Participants drew a picture of interactive teaching that structures learning from diversity, based on a 'safe space' in the classroom and deriving from empathy and compassion for challenges, as well as from an overarching commitment to inclusive education. They used technology, alternative assessments and focused on skills to drive this. Participants also reflected on the challenges and potential of emergency remote learning during Covid-19 national lockdowns to shape their pedagogy in the future.

We drew on the findings from the systematic literature review and the interviews with lecturing staff to develop a collaborative website of case studies of teaching practices for and with international students. On this basis, we further developed a Resource Pack for Advance HE.

A focus on how teaching practices are adopted, adapted and innovated for and with international students, in particular, appears to be innovative in the context of the literature. Although there is a significant body of research on the 'experiences' of international

students, this often focuses on international students' apparent 'deficits' - shortcomings in language, academic skills (particularly critical thinking), and knowledge about 'British teaching and learning practices' (Ploner 2018). Thinking about the international student experience of UK higher education in terms of challenging the fundamental teaching practices, rather than foisting the blame onto international students is a significant step (Jenkins and Wingate 2015) - and one that is necessary for an ethical approach to internationalisation. Yet individual academics frequently undertake this ambitious project, supporting more inclusive, ethical, and sustainable curriculum internationalisation in their own classrooms (Turner, 2015; Lomer and Anthony-Okeke, 2019). Literature and case studies by professional organisations like Advance HE, UKCISA, and BALEAP show that innovative practices aimed at enhancing learning for and with international students exist but are disparate and institutionally bound. Collating these practices, disseminating them through the project website, reports and publications, and synthesising them into a toolkit that teaching staff can translate into their own practices, is therefore an innovative practice in its own right. The project aims to identify, support, and disseminate good practice, not only in our own practice but across the sector.

3. Systematic literature review

3.1 Methods

We undertook a systematic literature review of pedagogic practices with international students in UK HE, informed by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) checklist (Moher et al. 2009). To identify pedagogic practices, our keywords included: pedagogy; classroom; teaching; curriculum; or assessment. These were used in a Boolean 'and' combination with 'UK' and 'higher education'. These search terms were applied in our institutional library search, ProQuest, Web of Science, British Education Index and archives of major publishing companies (SAGE, Elsevier, Emerald, Springer, and Taylor & Francis).

The inclusion criteria applied to our search were:

1. Published in a peer-reviewed journal.
2. Collected data at least partially in the UK.
3. Included any form of empirical data.
4. Focused on pedagogies in an HE taught unit.
5. Included international students somewhere in the rationale or research design.
6. Published between 2013 and 2019.

A wide range of sources was identified in the initial searches from other countries, but this was outside the scope of this project, particularly as pedagogies likely vary widely by national context and degree of internationalisation. However, we recognise that a multinational comparison offers potential for further research to build on these findings. We

limited our search to taught units in degree-level HE settings, as pedagogic practices and purposes vary widely for programmes such as pre-sessional or in-sessional language courses, extracurricular activities, or informal learning programmes. Finally, the key phrase 'international students' was used. We considered a wider range of terms related to internationalisation (eg 'intercultural learning'), but search strategy testing revealed this did not identify new papers for inclusion. We focused on peer-reviewed journal articles to synthesise evidence-based pedagogic practices in internationalised HE taught course units. Our review includes only articles with some form of empirical data. Conceptual explorations were excluded. We also purposefully excluded research about students' experiences, unless connected to a specific classroom pedagogy.

We reviewed all titles for relevance, applied exclusion criteria, and retained 1,216 articles for further review of the abstracts. Altogether, 49 studies fit our established criteria for analysis.

Included studies were read by both researchers. Afterwards, papers were split between the researchers for inclusion in a data extraction template, which included: pedagogic focus, research context, methods, participants included, theoretical frameworks, and key findings.

3.2 Findings

Our initial intention was to synthesise relevant research to build evidence-based and actionable recommendations for practice (RQ1). This proved challenging on review of the 49 included studies, as there was a wide range of disparate approaches, limiting the potential for synthesis. These categories are displayed in Figure 1 below.

Figure 1. Pedagogic approaches identified in the systematic literature review

Category	Specific practice	Papers
Intercultural group work		(Cockrill 2017; Rienties, Héliot, and Jindal-Snape 2013; Spencer-Oatey and Dauber 2017; Shah 2013; Adelopo et al. 2017; Rienties and Héliot 2018; Elliott and Reynolds 2014; Cotton, George, and Joyner 2013)
	cooperative learning	(Hennebry and Fordyce 2018)
	participatory pedagogies	(Hardman 2016; Robson, Forster, and Powell 2016)
	collaborative learning	(Brown 2019)
	material artefacts in seminar discussions	(Heron 2019)
Student-centred approaches		(Kraal 2017; Brown 2019; Burrows and Wragg 2013)
	experiential learning	(Ely 2018; Cooley, Cumming, and Holland 2015; Baden and Parkes 2013; Scott, Thompson, and Penaluna 2015)

	active learning	(Simpson 2017; Lomer and Anthony-Okeke 2019; Lahlafi and Rushton 2015)
	Problem-based learning	(Vemury et al., 2018)
	dialogic teaching	(Hardman 2016)
Assessment	peer assessment	(Chew, Snee, and Price 2016)
	computer-based testing	(Walker and Handley 2016)
	feedback	(Chew 2014; Burns and Foo 2013; Scoles, Huxham, and Mcarthur 2013; Zhang and Zheng 2018)
	‘anti-glossary’ approach to understanding assessment task words	(Richards and Pilcher 2014)
	staff-student partnership in assessment	(Deeley and Bovill 2017)
Technology-enhanced practice	collaborative blog	(Lomer and Anthony-Okeke 2019)
	computer-based testing	(Walker and Handley 2016)
	Padlet	(Ellis 2015)
	classroom response technology	(Pagano and Paucar-Caceres 2013)
	mobile phones	(Lahlafi and Rushton 2015)
	social media	(Bamford, Djebbour, and Pollard 2015; Cowley, Sun, and Smith 2017)
	lecture recordings	(Morris, Swinnerton, and Coop 2019)
	dissertation e-learning tool	(Sloan et al. 2014)
Academic literacy		(Green 2019)
	introductory academic norms module	(Scallly and Jiang 2019)
	collaborative workshop delivery	(Lahlafi and Rushton 2015)
	fostering of an inclusive learning community	(McKay, O’Neill, and Petrakieva 2018)
	academic writing support	(Divan, Bowman, and Seabourne 2015; Leger and Sirichand 2015)
	shared understanding of assessment words	(Richards and Pilcher 2014)
Internationalising curricular content		(Waldron 2017; Foster and Carver 2018)
Placements or work-based projects		(Morgan 2017; Costley and Abukari 2015)

Role reversal		(Slater and Inagawa 2019)
Theatre based pedagogy		(Frimberger 2016)
Communicative language teaching		(Winch 2016)
Dissertation support		(Harwood and Petrić 2019; Sloan et al. 2014)
Employability		(Burrows and Wragg 2013)

The most researched category pedagogic practice was group work, which featured in 13 studies. 11 studies used student-centred approaches, nine explored assessment, nine looked at different ways of enhancing teaching through technology, seven explored different aspects of academic literacy, three included placements or work-based learning, two explored internationalising the curriculum, two explored work-based learning, and a further five examined isolated pedagogic approaches. Within these categories, we found that papers had widely variable focuses (as outlined in Appendix 1) that made comparisons difficult or, in some cases, impossible.

Given the extreme dispersal of work across multiple pedagogies, it was impossible to synthesise evidence for individual pedagogies across different projects and contexts, as originally intended. Even where a similar pedagogic practice is referenced, these were not necessarily conceptualised in the same way, used with a similar theoretical framework, or presented with sufficient detail on implementation to enable comparison. In response to RQ1, therefore, we found recent evidence regarding how pedagogic practices are developed for and with international students to be disparate and scattered.

Most of the papers included in our sample were small-scale and exploratory. The vast majority were single-site case studies ($n = 44$, 90%), often taking place within the researchers' own teaching practices. There were few cross-disciplinary studies ($n = 6$, 12%) and only three (6%) cross-institutional designs. Although we recognise pedagogies are often contextual, this relative immaturity of the field limits the transferability of findings for other lecturers.

Only seven nationalities were mentioned in more than one paper (China, Greece, Hong Kong, Nigeria, South Korea, Indonesia and Taiwan). This means there is a discrepancy between the key sending countries for the UK, of which the top five are China, India, Hong Kong, USA, and Malaysia (Higher Education Statistics Authority 2019), and those represented in the literature.

Other articles included descriptions that were of broad regional, continental or highly aggregated. For example, students were broadly referred to as: 'European', 'EU', 'Other European countries', 'Eastern Europe', 'African', 'Middle East and Africa', 'South and East Asia', and 'Asia'. The lack of conceptual clarity in the use and significance of these descriptions makes synthesis across the literature challenging. For example, European may

commonly be used as a synonym for the EU, but not all European countries are EU members. Similarly, which countries are included in 'Eastern Europe' is unclear. There is also a concerning lack of detail in the application of continent-level descriptors such as 'Asian' and 'African' that fail to engage with the continents' national, ethnic, religious, linguistic, historical and educational diversities. As a recommendation, we suggest that researchers use national-level descriptors as a minimum for describing their international student participants. As a provocation, we encourage researchers to consider how characteristics beyond national citizenship (eg, family background, prior educational experiences, race, social class, religion, and membership in minority ethnic groups), might impact upon international students' learning.

At the same time, over half of the articles ($n = 28$, 57%) did not specify at all where students were from or broadly labelled them 'international students'. These articles typically identified international students as present in the classroom and sample but did not engage with their cultural, linguistic, or educational backgrounds. Instead, they often referred to 'diverse nationalities' or 'international students from 8 different countries'. This homogenisation of the category 'international students' could arguably constitute 'othering', whereby international students' are constructed as a single group with common experiences that differentiate them from home students (Lomer and Mittelmeier 2020). This was astutely observed by the authors of one paper, where they note: 'The category 'international' is problematic, assimilating different as well as differentiating similar identities, and to target the group would produce it as a reality' (Waldron, 2017, 14).

Many of the papers we reviewed were therefore uncritical in the framing and categorisation of international students, often through a binary lens - either 'international student' or 'not international student' - despite recent problematisations of this approach (Jones 2017). Similarly, we saw limited engagement with the diversity present within international student cohorts, particularly regarding their unique cultures, histories, and prior experiences. This was often portrayed by 'othering' international students as a collective group, categorising students by region without justification or consideration of the presumed relationship between geography and culture, or, in the cases where nationality was provided, not authentically engaging with cultural impacts on experiences. In this regard, there was a tendency to homogenise international students' experiences and ignore the intersectionalities which would otherwise be applied to other groups of (home) students, such as the intersectional impacts of race, gender, or socioeconomic background on pedagogic experiences. Nonetheless, research about international students beyond pedagogy recognises the multidimensionality of their experiences (eg, Madriaga and McCaig 2019). As such, we suggest future research more critically evaluate how international students are labelled or categorised, with an alertness to the nuances of pedagogic framings of international students as 'others' and intersectionalities of their experiences.

Overall, the pedagogic literature relating to international students in the UK shows limited evidence of replication or building on the findings of other studies. This may be due to a number of different factors, including pedagogic studies in general being undervalued by many high-profile publication outlets, disciplinary siloes, and an emphasis on innovation as a justification for originality. While it is beyond the scope of this report to propose concrete solutions to this challenge, we note that it does provide a major barrier to the systematic development of pedagogy in HE. One possible area for enhancement might be for the creation of a journal or alternative format repository explicitly dedicated to replication and confirmation of pedagogic approaches, obviating the need to continuously re-situate approaches as 'new'.

4. Interviews with Academic Staff

4.1 Methods

Altogether 45 staff members participated in an interview for this study, partly funded by the Society for Research in Higher Education. Our only inclusion criterion for participation was that interviewees needed to be:

- + academic staff members at any UK institution (at any level and with any contract type);
- + contributing to taught course units (ie not exclusively English for Academic Purposes (EAP) or pre-sessional courses);
- + working with any number of international students.

To develop an in-depth understanding about how the presence of international students shapes pedagogic practices across the UK HE sector (RQ3), we purposefully sampled interview participants in a wide range of personal and institutional categories. Full details are available [here](#).

Considering the wide variation in our participants' experiences as academic staff, we opted for a semi-structured interview approach. This meant developing a base set of questions to guide discussions with participants while allowing flexibility to add, delete, or change questions as needed throughout the interview. An initial interview schedule was developed based on our research questions and aims, focusing specifically on conceptualisations of international students and adopted pedagogies. We also considered key areas of missing evidence in our Study 1 systematic literature, to use the interviews as an opportunity to develop a deeper understanding of pedagogy in practice. The interview schedule included questions related to the interviewee's professional and personal background; conceptualisations and definitions of international students in their teaching context; specific pedagogical practices used with international students; and changes or innovations made to create more inclusive practices.

All interviews were conducted online via Zoom, as necessitated by travel restrictions related to the Covid-19 pandemic. Whilst we had concerns about challenges with building relationships with participants in an online forum, in fact, the context of the pandemic meant that most participants were experienced and accustomed to conducting professional meetings online by the time of data collection. Many participants were exceptionally forthcoming and did not self-censor, as we had originally anticipated. Perhaps the very fact of being online, and at home, made participants more willing to share opinions and attitudes which might seem inappropriate or outspoken in a face-to-face context. Simply not being able to be overheard by colleagues, for instance, offered an additional layer of confidentiality.

This research has followed the British Educational Research Association (BERA)'s ethical review guidelines and followed all protocols outlined by our institutional ethical review board for research with human participants.

Template analysis was used to structure the qualitative data analysis across a team of three researchers, following the protocol outlined by Brooks et al (2015). Template analysis is a form of thematic analysis that emphasises a structured coding approach, which is developed and refined through iterative phases of analysis. This approach is recommended for teams of researchers analysing large amounts of qualitative data, as in this present study. Nvivo software was used to manage and organise coding across multiple coders and a large dataset. The coding structure supported the subsequent analysis of the data by identifying prominent topics that emerged from the interviews. This was further developed through in-depth reading within each code and comparing responses between different participant attributes. Our analysis was also aided through frequent team meetings and regular communication between team members about developing findings.

Finally, we recognised that our experiences with university teaching might cloud our interpretation of participants' subjective experiences. For this reason, we offered all participants the opportunity to attend an online follow-up workshop, where we described initial findings and allowed further contributions through structured discussion activities. This was attended by nine participants (20%), which reflected a good return rate considering this research was undertaken during increased workloads under the COVID-19 pandemic. Hosting this workshop allowed us to follow-up with remaining questions and elicit more details about puzzling or underdeveloped findings. With participants' permission, the workshop was recorded, transcribed, and data were included in our analysis.

4.2 Findings

4.2.1 Introduction

Internationalisation and the presence of international students were consistently reflected by our participants as an existing status quo in UK HE. For many lecturers, particularly those who began their university teaching career in the last decade, teaching international students was all they had known in their professional careers. These participants felt it was difficult to articulate how the presence of international students impacted their teaching practice, simply because teaching international students was their teaching practice. In this way, the development of their teaching practice was inextricably tied to their work with international students.

*It struck me that I've never taught in a non-internationalised classroom...
Yeah, that's my normal classroom.*

(Participant 6, Social sciences, Russell Group)

Regardless of career stage, nearly all interview participants reflected positively on the contributions that international students make to their classrooms. This was often discussed from the perspective of career fulfilment, that teaching international students added greater joy and variation to a career in HE. Teaching international students was also framed as an opportunity to reflect on teaching practices and challenge assumptions they had made about areas of their expertise. It was viewed as, as one participant noted, 'a real privilege' (Participant 41, Physical sciences, Russell Group):

I think we really love them because it's just like a breath of fresh air.

(Participant 24, Subjects allied to medicine, Unaffiliated pre-1992)

What is remarkable, given that we anticipated great variety in pedagogy based on discipline, institution, personal preference, and so on, is the level of consensus. While not all participants mentioned every dimension of practice, the majority of interviewed UK HE teaching staff aim to:

- + Lecture in short chunks
- + Maximise opportunities for active learning
- + Embed skills for learning
- + Incorporate assessment for learning
- + Use technology for engagement
- + Facilitate learning from diversity; and
- + Foster relationships for social learning.

4.2.2 Lecture in short chunks

Many of our participants (17 out of 45, 38%) reflected on 'chunking' lectures rather than teaching didactically for long periods. This involved restricting the length of time they would lecture for and dividing this up into shorter 'chunks':

I break it down into small lecture chunks, maybe 10 or 15 minutes of me going through something, and then we would immediately go into a sort of discussion seminar based on that bit. So rather than a longer, sort of more formal hour-long seminar and then an hour-long lecture before in the week, they tend to be blended into one-hundred-minute session.

(Participant 22, Language and area studies, Post-1992)

The longest slot I'm doing is 20 minutes...but that's very rare, I try to be shorter.

(Participant 31, Education and teaching, Russell Group)

This was done to prioritise interactive learning opportunities. As the second quote indicates, participants were increasingly adopting this strategy in the transition to remote learning for recorded lectures during Covid-19 lockdowns, having identified the attentional challenges in watching an hour-long lecture.

I don't lecture, I break everything down, I change activities a lot.

(Participant 31, Education and teaching, Russell Group)

No matter how big the lecture, I always try and do something interactive.

(Participant 3, Business and management, Russell Group)

In most cases, participants did not describe adopting a specific approach such as team- or problem-based learning (though there were exceptions in maths, statistics, programming, linguistics and business). Instead, they referred to purposefully developing tasks or activities, frequently in the form of small group discussions, which structured and organised an interactive classroom session. For example, in a computer science classroom, this might take the form of a guided exercise in programming, with a specific task setup in PowerPoint slides, facilitated by the lecturer circulating to check progress (Participant 35, Computing, Unaffiliated pre-1992). In a marketing classroom, this might take the form of applying a PEST (political, economic, social, and technological factors) analysis to a specific case study of a product (Participant 34, Business and management, Russell Group). In a literacy classroom, this approach might mean analysing different forms of graphic novels (Participant 31, Education and teaching, Russell Group). Yet, no matter the discipline, a typical approach would be assigning a reading or a video lecture, which students were expected to complete before the class, which the live input would summarise, consolidate or extend.

These tasks or activities did not need to have a complex pedagogic basis. However, they were seen to be important, firstly, to engage students more broadly and maintain their attention, and secondly to allow students the space to understand and consolidate the content delivered in the short, chunked lecture or input as described above. Together, this showed a shifting direction of travel for pedagogies in UK HE, with a strong recognition of activity-based and constructivist learning approaches across our participants. In this regard, we were surprised to find limited disciplinary differences between lecturers regarding their overarching teaching approaches. Participants from Geographical Science (Participant 2, Geographical and environmental studies, University Alliance), subjects allied to medicine (Participant 4, Subjects allied to medicine, Unaffiliated pre-1992), computing (Participant 35, Computing, Russell Group), and mathematics (Participant 45, Mathematical sciences, Russell Group), all specifically identified highly interactive teaching styles.

Nonetheless, many participants discussed how the presence of international students contributed to developing pedagogical approaches that encouraged greater engagement and helped students to be more vocal over time.

These strategies included 'setting clear expectations' (Participant 16, Education and teaching, Russell Group), both for what is expected in a particular task and in engagement in the module overall (Participant 33, Social sciences, Unaffiliated pre-1992), as well as for disciplinary norms (Participant 19, Language and area studies, Million+). For example, participants reflected on supporting international students through increased induction activities or scaffolding expectations for activities or readings. This also meant developing 'safe spaces' to encourage interaction by 'trying to get away from that idea that you can only contribute a correct answer, or a perfected statement' (Participant 22, Language and area studies, Unaffiliated post-1992) and emphasising that 'unless they don't turn up and don't engage, there's not really a lot they can do to fail' (Participant 7, Language and area studies, Russell Group).

4.2.3 Learning Technologies

Participants identified a wide range of types, tools and purposes for incorporating technology in their teaching, particularly in light of the Covid-19 pandemic, which has forced many lecturers to rapidly develop new forms of teaching and learning. For some participants, this has been a cause for frustration with colleagues:

I keep ranting in meetings where people will say, Oh, I don't know how to teach online, I was like, well, it's the same tactics you're supposed to use normally for active learning and inclusion. And, you know, it's no different. It's just you've got a bit of kit. And that's it.

(Participant 17, Social sciences, Unaffiliated pre-1992)

However, for many of these participants, using technology was already an established approach in the in-person classroom, capitalising on students' existing resources.

I like people to have their phones in my lectures, especially in international students because they can use it to very quickly translate things.

(Participant 36, Business and management, Unaffiliated pre-1992)

These are summarised in Figure 2 to demonstrate the range of technologies and the rationales presented.

Figure 2. Learning technologies mentioned by interview participants.

Type	Tool examples and links	Pedagogic purpose
Collaborative document writing	eg Google Docs or OneNote	Feedback to the rest of the class in large groups
Voting software	eg Poll Everywhere or Mentimeter , Turning Point	Mindmap ideas or perspectives Check recall or understanding through multiple choice questions
Learning games, activities and quizzes	eg Socrative , Kahoot	Not mentioned
Social media	eg Facebook project pages	To facilitate discussion
Google maps ,		eg 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)	Not mentioned
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	Padlet	To give feedback Draw a 'positioning map' on paper, take a photo, upload it to Padlet for comments
Photo sharing	Flickr , OneDrive	Taking photos during the 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	Eg Google Jamboard	Feedback to the rest of the class in large groups

Participants highlighted using these technologies, particularly in large classrooms, but not exclusively, to encourage students to engage in activities through a range of different formats. For instance, it was reflected that a student who might be unwilling to speak in front of 50 classmates in their second or third language might be willing to make an anonymous contribution to a shared Google Document, or to 'use an emoji or something, so you're not having your English language scrutinised' (Participant 15, Creative arts and design, University Alliance). This implies a shift in the understanding of engagement, away from vocal discussion to engagement as multi-modal: written, silent, emoji, technology-mediated, hand-drawn, or annotated.

Educational technologies were believed to encourage international students, as well as other students, to share their ideas and demonstrate their understanding, capitalising on the contributions international students can make to the collaborative classroom. For instance, tools like voting software allow lecturers to gain a rapid evaluation of the state of knowledge and understanding in the room. In a large group setting, contributing to a collaborative endeavour like a Padlet board, a Google Document, a Jamboard, might also carry less risk for 'saving face' than speaking up, thereby enabling more people to contribute than a one-by-one discussion-style plenary session.

Especially our Chinese students, sometimes they're not as comfortable in the language. And then they can be silenced, I think, because, like, everyone else is talking more than they are. I feel bad about that, and that's why I think actually, the online posting is really valuable because that's an area where, you know, you can think before you speak, and you're on a more equal footing.

(Participant 33, Social sciences, Unaffiliated pre-1992)

Appropriately used, therefore, educational technologies were understood by participants as part of an equitable and inclusive approach to teaching.

4.2.4 Assessment practices

Although we did not specifically ask participants about assessment practices, several highlighted this as a key strategy for inclusively teaching international students, with a particular focus on varied formats of assessment. Some, for example, highlighted 'we are encouraged to utilise different methods, different types of assignments' (Participant 2, Geographical and environmental studies, University Alliance). Others described purposefully shying away from long written work, in favour of being more inclusively particularly for students whose first language is not English: 'We don't need to have a 3000 words

assignment, we can have different types of assignments' (Participant 2, Geographical and environmental studies, University Alliance).

A wide range of assessment techniques was adopted by participants as an alternative to traditional essays or exams. We have compiled these below in Figure 3 to show their breadth and relevance to multiple disciplines.

Figure 3. Alternative assessment approaches mentioned by interview participants.

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

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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 and management	Engage students with material regularly throughout the semester in a 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

Other participants reflected on the role of feedback being particularly important for international students, as a way to support transitions into expectations in UK HE. Multiple participants stressed how they build formative opportunities for feedback into their assessment design, several of whom noted this was specifically developed with international students in mind:

For example, on our main assignments, everyone does a preliminary submission, and we give masses of feedback, like annotate the whole thing. But I always approach that as a conversation.

(Participant 30, Education and teaching, Russell Group)

I'm a big believer in having lots of smaller assignments when you get feedback really quickly.

(Participant 33, Social sciences, Unaffiliated pre-1992)

4.2.5 Embedding skills

There was a persistent sense among interviewees that international students were perceived to lack certain skills. Our participants particularly focused on skills for discussion, teamwork, academic writing, understanding plagiarism, and the use of appropriate subject-specific terminology, the absence of which made it difficult for international students in particular to access the curriculum. Facilitating skills development was, thus, one of the teaching practices adopted to support students' transitions to UK HE:

I tend to think of my curricula more in terms of what the students can do and how they're thinking.

(Participant 7, Language and area studies, Russell Group)

One of the key skills highlighted was around communication, in particular being able to explain and situate their understanding of the subject matter. In the case of participants in mathematics and sciences, this was highlighted as a way of developing skills for conceptualising and expressing complex applied concepts.

So it's trying to get them to actually talk maths, rather than doing maths. What, what I tried to do, at least for the first years, get them to talk more and more, and it's not easy.

(Participant 45, Mathematical sciences, Russell Group)

Again, I still think even when I'm teaching math and undergrad has a lot of conceptual understanding of why we're doing this process. And you know, what's meant by further transform, describe in applications, you're describing words, describing pictures, what it is.

(Participant 41, Physical sciences, Russell Group)

Other participants highlighted the importance of skills development specifically for international students, especially as a tool for encouraging engagement. This was often reflected from a place of deficit, referring to international students' lack of knowledge about norms of practice in UK HE. Thus, this was one example of the more 'adaptation' approach to supporting international students (see the section on 'Expectations of adaptation'):

And I tend to focus on seminar skills in every class, teaching students to ask questions and to build on students' ideas, ... because international students have never been taught to learn through discussion, nor have home students.

(Participant 16, Education and teaching, Russell Group)

However, other participants were more reflective about how skills development can be used to mitigate against inherent inequalities of HE. For instance, one participant suggested that this was an important endeavour not because of international students' deficits, but because of the culture of academic gatekeeping:

I think quite often, in an academic culture, there's so much gatekeeping, around, you know, and if you don't know these clues, and symbols, or even when to speak, or how to do it.

(Participant 15, Creative arts and design, University Alliance)

The incorporation of skills development into subject teaching was, therefore, seen in this circumstance as an important step to making these 'clues and symbols' explicit, rather than implicit or assumed.

4.2.6 Facilitating learning from diversity

As noted in our introduction, there was broad agreement among participants in the value of diversity in their classrooms, which they believed provided important learning opportunities for students to engage in learning from their peers. This was outlined particularly, but not exclusively, about intercultural learning and the presence of international students.

So the idea that part of what British education, in heavy quotes, is supposed to provide us this idea of being able to engage across multiple cultures.

(Participant 21, Subjects allied to medicine, Unaffiliated pre-1992).

It's just highlighting how, because they chose to be in an international university, it's a good thing that we all come from different places with different ideas and tried to bring us all together and I include myself as always, as we are learning together in this endeavour, constructing knowledge together.

(Participant 11, Education and teaching, Russell Group)

However, it was simultaneously acknowledged that creating a productively diverse learning environment was not pedagogically straightforward and required, instead, intentional and reflexive strategies (often challenged by issues of time and workload). In this regard, participants were critical of the idea that 'you [can] shove people together, and they're all going to suddenly internationalise and have this global mindset' (Participant 15, Creative arts and design, University Alliance)

To overcome this assumption, many participants outlined specific strategies for encouraging learning from diversity. One popular strategy was deliberately creating intercultural or mixed nationality groups (as similarly found in our Study 1 systematic literature review).

So I will definitely try to split them and create groups that are the most international as possible. So definitely not even putting them just with a home student or perfectly English-speaking students.

(Participant 44, Business and management, Russell Group)

We note here, though, that the groups being referred to here were primarily for low-stakes discussion and activities, not for high-stakes assessed group work. Also, our workshop participants clarified that this approach needed to be explicitly justified through tasks and activities early in the module that 'emphasised strengths of diversity', as well as the limits of 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. This was felt to be easier in disciplines where the link to identity and interculturality was relevant to the content. For instance:

So we had an interactive google map, and every student had to pin what they can see out of their window that they might consider to be a global issue. They can either do it from their current location from their home, or from somewhere they've been in the last two years. So it's kind of out your window exercise. But things like that, where you're specifically looking for what's different about everybody.

(Workshop participant)

However, there was a tension for some participants about the degree to which such interactions should be 'forced'. For example, participants reflected on existing social tensions between student groups or natural human tendencies to gravitate towards those of similar backgrounds. Such comments were often made through assumptions of students' preferences and who students might 'want' to work with. Although research evidence suggests that assigning or 'forcing' students to work with peers from other countries can encourage intercultural learning and relationship building (Rienties, Héliot, and Jindal-Snape 2013), this nonetheless presents social awkwardness or uncertainties for lecturers to facilitate.

So I wouldn't like to force them to be on tables that they don't want to sit on. But at the same time, I don't think that's a good experience for the Chinese students or for the home students. Because part of the reason that people study at [University] is that it's like a global university.

(Participant 23, Education and teaching, Russell Group)

Having established a diverse group for the interactive work, many participants explained that they would set a discussion task requiring students to engage with a theory or concept to a particular practice in a context that they might be familiar with from their previous experience. For example:

One example might be, there is a course I taught on called sustainable interaction design. So the idea was sustainability and design and how you communicate that and how you present that to different demographics. So we'd have assumptions and one of the things would be, it was a great group from different cultures and we'd, say, ask the home students, what do you think for your age group is the most commonly used platform to communicate? And they say something and then I'd say, well, I know China does something different? What do you use in Italy? What do you use in America and so on? And that experience makes it more global. So it's basically bringing together the strengths of the group, and bringing in my background all the time, and to do activities that are directly relevant and current as much as possible.

(Participant 9, Computing, Million+)

It was also important for many participants to ensure that the diversity of their classroom was reflected in their teaching materials, by including a range of examples from countries that might speak to their students' experiences. Such perspectives linked the development of curriculum internationalisation with inclusiveness and representation.

We've got issues about a Chinese company; we're doing something about an Indian company. And it's just a way of making sure that those students contribute from a position of knowledge, rather than always being on the backfoot.

(Participant 13, Business and management, Russell Group)

4.2.7 Building relationships for learning

Related to facilitating learning from diversity, building relationships with students was seen as a key step for good teaching, particularly with international students. When asked what they saw as the key attributes of a good teacher, many participants highlighted 'patience and empathy' (Participant 36, Business and management, Unaffiliated pre-1992), before or rather than mentioning content knowledge or pedagogical expertise. This may suggest that expertise is taken for granted, but simultaneously suggests that the importance of empathy is not. Good teachers, in this way, were perceived to be 'understanding that who knows what is happening in the lives of each student'. (Participant 8, Engineering and technology, Unaffiliated pre-1992), highlighting 'the caring side of teaching' (Participant 30) and the importance of 'build[ing] rapport' (Participant 43, Social sciences, Russell Group). We heard a wide variety of statements from participants along the lines of:

I think there's an element of approachability that is probably more important than anything. ... You've got to be approachable enough for students to be willing to ask me questions.

(Participant 1, Business and management, Unaffiliated post-1992)

I think students really appreciate that friendliness, showing that you care about them, and being accessible outside the classroom as well.

(Participant 16, Education and teaching, Russell Group)

Most of our participants recognised the challenges that international students experience (see 'Expectations of adaptation' section). For those with international work or living experience, they particularly reflected on understanding 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 not fully understood. Many participants, thus, understood the pressures on international students, alongside the challenges of transitioning to a new academic environment and its consequent emotions. They positioned 'empathy', 'care' and 'understanding' as central to developing a positive relationship to enable students to learn.

4.2.8 Creating safe spaces for learning

Many participants reflected on a need to create a positive classroom environment, within which students could feel 'safe' and 'comfortable' to engage in discussions and contribute to collaborative tasks. This was particularly seen as important in intercultural environments, highlighting that work with international students is 'about respect and trust' (Participant 31, Education and teaching, Unaffiliated pre-1992). There were many comments in this area, along the lines of:

Making them feel comfortable in the classroom, setting that safe culture of learning.

(Participant 16, Education and teaching, Russell Group)

It's about trying to engender an atmosphere where people can trust, open up, reflect and ask difficult questions.

(Participant 29, Social sciences, Russell Group)

These sentiments echo the theme of empathy for students' challenges and anxieties (discussed in the previous section and under 'Expectations for adaptation'). In particular, a key focus here was on international students' worries about the validity of their contributions or 'getting the answers right'. Also mentioned was a need to ease anxiety about learning norms of participation in a more dialogic and discursive context, which was assumed to be different from what many international students might have previously experienced. Some participants emphasised 'just to kind of make sure that everyone's voice is heard' (Participant 24, Subjects allied to medicine, Unaffiliated pre-1992), suggesting an awareness of the potential for students who are more comfortable with the discursive classroom to

dominate discussions, while others might be left unheard. Here, the concept of 'safe spaces' in particular was notable and consistently discussed:

And then in the discussions. It's about trying to create safe spaces. It's not beholden on someone in a war zone to necessarily share their experiences with strangers. And so we can't sort of say, 'oh, gosh, you're, you know, you're in Syria, please tell us what it's like to live in such a terrible place', you know, that would be really wrong. But we can create a safe environment, where if they feel that they want to share their experience, that can be done.

(Participant 30, Education and teaching, Russell Group)

I always try to create a safe space for them. I repeat all the time that there is not a right or wrong answer.

(Participant 26, Education and teaching, Unaffiliated pre-1992)

For many participants, the notion of 'safety' was demonstrated by valuing and respecting contributions, ensuring that students won't feel 'dismissed'. They felt, in this sense, that 'safety' came from 'a lot of reassurance' (Participant 41, Physical sciences, Russell Group) and offering a welcome environment for 'ask[ing] questions, no questions are dumb questions (Participant 11, Education and teaching, Russell Group).

4.2.9 Impact of Covid-19

This research did not explicitly intend to evaluate the impacts of the Covid-19 pandemic on pedagogies. However, given the timing of this research, the topic was at the forefront of interviewees' minds and it would be remiss not to briefly include their reflections. Regarding the pandemic and pedagogies, one particular concern was about maintaining interactive learning during the transition to emergency remote learning. As one participant outlined:

I prefer to be in the lecture theatre, for me, teaching online is very difficult. How to build that interaction online definitely yes. I would wish to hear how to do even tiny things. It will help me a lot to do my job.

(Participant 8, Engineering and technology, Unaffiliated pre-1992)

Other challenges centred around a lack of appropriate equipment on the students' end for remote learning. This was often specifically linked to issues of equality and inclusion, particularly in subjects where access to specialised equipment is a barrier to learning.

It's very difficult to do maths interactively [online]. Because, you know, you're not even though you want them to, to, you know, to explain things verbally, you still need the equations. So you have this technology, to actually, you know, have an extra camera to show their workings or, you know, have a tablet, and show their works on the tablet. So, sometimes they would just need to be able to, you know, put a piece of paper in front of you to say, this is what I've done.

(Participant 45, Mathematical sciences, Russell Group)

And the other final thing, which hit me hard and shocked me was they do not have laptops, they don't have tablets or, or PCs. They're all doing all these zoom and teams on the phone. Yeah. I mean, how bad is that?

(Participant 12, Language and area studies, University Alliance)

While many of our participants' institutions provided additional training for the transition to remote learning, they felt additional staff resourcing required to make high-quality interactive learning opportunities had not necessarily been forthcoming. The level of stress was visible for some participants, who saw significant workload increases involved in developing online pedagogies. For instance, one participant reflected:

Nightmare, absolute nightmare. Just before I came over to meet you this morning, I went to a training session about using the online world to get a sense of community and engagement with students. But one of the things that came out of it was that the trainers at this course, there were two of them, there was one to monitor the chat board, and another person to make sure the technology was working as well as the person delivering the session. And of course, we don't have that. So when we're doing synchronous online stuff, I'm dreading it.

(Participant 10, Creative arts and design, Russell Group)

Regarding international students specifically, this was also linked to challenges around time zones, which often led teaching staff to offer multiple sections or require students to join sessions at odd hours of the night. Online interactions were also reflected to exacerbate existing social tensions or discomforts between students from different backgrounds, who missed opportunities for more casual relationship building.

The 'great camera debate of 2020' is not necessary to re-hash here. Suffice to say that many of our participants did struggle to facilitate interactions without seeing students' faces. This was often compared to face-to-face circumstances, which were viewed as easier to facilitate through intuition and visual cues.

I find the current provision very constraining...I could see in a classroom, after years, you get a feeling for how people are taking it in. So you might see a student, an international student who's really looking a bit lost But say I try, and I can walk up to them say, well, here's such and such. I know that you've done this before. Can you tell us a bit about how that works? And they get brought back into it. I find that harder now. I have concerns about people being left behind.

(Participant 9, Computing, Million+)

The strategies for facilitation that have served lecturers so well in the physical classroom -, the close and intuitive observation of body language and expression that can be picked up on with a discreet personal chat, for instance - cannot, for these lecturers, be replicated online. Even where lecturers are aware of and attempt to use alternative means of engagement, they reflected often on low response rates:

So most of them wouldn't want to and I don't know if that's the case in other places, or in other disciplines, but most of them wouldn't want to have their cameras on. ...it's the same pattern, it's most of them would remain more or less silent.

(Participant 45, Mathematical sciences, Russell Group)

Thus, the transition to emergency remote learning during Covid-19 has created challenges for many we interviewed, particularly in creating and sustaining relationships. However, others have found ways to make it work:

With our big first-year group I can identify them on screen because I've got five pages, five pages of faces when I'm on the live zoom with them. And they have to have in their background, something from their team so that I can at least identify which of the 14 teams they're in. And then I can usually work out who they are. So even though I've got 200 and something I'm pretty accurate, on who's who and where they're from and what they've been working on. I can remember things that I've seen them doing in base camp during the week, the best summaries, students, time zones, it's amazing.

(Participant 7, Language and area studies, Russell Group)

Many participants reflected on the ways that the pandemic has 'forced' innovation of stale teaching practices through a reflective re-imagining of what pedagogies are possible. Nonetheless, the impact of these changes on pedagogies across the sector are likely to be long lasting:

A lot of people are like taking early retirement, partially because of COVID, because they're offering it but like, because they just don't, they don't want to teach online.

(Participant 23, Education and teaching, Russell Group)

5. Conclusions and recommendations

5.1 Discussion

This research project has developed an in-depth understanding of how international students are taught in UK HE. In doing so, we have particularly focused on pedagogies and how they are shaped by the presence of international students. Although a wide range of research focuses on international students' general experiences of academic and social transitions (Kuzhabekova, Hendel, and Chapman 2015), we found that only a limited number of these studies focused on specific classroom pedagogies. Therefore, a consideration for future research is to pivot away from descriptive research about general experiences and, instead, develop more in-depth understandings of evidence-based pedagogies with international students.

For teaching to be fully inclusive in UK HE, we argue it must also be internationalised - not only in content (curriculum), but also in practice (pedagogy). This entails a minimum level of intercultural awareness through teaching practices that value without essentialising

difference, positions culture as both large (eg national) and small (eg classroom), examines intersectionality and individuality, and values non-Western knowledges equally - in a word, that it be decolonial. Internationalised pedagogy must, in this way, be transformative rather than assimilative, which we were pleased to find rich examples of in many of the interviews we conducted.

The common practices used to create an international pedagogy include short lecture chunks, maximised interaction, use of technology for engagement, and building relationships in the classroom. Each of these macro-practices is, of course, adapted to the discipline and the individual, and the participants derived their own sets of meaning and explanations for the practices adopted. However, we saw limited evidence of institutional variation or variation by institution type. There were only one or two institutions where participants reported a clear pedagogic difference on the university level. For the rest, participants believed to be using widespread good practice and, certainly, these practices are evidenced in the broader literature. This might call into question the validity of distinctions commonly drawn between, for example, Russell Group and post-1992 universities, or lower versus highly-ranked institutions, in terms of teaching quality. Our data, while comparatively small-scale, does not support such distinctions as there was far greater commonality than difference in the teaching practices.

What this study contributes is relating these practices specifically to internationalisation, to understand how teachers at the chalkface create daily opportunities for the promises of internationalisation to be realised for students. Yet deficit discourses around international students are hard to escape. They pervade both the literature and teacher talk, even where the same people simultaneously problematise this narrative. Yet, it is reassuring to note that many of our participants reported pushing back against this narrative in institutional fora, challenging these notions and 'speaking up' for international students. There is much work to be done to develop widespread transformative, internationalised teaching that is simultaneously decolonial, and our interview participants were quick to point out the complexities and challenges that raise roadblocks. Since completing this project, Doris Dippold and Marion Heron have published the highly relevant *Meaningful Teaching Interaction at the Internationalised University* (2021) which further develops some of these ideas.

Other challenges remain at sector and institutional levels, and the incentives for lecturers to engage in critical pedagogic work are limited. Firstly, our participants cited limited resourcing and heavy workloads as obstacles to finding time for innovation. Where participants had access to well-resourced teams of specialist support, such as learning technologists, EAP colleagues, and disability advisory support, lecturers were keen to work with them, in principle. Too often, however, the size of institutions relative to the size of these teams leaves limited opportunities for extensive embedded engagement, being reduced instead to 'parachute in' styled sessions or consultations, rather than the long-term co-construction as described by a few participants. Secondly, few felt that they were sufficiently embedded in cross-institutional networks to facilitate multi-site studies and suggested that they might

struggle to know where to look for further inspiration on how to develop their pedagogies. For example, nearly all of our participants noted having had no training specifically for working with international students. Thirdly, pedagogic research is frequently devalued by discipline studies outside of the education field and participants would take a risk to their own research profiles, where relevant, by focusing their energies on a protracted or complex pedagogic study. This left even keen and motivated participants feeling isolated or 'lonely' in their identity as 'the pedagogy person' or 'the international person'. Coupled with massification and increasing student numbers, the opportunities are limited for personalised pedagogies that reflect on the wide range of diversities students bring with them, even for those with the best of intentions.

Finally, we also noted that despite the broadly positive attitudes staff presented in interviews, in some characterisations and descriptions of international students a deficit discourse continued to surface. These representations and understandings are explored more critically and fully in our associated report to the Society for Research in Higher Education (Lomer, Mittelmeier and Carmichael-Murphy, 2021).

5.2 Recommendations for practice

5.2.1 Chunk lecture time

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 Resource Pack for further details).

5.2.2 Make learning active

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. 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.

5.2.3 Scaffold 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 the 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.

5.2.4 Facilitate learning from diversity

There was broad agreement among teachers on the value of diversity in their classrooms, which they believed provided important learning opportunities for students to engage in learning from their peers. While the literature on the internationalisation of the curriculum assumes that most UK HE teaching happens in interculturally and internationally diverse classrooms. This was not the case for many of our teachers. In many cases, one nationality predominated, and in other cases, diversity was highly variable depending on the year, the programme and the course.

International diversity is not the only valuable form of diversity, for example, professional and work experience relevant to learning is relevant. Where students had knowledge or experience relevant to the curriculum, for example, professional knowledge of access to healthcare in a particular environment in the context of a medical education course, this could be brought into the discussion. Our teachers tried to make space for this in interactive activities to value contributions that students made and to encourage the exchange of information about different contexts. While for many these practices were implicit and hard to articulate, others built them into their activity design.

It was also important for many teachers to ensure that the diversity of their classroom was reflected in their teaching materials, by including a range of examples from countries that might speak to their students' experiences. Such perspectives linked the development of curriculum internationalisation with inclusiveness and representation.

5.2.5 Incorporate technology for varied engagement

Teachers emphasised the use of technology to facilitate participation; reflecting on what it means to engage in a class as a student, particularly given the growing class size and diversification in student demographics. Our teachers reflected a changing notion of what it means to engage in a class as a student. Brought about by increasingly large group sizes, as well as by changes in student demographics, teachers suggested that participating in verbal discussions was no longer the only way to conceptualise engagement. Teachers conceptualised engagement beyond verbal discussions, understanding engagement as multi-modal: written, silent, technology-mediated, drawn or presented in some other creative format. Therefore, many of our teachers emphasised their use of technologies to facilitate participation.

Teachers use these technologies, particularly in large classrooms, but not exclusively to encourage students to engage in the activities through a range of different formats. 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. These technologies for engagement have several affordances. Not only do they encourage international students to share their ideas and demonstrate their understanding, thus capitalising on the contributions international students can make to the collaborative classroom, but they also allow a teacher to gain a rapid evaluation of the state of knowledge and understanding in the room. In some cases, these technologies also embedded skills development which is dealt with in a separate section.

5.2.6 Vary assessments and plan feedback

The main characteristics of assessment design were varied modes of assessment and a thoughtful formative and summative feedback strategy.

Varying modes of assessment means that a programme overall might include not only formal 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. 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 didn't 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 to 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 role of feedback is particularly important. 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 get a 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. Others described 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.

5.2.7 Build relationships

Building relationships was seen as an important function for any teacher but particularly for encouraging successful international teaching. When asked what they saw as the key attributes of a good teacher, almost every teacher highlighted empathy. No one highlighted content knowledge. This may suggest that we take expertise for granted; it suggests

teachers don't take empathy for granted. Most of our teachers recognised the challenges that our international students experience for many because they have been through them 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 not fully understood. They understand the pressures on international students, some referred explicitly to the financial pressures of some of the students, and many referred to the emotional pressures and expectations placed on students by families.

Our participants felt it important to create what they describe as a safe space for students to learn, participate and grow. They suggested a range of theoretically simple strategies which are not always easy to implement given the infrastructure challenge of large classes, limited control by teachers over group composition, timetabling, design of learning environments and control over curriculum content. For example, remembering and correctly pronouncing students' names was seen as key to establishing a safe space in which students are valued as people (Workshop Participant). But for those teachers who described "a sea of faces" in typical classrooms of 90 students or more, where they may not have access to an electronic register, this task may not be realistic.

Other strategies included being honest and vulnerable about one's confidence and expertise particularly regarding teaching innovations and technology. Teachers describe a careful balance between being enthusiastic and positive about contributions and seeking to build confidence in this way often through allowing time to rehearse in a small group setting before contributing to the plenary, while on the other hand challenging offering or discriminatory contributions (Workshop Participant). Establishing anonymous online spaces for feedback and questions offered a 'safe' way for students to engage without experiencing embarrassment. Teachers referred to care and remaining emotionally engaged with students and emphasised how much patience and empathy this requires.

5.2.8 Practices for inclusion

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.

Figure 4. 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. 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 icebreaker). 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 situated 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 the 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 eg 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 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 them 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 those 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.

5.3 Project Outputs

5.3.1 Publications

One journal article based on the systematic literature review has already been submitted and accepted by *Teaching in Higher Education*, as of January 2021.

Another two based on the results of the empirical research are slated for completion in August 2021.

An edited book volume based on the conclusions of this research is being developed and proposed to Routledge.

5.3.2 Talks, seminars and blog posts

The following presentations have been given regarding preliminary findings from this research:

Lomer, S. and Mittelmeier, J. (2020) Mapping pedagogic practices for and with international students. Centre for Global Higher Education, University College London Institute of Education Seminar 158. Recording available at: <https://www.researchcghe.org/events/cghe-seminar/mapping-pedagogic-practices-for-and-with-international-students/>

Lomer, S. and Mittelmeier, J. 'Cash Cows or Pedagogic Partners? Mapping pedagogic practices for and with international students'. Invited speakers at Internationalisation of the Curriculum: A Focus on International Students, Society for Research into Higher Education's International Research and Researchers' Network. 30 June 2020.

A blog post describing preliminary findings from this research is also available on the SRHE website at: srheblog.com/2020/11/17/how-do-we-teach-international-students-in-the-uk/

5.3.3 Website

The project design included a blog-based website, available at internationalpedagogies.home.blog/. This houses case studies from participants describing in a readable and searchable format how they implemented their pedagogies with international students. In practice, the development of this repository, conceived of as a pathway to impact, has been slowed substantially by the COVID-19 pandemic. The Advance HE funding in part supported translating interview transcripts into case studies but work on the website continues on an ongoing basis.

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