SRHE Society for Research into Higher Education

Cash cows or pedagogic partners? Mapping pedagogic practices for and with international students

Research report
January 2021

Dr Sylvie Lomer
Dr Jenna Mittelmeier
Parise Carmichael-Murphy
The University of Manchester

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Executive Summary

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.

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, 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’.

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 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.

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 as they might. 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 AdvanceHE and a website of interdisciplinary case studies based on our interviews and welcome further contributions.

Introduction

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 (HE) student population. International students contribute £25.8 billion annually to the UK economy (Universities UK 2018). 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.

Yet, while there is considerable academic interest in international student mobility (e.g. Mazzarol and Soutar 2012), there has been limited focus specifically on the pedagogy that supports international students’ academic transitions and learning experiences in HE (Madge, Raghuram, and Noxolo 2015). While diversity is often constituted as a ‘resource for home students (Harrison 2015), much literature focuses instead on the perceived challenges of teaching international students. For example, international students are often described as lacking the language and academic skills required to participate effectively in British academic life (Lomer 2017). Intercultural tensions with home students are also well-documented, particularly during high stakes group work and seminar discussions (Straker 2015). International students’ silence is often misinterpreted in the sector as failing to think critically and participate verbally (Marlina 2009; Song and McCarthy 2018). This deficit narrative is rooted in stereotypes around East Asian students but applies by extension to most non-EU students. Such narratives also shape learning relationships, given that many international students perceive discriminatory language and bias from their classmates (Héliot, Mittelmeier and Rienties, 2020) and lecturers (Rhoden, 2019). Taken together, this depicts international students, particularly non-EU and East Asian students, as a ‘necessary evil’; assumed to be a net educational drain on HE but an essential economic contributor, ‘cash cows’ who lower educational standards (e.g. The Telegraph 2015). This deficit narrative is often heard, but the academic literature rarely confronts its impact on students. After all, even the apparently benign act of labelling students as ‘international’ can have ‘real, emotional consequences’ (Ploner 2018).

How international students are perceived by teaching staff likely shapes pedagogical practices. Deficit narratives imply that students should assimilate to traditional pedagogic practices (Ploner 2018), instead of critically conceptualising international students as complex knowledge agents and partners in pedagogy (Madge, Raghuram, and Noxolo 2015). For instance, institutions often provide generic centralised support rather than through a re-examination of fundamental

pedagogic practices (Jenkins and Wingate 2015). Yet, individual academics frequently undertake the latter, supporting more inclusive, ethical, and sustainable curriculum internationalisation (e.g., Turner 2015; Lomer and Anthony-Okeke 2019). Literature and case studies by professional organisations like AdvanceHE, United Kingdom Council for International Student Affairs, and the British Association for Lecturers in English for Academic Purposes also show that innovative practices aimed at enhancing learning for and with international students exist, but are disparate and institutionally-bound. However, the persistence of deficit narratives and assimilationist models of academic transition suggest that such innovations are far from universal across the sector. This project, therefore, has built upon existing literature and case studies to systematically synthesise and disseminate what is currently known about inclusive and evidence-based pedagogic practices for and with international students.

In doing so, this project builds on a recognition that student demographics in the UK have internationalised rapidly, especially in disciplines such as business and administration, science, or engineering (Woodfield, 2018). The majority of international students in the UK originate from China (HESA 2019), which poses challenges to images of classrooms with students from a wide range of nationalities, as often portrayed in curriculum internationalisation literature (see, for example, Leask 2015). However, there are wide variations across the sector; staff may be teaching almost exclusively to international student cohorts, often from the same country, or to a cohort including only a few international students. Classroom dynamics will differ significantly in these situations, and therefore teaching approaches, adaptations and innovations likely vary.

However, there has been, to our knowledge, no clear synthesis of how staff have responded to these situations in their pedagogic practices, across diverse disciplines, institutions, and types of classrooms. For example, one gap we identified in the literature was how lecturers have adopted resources such as internationalised academic content, new classroom technologies, or culturally diverse pedagogical tools when working with large groups of international students. Further, we questioned whether staff are generally aware of higher education research related to pedagogies with international students and what resources are used to support pedagogic decisions. Thus, this project has mapped current pedagogic practices and understandings amongst academic staff in different institutions and fields, building an overview of how we are teaching international students and contributing to theoretical understandings of internationalisation in practice.

Research questions and study aims

Altogether, we have addressed the following **research questions**:

RQ1: To what extent are inclusive, ethical and sustainable pedagogic practices highlighted in the literature on pedagogies with international students?

RQ2: How do academic staff conceptualise international students and their work with them? How are international students defined and described by academic staff?

RQ3: How do academic staff teach international students? To what extent are they adapting pedagogical practices, and if so, how?

In doing so, our research had the following **aims and objectives:**

1. To map evidence-based understandings of pedagogic practices for and with international students
    a. To systematically review published and grey literature on pedagogic innovations and adaptations for and with international students in the UK
    b. To document and disseminate the pedagogic practices undertaken by academic staff to teach international students in the UK
2. To identify whether, how and why staff are innovating, adapting or retaining established pedagogic practices in response to the presence of international students
    a. To explore how and why staff are adapting or retaining particular pedagogic practices when faced with different teaching contexts, including different student demographics, disciplines and institutional cultures

To explore whether and how evidence and literature informs and shapes academic staff's understanding of pedagogic practices

On reflection, the framing of this project presented some challenges of perception to our participants, some of whom read these aims as seeking to push an agenda of adaptation or outline 'best practice' for supporting specific needs based on demography, particularly nationality. These participants explicitly resisted and unpacked that perceived assumption, arguing that their pedagogies were more broadly appropriate and inclusive for all students. We, therefore, consider it necessary to clarify that the aim of this project was entirely consistent with this stance, and we agree that tailoring specific pedagogies based on any demographic group would be wholly inappropriate, counterproductive and impossible, given resource constraints. We also do not subscribe to the notion that there is a single 'best practice' for teaching international students, particularly as we do not believe in homogenising students or their experiences based on problematic binary (home-international) or citizenship-based categorisations (see Jones 2017). Rather, we have sought in this project to identify those aspects of 'traditional' or normative teaching practices which practitioners have outlined as problematic or exclusionary in the context of diverse classrooms (on several intersectional dimensions), and to establish what more inclusive, innovative or interculturally relevant practices have been identified and implemented in their place.

Study 1: Systematic Literature Review

We adopted a systematic review approach as the first stage in this project and report on the approach and findings here. Although the UK produces the most publications about internationalisation and international students (Kuzhabekova, Hendel, and Chapman 2015), the link to pedagogy remains fuzzy, particularly regarding transferable and ethical practices between lecturers or institutions. Pedagogic literature is widely dispersed across discipline-specific journals and networks, and often poorly cited. A systematic review was, therefore, a necessary first exercise to scope the field and compile existing evidence. This chapter of the report draws from material accepted for publication:

> Lomer, S. & Mittelmeier, J. (in press). Mapping the research on pedagogies with international students in the UK: A systematic literature review. *Teaching in Higher Education.*

Systematic review method

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).

Inclusion and exclusion criteria

Table 1 summarises the inclusion and exclusion criteria applied to our search. 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 (e.g. '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.

Table 1: Inclusion and exclusion criteria for systematic literature review

Inclusion criteria
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
Exclusion criteria
1. Published outside a peer-reviewed journal
2. Collected data fully outside the UK
3. Did not include any form of empirical data (i.e. fully theoretical or conceptual)
4. Focused outside taught HE units (e.g. pre-sessional, writing centres, etc.)
5. Did not include international students or focussed entirely on home students in the rational or research design
6. Published before 2013 or after 2019

We reviewed all titles for relevance, applied exclusion criteria, and retained 1,216 articles for further review of the abstracts. At this point, we looked for mention of a specific pedagogic practice and confirmed that part of the empirical data was collected in the UK. The full text was then reviewed to confirm our inclusion. We established no quality criteria, other than publication in peer-reviewed journals. We also set no defining criteria for international students, accepting the authors' definitions (or lack thereof) as a key data point. Although an initial review of grey literature was also proposed, in practice this proved extremely time-consuming to identify and the final sample of peer-reviewed literature was considered sufficient.

We initially planned to examine only those articles that described an innovation or development in teaching practices. However, notions of innovation in HE pedagogy are highly contested. A practice may be established in one discipline, but innovative in another. Further, much of the literature that relates international students to pedagogy examines established or traditional practices. We decided therefore not to impose external or generalised criteria as to the 'innovative-ness' of the practices described and encompass both 'new' and 'established' practices. We do not differentiate between these in our analysis.

We also found we needed to relax the criteria around international students. Our initial aim was to examine pedagogies 'for and with international students', implying particular practices would be closely related to student demographics. We found very few articles met this criteria. Instead, we examined all papers which explicitly considered international students at all in their design, evaluation, or rationale. We anticipate that some papers which match our aims might be excluded by this criteria and welcome contact from such authors.

Finally, the search was limited to papers published between 2013 and 2019. This starting date was purposefully chosen as 2013 demarcates the beginning of the current international HE policy period, with the publication of the UK's first International Education Strategy. Patterns of international student recruitment being shaped in part by policy (Lomer 2018), we expected to see an intensification of pedagogic development relating to international students in the UK during this period.

Altogether, 49 studies fit our established criteria for analysis, which are listed in our findings (Table 2).

Analysis approach

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. This template formed a basis for numerically exploring themes across the papers and compiling evidence for our findings.

Originally, we intended to synthesise findings about particular pedagogies to make concrete recommendations for practitioners, but as we detail below, this has proved impossible. Instead, qualitative analysis was undertaken to explore representations of international students in the literature sample. We adopted a Foucauldian-based discourse analysis approach (Foucault 1977), with attention given to dominant themes and key linguistic features (Fairclough 2013). We treated the sample of 49 articles as a linguistic corpus and further sampled all extracts of text directly referring to 'international students'. This generated 622 extracts (excluding references). Using NVivo to facilitate the qualitative analysis (Bazeley and Jackson 2013), we coded these extracts simultaneously to en vivo codes based on keywords (particularly adjectives and verbs) associated with 'international students'. This generated 17 codes based

on keywords such as ‘ability’, ‘active’, ‘lack’, and ‘passive’, which formed the basis for the discursive analysis reported in the final section of the results.

Results

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 Table 2.

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 Table 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.

*Table 2: Pedagogic practices investigated in included literature**

Category	**Specific practice**	**Papers**
Intercultural group work	n/a	(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)
	collaborative learning	(Brown 2019)

	participatory pedagogies	(Hardman 2016; Robson, Forster, and Powell 2016)
	material artefacts in seminar discussions	(Heron 2019)
Student-centred approaches	n/a	(Kraal 2017; Brown 2019; Burrows and Wragg 2013)
	active learning	(Simpson 2017; Lomer and Anthony-Okeke 2019; Lahlafi and Rushton 2015)
	dialogic teaching	(Hardman 2016)
	experiential learning	(Ely 2018; Cooley, Cumming, and Holland 2015; Baden and Parkes 2013; Scott, Thompson, and Penaluna 2015)
	Problem-based learning	(Vemury et al., 2018)
Assessment	peer assessment	(Chew, Snee, and Price 2016)
	feedback	(Chew 2014; Burns and Foo 2013; Scoles, Huxham, and Mcarthur 2013; Zhang and Zheng 2018)
	computer-based testing	(Walker and Handley 2016)
	'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)
	Padlet	(Ellis 2015)
	mobile phones	(Lahlafi and Rushton 2015)
	lecture recordings	(Morris, Swinnerton, and Coop 2019)
	computer-based testing	(Walker and Handley 2016)

	classroom response technology	(Pagano and Paucar-Caceres 2013)
	social media	(Bamford, Djebbour, and Pollard 2015; Cowley, Sun, and Smith 2017)
	dissertation e-learning tool	(Sloan et al. 2014)
Academic literacy	n/a	(Green 2019)
	introductory academic norms module	(Scally 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	n/a	(Waldron 2017; Foster and Carver 2018)
Placements or work-based projects	n/a	(Morgan 2017; Costley and Abukari 2015)
Role reversal	n/a	(Slater and Inagawa 2019)
Theatre based pedagogy	n/a	(Frimberger 2016)
Communicative language teaching	n/a	(Winch 2016)
Dissertation support	n/a	(Harwood and Petrić 2019; Sloan et al. 2014)
Employability	n/a	(Burrows and Wragg 2013)

Reviewing the methods in the literature

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.

A high percentage of studies (n = 36, 73%) adopted mixed methods approaches, demonstrating the complexity of analyses undertaken through triangulation. Several studies also embedded reflective, iterative approaches in which previous empirical research data (collected in the literature or from previous cohorts by the researcher) informed pedagogic practices.

The most common data collection method used was questionnaires (n = 25, 51%). The next most common research methods were interviews (n = 18, 38%), focus groups (n = 12, 24%) and observations (n=8, 16%). All were commonly triangulated with other data sources and only rarely used as the sole method. Other research methods used more rarely included collecting data in workshops with students or staff and partnership research with students as researchers.

Most studies (n = 24, 49%) specifically focused on postgraduate taught units, while 13 (26%) articles focused on undergraduate units, and nine (18%) combined undergraduates and postgraduates in the sample. Two papers (4%) did not specify a study level. This broadly reflects the numerical distribution of international students across levels of study (HESA, 2019). It does suggest, however, that there may be a comparative dearth of knowledge in undergraduate contexts, especially in under-represented subjects.

In review of the context descriptions in the included articles, the majority focused in the business field (aggregated across marketing, accounting, finance, and business students) (n = 26, 53%). This is perhaps unsurprising, considering business programmes host the majority of international students in the UK (HESA, 2019). The next most common disciplines were language studies or Teaching English to Speakers of Other Languages (n = 5, 10%) and education (n = 4, 8%), with isolated instances from engineering, linguistics, law, and medicine. Three studies did not identify a disciplinary context, which is problematic considering potential transferability. This also means there has been limited research in many fields which recruit significant numbers of international students, including engineering, social studies, art and design, or biological and physical sciences (HESA, 2019).

We expected much of this literature would aim to enable the transfer of findings to other disciplines, institutions or contexts. As such, a 'thick description' of the pedagogic practice, its implementation and course design would be a prerequisite. However, 18 of the studies (37%) lacked a 'thick description' about the teaching practices and classroom structures, to make the pedagogies replicable. Those that did include sufficient pedagogic detail often inversely lacked

research methodology details (detailed in Appendix 1). This highlights how publication practices around standard word limitations often create a significant barrier to the inclusion of such essential details for pedagogic research. One way forward would be for pedagogic-focused journals to allow the submission of extended pieces, appendices or digital supplementary materials.

Framing of international students

Figure 2 outlines the range and frequencies of participant nationalities in the included research, as it was reported (and *if* it was reported) by authors. Where participant numbers were not included, the nationality reported appears in the chart above as '0'. This highlights overall the common nationalities included in the studies on pedagogies with international students in the UK.

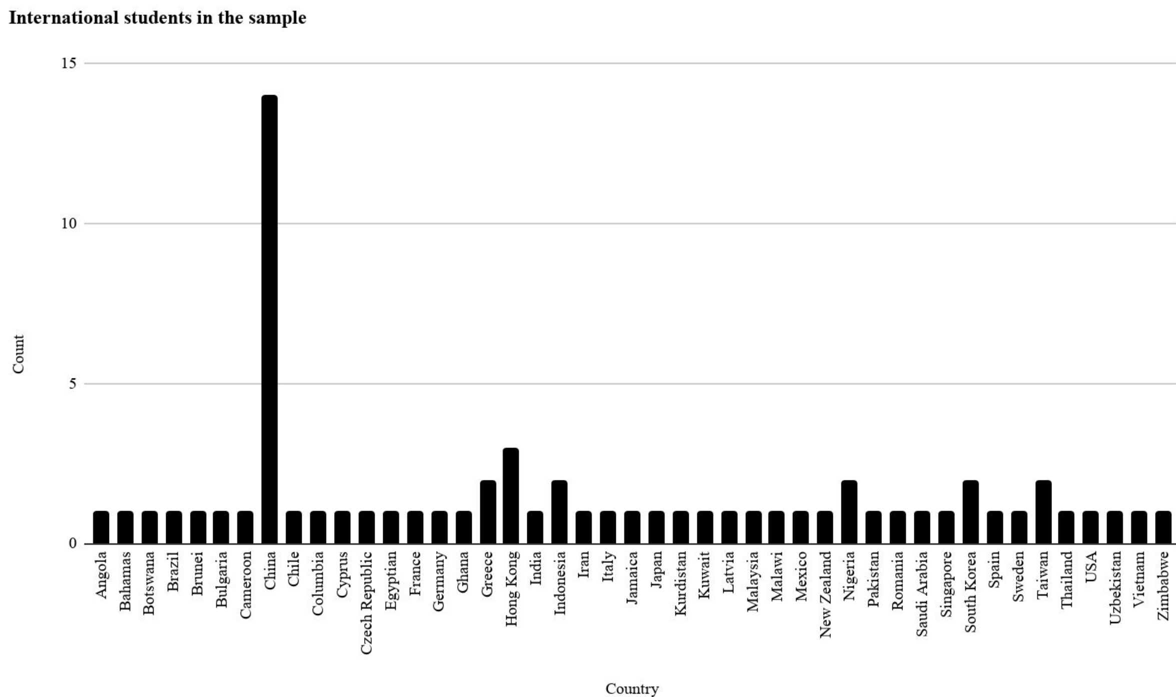

Figure 2: Nationality of international student participants by count of articles mentioned in the sample

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 (e.g., 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).

We conducted a qualitative inductive analysis to explore how the literature on pedagogic practices in the UK represents or constructs international students. This was an important question, given frequent criticisms made regarding a dominant deficit narrative in the literature (Heng 2018). As outlined in our introduction, this narrative frequently positions international students as 'lacking' skills, language, or other characteristics intrinsic to academic success. We contend any pedagogic intervention that starts from a premise of deficit, even where intentions are sincerely oriented towards enhancing achievement or engagement, necessarily positions international students as subaltern, generating destructive and marginalising representations.

Several studies (Foster and Carver 2018; Lahlafi and Rushton 2015; McKay, O'Neill, and Petrakieva 2018; Simpson 2017; Divan, Bowman, and Seabourne 2015) explicitly identified deficit narratives as a concern, critiquing this perspective concerning their pedagogic design and dealing sensitively with it in discussion. However, this conversely implies the majority in our sample did not explicitly discuss the deficit narrative, suggesting limited engagement with more critical perspectives on curriculum and pedagogic internationalisation. However, where the deficit narrative does appear, it is much more subtle than in the literature 20 years ago.

Our first observation was there was an overwhelming tendency to describe international students as a homogenous group. This was particularly evident in the methodology sections where, as discussed above, there was often no breakdown of further characteristics provided. By this, we do not necessarily mean to suggest a nationality-based breakdown (Ely 2018) is always of significant value but reflecting on multiple axes of diversity. Omitting more nuanced descriptions about student cohorts, however briefly, implies the salient characteristics from the perspective of the teacher and researcher is simply their difference: they are ‘international’. This differentiation has been described as a process of ‘othering’, drawing on the work of Edward Said (1979) regarding the construction of the ‘Orient’ in the Western literary canon. We have set out to examine the literature on pedagogy relating specifically to ‘international students’, so in a sense intentionally targeted articles more prone to ‘othering’ international students. However, what we hoped we would find was complexity and nuance in the pedagogic treatment of international students, at odds with institutional and often financially driven narratives that frame international students as objects of distinction and economic resource. We did not, in general, find such complexity in these articles.

There were in some cases interesting discrepancies in the definitions used for ‘international students’. For most, this was taken for granted but not further explained. However, some explored the issue in more depth, and below we quote Morgan (2017, 4-5) to illustrate:

> Participants were recruited from allied healthcare students who, until the age of 18, undertook their formative education in another country (emphasis ours). The selection of these criteria was deemed apposite as international students may also be defined by their differential fee-paying status. However, using this latter criterion would possibly include students who are ostensibly ‘international’ but who may have been resident within the UK for their schooling. It would also have precluded students who have acquired asylum status within the UK. As the fee-paying issue for European/some international students who study in Wales can be quite complicated, the schooling/residency categorisation was adopted.

This shows the category of ‘international students’ has here been reflexively interrogated with reference to the aims and objectives of the research. Spencer-Oatey and Dauber (2017, 7) gave a similarly nuanced definition, exploring the implications of fee status and relative use of EU versus European Economic Area in terms of politics and culture. Harwood and Petric (2019, 151) use a standardised Organisation for Economic and Cultural Development definition as those 'who have crossed borders for this purpose of study'. Each of these is potentially a valid definition, but it is noticeable that few articles in the sample adopt a reflexive approach to defining international students or contemplate the overlap or exclusions generated by adopting particular criteria. Most articles lacked even an awareness that international students could be defined in multiple ways.

In some cases, international students are further reified or objectified in references to 'internationals' (Frimberger 2016; Waldron 2017). By eliding the key descriptor of ‘student’, this

nominalisation turns the adjective (international) which normally modifies the key noun (student) into the noun. This changes how we understand the individual: in the construction 'an international student', an interlocutor infers ‘a student (primary characteristic) who is international (secondary characteristic, albeit placed first for grammatical purposes)’. But the term 'internationals' removes the identity of ‘student’ and replaces it only with their difference.

We also found frequent use of terms and concepts reflecting deficit narratives. Descriptions of ‘barriers, challenges, problems, stresses, needs, struggles’ of international students were more frequent than descriptions as ‘capable, able, coping, managing’. This was confirmed by further keyword searches enabled by NVivo, with a range of synonyms established inductively through a close reading of the text. Here, we deliberately quote from authors out of context, not to paint the authors as intentionally promoting or consciously subscribing to the deficit discourse, but to highlight the insidiousness of negative language portraying international students. To show good faith, we include one of our own papers in this critique as well.

For example, Chew et al (2016, 250) describe a challenge to their research process with reference to 'cultural barriers and participated [sic] international students are camera-shy'. Similarly, Cowley et al. (2017) discuss the 'range of challenges and adjustment issues' international students are likely to experience. Heron (2019, 2) concludes, 'studies on international students’ experiences of HE have identified three main challenges of seminar participation'. Kraal (2017, 8) states: 'Such student diversity in a class presents special problems as the international students lack knowledge of local issues and institutions'. These broad generalisations do not account for variations in students’ educational experiences or personal histories. For example, some postgraduate international students may have completed their previous degree in the UK or another international destination. There is a recurrent assumption that international students, simply by virtue of their nationality, have predictably 'unique needs' (Scally and Jiang 2019). For example, 'any initial writing development programme should be adapted to accommodate the differing needs of the UK and international students within the cohort' (Divan, Bowman, and Seabourne 2015).

‘Lack’ was a particularly prevalent word associated with international students, who are described as lacking: 'social integration (with home students)' (Cockrill 2017; Cotton, George, and Joyner 2013), 'the culture-specific knowledge to follow conversations' (ibid), 'participation' (Cotton, George, and Joyner 2013), 'experience with academic writing in the UK HE tradition' (Divan, Bowman, and Seabourne 2015), 'knowledge of local issues and institutions' (Kraal 2017), and 'the confidence to engage with opportunities to ask questions' (Turner 2015), amongst others.

In some cases, the ‘challenges’ derive from the data offered by the students as research participants, but often these references are made in the framing of the research context, significance, and methodological approach. This is often subtle and in the context of justifying the pedagogy in focus as innovation or change to existing practice. However, it suggests a

framing of international students' academic experiences as necessarily 'challenging' and 'stressful'.

It was less frequent to see students described as 'capable' (McKay, O'Neill, and Petrakieva 2018), or 'able', and in one instance the deficit narrative was reinforced by the latter: 'international students from Europe were more able to work and network with host students than Confucian students' (Rienties, Héliot, and Jindal-Snape 2013). Although this quote is taken from a description of the data, the research was premised on a social learning network reflecting students' social patterns, not their ability. Such nuance is important for future research to avoid reinforcing deficit representations of international students.

Students are often constructed as passive as in the following example: 'international students may be inhibited or even intimidated by their new learning environment' (Cowley, Sun, and Smith 2017). This positions students' behaviour as determined by their environment, rather than framing them as active agents. While obviously intended to provide an empathic insight, such framings fall into the trap described above by Madge et al (2015) in not positioning international students as knowledge agents. This could be positively re-framed as 'depending on their confidence and knowledge, international students may assess the learning environment as hostile and decide to disengage'. This construction re-positions students as active and intentional in their practices. Notable exceptions are those that explicitly positioned students as partners (Deeley and Bovill 2017; Brown 2019). Several articles likewise referred to their pedagogic practices as 'enabling' international students' (Chew, Snee, and Price 2016; Robson, Forster, and Powell 2016; Bamford, Djebbour, and Pollard 2015; Deeley and Bovill 2017; Ely 2018; Green 2019; Scoles, Huxham, and Mcarthur 2013; Scott, Thompson, and Penaluna 2015; Sloan et al. 2014).

Finally, there is a false inference frequently made or at least unchallenged by many of these articles that, as Cockrill (2017, 64) puts it, 'internationalization of the student body and diversity of viewpoints are a cornerstone of a global education'. This implies students of different nationality necessarily implies different viewpoints, though how a person's nationality should determine their opinion is never adequately explained.

Again, these critiques are not intended to assert bad faith or negative stereotyping on the part of the authors. Indeed, in examining one of our research team's previous articles included in the sample (Lomer and Anthony-Okeke 2019) there are discursive traces of the deficit narrative. Rather, our intention is to problematise how pedagogic literature on internationalisation represents international students in the course of describing and justifying teaching practices, even with the best of intentions. This may also be a product of the rhetorical demands of publication; often authors are expected to frame pedagogic interventions as responses to a 'need' or a 'lack' to highlight its wider significance. It is clearly difficult to extricate oneself discursively and, therefore, conceptually from the 'othering' of international students and the deficit narrative about their competencies or skills. For projects invested in ethical and emancipatory HE pedagogies, this poses a real challenge: how can we talk and think differently

about international students? The study of international students in HE inherently involves constructing ontological categories of student populations, but this poses a real ethical paradox for researchers: how do we authentically depict individual and collective experiences without homogenising or reifying often marginalised social groups? As a first step, there must be a nuance in any analysis, recognising a plurality of different groups of international students, intersectional dynamics and different configurations of privilege.

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 problemisations 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 (e.g., 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.

Study 2: Interviews with Academic Staff

We recognised that the published literature in Study 1 does not necessarily paint an accurate portrait of the full breadth of pedagogic practices enacted across the UK HE sector, as not all innovations or practices are formally published. Therefore, we collected primary data via in-depth interviews with 45 UK teaching staff members across the disciplines. The primary purpose of the second half of our research was to explore RQ2 and RQ3, which focused on developing a deeper understanding of academic staff's conceptualisations of international students and how their presence impacts upon pedagogic practices in UK HE.

Participants and sampling approach

Altogether 45 staff members participated in an interview for this study. Our only inclusion criteria for participation was that interviewees needed to be: a) academic staff members at any UK institution (at any level and with any contract type); b) contributing to taught course units (i.e. not exclusively English for Academic Purposes (EAP) or pre-sessional courses); and c) 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, as outlined in Table 3. In terms of participants, we sought diversity related to career level, discipline[1], gender, and status as home or international members of staff (as self-identified by participants during the interviews). In terms of their employing institutions, we have included participants from all four nations of the UK and sought diversity related to institution type[2] and numbers of international students recruited.

[1] We sought to include a range of disciplines, to account for potential variation in pedagogy by subject. We have reported these in line with the Higher Education Classification of Subjects 2019/20. However, our sample does skew towards the social sciences and education, perhaps reflecting participant interest in the topic. We sought a second round of recruitment to specifically seek out participants from STEM subjects, but suggest that future interdisciplinary pedagogic research should build this in from the outset.

[2] We examined institutional types based on affiliation to university mission groups, namely the Russell Group, University Alliance, Million+, and GuildHE. The Russell Group recruits a disproportionate share of international students across the sector, and it is therefore appropriate that our participants weigh more heavily towards the Russell Group rather than seeking an equal representation from all mission groups. Many institutions, after the dissolution of the 1994 Group are unaffiliated and in this case we have recorded this, in addition to their age as pre- or post-1992, since this is commonly understood to be a proxy for status or reputation. While Bolliver (2015) in her cluster analysis highlights that there is little objective distinction between the Russell Group and its near relatives in terms of research activity and selective admissions requirements, such mission groups nevertheless have widespread understanding in the sector. Likewise, Bolliver does not identify any significant differences between pre- and post-1992s in terms of teaching quality, despite differences in economic resources between cluster groups. We therefore have aggregated and reported participants under mission groups for reference only, but we did not suppose that we would necessarily identify differences in teaching approaches between mission groups.

Table 3: Individual and institutional information about participants

	Category	Number of participants recruited
Individual factors		
Career level	Teaching fellow / Tutor Lecturer Senior Lecturer Reader Professor	4 13 18 4 6
Discipline	Architecture Business and management Computing Creative Arts and design Education and teaching Engineering and technology Geography and environmental studies Language and area studies Mathematical sciences Physical sciences Social sciences Subjects allied to medicine	1 9 2 3 8 1 2 5 1 2 7 4
Gender	Women Men	32 13
Institutional factors		
Nation	England Scotland Wales Northern Ireland	34 7 2 2
University type	GuildHE Million+ Russell Group University Alliance Unaffiliated pre-1992 Unaffiliated post-1992	1 2 22 4 13 3
Number of international students recruited at	1,000 - 4,000 5,000 - 10,000	21 14

institution	11,000 -14,000 15,000 -20,000 Unknown	5 5 1
Proportion of international students to total students[3]	0-9% 10-19% 20-29% 30-39% 40-49% 50% and above	3 12 9 14 5 2

Recruitment of participants was multi-pronged, which reflects challenges associated with reaching academic staff in the height of the COVID-19 pandemic. We first issued personal invitations to authors from the studies included in our Study 1 systematic literature review. We also issued calls for participants at dissemination events related to this project, including a Society for Research into Higher Education (SRHE) webinar in June 2020 and a Centre for Global Higher Education (CGHE) webinar in July 2020. We then issued general invitations on social media via Twitter and through targeted professional Facebook groups. The schedules for previous SRHE conferences were also reviewed to invite past contributors of pedagogy-related research or research with international students. Finally, a snowball method was employed by asking members of our personal networks and those previously interviewed to share our invitation with their own networks. In doing so, we aimed to interview participants with at least one degree of separation (i.e. to interview the 'friend of a friend') to avoid biasing contributions through social desirability. Similarly, the personal contacts of one researcher were referred to the other researcher to interview to ensure a measure of objectivity.

The list of participants was regularly reviewed for inclusion of our identified recruitment categories (as outlined above). Where recruitment was lacking in particular categories, we specifically targeted these areas by reviewing staff pages and identifying contributors to pedagogy-related institutional resources.

Interview method

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

[3] Note: International students are 14% of the student population in UK higher education (HESA, 2019)

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. Altogether, we aimed to develop a deeper understanding of participants' subjective interpretations of their practices and rationales. We also sought to build relationships with participants by referring to their own professional experiences and context, asking for corroborating examples where appropriate. A full list of guiding interview questions is available in Appendix 1.

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.

Ethical considerations

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. In addition, several steps were taken to ensure the ethical collection of our data. In terms of informed consent for participation, we circulated the call for participants with a link to the participant information sheet (included in Appendix 2). Participants also had the opportunity to request a list of interview questions ahead of time to inform their decision to participate. An electronic booking system was used so that participants could select their own interview slot at a convenient time. At the point of booking, the participants were also given a set of informed consent questions (see Appendix 3) and asked to tick in order to book. This was followed up at the start of the interview, with the interviewer reiterating key points about confidentiality and data protection and providing a space for the interviewee to express any concerns or questions.

Our interview transcripts were anonymised by removing any identifiable information about participants, including redacting any information about specific courses or classes they teach and minimizing data that might make their role or department apparent to the reader. We have also reflected on confidentiality in the reporting of our results. For example, we have opted not to provide full demographic or background details about each individual participant, as we felt this would make participants identifiable. We have, instead, provided anonymised contextual information next to participant quotes, as was valuable for meaningful interpretation.

Regarding our data storage, interviews were recorded onto the hard-drives of the researchers' computers in reflection of concerns about Zoom's cloud data security protocols. Otter.ai was used to automatically transcribe recordings, which were password-protected and uploaded using a unique identifying file number. Transcriptions were simultaneously checked against the original voice recording and anonymised by a paid research assistant, after which the original recording and non-anonymised files were deleted.

Data analysis

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.

Brooks et al (2015) outline a six-step approach for conducting template analysis. The first step focuses on data familiarisation, which was undertaken by reading and discussing a subset of interviews assigned to each member of the research team. In the second step, a set of preliminary codes were identified and defined through repeated discussions about the data. As suggested for step three, these were organised into meaningful thematic clusters and defined to create an initial coding template (step four). In step five, the data were divided between the three researchers for initial coding, which supported subsequent further refinement to the list of codes. To support this, we compared a sample of codes, revised the coding structure and re-coded where appropriate. For step six, our coding template was finalised and applied to the full data set. Afterwards, the data within each code was checked by a member of the research team for consistency.

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.

Results

We report the results of the qualitative analysis below, with relevant contextual information about participants following each quote. In these instances, we have included a participant number, alongside their teaching discipline and institution type. We have retained information about participants' gender, job title, and the number of international students at each institution for analytical purposes, but did not identify major patterns of comparison warranting systematic identification throughout the results. However, these are included in our discussion in places where they provide a meaningful interpretation of findings.

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...I'm aware that I probably haven't given much thought to the differences and to the challenges, because it's just, you know, that's your classroom from day one. Yeah, that's my normal classroom. (Participant 6, Social sciences, Russell Group)

Those who had worked in UK HE for a longer period and were at a later career stage could more readily reflect on how the presence of international students had changed their approaches to teaching. In these cases, there was a clear reflection that student cohorts have become more nationally diverse and how nationality cohorts have changed over time. In particular for many, with Chinese students becoming a majority international group. As such, there was a stronger focus for these staff members on how this has impacted their teaching practices and adopted pedagogies.

> Having taught international students over systems for 12 years now, I really changed the way I do things because of what they need. And because of what I realised is good for them, and what is not good for them. (Participant 12, Language and area studies, University Alliance)

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 one participant noted, 'a real privilege' (Participant 41, Physical sciences, Russell Group):

> There's that…[teaching international students] kind of invigorates us. And it makes us also reflect and question our assumptions about learning and teaching... It makes you reflect on the fact that maybe people aren't that different. (Participant 24, Medical Education, Unaffiliated pre-1992)
>
> 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)

In many examples, this was positioned as unidirectional, in terms of contributions that international students make to benefit the learning of home students, making for 'an intellectually really rich discussion' (Participant 30, Education and teaching, Russell Group). For example, international students were perceived as a source for sharing international examples, or, in some cases, expected to challenge existing assumptions or norms about a topic of discussion (see further discussion for approaches to facilitation below).

> I think our international students are much more cosmopolitan in their mindset and attitudes than home students, because our home students haven't traveled very far. So international students, they will have had lots of international exposure. So that's a lot for us to tap in terms of for them to use as a resource for teaching in the classroom, for learning. (Participant 16, Education and teaching, Russell Group)
>
> So having people from either those regions [that we're discussing in class], or even those countries who can kind of provide a counter-narrative or can give their experiences, I think means that it's not just me talking about other countries and their and their countries, but it's a shared experience, we can we can talk together. (Participant 29, Social sciences, Russell Group)

However, we argue, there was perhaps limited recognition of whether students *want* to be held in this regard or feel comfortable being placed in such a position.

Also, while many participants suggested that such positive attitudes towards international students were representative of their departmental or institutional culture, several participants positioned themselves in contrast to a more problematic culture. One described it as 'the old mindset' (Participant 1, Business and management, Unaffiliated post-1992) of an 'unkind' deficit approach.

> I was once invited to sit in on another faculty's Global Engagement committee, and a member of staff said, Well, we work with international students, because we have to. And I just couldn't get over that. (Participant 22, Language and area studies, Post-1992)

> There’s definitely a vocal minority that is upset, and honestly, with decent reasons, because, like, at my university, we have very low entrance requirements. (Participant 33, Social sciences, Unaffiliated pre-1992)

> We found as well, at least in my institution, in some subject areas, they tend to demonise international students. And... in some areas, even international lecturers demonise international students. (Participant 12, Language and area studies, University Alliance)

In particular, these negative attitudes tended to find their focus on Chinese students as the biggest single nationality group on most campuses.

> I guess the main challenge is sometimes is an incorrect stereotype, I think. So generally, a number of staff see Chinese students as I guess, sometimes poor quality students. Which is not necessarily true at all. (Participant 34, Business and management, Russell Group)

> The kind of deficit model is just so wrong in this respect, because a lot of my colleagues will be very grumpy about Chinese students who don't talk in class and be quite down on them. And then, you know, I just wish that they can eat their words three years later, when they see the results. (Participant 13, Business and management, Russell Group)

The picture drawn here is therefore inconsistent, showing what we might characterise as a broad commitment to inclusivity and the pedagogic contributions of international students, undermined by residual and hard-to-shift deficit narratives around particular nationality groups.

It is with this foundation in mind that we turn our attention to findings related to how teaching practices in the UK are shaped and developed by the presence of international students. In the first section, we highlight participants’ descriptions of and attitudes towards international students, followed by a description of highlighted pedagogies adopted by lecturers in response to the presence of international students in their classrooms.

Students: descriptions, definitions and attitudes

Part of our interest in this study was to understand how international students are conceptualised and depicted by teaching staff (RQ2). In this section, we provide an overview of how international students were defined and described by our participants, along with general attitudes or assumptions made about international students and their contributions to learning environments.

Defining international students

A central concern for any research about international students is a question of definitions: who ‘counts’ as an international student? In our own work, we align with the critiques made by Jones (2017) regarding the inherent challenges to oversimplified binary classifications of students as either ‘home’ or ‘international’. Such classifications often rely heavily on citizenship, nationality,

and visa status as problematic measurement tools, prompting a sense of ‘othering’ and homogenising of those deemed ‘not British’, while simultaneously erasing or ignoring the cultural identities and migration histories of those classified as ‘home’. During our interviews, several participants noted this challenge through, for example, statements such as, ‘I guess it also depends what you mean by international’ (Participant 37, Business and management, University Alliance).

Most participants, at least initially, aligned their personal definition with that of their institution. This was commonly described as those in a student visa category in the UK (called Tier 4 before October 2020). However, this was often defined with caution and with a reflection on how institutional or personal circumstances might influence who ‘counts’ within that category. For example, when reflecting on additional supports provided to international students during examinations, one participant noted:

> Well, that is defined differently depending where you are. So I mean, I remember working on something a number of years ago where [University 1] defined international differently to [University 2], so that if you studied at [University 1], you would get more time for an exam. Whereas if you're at [University 2], you wouldn't based on the definition of what an international student is. (Participant 20, Business and management, Unaffiliated post-1992)

Other interviewees more explicitly rejected binary classifications of students, noting challenges of using definitions and categorisations. These were often linked to individual identities: ‘Obviously, that's not how students think about themselves’ (Participant 15, Creative arts and design, University Alliance). For some, the question related more to whether students were undertaking long-term or short-term educational mobility. Under this definition, the participant considered that only students on short-term ‘exchanges’ were ‘international’, while students completing their entire degree in the UK were not (Participant 44, Business and management, Russell Group). Several participants were explicit that they did not allow this to affect their practices. Indeed, one participant explicitly suggested that such categorisations made for the purposes of fee paying should be ignored entirely, as a point of principle. (Participant 15, Creative arts and design, University Alliance)

> The home-international divide is not something that seems to be carried out in the classroom because, I think, I’m trying to get them all to learn from each other and mesh, regardless of where they come from (Participant 1, Business and management, Unaffiliated post-1992).

Political complexities also added doubts to participants’ categorisations of international students. Brexit was a prominent example; in the UK, EU students pre-Brexit were defined as home students, but will now require student visas to study in the UK. For some participants, this meant that EU students might now ‘become’ international students. However, we did not necessarily note any specific reflections from participants about what that might mean for

students’ identity formations or how such changes might impact teaching practices or support provisions.

> Well, it's interesting, isn't it? Because you've got the whole EU thing. And that's from next year, anybody who isn't a home student is an international student in terms of the definition. (Participant 1, Business and management, Unaffiliated Post-1992)
>
> I guess, the one [definition] we use, which presumably changes on the first of January would be you know, those born outside? Oh, sorry, those from outside the EU. Yeah, that's how we were categorising them, and then presumably, I mean, I guess we'll see what happens. But EU students, I guess, will join them and be designated international. (Participant 6, Social sciences, Russell Group)

Another consideration was from a participant in Northern Ireland, who pondered how to categorise students from England, Scotland, or Wales, ultimately deciding: ‘I think GB (Great Britain) students are viewed differently. So aren't viewed as international’ (Participant 14, Social sciences, Russell Group). Together, these reflections highlight how political considerations and visa policies shape how teaching staff might categorise or reflect on the students they teach.

Ultimately, the majority of our participants settled on defining according to their difference. For some, this meant defining students according to what they are *not*: as in, simply, not British. A common response was, ‘I think it's any student from any other country’ (Participant 30, Education and teaching, Russell Group). Others reflected on the role of language, highlighting international students as those whose first language is not English (regardless of visa category): ‘first language is an important marker’ (Participant 6, Social sciences, Russell Group). Still others highlighted the role of educational histories in designating students as ‘international’, again outside the bounds of citizenship:

> I would say an international student is someone who learns and studies in an educational environment that is not that of their home country. (Participant 36, Business and management, Unaffiliated pre-1992)
>
> I know there's a university and probably a political definition of an international student, which might be separate to mine. I would include any international students who have come from a different cultural, educational, not just culture, but educational culture. (Participant 38, Social Sciences, Russell Group)

Others extended this still further, folding in British ethnic minority students into the broader ‘international’ category based on a ‘different’ ‘cultural heritage’:

> I have a couple that are of mixed heritage, that have disclosed to me that they are of mixed heritage because it's not always necessarily obvious. I have one student who's an Arab, Arabic descent, but she, by her own confession is like, I feel very disconnected from that because then they're like, fourth or fifth generation and they don't really go back there anymore or so. So to her she was like oh, you know, I’m a Brit through and through so. (Participant 25, Creative arts and design, GuildHE)

Extending understandings of what it means to be international entails reflection on the need to acknowledge and appreciate how students identify themselves, beyond labels or geographical/historical borders.

Despite participants arriving at different conclusions, what stood out to us within these discussions was a sense of critical reflection on categorisations and recognition of their complexities. Most interviewees could easily define international students according to institutional or national policies but were simultaneously quick to point out problematic assumptions underpinning such definitions. Alternative solutions to defining international students more inclusively were limited, but we feel this reflects scholarly recognitions in the higher education research field of students' complex and intersectional identity formations (Zewolde 2020). It is, therefore, encouraging that so many participants reflected on this complexity.

Homogenisation of international students' identities

We have previously written critically about the sector's tendency to homogenise international students' experiences as a singular, shared experience, alongside tendencies to essentialise the experiences or perspectives of students from the same country or region (Lomer and Mittelmeier, 2020). In our analysis of interview data, we recognised similar perspectives from participants in this study, many of whom explicitly rejected homogenisation of international students. Much of this was a critique of attitudes they had witnessed among peers at their institution or more anecdotally across the sector:

> I tend not to have those particular assumptions in my mind that, you know, this is that group of the students that would cheat or this group will do this or this. I don't think that it works that way. I think that it has nothing to do with nationality. (Participant 18, Physical sciences, Russell Group)
>
> I think what's happened now is that people have created awareness that there are cultural differences. But it's at that kind of reductionist stage, where people are like, 'Oh, I know that I'm aware that the Chinese might need extra help with this, because they tend to be like this.' And it's like, really? All of all of them? You know, it's a huge country. (Participant 19, Language and area studies, Million+)

These rejections often came from a perspective of wanting to see students' individuality and demonstrate a level of humanity in their relationships with students. Nevertheless, this was often challenged by expanding student numbers, limited academic control over recruitment practices and entry requirements, and logistical and resource challenges.

> But I think you know, these are very simple things, aren't they? They're about connecting with people as humans and treating the students as individuals, rather than as cultural stereotypes. (Participant 15, Creative arts and design, University Alliance)

> Because ultimately, everyone is an individual and they bring with them different requirements, different needs, different experiences. And yes, there's a cultural layer that sits on top of all of that, which sort of distinguishes, you know, broader student groups. But underneath that, you've got, you know, a lot of individuality. And sometimes I think we forget, we talk about international students and home students, but actually, neither of those groups is homogeneous in any sense of the word. I mean, international students are hugely varied, actually (Participant 36, Business and management, Unaffiliated pre-1992)

Yet, at the same time and often in the same interview, there was a tendency for interviewees to simultaneously rely upon homogenised stereotypes of international students in descriptions of their learning patterns. For instance, one interviewee (Participant 16, Education and teaching, Russell Group) critiqued the 'present[ation of] international students as a homogeneous group', but later described:

> Because if I could just share my experiences working with Italian students, you can't just shut them up because they're talking all the time. And then, you know, Chinese students can be quite shy until you draw them out, then they start to talk but are not overly talkative. So you get all these and Americans, for instance, you know, they're happy to explain at length about and which is fantastic. And I would say, students from the Middle East, it's sort of in between Italian on one side and Chinese on the other side...If you're looking at them on the spectrum, they are quite happy to talk but they won't dominate...It's quite interesting how the different...maybe I don't want to stereotype them, but they all bring into the classroom all this fantastic way of communicating and sharing.

Other interviewees described collectivised assumptions about the behaviours or preferences of international students. This was, for instance, through blanket statements that international students are 'looking for affirmation from the tutor' (Participant 4, Subjects allied to medicine, Unaffiliated pre-1992) or 'they don't know what to expect' (Participant 11, Education and teaching, Russell Group). Other statements collectively described students from the same country or region, with a particular focus on students from China or Asia more broadly (see also tropes portrayed under 'Interactive teaching').

> Our Chinese students generally...obviously, they come from a Chinese educational background. What they are used to is very much a lecturing process. They themselves tend to talk about a Confucian tradition. I don't really know how far it is, but that's how they define it. They talk about the teacher as a fountain of wisdom. What they describe sounds pretty much like a transmission mode of education. (Participant 40, Education and teaching, Russell Group)

We noticed a level of self-awareness about such statements, particularly when interviewees felt their reflections might be perceived problematically. For instance, we noticed that many interviewees used face-saving disclaimers after generalised statements, such as 'I don't mean to stereotype'. Hedging was also used in places, such as:

> I mean, not all Chinese students, certainly, but it is...It has been an issue in the past. Because I want to make sure that they get something out of the course, but if they can't understand what I'm trying to get across, it's difficult to know how to support them. (Participant 23, Education and teaching, Russell Group)

So, while staff wished to avoid cultural stereotyping, it is often a dominant discourse which is difficult to escape from, particularly where participants engage with large numbers and groups of students with limited opportunities to get to know them as individuals. This is often reinforced by the literature, which as described above, typically only describes international students with reference to their country of origin (and sometimes not even this).

International students and inclusion

Alongside these narratives were reflections about how the presence of international students relates to broader measures of inclusion in participants' classrooms. For some interviewees, the inclusion of international students was simply part of 'good teaching' (Participant 25 Creative arts and design, GuildHE) and 'just best practice full stop' (Participant 43, Social Sciences, Russell Group).

> I suppose at the very core level, at the very least there's needed an awareness of diversity and difference within your group. And the fact that different cultural and educational and language backgrounds mean that people have a different understanding of how they are expected to learn and what they're expected to do with that learning. And so that's where I guess it comes down to, you don't necessarily need to know, the intricacies of every international university system. (Participant 6, Social sciences, Russell Group)

There was a recognition from some participants that developing support for international students also benefited their wider cohort of students. As described succinctly by one participant: 'I think what's good for an international cohort is good for everyone.' (Participant 19, Language and area studies, Million+). Participants highlighted that supporting international students 'becomes part of inclusivity' (Participant 6, Social sciences, Russell Group), as the classroom 'should work for everyone' (Participant 25 Creative arts and design, GuildHE). Similarly, there was a consideration by some about the intersectional identities of students they worked with and how learning should be designed with broad diversity in mind. For example:

> So, you know, the kind of basic rules that we've got there in terms of providing materials in advance, obviously, they help international students, but they also help home students. They help people who are dyslexic you know. It's just helpful for everybody. (Participant 31, Education and teaching, Russell Group)

> And to me, it's that multitude of voices and experiences. So not just about international, but also age, profile, gender, experience, you know, all of those things together create such a diverse group. (Participant 6, Social sciences, Russell Group)

This links considerations for supportive practices with international students to universal designs for inclusive learning (see, for example, Bracken and Novak 2019).

Yet discussions on this topic from a small number of participants (approximately eight out of 45) veered towards descriptions of not 'seeing' nationality in their classrooms. There was a sense that some participants sought 'not to treat them [international students] too differently' (Participant 35, Computing, Unaffiliated pre-1992) and believed inclusion derived instead from ignoring markers of national difference in the classroom. All of these statements came from participants who did not discuss having a personal migration history.

> Whether they're from the UK or whether they're from China, it really makes no difference to my expectations of them. But it also doesn't make any difference to me in terms of how I evaluate their performance across the module (Participant 31, Business and management, Russell Group)
>
> But to be honest, I don't think that the vast majority of them [international students] don't want to be treated any differently to anybody else...I've never come across anybody who expects to be treated differently or asks to be treated differently, because they come from somewhere else. That's not my experience. (Participant 5, Geographical and environmental studies, Unaffiliated pre-1992)
>
> No matter where the student is from, I want to see evidence that they've understood something, and for me, evidence in what I teach is when it comes through on the coursework, whether they're using references, whether they're using them appropriately, whether they're using them within the specific subject context, and they're critiquing them, whether the piece of work is organized to allow them to convey the message. And these are things for any student, no matter where they're from. (Participant 20, Business and management, Unaffiliated post-1992)

Such perspectives have been thoroughly evaluated within and outside the education field related to racial inequalities, outlining how 'colourblind' approaches to policy and practice do not dismantle the barriers racialised people experience (Zewolde 2020). Thus, a similar argument could be made here that applying a 'country-blind' approach to teaching international students fails to acknowledge the differential experiences and barriers experienced by those with a wide range of migration histories.

An alternative and contrasting perspective from a larger number of participants (approximately 21 out of 45) focused on the concept of empathy, reflected on as the need to understand the international students' multidimensional experiences. Such perspectives were most prominently suggested by staff with personal migration histories, including 11 participants who self-identified as migrant members of staff and eight who had previously lived abroad.

Interestingly, despite some recent attention in the academic literature, there were few reflections on how the transition to emergency remote learning during COVID-19 might change definitions

or understandings of international students when (some of) these students are no longer physically mobile, but still engaging with UK HE.

Together, these findings show various perspectives that staff have towards the inclusion of international students. We contrast these in the following section, where we take an in-depth look at deficit narratives of international students and how they were portrayed or rejected by participants.

(Rejection of) Deficit narratives about international students

In Study 1, we identified the pervasive existence of deficit narratives in how scholars write about international students and design research about their experiences. This was similarly demonstrated by many participants we interviewed, who often reflected on what they felt international students ‘lack’. This frequently focused on lecturers’ assumptions about international students’ perceived lack of verbal participation, limited writing skills, or limited knowledge about education structures in the UK. For example, international students were portrayed as ‘struggl[ing] with the depth of analysis (Participant 44, Business and management, Russell Group) or ‘aren't really integrated’ (Participant 17, Social sciences, Unaffiliated pre-1992). International students’ learning experiences were commonly described as ‘really challenging for them’ (Participant 3, Business and management, Russell Group). Across the 45 interviews we conducted, a large majority of participants slipped into such deficit framing at some point, some explicitly and specifically acknowledged, but others more implicitly and perhaps subconsciously.

> There are people, you know, who would be expecting that the teacher tells you what to do, and you just follow it. And I think this idea of being much more self-directed, much more, you know, talk to your peers, let's learn from each other. It is less accepted in some cultures maybe. (Participant 4, Subjects allied to medicine, Unaffiliated pre-1992)

> Sometimes some of the international students struggle because they are used to a much more formal structure to learning. So they are quite prepared to sit there for two hours and listen to you, whereas it's not really what we do anymore. (Participant 5, Geographical and environmental studies, Unaffiliated pre-1992)

> So, for me, the expectations are about, you know, being authentic and being able to be critical. So that's something that a lot of Chinese students are struggling with. They don't, you know, they don't question the teacher. (Participant 18, Physical sciences, Russell Group)

In this way, we recognised a sense of ‘othering’ by some participants, who noted simply that international students and their needs are ‘different’.

> They've done their degree in China, they got an entirely Chinese education. And that's just its own set of challenges. It's easier to segregate them, to be honest, because they

are just so different. It's weird because they're brighter students, which is kind of embarrassing. But they do all the reading. (Participant 17, Social sciences, Unaffiliated pre-1992)

You know, overseas students are different, like completely different. They're so different that we have to do something different for overseas students all the time. (Participant 24, Medical Education, Unaffiliated pre-1992)

This was similarly a concern for a few participants in areas of management or leadership, where deficit narratives from their peers were highlighted as a barrier for developing teaching innovations. For example, one participant who held a dean role expressed:

> But it's difficult because I've still got a fair amount of staff that's still within the deficit way, the whole 'you need to go to language support, because you can't speak English'. I just go, no! It's not their fault. It's not their fault. They're coming to learn, you should be embracing that and helping. (Participant 1, Business and management, Unaffiliated post-1992)

Together this highlights, in corroboration with Study 1, how deficits inherently frame discourses about pedagogies with international students and the relative ease with which such perspectives slip into conversations about working with them.

Yet, many interviewees were conscious or critical of such framings. We found at the same time (and often in the same interviews), many participants expressly rejected deficit perspectives of international students, even while simultaneously perpetuating them. For example, one participant expressed feelings that students from Asian countries 'can be reluctant to speak because it's just not the format that they're used to' (Participant 22, Language and area studies, Unaffiliated post-1992), but later in the interview described:

> ...there are colleagues, and I think there always will be to a certain extent unfortunately, across the sector, who see it [teaching international students] as something else they have to do, as another responsibility. And it's something that I really do take umbrage with, where there's the deficit model, looking at what these students can't do, rather than looking at how they could enrich the classroom environment, enrich the experience of the home students as well.

Thus, we saw tension in many interviews between the presence of deficit reflections, often linked to the homogenisation of students' identities, while simultaneously questioning the underpinning structures that make those deficits visible. For example, one interview reflected:

> To work with international students, I think one needs to be quite compassionate in their approach. And try not to see students from other countries using a deficit model...But in fact, turn it around to say it's amazing how far they've got, and they're here doing a master's program in another university now, in a different culture, a different country. And that's a lot. (Participant 16, Education and teaching, Russell Group)

We now turn our attention to exploring this tension further in relation to how it manifests within lecturers' expectations of international students to 'adapt' within UK HE learning structures.

Expectations of adaptation

Across our interviews, we found a keen recognition of the multidimensional transition experiences that international students may undertake when studying in a new cultural context. Most interviewees recognised a need for increased transitional support through activities such as induction to support international students, particularly at the start of their programmes. Other participants highlighted the need for increasing transparency of pedagogies and embedding skill development into subject-area course units (see 'Teaching: practices and beliefs' section). There was in this area, particularly from staff members with previous international migration histories, a sense of empathy and recognition of the barriers that exist in British HE for international students.

> Culture shock used to be a term and, but you know, it does take a while to adjust, and some people just more quickly than others. So it's trying to, as much as you can...try to make that experience as comfortable as you can. (Participant 3, Business and management, Russell Group)
>
> A really critical time is how people approach semester one, because semester one, when you come and you study somewhere for the first time, is really hard. Everything is new. It's not just the studying, it's everything, the entire environment. It's simple things like going shopping and suddenly being confronted with a whole range of products that you don't really know what to do with. You may have to deal with issues in your accommodation. Then of course, you try to make new friends at the same time. And you are asked to study in a different language where you probably understand, if you're lucky, about a third of what's actually going on. (Participant 36, Business and management, Unaffiliated pre-1992)

Recognition of transition experiences was particularly more prevalent from those with previous migration histories, such as migrant members of staff or those who had previously worked abroad.

> I can tell you from my experience when I came here, I came 36 years old, having all my life, a completely different educational system. And then it took me a month...you take somebody you throw them inside the board meeting in the first three months, and I couldn't understand what is happening. This is what I mean. Similarly, I'm being in the country where we are offering international studies from all around the world...we should take it a little bit into consideration, maybe, the peculiarities of each one of the areas of the world and their educational systems. (Participant 8, Engineering and technology, Unaffiliated pre-1992)

Yet, the response to those recognised transition experiences took different forms for our interviewees. One reaction focused specifically on notions of adaptation, that international

students should be provided support for developing skills to be successful in a UK-centric style of teaching. These interviewees tended to focus on illuminating 'how things are done in the UK' (Participant 11, Education and teaching, Russell Group) with the aim to ensure that 'students are supported appropriately' (Participant 14, Social sciences, Russell Group). As such, there was a perceived norm or standard of teaching within UK HE, which international students required support for adapting or assimilating their learning within. This was summarised by one participant as, 'one response borders on the sort of knee jerk, xenophobic, which is, you know, if you don't really want to British education, why come?' (Participant 40, Education and teaching, Russell Group)

An alternative perspective focussed instead on transformation, whereby other participants highlighted a need for recognition and inclusion of national difference in adopted pedagogies. These interviewees described reflecting that, 'there isn't a kind of single style that works really well' (Participant 6, Social sciences, Russell Group), and that inclusion of international students means critically reflecting on the existing status quo of teaching. As described by one participant:

> So how can I teach so that this is really apparent? How can I make this explicit both to me and to the students? Because the students are kind of action researchers of their own learning, they're constantly refining and reflecting, and they're going through a kind of cycle. (Participant 7, Language and area studies, Russell Group)

These juxtaposing responses to international students' transition needs - adaptation versus transformation - led HE teaching staff to adopt a wide range of pedagogical approaches in their classrooms, which we turn our attention to next.

Teaching: practices and beliefs

RQ3 focused on identifying how lecturers teach international students in UK HE. In this regard, a range of teaching practices was identified, not particular or unique to cohorts including international students, but made perhaps more visible by the presence of international students. As the discussion above illustrates, some participants situated their practices as 'nationality-blind', frequently pre-empting the discussion by clarifying that they don't 'change' their approaches when they have more international students or different student profiles. Some appeared more concerned that our project was implying that pedagogies ought to be tailored to different nationalities and their perceived characteristics, and were keen to challenge both the logic and feasibility of this:

> As far as the curriculum goes, they treat them no differently to home students. And, in my career, my curriculum, my teaching content, same to both home and international. (Participant 35, Computing, Unaffiliated pre-1992)

Leaving aside the valid concerns about offering a differentiated curriculum, other participants suggested that their department or institution had not had a widespread reflective conversation about internationalisation in relation to teaching practices:

> It's never been discussed as, Oh, we have, you know, increasingly, in, you know, we have more international students. And so we have to, you know, perhaps think about what approach. There's never been such a discussion... there's never been a difference made, or, you know, a change of approaches. (Participant 37, Business and management, University Alliance)

Taking the discussion above on the importance of transitional experiences into consideration, the absence of such a discussion raises concerns about how international students might equitably access the curriculum (i.e. whether they might not be fundamentally disadvantaged). One participant suggested that there might be disciplinary differences in this discussion:

> So it's very small steps in some disciplines. But obviously, in other disciplines, it is a lot easier to talk about, and different ways of teaching that can be more inclusive. (Participant 28, Education and teaching, Unaffiliate pre-1992).

Yet others considered that maintaining a ‘one size fits all’ approach could be situated as colonial or imperialistic, with its roots in the belief in the superiority of UK HE:

> And there is also an assumption that the way we do things are globally accepted and internationally recognised. And maybe been a little bit on an imperialistic mode of doing things and even colonial somehow. (Participant 37, Business and management, University Alliance)

It is notable that most of the participants who raised concerns about decolonising the curriculum, or imperialistic mindsets in reference to pedagogy, were based in subjects such as International Development, where these are increasingly widespread critiques.

> So likewise, when sort of decolonizing the curriculum, I think there's a lot that goes on, but there's a lot that our school does, I think that we're not conscious of it. (Participant 22, Language and area studies, Post-1992)

This was not a frequent theme, however, and this gap suggests that the increasing attention to decolonisation with reference to curriculum content is not yet being applied and extended to pedagogy and teaching methods. This was also apparent in the tendency for some participants to conflate concepts of ‘internationalisation’ and ‘decolonisation’, although there is room for further theorisation about where these two concepts complement and diverge with regards to the curriculum. Other participants were aware of the need for decolonial and anti-racist approaches but felt uncertain about how to connect them to their own practices. As one participant described:

> I went to [full name] here who is an anti-racist specialist. And she did a great session that ...was scary. Because it's like, my goodness, I have no idea how I fix things. But it was also profound. what she had to say, and I'm quite emotional and so yeah. But even though she was amazing, I still came away going I'm still not entirely clear what I pragmatically do in my classroom that is going to make this better. (Participant 25 Creative arts and design, GuildHE)

More common were allusions to how the wider higher education landscape structures and limits pedagogic possibilities. This was often made in reference to issues of neoliberalism and austerity, reflecting on practical implications of national policies towards higher education.

> Actually, to be honest, it is, I think, the current UK higher education position, with years of conservative austerity, is that we're exhausted and there's no resources. In an ideal world, we'd have paid student administrators, we'd have extra support. We'd have small classes, we'd prepare more materials. So we do a lot of that in our own time, outside of our contracted hours. That's what we do. That's our role. And, you know, I think it's sometimes, it's like, if you present an issue it's like, oh god, not more work. But you know, it's that we're quite tired. (Participant 38, Social sciences, Russell Group)

Other concerns from participants centred on entry requirements outside the control of teaching staff (and, frequently, their departments), pressures to increase student numbers, financial restrictions on investment in teaching and staff, limited engagement from senior leadership in the 'chalkface' issues of internationalisation, and increasing workload. Thus, there was a palpable and often explicit sense of fatigue from staff, not wholly attributable to COVID-19 (but often exacerbated by it):

> I feel like my job is unethical. And it shouldn't be. It should be something really creative and exciting. But it's...you've got that thing hanging over you. (Participant 10, Creative arts and design, Russell Group)

For many, the will to invest in pedagogic innovation and continuing professional development was stymied by a lack of institutional investment and time, as well as a lack of support for experimentation and failure. Emphasis on metrics, such as the NSS, and teaching evaluation questionnaires left particularly early career staff feeling vulnerable to negative reviews and unwilling to take risks in teaching. Constraints imposed by timetables, rooms styles, student numbers, and lack of additional staff made options limited for many. Yet the determination to create positive and enriching learning experiences for their students remained. While this is arguably a sampling bias (in that no one with a total lack of interest in pedagogy would likely respond to our invitation), we prefer to argue that it reflects a remarkable level of commitment from HE staff.

Here, we seek to depict as briefly and descriptively as possible the rich range of teaching approaches adopted that participants situated as relevant to or important for international students. As the discussion above makes clear, these are not adopted in the context of 'segregating' international students, but rather of creating a 'one size' pedagogy that is as inclusive of as many students as possible.

Clearly, these approaches are embedded in, often implicitly, theories of learning and grounded in epistemology. We might characterise most participants as 'constructivist', applying variations on the theme of social and situated learning, and it is in this light that the approaches below should be interpreted.

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.

We turn our attention to each of these in turn next.

Lecturing in chunks

Some participants referred to the lecture/seminar model as a programme norm, but when asked to reflect on their teaching practices, they rarely discussed their lecturing and focused instead on more interactive teaching. As one participant explained:

> I remember from my experience of learning that actually, the bits when I really learned was when I was able to talk through ideas amongst the group and listen to other people, it wasn't so much the lectures. I mean, the lectures are important. But actually, it wasn't where my real learning took place. (Participant 6, Social sciences, Russell Group)

For many, we might link here to their professional identities as 'teachers', often in contrast to the perceived devaluing of pedagogic expertise. We wonder whether seminar teaching might be construed as 'proper teaching' in contrast to negative portrayals of lecturing, such that participants may have perceived interactive teaching as a more socially desirable stance to share with us as researchers.

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, Unaffiliated 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)

> I had to record ...the 50 minute talk or lecture, which I don't really like doing because it's hard for the students to sit through that. ...So I kind of chunked into three sections. (Participant 19, Language and area studies, Million+)

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.

For some, the transition to emergency remote learning during COVID-19 forced a move to a more dialogic pedagogy:

> Before the virus, what I was planning to do for this module was put the lecture content up online, and the students would listen to that before the class. And then they would come into the class and we could have focused much more on the discussion. I could kind of draw out elements of the lecture that I thought could be looked at in more depth. So there's an extent to which the force the move to online has allowed me to do that or forced me to do it, rather than just thinking about it and talking about it. ... But actually, I think it's good for the module. And, and so I will maintain a lot of what we're doing this year, in future years, because I think it's really helped. (Participant 6, Social sciences, Russell Group)

This suggests, as do other conversations, that some of the affordances of remote learning have been identified as having a lasting pedagogic impact on practices.

Interactive teaching

Across the disciplines, most interviewed participants (31 out of 45, 69%) explicitly described using interactive pedagogies, guided by some form of active learning. In the words of one participant, 'I don't tend to lecture...I'm actually trying to get them to work together to share with one another and do something a little bit different' (Participant 1, Business and management, Unaffiliated post-1992). Although there might be a presumed norm of traditional didactic lectures followed by smaller interactive seminars, several contrasted their practice as more integrative of content and application.

> Lots of discussion and getting them to mix, maximise that discussion space in the classroom as well as going beyond the classroom and giving that sense for group belonging (Participant 16, Education and teaching, Russell Group)

> 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)

> I set it up like interval training, short bursts of little activities (Participant 32, 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. In particular, 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.

Interviewees were asked to reflect on these interactive teaching approaches specifically in their work with international students. In this regard, such approaches were seen by interviewees as a learning shock (Gu and Maley, 2015) for international students, who were believed to expect a more formal structure to learning. While interactive teaching is seen as a 'just good teaching' (Participant 31, Education and teaching, Russell Group), participants perceived it to present challenges for many students new to this set of expectations, which some participants articulated as particularly affecting 'Asian' and 'Chinese students'. We identified many assumptions about what international students were expected to want from their university

degree, with a strong focus on assumptions about their preferences for didactic learning models.

In these discussions, we saw a recurrence of the deficit model in participants' reflections of international students, as they were frequently depicted as 'unadapted' to British-style pedagogies. Such reflections were often made despite positive attitudes often displayed in the same interview about the value of international students' contributions, as discussed in the previous section. Some participants attributed this to 'cultural differences', though many almost immediately re-framed this as 'different learning experiences'. The trope of the 'silent Asian student' was still apparent in our interviews, which was seen as a source of challenge for lecturers: 'The challenge will be just to keep up the engagement. Just hopefully, somebody will say something' (Participant 3, Business and management, Russell Group). This was contrasted by the way the participation of other groups of international students were framed, such as those from the United States: 'I don't know whether you've taught US students but you know, it's quite difficult to shut them up in class sometimes' (Participant 13, Business and management, Russell Group). 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)

Participants noted several constraints for developing more interactive teaching approaches. The most frequently outlined was university infrastructures, such as challenges around timetabling or limitations to the physical classroom space. Timetables were reflected to be constrained by nominating a session as a lecture and labelling follow-up sessions as seminars, which structured students' expectations (Participant 31, Education and teaching, Russell Group). Similarly, blocking extended periods can be beneficial for this kind of activity-led teaching. For example, short sessions of one hour or less were felt to be a challenge for organising the sequence of chunked input and activities. Similarly, classroom structures such as the availability of whiteboards, being timetabled in a tiered lecture theatre (Participant 3, Business and management, Russell Group), or with fixed seating, limited options for moving students around or organising group work, whereas flat spaces facilitated this. Student numbers also constituted a barrier (Participant 16, Education and teaching, Russell Group), but many of our participants identified solutions to this, which are described in more detail below.

Of course, seminars have been an established characteristic of UK HE pedagogies for many years. But what differentiates the active learning described in this study from the traditional seminar, as might have been the norm 20 years ago, is the structure needed for managing larger numbers:

> My first teaching experience is a very long time ago now but was as a PhD student, where you got thrown into supervisions, which are an hour one-on-two. You know, you've been given a question and a reading list, come and tell me what you think.... Then yeah, as the numbers have gone up as well, now, there are different ways to be adapted. (Participant 29, Social sciences, Russell Group)

Many participants suggested that the presence of international students in the classroom made more obvious the weaknesses and shortcomings of this traditional approach, namely: uneven engagement; reliance on vocalised participation; absence of structure connecting the discussions to the learning outcomes of the unit/module; reliance on implicit norms of discussions; failure to acknowledge the intersectional class, race, and gender dynamics of turn-taking and discussion, which can further marginalise non-traditional student groups.

> I do think that sometimes this kind of communicative Eurocentric Western approach likes the performative element of a discussion. (Participant 22, Language and area studies, Post-1992)

In this way, there was a recognition that internationalisation itself was not problematic, but that it, combined with the massification of student numbers, made more apparent existing challenges to teaching norms and assumptions.

Altogether, the vast majority of our participants emphasised the importance of interactive teaching methods to include and engage international students and facilitate learning. Below, we turn our attention to how technologies are used to serve this purpose.

Technologies

Above we described the difference between active learning-based approaches presented by our participants and traditional lecturing. Brought about by increasingly large group sizes, as well as by changes in student demographics, many interviewees suggested that participating in verbal discussions was no longer the only way to conceptualise engagement, and used technology to facilitate alternative approaches.

> I find the tactics, and the pedagogy is exactly the same. You know, you have to create structures by which students will talk to each other, and actually engage with stuff and do the work and become involved. (Participant 17, Social Sciences, Unaffiliated pre-1992)

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)

Table 4 summarises the technological tools mentioned by participants and their perceived purposes (we note that other tools are widely available beyond this list).

Table 4: Learning technologies mentioned by interview participants.

Type	**Tool examples and links**	**Participant numbers**	**Pedagogic purpose**
Collaborative document writing	e.g. Google Docs or OneNote	34	Feedback to the rest of the class in large groups
Voting software	e.g. Poll Everywhere or Mentimeter, Turning Point	32, 34, 39, 41, 11	Mindmap ideas or perspectives Check recall or understanding through multiple choice questions
Learning games, activities and quizzes	e.g. Socrative, Kahoot	34	
Social media	e.g. Facebook project pages	15	To facilitate discussion
Google maps,		15	e.g. to create a 'fashion map' of different cities and areas
Discussion boards in VLEs	(native to VLEs)	4, 33	Post answers/responses to a task or a reading before the sessions
Wikis	(native to VLEs)	4	

MOOCs	Hosted on a range of platforms	4, 12	Participate in an external MOOC to analyse how the teaching is delivered
Project management apps	Basecamp	7	As a virtual classroom
Content aggregators	Padlet	2, 4, 12, 34	To give feedback Draw a ‘positioning map’ on paper, take a photo, upload to Padlet for comments
Photo sharing	Flickr, OneDrive	7	Taking photos during class of activity, shared to a collaborative album
Quizzes automatically marked in the VLE	(native to VLEs)	4, 41	Regular concept checking
Video conferencing software	MS Teams, Zoom and Collaborate	3, 6, 14	Video lecturing or online classes
Interactive whiteboard system	E.g. Google Jamboard	2	

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 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.

However, as one participant cautioned, it is important to familiarise students with the technological tools, as these may be new approaches to learning for many, as 'Sometimes we think these students are tech-savvy, but actually, sometimes their knowledge of some things is more superficial than we think it is' (Participant 3, Business and management, Russell Group). This, we argue, is likely to be particularly important when working with international students, considering that use of various technologies can be culturally and regionally bound.

Assessment design

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. We have compiled these below in Table 5 to show their breadth. These formats are not discipline-specific, although there may be subject norms. This suggests that there could be extensive inter-disciplinary borrowing potential.

Table 5: Alternative assessment approaches outlined by participants

Assessment type	Participant numbers	Discipline	Pedagogic purpose
Reports	37, 41, 12, 44, 32	Language and area studies	Develop Employability skills
Live projects (i.e. working with a 'client' or external partner)	32	Business and management	Employability skills
Presentations	32, 36, 37	Business and	Include spoken element;

		management	employability skills
Poster presentations	12, 32, 36	Business and management, Language and area studies	Informal discussions around the poster reflect on process and understanding without speaking to a rubric
Peer assessment	41, 44, 7	Physical Sciences, Business and management, Language and area studies	Avoid loitering in group work
Regular quiz requirement	12, 32, 41	Language and area studies, Business and management, Physical Sciences	Engage students with material regularly throughout the semester in low-stakes format
Structured project with specific components / portfolio	33, 7	Research methods, Language and area studies	Engage students with material regularly throughout the semester in low-stakes format; practice specific skills
Article critique	12, 41	Language and area studies, Physical sciences	Develop critical thinking, reading skills
Videos	18, 36	Business and management, Physical Sciences	Include spoken element; employability skills
Group assessments	18, 36	Business and management, Physical Sciences	Group work
Vivas (oral exam)	12, 18	Language and area studies, Physical Sciences	Informal discussions allow students to reflect on the process and show understanding without speaking to a rubric
Micro-teaching	12	Language and area studies	Employability skills

Creation of artefacts	31	Education	Critical/creative thinking
Reflective commentary	31	Education	Linking skills with critical writing
Blogs	36	Business and management	Engage students with material regularly throughout the semester in low-stakes format; gradually develop writing skills
Class tests	12	Language and area studies	Avoid plagiarism
Diagnostic assignment	12	Language and area studies	Assess skills without a mark

In this area, we did get a sense that some lecturers were thinking purposefully about innovation in the area of assessment, with a reflection on the limitations of essay writing and how it might disadvantage some groups of students (particularly international students). One illustrative example comes from Participant 31, who described how she encourages students to produce artefacts as forms of assessment. However, they reflected on simultaneously being limited by existing assessment policies and structures at their institution:

> Unfortunately, because of the validation, I'm having to continue insisting on a 2000 word written piece, but as it's playing out now, some of the students are writing an ordinary essay. And some of the students produce artefacts or whatever they want, and write a reflective, critical commentary. Though, the writing process is still there, but they can actually decide on how they want to be assessed, and I've had a board game, I've had portfolios, I've had a banana bread, which is fantastic. (Participant 31, Education and teaching, Russell Group)

Most other participants did not describe having quite as much autonomy and freedom of choice, often seeing institutional limitations as stricter barriers to innovation. However, the implication of such a varied programme of assessment is that it allows students to thrive or experiment with different formats that might allow them to show different capabilities and learn a range of different skills.

Using varied assessment methods does not avoid the challenge of teaching the skills required for assessment (as highlighted in the next section). However, it may offer lecturers 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:

> So we've done one of the course, which was the video project, but, you know, give them a way of talking and, and facilitating that the assessment since last year, and this year,

as well, we are going to introduce vivas as the final exam...It used to be written always, but that doesn't represent... a complete kind of a picture of what they can achieve. (Participant 18, Physical Sciences, Russell Group)

For instance, one particular way of varying assessment highlighted by participants was the incorporation of authentic assessment. Such approaches place more value on demonstrating skills or techniques relevant to the workplace or graduate destination, outside of the classroom (although, we note this presents new challenges along the lines of navigating employability perspectives internationally). As one participant described:

> The way those modules are set up, it's all authentic assessment. So for each module, our industry partners provide live projects or live cases that students would be expected to work on if they took a role in that organisation or that sector. And then I twin that with an academic commentary, so if, for example, they do an internationalisation strategy for a particular Football Club, that might be a 2000 word report and a slide deck for the club. And I would then twin that with 1000 words, academic commentary. The dual nature of the assessment fits into the experiential learning activities.. (and) gets them to think about their strengths and weaknesses in terms of the skills and competencies that they need, going into the future job market. (Participant 32, Business and management, Russell Group).

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)

For one participant (Participant 7, Language and area studies, Russell Group) this was an iterative process where students could write a response to their feedback and get a response to their response. Such approaches, while inclusive of supporting transitions, are time-intensive and challenged by structures of massification.

> Every piece of feedback they get, they write a response to me, and they get a response to their response. And it's too much, but it's very effective. In making something really apparent and explicit to them, it also makes it apparently explicit to me, the more I can notice, the more I can tweak and engage and challenge (in teaching). (Participant 7, Language and area studies, Russell Group)

Still other participants described incorporating elements of peer assessment, particularly in the context of group presentations, to encourage engagement and social cohesion. Such

perspectives were often linked to the perceived contributions of international students (see the section above on beliefs about students), who are often assumed to support their peers' learning through offering multiple, alternative perspectives.

> At the end of the module 9-10 weeks later, they as a group will have developed a curriculum which they then present using PowerPoint and justify n for whatever they put into the curriculum project. So they like it because they have clear roles in the group. And they have clear milestones of what they have to do each week, and they have a very clear destination that they're working towards. (Participant 16, Education and teaching, Russell Group)

One participant commented on a change over time in expectations around language and presentation:

> So some of the things are changed, like, in assessments? I might say that, okay, it's a formal assessment. I don't expect perfect English. I want to see how much you know and how well you present it, if I can understand your argument or your position. Doesn't matter how complicated the English is, you can just present it simply. That applies to home students as well. Don't try and dazzle me with language. So if you understand the key terms, how do they apply in context? And have you done the reading, getting that and also breaking things down? That works for students with dyslexia, and other learning and disabilities as well. (Participant 9, Computing, Million+)

This reflects a turn towards inclusivity on a range of dimensions, with a move away from requiring perfect grammar and 'academic style', into focusing on the content knowledge, made explicit by this participant:

> So you would like in assessment in particular, you want the assessment to be as level as possible. You don't want to, you know, over penalised or under penalise someone, because of their background is very difficult. (Participant 45, Mathematical sciences, Russell Group)

In contrast to the stance illustrated at the beginning of this part that teaching approaches should be universal, one participant highlighted how changing assessment requirements for particular needs was seen locally as good practice:

> So yes, so we want to make adjustments. And over the years, we've also varied assessment and change assessment to cater for a variety of needs. We've been praised by external examiners. In fact, we just said the external examiner's report and have certified both but he said we should disseminate our good practice to the world. Because he really sees we're doing a great job with such a variety of nationalities and students from so many different backgrounds. (Participant 12, Language and area studies, University Alliance).

Participants reflected on the role that assessment plays in adding barriers to learning through increasing anxiety or institutionalising the way students learn. For instance, two participants also commented on the value of having unassessed spaces within their programmes:

> Often presence, engagement and individual reflection on those the way in which that stuff gets assessed. So, it takes a whole set of pressures off the classroom space, or the teaching space, which is actually really nice. (Participant 29, Social sciences, Russell Group)

> So one of the modules we don't actually have an assessment, it is credit weighted. But there's no formal assessment tied to it. ..There is an attendance requirement, they're required to read and take the activities and quizzes on a weekly basis. But in the module that follows, we ask students to draw on theory from the first module. So it isn't tied to one particular module, but it forms an overarching assessment (Participant 32, Business and management, Russell Group)

Altogether, many participants were reflective about the epistemologies underpinning assessment and how traditional practices may limit the contributions of certain groups of students (and international students in particular). Yet, an existing barrier to innovations were the perceived challenges of getting more innovative or unusual approaches to assessment past institutional quality assurance groups, which appear wedded to conventional assessment norms.

Embedding skills in subjects

As outlined in the 'Deficit narratives of international students' section, 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 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).
>
> It definitely means that we have to help our international students understand why we engage in Socratic dialogue, and to help them through small steps, you know, progressively larger steps to help them engage in it. (Participant 40, 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 an important step to making these 'clues and symbols' explicit, rather than implicit or assumed.

The 'default academic essay' was seen by some participants to marginalise international students, and, indeed, many other 'non-traditional' students for whom the genre of Academic English is new. Yet, despite innovations in assessments undertaken by some to mitigate this (as outlined in the 'Assessment' section), essays remained a major form of assessment for many participants. In these circumstances, it was often felt that lecturers are neither trained nor resourced to teach students 'how to write', and struggled to find time in the curriculum to build in skills for writing, an attitude explicitly critiqued by some of our participants. For example:

> It's a really interesting idea that some lecturers have about what the pre-sessional course is and what it can do. It's like a panacea, all students will go through the precession and come out this sort of perfectly linguistically competent students, where it's actually so much more of a transition, you know that this is an ongoing development of their language. And they often think that it's not their job, it's the job of the pre-sessional course. They think that that's where the language work happens, and they have zero accountability or responsibility for it. (Participant 28, Education and teaching, Unaffiliate pre-1992)

> That's colleagues who don't think about how they can help the international student or what the international student might need. It is very much seen to 'Oh, well, you know, if I have an international student that has a problem, I signpost them to EAP'. I don't know how much reflection is going on about 'Okay, we're seeing a large number of international students in my group, similar classes, how do I accommodate them? I don't think that happens as much. (Participant 22, Language and area studies, Post-1992)

This 'outsourcing' of support to the institutional Writing Centre, EAP department, or English Language Teaching Team seems to be a common form of academic gate-keeping and of managing resources in a challenging context. However, as one participant highlighted, this overlooks the role that discipline and subject play in developing norms for academic writing:

> British higher education is basically structured on the principle that there is a separation of content from language. Content is what engineers, sociologists, philosophers, mathematicians teach. While the language that's used to communicate this content is seen as something separate. And that work is devolved to language centre people who are not specialists, philosophers, engineers or mathematicians. The fundamental problem is that it's an artificial and unreal separation, because you can't separate the language of mathematics from mathematics. Essentially, we need to think about how what we teach is a discourse in which language and content are inextricably interwoven and see subject teaching in a more expanded way. It's not just about constructing knowledge, it's about communicating about knowledge, as well. In other words, module tutors will have to become more responsible for making language visible in their classrooms. I think that would go a huge way to solving the problems that not just our international students have, but also all our students have, because academic communication is nobody's you know, primary discourse, it's nobody's first language. Everybody has to learn it. (Participant 40, Education and teaching, Russell Group)

Several participants similarly suggested that this centralization of language and writing support ignores the importance of discipline- or subject-specific learning. For example, some lecturers argued for lack of recognition for how discipline knowledge intersects with language and academic skills. However, these participants still reflected on difficulties in challenging this perspective, particularly under time and workload restraints.

> I guess what one thing I've noticed happening is a centralization and generalization of support. Well, I don't actually believe or follow the idea of generic language or academic support, because I think research has shown us that that's fairly…that discipline-specific learning is really key to development. (Participant 9, Computing, Million+)

> I don't think there's any such thing as skills which can transfer from one area to another. I think they just have to know the subject, and once they know the subject, then you could say, Oh, look, they've got good skills, whereas in actual fact, the only reason they're able to show good skills is because they know the subject. (Participant 20, Business and management, Unaffiliated post-1992)

In some circumstances, perceived challenges around writing and academic language manifested in changes to entry requirements for international students. This was described by one participant as:

> They've now set up a series of extra support sessions, both academic skills and language, for international students because I think, probably they realised, with the way we recruit with a 2:2 entry point, 7.0 point[4] for Chinese students which is really low. We need extra support for language so that there is a bit available, at least. (Participant 12, Language and area studies, University Alliance)

For others, it meant giving occasional lectures or workshops. For example, Participant 8 (Engineering and technology, Unaffiliated pre-1992) described showing students in real time how plagiarism assessment tools work and how lecturers evaluate assignments for malpractice. Others reflected on developing partnerships with experts in their academic language centres to embed lessons into content-based course units.

> We sort of pioneered an embedded approach to academic literacy support with our...cutting edge language centre, where all the stuff they do is really relevant to the things that students need to master, if they're going to succeed on our programs. It is a matter of essentially transforming literacy practices, particularly to do with argumentation, to do with orchestration of voice, taking sources and interweaving them into an argument. (Participant 40, Education and teaching, Russell Group)

Another participant (Participant 34, Language and area studies, Unaffiliated pre-1992) described having staff from the academic language centre and disability services centre observe her teaching and review her virtual learning environment page to provide advice for being more inclusive for students.

Other innovative examples to embed language skills include one participant (Participant 41, Physical sciences, Russell Group), who developed a glossary for key terms to support with learning disciplinary language in a science laboratory. Similarly, two participants (Participant 9. Computing, Million+; Participant 20, Business and management, Unaffiliated post-1992) described an 'anti-glossary', intended to critically evaluate and demystify common terminology used in assessment ('evaluate', 'describe', 'explain', etc.) and how they might be understood differently by individuals. (Participant 26, Education and teaching, Unaffiliated pre-1992) described the use of 'translanguaging' in their classroom, whereby students were encouraged to incorporate their linguistic knowledges beyond English into the classroom. A diagnostic assignment for formative feedback, marked by personal tutors, was indicated as another route to supporting students in academic writing. (Participant 12, Language and area studies, University Alliance). Together, these demonstrate innovations that are explicitly designed with linguistic inclusivity in mind.

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[4] IELTS is the Cambridge International English Language Test System, commonly used for international students to access UKHE.

Yet, a fully embedded approach was by no means the norm, and processes of ‘acculturation’ or ‘adaptation’ remained at the forefront for many participants. For example, induction activities or skills workshops were often described as ‘quick fixes’ to perceived challenges of differentiated skills. As described by one participant:

> It's things like letting people know very early in the programme that we expect them to engage critically with work, to take a contrary view. So trying to be explicit about some of those norms. Some of that is done in our department in a set of workshops, tutorials, as an introductory module in intro week, not assessed as no credit-bearing associated with it, but it's a, it's a short module where they do group work, they do some primary research, they have to present and everyone's throwing together and to do that over a really, really compressed period. (Participant 29, Social sciences, Russell Group)

Together, these myriad approaches demonstrate the tensions between ‘adaptation’ and ‘transformation’ (see ‘Expectations for adaptation’ section), which were often simultaneously influenced by personal reflections of epistemology and the realities of teaching under massified systems with high workloads.

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, in relation to 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 endeavor, constructing knowledge together. (Participant 11, Education and teaching, Russell Group)

Given that many of our participants stressed their desire to challenge the home/international student binary (See section on ‘Definitions of international students’), 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. This was described by several participants as an essential foundation for their teaching practices:

> You can see the different experiences that people bring to it. So we might have, for example, someone who's just finished their BA degree, so they don't have much experience in the world of development, and they’ll be with someone who perhaps has got 5-10 years experience of working in that field. And then people from kind of all over

> the world from different regions. So it's not just that kind of Europe and North America from, you know, large parts of Africa, from across kind of Asia, Middle East, North Africa, and so on. And so when you go around those small groups, you can hear everyone participating, you can hear someone saying, well, this is what I think and then someone will say, that's very different from us. And they'll talk about their experiences, and I think it works really well. (Participant 6, Social sciences, Russell Group)

> They're about connecting with people as humans and treating the students as individuals, rather than as cultural stereotypes. (Participant 15, Creative arts and design, University Alliance)

> I don't want to overly centralize, I think there's cultural differences and how much people will talk about their personal experiences. So some people are not as keen. And I wouldn't push it. (Participant 33, Social sciences, Unaffiliated pre-1992)

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)

> One if I've been with, you know, a group that's more mixed internationally, so I would try and you know, get different people from different countries working together. So they get a different type of experience as well. (Participant 3, 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+)

For instance, I would say, I would like you to draw on your understanding of the education system in your own countries, and your understanding, you know, so contribute that bring it to the table. So each one of you understands what's going on in different countries. So be very, very explicit in terms of what you want students to achieve. (Participant 16, Education and teaching, Russell Group)

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)

> The materials themselves draw a lot of it you know, the things that we're naturally maybe talking about, and so. So, but then in some cases, some of the stuff in the materials, when I read through it, there's some times that there's really like clear local connections as well, you know, that I could bring in, you know, we talk a lot about like, prejudices and, and making assumptions about people. (Participant 39, Language and area studies, Unaffiliated pre-1992)

> I also need to bring their culture in where they can discuss the culture, the hobbies, their beliefs, their sometimes their religion as well, and to the other people, but different presentations or conversation or reflect on specific activities. And I'm trying to make them feel acknowledged, valued for what they are for where they come from, from what language they have. (Participant 26, Education and teaching, Unaffiliated pre-1992)

> Well, I think then the massive thing for me and this isn't to do with international, this has to do with culture, is making sure there is a range of examples. It's so important that they can see themselves in the material. (Participant 25, Creative arts and design, GuildHE)

However, we note that there was limited reflection from participants on the extent to which students might feel comfortable with being expected to represent their country or culture.

By 'foregrounding the knowledge of the students' (Participant 13, Business and management, Russell Group), our participants suggested that they understand international students' knowledge has value. Also, by ensuring there is a diversity of examples and case studies, students are placed on a more equal footing. For instance, if all examples rely on tacit or implicit local knowledge, for example from a UK or Western context, students without that tacit knowledge will be at a perpetual disadvantage. The incorporation of a range of examples, some of which may be equally unfamiliar to everyone, and some of which place different students in the role of a local expert, may support contribution epistemological equity over time. In this sense, there is an important connection here between curriculum internationalisation and the pedagogies of internationalisation, such that the former underpins and enables the latter.

Yet while curriculum internationalisation may be a necessary condition for epistemic inclusivity, we suggest it is not sufficient, and a further critical investigation is merited about the dynamics between curriculum and pedagogic change. This was at the forefront of minds for some participants, who incorporated co-creation and student voice into curriculum developments to support inclusivity. For example, one participant described a co-created approach an internationalised curriculum:

> We don't ever have set reading lists. So the students have to generate their own bibliographies. And so if there are culturally different perspectives represented in the reading list that's coming from the students rather than from me saying this is culturally appropriate, or this is what I believe you should be engaging with. And then we do discuss that. (Participant 35, Computing, Unaffiliated pre-1992)

In summary, these findings show a reflection on inclusivity as a foundation for pedagogies with international students. Simultaneously, we found evidence of reflection for how inclusivity cannot be 'one-size-fits-all', and, instead, is more complexly developed under unique contextual circumstances.

Facilitating relationships with students

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 teachers 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)

> So I try to keep open to students that want to tell me, look, I'm struggling, I don't get you, this is not the way I've learned to learn. And so I've been very empathetic in these respects. (Participant 37, Business and management, University Alliance)

> 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.

In our follow-up workshop, however, some participants discussed student feedback that characterised their attempts to develop a more supportive and relational approach as ‘patronising’:

> I teach a very mixed module, with a mixture of maths and physics students, and I'm really very, very empathic and encouraging. And I've got comments back in one module survey that I'm absolutely mortified about, saying that I'm coming across as being patronising. (Workshop participant)

Others echoed that they felt ‘scared’ of their teaching evaluations, and adopted particular strategies to ‘subvert’ such interpretations of their approaches:

> I am super patronising and, and I just put my hands up and say that I'm really sorry if you feel patronised. But for those of you who don't, it's really important I say these things ..I just go full in their face and own it. (Workshop Participant)

Participants also suggested a range of practices to forge positive relationships with students. In particular for international students, there was recognition about the need to know students' names, understand how to pronounce them and get them right daily,, as key to establishing a space in which students are valued as people and as individuals.

> The first thing that I do, I always learn all their names. So the first week is to make sure that I can recognize every single person and again, call the person by name because they need a sense of belonging. (Participant 18, Physical sciences, Russell Group)
>
> Personally, I make it a priority to learn everybody's name within the first few weeks, and I get to know as much as I can about each of the individual students in my class. (Participant 9, Computing, Million+)

These participants made an implicit contrast of this practice against other colleagues, who they felt did not make this effort. But for those participants who described regular classrooms of 90 students or more, for some without access to an electronic register, this task may not be realistic: ‘With the best will in the world, that's always going to be a sea of faces’ (Participant 29, Social sciences, Russell Group).

One participant adopted an inverse approach, focusing on how they present themselves to their students:

> The majority of our international students are Chinese. .. It's very rare not to have an English name, or a Western name. [So I adopt] a Chinese name for myself. And it is a brilliant, brilliant icebreaker. When I tell Chinese students my adopted Chinese name, the whole relationship changes just like that. (Participant 35, Computing, Unaffiliated pre-1992)

This suggests an effort at reciprocal adaptation, showing engagement with students' cultural and linguistic contexts. The participant further clarified that he signs his emails with this name in Chinese characters, and has adopted names from other languages as well.

Some participants described wanting to bring some more of their personal identity into their relationship with students, to show a sense of vulnerability and authenticity. For example:

> I've worked in a Chinese High School, so I see where these students have come from. So when I'm talking to my students, I will personalize it a bit, say, Oh, when I lived in China, and I lived here, and these are the places I go to ... forging that, that connection, I guess. (Participant 22, Language and area studies, Unaffiliated post-1992)
>
> They appreciate, especially international students, seeing you as a person. And I do refer to my pets or at home or my daughter. They like that, bringing a bit of you into the classroom and they like to feel that it's not just that teacher in the front. (Participant 16, Education and teaching, Russell Group)

This incidental sharing was seen to enable a more authentic relationship between teachers and students, based on personal, individual experiences and responses, rather than stereotypes or hierarchical roles.

Creating 'safe' classroom spaces

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)
>
> Trying to make students at ease, respect for students and respect for the ideas of students. So there is no reason to be dismissive (Participant 43, 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 than 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).

> And rather than dismissing them, I try to simply say, Oh, that's very, thank you. Can you tell me more about it, that sort of thing, you know, so, so that opens up there? Will they feel safe to bring more to the table? (Participant 16, Education and teaching, Russell Group)

The evocation of a 'safe space' implies that participants are aware that barriers are imposed upon international students to the degree that classrooms might be felt as 'unsafe' by some. This was primarily reflected on as international students' perceived lack of knowledge about existing norms within the learning space, or confidence in skills to meet those norms. However, we noted there was limited reflection or discussion on the underlying structures of discrimination, racism, or violence that international students may experience in the classroom or elsewhere on campus and how these can influence participation. Our workshop participants further clarified that they would explicitly challenge contributions from students who 'othered' international students or were implicitly (and, at times, explicitly) racist. However, whether these practices are sufficient to structure classrooms towards epistemic equality (Hayes, 2019) is not clear.

This was reflected limitedly by some participants, who noted the existence of political or cultural tensions between students. For example, one participant outlined that part of making the space 'safe' meant not confronting students with controversial political examples from their own national context:

> I will try initially to choose some examples or areas or countries that are more or less neutral. So for instance, if I know that I have three or four nationalities within the class initially I would try to bring examples, from different areas or regions, probably is not the best approach in terms of the diversity part at least, I don't want any student to feel personally threatened to or to be offended within the class. (Participant 43, Social sciences, Russell Group)

While this was framed as 'not the best approach', they emphasised that it was a deliberate strategy to allow students to focus on the learning outcomes by depersonalising the issues.

A successful classroom also reflected by participants as one that developed relationships between students. This was seen as a source of 'belonging' for students, which could contribute to making a learning space that was 'safe'.

> They develop a sense of belonging, which is very important, that helps with engagement, they learn from one another in the group...being, in a very safe space, they could express the disagreements, for instance, or alternative viewpoints. (Participant 16, Education and teaching, Russell Group)

> Trying to encourage them to get to know each other and start to share and feel kind of safe and secure, that they can speak up in class as well again. (Participant 24, Subjects allied to medicine, Unaffiliated pre-1992)

> I always have some sort of social chat spaces just to bring in that personal thing and sharing and, you know, it's just lovely. We had someone in Egypt, his daughter was getting married and she shared the wedding photos and it was just lovely for the group. (Participant 30, Education and teaching, Russell Group)

> I make something like a Venn diagram based on interests, experience and expertise. And then they build up team venns. And they have to network their different interests and experience, like a network diagram. (Participant 7, Language and area studies, Russell Group)

> This did mean drawing clear boundaries to protect students from each other, however:
> And just say, absolutely, nobody gets abused for their actual beliefs, or what they say in the classroom as long as not abusing somebody else. Yeah, the only thing I'll not tolerate is intolerance. (Participant 17, Social sciences, Unaffiliated post-1992)

To capitalise on learning from diversity, as well as in conceptualising international students as having positive curriculum contributions to make, it was reflected that students needed to have a basis of working relationships with their peers. Building familiarity, social spaces and creating a sense of belonging were seen as foundational for learning, which mirrors the literature on this topic (Mittelmeier et al 2018). However, this particular theme emerged more strongly from

participants with backgrounds in education or related social sciences. Such social theories of learning did not appear as strongly from participants from other disciplines.

Impacts of COVID-19 on teaching

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 on the forefront of minds for interviewees 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, but some people wouldn't be able 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 padlets 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, but 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, because I'm a very proactive and reactive teacher. So that's why I find delivering now quite different. I can't see what they're thinking, no, 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 or, or left out of a group, not by the group themselves, but sort of remove themselves, they think they can't participate. 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+)
>
> Of course, that has changed with COVID. And the way we interact, I can see how different is my interaction with the students because I cannot see them. And that takes away so much information from the facial expressions and from the way they interact with their peers. It has been very challenging for me as well and quite overwhelming, overwhelming and daunting. (Participant 11, Education and teaching, Russell Group)

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. So it's basically just audio. So we have tried to use you know emojis and things like that to just to make sure that they are following the conversation. So just asking them to say that they're happy or they're angry or they're puzzled or what have you know, have some sorts of interactions and sort of response. But most of them again, it's the same pattern, it's most of them would remain more or less silent. (Participant 45, Mathematical sciences, Russell Group)

Thus, it is worth noting here that 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)

For instance, 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)

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. RQ1 sought first to map existing evidence in the literature, which we accomplished through a systematic literature review in Study 1. The key outcome from this study was that pedagogies of internationalisation is not yet an established field of research, although we hope it will continue to develop into one. 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.

The second phase of our research (Study 2) included interviews with 45 academic staff across the UK who teach international students. Here, we sought to understand how international students were defined and conceptualised by teaching staff (RQ2), and the degree to which lecturers develop their pedagogies with international students in mind (RQ3). As our participants made clear, pedagogies for and with international students are not necessarily thought to be unique or distinctive from generalised teaching practices across the sector. Yet, their presence has left a significant impact on how pedagogies are developed across the country and between disciplines, beyond simply the internationalisation of the curriculum content. Our participants highlighted how international students' presence throws into sharp relief the norms and assumptions about teaching and learning, particularly those that remain Western-centred, neo-imperialist, and xenophobic or racist. For example, assumed norms around vocalised discussion, implicit cultural rules about group work, critical thinking and 'Socratic dialogue' particularly raised these concerns.

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 (e.g. national) and small (e.g. 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.

In our systematic review (Study 1), we hypothesised that pedagogic practices would be hyper-contextual and mediated by place, discipline and personal experience of the teacher. Study 2 suggested this was to a degree inaccurate, in that there are macro-level commonalities

to the practices identified. 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.

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 in Study 2, we show that, as in Study 1, 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. The decolonisation movement offers a potential lever with which to resist this narrative, highlighting the implicit assumption of British superiority that underpins it. Yet, 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.

Part of this lies in limitations around published literature on pedagogies with international students. For example in Study 1, the majority of research on this topic presently uses small scale, exploratory, and single-site case studies. This leaves great scope for methodological innovation and enhancement, particularly cross-institutional, cross-contextual, and multi-site research. Research about pedagogies with international students remains opportunistic, based primarily on easily-accessible data within researchers' own contexts. Therefore, we suggest increased collaboration between researchers in different institutions and replication or triangulation of findings by investigating similar pedagogies in different institutional and disciplinary contexts. Similarly, longitudinal research or research collecting data from multiple iterations of courses would support deeper analysis of pedagogic innovations. These concerns were exacerbated in our review by the details commonly missing about the environment where the research was undertaken. For example, many of the studies included in our review did not adequately describe the institutional or classroom context or were missing essential details about their participants. For this reason, we suggest future research should include a 'thick description' (Lincoln and Guba 1985) of the learning context and explicitly written implications for practice. However, this requires the support of pedagogic-focused journals, as such descriptions are often limited by word count allowances.

Other challenges remain at sector and institutional levels, and the incentives for lecturers to engage in critical pedagogic work are limited. Firstly, our participants in Study 2 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.

Limitations and Areas for Future Research

We recognise several limitations of our work, which we outline below according to individual study:

Study 1

First, our inclusion criteria for our systematic literature review focused on research explicitly mentioning international students. We note some studies may have been missed by our inclusion and exclusion criteria if they did not explicitly mention international students or evaluate a specific pedagogy. Such exclusions may nonetheless offer valuable insight for this field and we welcome contact from authors with relevant papers. Second, we recognise other publication types beyond journal articles, such as book chapters or reports, may offer more variation in their findings or framings. However, this research was impacted by COVID-19 and subsequent loss of access to many printed materials through library closures. Third, we specifically narrowed our research to the UK to focus on pedagogy research from a particular national perspective. This was also necessary to limit our search into a containable sample for analysis, given the scope of this present project. However, we suggest a widening of this search to other global contexts in the future.

Study 2

The key limitation of Study 2 is that we relied on self-reporting through qualitative interviews with academic staff. As one participant suggested, there may be a discrepancy between the

narrative that staff present because they believe it to be expected or socially desirable, thereby not wholly representative of what they actually do in the classroom:

> I do think there's this like weird mismatch between what happens in real life in the department and what we're encouraged to do. So because I also recently completed my HEA fellowship, and I feel like that's very much, like, co-constructivist, student-centred. All of these things, like, encourages that a lot. And then what you actually see and feel like you should do in the classroom is very different to that. So, yeah, mixed messages. (Participant 23, Education and teaching, Russell Group)

Therefore, one future area for research, COVID-19 permitting, would be to follow-up these findings with an observational study. In particular, there might be questions about how 'dialogic' the interactive classrooms described are. It is quite possible that lecturers might underestimate the amount of time they spend talking, for example, and overestimate their use of open versus closed questions. A number of fascinating follow-up studies could be defined on areas including activity design; instruction giving; facilitation approaches; question strategies; and so on, specifically focusing on international cohorts and the extent to which these strategies facilitate inclusion.

We also recognise that there are likely limitations to this study based on self-selection bias. After all, it is unlikely that those wholly opposed to working with international students would opt to participate in research on this topic. Therefore, it could be that our sample leans more towards innovation and acceptance than what we might see in the wider population. This is corroborated by the number of statements made from participants, who reflected hearing stronger deficit narratives from colleagues. Similarly, although we felt most of our participants were very honest and forthcoming, there may be issues of social desirability which led participants to self-censor ideas which they believed could be perceived poorly for their character. We have taken every step to overcome these issues, but are ultimately limited by our identities as fellow members of academic staff.

Project Outputs

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 based on the results of the empirical research is slated for completion in March 2021.

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: https://srheblog.com/2020/11/17/how-do-we-teach-international-students-in-the-uk/

Website

The project design included a blog based website, available at https://internationalpedagogies.home.blog/. This houses case studies from participants describing in a readable and searchable format how they implemented their pedagogies with international students. We also obtained an AdvanceHE Good Practice Grant to support this work. In practice,the development of this repository, conceived of as a pathway to impact, has been slowed substantially by the COVID-19 pandemic. We used some of the AdvanceHE funding to support translating interview transcripts into case studies, but intend to continue working on the website on an ongoing basis.

Impact

A resource pack for AdvanceHE has also been developed as a result of this project, entitled ‘How to internationalise your teaching’. This will be available online in Spring 2021.
We have been invited to produce a Centre for Global Higher Education Working Paper as a result of this research, which will also be available online in Spring 2021.

Appendices

Appendix 1: Guiding Interview Questions

Introduction

- Confirm happy with recording
- Thank for sending any preliminary documentation

Interview questions

- Can we start with a bit about you? How long have you been in academia, what's your background?
- Can you describe the courses that you usually teach? How are they structured / organised? How are they assessed?
- So you said that you work with international students a fair bit. How do you define international students in your context?
    - Can you describe the overall student profile?
    - Has this changed in any way since you started teaching in HE?
- What's your experience of working with this group or mix of students? Are there any particular challenges or affordances?
- Can you describe a typical teaching session? What do you do, what do the students do?
- What do you think makes a good teacher in higher education?
- Is this different or are particular aspects more important for international students?
- How do you try to put this into practice in your own classroom or teaching spaces? Is there anything that stops you or makes this harder?
- (optional) Do you have a particular teaching approach or style that you aim for? Are there any norms or expectations from your department or institution or discipline / subject that inform this?
- How has working with international students influenced your teaching practices?
    - (follow-up / clarification) If you were to identify a single practice that characterises your approach to working with international students, what would it be? It could be on the level of module or programme design, or something as small as how you frame questions in the classroom.
    - How do you feel about that?
    - Are there any 'micro-practices', small things you do almost instinctively which help to include or engage international students? [Give example of crouching down to talk]
- What is the general feeling in your team or department about working with international students?
- In general, what is the academic experience of international students like at your institution? How included do you think they are?
- Have you received support for developing teaching approaches that work with international students? If so, what sort of support?

    - Is there a training programme for teaching at your institution? What's the name / could you put me in touch with the organizer?
- Do you see your teaching approaches as something that could be transfered or learned by another person? Or are they individual and personal to you and to your context?
- Have you had any training or development for your teaching practice? What was this like? Would you want more? What pedagogical training or development have you experienced?
- If you wanted to try a new teaching idea, how would you look into it?
- Do you have anywhere or anyone to go to for ideas about pedagogical innovation or development?
- What policies are you aware of regarding internationalisation more broadly at your institution or beyond?
- [For those who are publishing] Why do you find it's important to engage in research and writing about teaching international students?

Conclusion

- Is there anything else you'd like to share about your experiences teaching international students?

Appendix 2: participant information sheet

Pedagogies of Internationalisation

Participant Information Sheet (PIS)

You are being invited to take part in a research study exploring how approaches to learning and teaching in higher education in the UK are and are not changing in response to increasingly internationalised student bodies. Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully before deciding whether to take part and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Thank you for taking the time to read this.

About the research

- **Who will conduct the research?**

The research is led by Drs Sylvie Lomer and Jenna Mittelmeier, of the Manchester Institute of Education.

- **What is the purpose of the research?**

The purpose of this research is to establish an overview of contemporary teaching and learning practices across disciplines, in the context of internationalised classrooms. We are interviewing 50 teaching-active members of staff about their practices and experiences.

Participants have been identified who teach classes which include international students in a university in the UK. This is the only selection criteria. To facilitate the identification of participants, the initial sampling strategy targets the 20 institutions which recruit the highest numbers of international students. However, this strategy may change through the course of the project.

- **Will the outcomes of the research be published?**

Outcomes of the research will be published in peer reviewed journals, and presented at conferences. You are invited to review and comment on draft papers prior to publication and can opt in on the consent form to do so.

- **Who has reviewed the research project?**

According to The University of Manchester Research Governance guidance, this project does not require ethical clearance. However, it remains under the governance of the University of Manchester Ethics Committee.

- **Who is funding the research project?**

This project is funded by the Society for Research in Higher Education

What would my involvement be?

- **What would I be asked to do if I took part?**

1) Participate in an online audio or video interview of up to 1 hour about your teaching and learning practices. An interview schedule will be provided beforehand.
2) Provide any contextual documents (e.g. module outlines) to inform the interview.
3) Permit researchers to access your online institutional profile / webpage.
4) Review the transcript of the interview. Interviews will be professionally/ transcribed
5) (Optional) Attend a project workshop. The project includes a funded workshop (including travel for participants) to share practices, communicate the findings of the project, and collaboratively promote internationalised pedagogies.

- **Will I be compensated for taking part?**

No. If you choose to attend the project workshop, your travel costs will be covered up to £50.

- **What happens if I do not want to take part or if I change my mind?**

It is up to you to decide whether or not to take part. If you no longer wish to participate, please let me know by email. If you do decide to take part, please also sign the consent form attached. If you decide to take part you are still free to withdraw up to 3 weeks after receiving the interview transcript without giving a reason and without detriment. However, it will not be possible to remove your data from the project once it has been anonymised as we will not be able to identify your specific data. This does not affect your data protection rights.

The interviews will be audio recorded. If you wish to stop the recording at any point, please inform the researcher. Although the interviews will be conducted via video, only audio recording will be captured and saved.

If you prefer not to be recorded, live AI transcription will be used, which the researcher will correct before sending to you for verification.

Data Protection and Confidentiality

- **What information will you collect about me?**

In order to participate in this research project we will need to collect information that could identify you, called 'personal identifiable information'. Specifically we will need to collect:

- Your name, job title, departmental affiliation and discipline
- Audio recording will include voice only

- **Under what legal basis are you collecting this information?**

We are collecting and storing this personal identifiable information in accordance with data protection law which protect your rights. These state that we must have a legal basis (specific reason) for collecting your data. For this study, the specific reason is that it is "a public interest task" and "a process necessary for research purposes".

- **What are my rights in relation to the information you will collect about me?**

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings and documentation.

If you would like to know more about your different rights or the way we use your personal information to ensure we follow the law, please consult our Privacy Notice for Research.

- **Will my participation in the study be confidential and my personal identifiable information be protected?**

In accordance with data protection law, The University of Manchester is the Data Controller for this project. This means that we are responsible for making sure your personal information is kept secure, confidential and used only in the way you have been told it will be used. All researchers are trained with this in mind, and your data will be looked after in the following way:

Participants will be assigned a pseudonym (which you can choose) known only to the research team. Once you have checked and returned the transcript, the audio recording, transcript, and any contextual documentation will be saved using only pseudonyms. All analysis will be fully pseudonymised. All data will be securely held on the UoM research data site. For transfer to the transcriber, pseudonymised audio recordings will temporarily be saved to a secure Dropbox site and deleted immediately on receipt of the transcription. The project data will be held for 5 years.

When you agree to take part in a research study, the information about you may be provided to researchers running other research studies in this organisation. This information will not identify you and will not be combined with other information in a way that could identify you (for example, any contextual documentation used for the purposes of this project will not be included in any shared data).

We would like to retain your contact details for potential follow-up studies. This will not be shared with other researchers. You will be given an opportunity to opt out of all future communication.

Potential disclosures:

If the nature of the study means that individuals outside of the research team may need to be provided with details about the participant's involvement in the study, this should be stated and included in the **consent form.**

Examples include:

- o If, during the study, you disclose information about professional misconduct, we have a professional obligation to report this and will therefore need to inform your employer.
- o If, during the study, you disclose information about any current or future illegal activities, we have a legal obligation to report this and will therefore need to inform the relevant authorities.
- o Individuals from the University, the site where the research is taking place and regulatory authorities may need to review the study information for auditing and monitoring purposes or in the event of an incident.

For audio/video recordings or photographs you must state the following:

- A third party will be creating transcripts. They will be provided with the University of Manchester guidance on confidentiality and asked to sign a copy of the confidentiality agreement.
- Personal identifiable information will be removed in the final transcript.
- Only the researchers and transcriber will have access to the recordings.

Please also note that individuals from The University of Manchester or regulatory authorities may need to look at the data collected for this study to make sure the project is being carried out as planned. This may involve looking at identifiable data. All individuals involved in auditing and monitoring the study will have a strict duty of confidentiality to you as a research participant.

What if I have a complaint?

- **Contact details for complaints**

If you have a complaint that you wish to direct to members of the research team, please contact:

SYLVIE LOMER SYLVIE.LOMER@MANCHESTER.AC.UK

JENNA MITTELMEIER JENNA.MITTELMEIER@MANCHESTER.AC.UK

If you wish to make a formal complaint to someone independent of the research team or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact

The Research Governance and Integrity Officer, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

If you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, The

University of Manchester, Oxford Road, M13 9PL at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner's Office about complaints relating to your personal identifiable information Tel 0303 123 1113

Contact Details

If you have any queries about the study or if you are interested in taking part then please contact the researcher(s)

SYLVIE LOMER SYLVIE.LOMER@MANCHESTER.AC.UK

JENNA MITTELMEIER JENNA.MITTELMEIER@MANCHESTER.AC.UK

Appendix 3: Informed consent questions

MANCHESTER
1824
The University of Manchester

Pedagogies of Internationalisation

Consent Form

If you are happy to participate please complete and sign the consent form below

	Activities	Initials
1	I confirm that I have read the provided information sheet for this study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis.	
3	I agree to the **interviews** being **recorded.** We will be recording via Zoom but saving the data locally onto University of Manchester managed computers (NOT on the cloud).	
5	I agree that any data collected may be published in anonymous form in **academic books, reports or journals.**	
6	I understand that data may be looked at by individuals at The University of Manchester or regulatory authorities, where it is relevant to my participation. I give permission for these individuals to have access to my data.	
7	I agree that any **anonymised** data collected may be shared with **researchers and researchers at other institutions**.	
8	I agree that the **researchers** may contact me in future about other research projects.	
9	I agree that the researchers may retain my contact details to provide me with a summary of findings for this study, invite me to the project workshop, and include me in relevant follow-up events.	
10	I understand that there may be instances where during the **interview** information is revealed which means that the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.	

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the Privacy Notice for Research Participants.

________________________	________________________	
Name of Participant	Signature	Date

________________________	________________________	
Name of the person taking consent	Signature	Date

[Insert details of what will happen to the copies of consent form e.g. 1 copy for the participant, 1 copy for the research team (original), 1 copy for the medical notes]

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