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# Pedagogies of Internationalisation

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# Background to our research

A recognition that:

- Literature about international students frequently does not focus on implementation of pedagogy
  - There is limited evidence about how lecturers practically facilitate international and intercultural learning
  - There are ethical questions of inclusivity: Are international students positioned as epistemic equals or marginalised in the classroom?
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# Aims and objectives of current project

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
    - b. To explore whether and how evidence and literature informs and shapes academic staff's understanding of pedagogic practices
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# Introducing our project

## Stage One

### **Systematic literature review:**

Compiling UK-based research focused specifically on pedagogies (any kind) and included international students in the sample

## Stage Two

### **Interviews with ~50 UK lecturers:**

Focussing on how lecturers across the disciplines teach international students and how the presence of international students impacts on teaching practices

## Stage Three

### **Case studies of teaching practices:**

A searchable database of case studies about teaching practices with international students available on our website

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# **Stage One: Systematic Literature Review**

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# Methods

- Systematic literature review of journal articles which discussed a specific pedagogy in relation to international students, with empirical data
  - Reviewed through Manchester Library Search, ProQuest, Web of Science, British Education Index, individual publishers' websites
  - Searched for combinations of: pedagogy / classroom / teaching / curriculum / assessment, plus UK, “international students”, and “higher education”
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## Inclusion and exclusion criteria of studies

<b>Inclusion criteria</b>
1. Published in a peer-reviewed journal
1. Collected data at least partially in the UK
1. Included any form of empirical data
1. Focused on pedagogies in an HE taught unit
1. Included international students somewhere in the rationale or research design
1. Published between 2013 and 2019
<b>Exclusion criteria</b>
1. Published outside a peer-reviewed journal
1. Collected data fully outside the UK
1. Did not include any form of empirical data (i.e. fully theoretical or conceptual)
1. Focused outside taught HE units (e.g. pre-sessional, writing centres, etc.)
1. Did not include international students or focussed entirely on home students in the rationale or research design
1. Published before 2013 or after 2019

3,267

**Articles identified**

Titles reviewed for immediate inclusion or exclusion. Excluded those clearly theoretical, based in other countries, or obviously irrelevant.

1,216

**Saved for further review**

Abstracts or full text were reviewed to determine if articles fit the inclusion criteria

48

**Fit the criteria**

Articles that fit all inclusion and exclusion criteria were compiled for analysis





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## Findings: by the numbers

- Much of the literature coming from the business field (n = 26, 53%)
  - The vast majority are single site case studies (n = 44, 90%), often in the researcher's own classroom
  - Many focused on PGT (n = 24, 49%) or mixed UG/PGT (n = 9, 18%) classrooms
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# Pedagogies

Assessment

Technology-enhanced practice

Academic literacy

Intercultural group work

Student-centred approaches

Internationalising curricular content

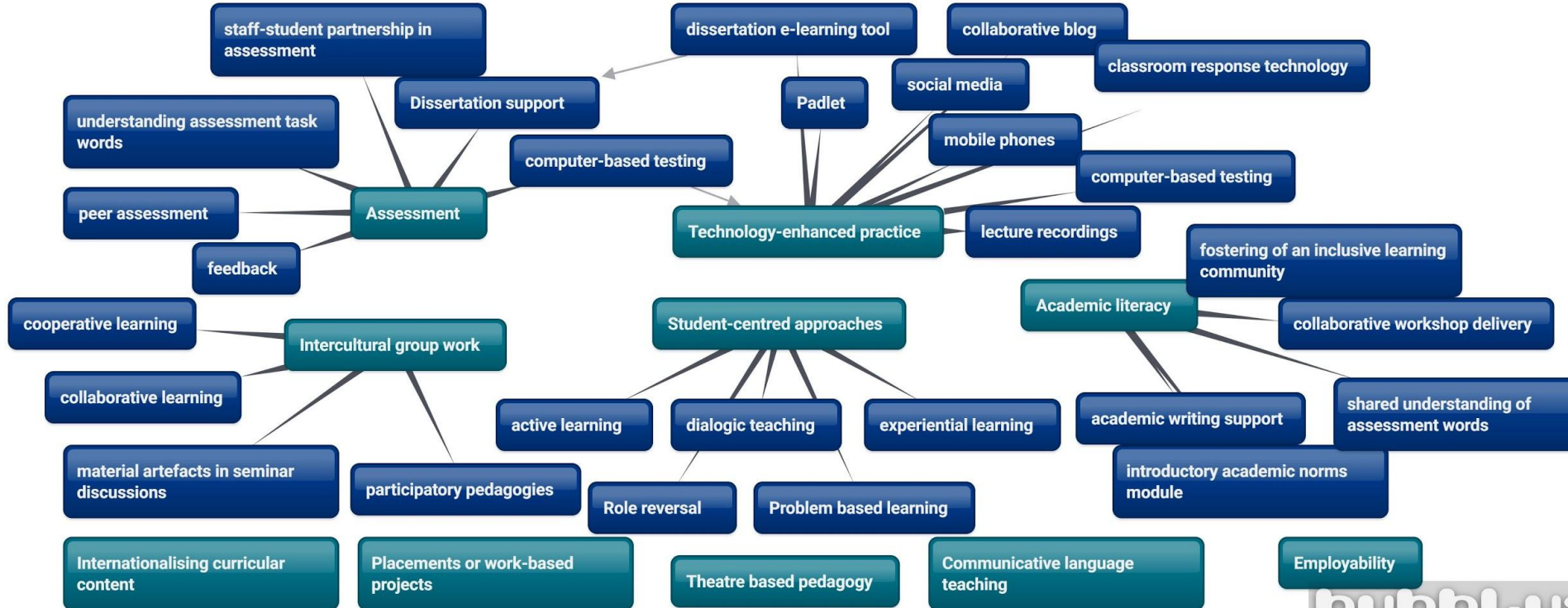
Placements or work-based projects

Theatre based pedagogy

Communicative language teaching

Employability

# Pedagogies





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# Observations

- Literature about pedagogies are disparate, scattered, and difficult to synthesise
  - Lack of details provided meant many poor quality studies: contextual, methodological, pedagogical, and theoretical
  - Limited to no use of: longitudinal studies, cross-sectional studies, replicated or re-validated studies, studies that built on one another conceptually
  - Limited emphasis on ethics, inclusivity, or interculturality
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# Framings of international students

- Tendency to describe international students as a homogenous group - particularly evident in the methodology sections (i.e. no break down of further characteristics)
  - International students often acted upon rather than agentic
  - Deficit discourse: descriptions of 'barriers, challenges, problems, stresses, needs' of IS more frequent than descriptions as 'capable, able, coping, managing', but this is subtle and often in the context of justifying the pedagogic practice
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# Study conclusions and recommendations

- Pedagogies of internationalisation is not (yet) a field of research
  - It requires more substantive, critical, empirical investigation, with projects that move beyond the institutional container and beyond individual practitioners' reflective practice
  - Future research needs to:
    - Draw in pedagogic theories and critical theories of internationalisation
    - Collaborate and build on existing literature from other disciplines
    - Develop more rigorous and ambitious research designs
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**Stage Two:  
Interviews with  
Staff  
(work in progress)**

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# Methods

- ~20 semi-structured interviews completed so far (Goal = 50)
  - Criteria: Any academic staff with teaching responsibilities at a UK HEI who teaches international students regularly
  - Participants identified through social networks, referrals, previous SRHE seminar, and begging
  - Lasting 45-60 minutes
  - Focusing on: specific pedagogies used with international students and general views about the impact of the presence of international students on teaching practices
  - Current sample overly represents Education and Business
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## Preliminary themes - bigger picture

- Loneliness of being 'the pedagogy person'
  - Internationalisation viewed as the 'status quo'
  - Focus on diversity as a resource
  - Growing critique of the international-home student binary
  - Centralisation of support resources for international students
  - Some institutions / departments retain an outdated and latently racist discourse - eg 'Oriental' used uncritically in a module specification; others very inclusive
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# Preliminary themes - teaching approaches

- Equality - breaking down barriers and hierarchy
  - Teaching oriented around activities - 'snappy', 'rapid fire', 'quick chunks'
  - Infrastructure as enabler / barrier to creative pedagogies - buildings, classrooms, timetables
  - Creating common ground and reference points
  - Authentic assessment and collaborative / participatory design
  - Embedding skills in discipline
  - Sense of curiosity and humility from teachers - seeking to learn with and from students, not replicate stereotypes
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# Barriers to pedagogical innovation

- Lack of departmental or institutional buy in
  - Time and energy
  - Massification and rising student numbers
  - Limited training specific to internationalisation
  - Innovations for internationalisation seen as ‘soft’ or compromising quality
  - Outsourcing support to other departments (e.g. language centre)
  - Lack of perceived alignment between inclusive education agendas targeted at non-traditional / marginalised groups in the home context and internationalisation - ‘it's just good teaching’
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# Invitation to Join Research Network

In the next phase of our research, we aim to:

- Conduct more interviews with practitioners who teach international students, asking them about their practices in the classroom - volunteers welcome
- Develop case studies of pedagogic practices with international students, to be compiled as a searchable database on a project website

Please add your name to our Google sheet, if this is of interest to you:

[https://docs.google.com/spreadsheets/d/1UrfIDcZ3TYua-0PVMqOfxn\\_eApr3kmXDAK\\_MbJvB3w8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1UrfIDcZ3TYua-0PVMqOfxn_eApr3kmXDAK_MbJvB3w8/edit?usp=sharing)

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# Visit our website

## PEDAGOGIES OF INTERNATIONALISATION

[ABOUT THE PROJECT](#) [CONTACT](#) [HOME](#) [MEET THE TEAM](#) [WANT TO PARTICIPATE?](#) [BLOG FEED](#)



<https://internationalpedagogies.home.blog/>

Aiming to build a repository of case studies; submissions welcome!

Supported by the AdvanceHE Good Practice Grant Scheme

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