

What do ethical practices with international students look like?

2 November 2021



00:21:52 Asia Chaudhry: Good afternoon all

00:22:45 mutia Alnimrat: good afternoon from Jordan

00:23:43 Heather Cockayne: Welcome everyone - thank you for joining us

00:24:58 Vickie Crockett: I'm doing similar research for younger non-majority students aged 12-18 at UCL. It would be interesting to assess how these patterns might cycle up from earlier years.

00:25:25 Sylvie Lomer: Hi Vickie - yes indeed!

00:27:00 Vickie Crockett: An earlier seminar I attended on decolonizing curriculum raised similar challenges as well.

00:27:15 Jenna Mittelmeier: Research in Context section in Journal of International Students: <https://www.ojed.org/index.php/jis/research-in-context>

00:28:01 Samantha Ahern: I'm working with some colleagues on guidance around decolonising learning technology and how to introduce decolonisation in the learning design process

00:37:10 Vickie Crockett: These challenges are certainly relevant in the USA (my home country).

00:37:17 Sylvie Lomer: Link to AdvanceHE Resource Pack here: <https://drive.google.com/file/d/1I37Mw3gSX2yRgUuxQeOcDEpao43IaC4f/view?usp=sharing>

00:38:44 Sylvie Lomer: @samantha - that sounds fascinating

00:39:48 Light Juma: This is interesting especially being an international student who just finished my Masters in the UK. The whole learning curve particularly during COVID 19 was greatly affected and as an International student I was greatly challenged in fitting in and finding my footing in my studies and with COVID 19

00:40:03 Samantha Ahern: @sylvie it's very early days. I'm currently looking at a number of LD frameworks and trying to identify where we can introduce decolonisation and in what ways

00:41:13 Samantha Ahern: I was a co-author on a blog post about why learning designers and content creators should care about this topic: <https://altc.alt.ac.uk/blog/2021/06/a-review-of-frameworks-as-a-starting-point-for-anti-racism-content-development/>

00:41:56 solomon zewolde: My research captured cases of some UK police force harassing international students- in some cases based on racial stereotyping

00:42:47 Vickie Crockett: Very true, Solomon. Sadly, in my work in the US, we often had to deal with harassment issues especially with African American and Latinx students.

00:43:46 Samantha Ahern: I'm a speaker at an upcoming ALT on decolonising learning technology: <https://www.eventbrite.com/e/decolonising-learning-technology-tickets-184185242017>

00:43:51 David Mills: Thanks everyone for already getting this conversation going. I hope I can encourage you all and others to come forward and turn your thoughts into questions responding to this great set of presentations.

00:44:23 Vickie Crockett: Thanks for these great resources, Samantha.

00:49:48 Sylvie Lomer: Yes, Samantha's links help to articulate some of the questions about learning design that underpin my points and Heather's

00:50:14 Sylvie Lomer: @Solomon, yes, those racist incidents can have a major impact on local community engagement

00:50:31 Paola Eiras: There seems to be an issue of what 'engagement' is expected to be (mainly in the western world), based on which international students are 'judged'.... quiet, note-taking students are engaged too (and not passive)... perhaps teaching staff could be more aware of different ways of engagement in the classroom and accommodate them. Different epistemologies of knowledge and learning background also shape students expectations of their teachers and how they think they should 'behave' in the classroom...

00:52:58 Alexander Baratta: An obvious point perhaps, but given how much I've learned from the Chinese students over the years (everything from the rural-city educational divide in China, to the ways Chinese students engage 'silently' in the class), it helps to share this understanding with the students. Not in a tokenistic way, but weaving it into the discussion. It shows we're engaging with them, I think, and they seem to appreciate this.

00:53:18 Samantha Ahern: Interestingly I'm running a session on intentional hospitality on Thursday

00:53:52 Sylvie Lomer: @Paola - absolutely. This is for me a question of coloniality in our reading of international students' behaviours

00:56:06 Doria Abdullah: I am reflecting on my own teaching practices, and thought that we might not be consciously aware of our actions. to the panelists: will professional development programmes help academics get there? we can provide these training opportunities

00:56:44 Doria Abdullah: opportunities... but to an extent. @david Mills pls ask on my behalf? thanks

00:58:38 yaqiao liu: Once in the social theory group, we talked about the 'engaged classroom' based on hook's theory. has engaged classroom to be communicative interactions? As international students, we need to take notes, listen to lectures's words and other local students' discussion. We spend a lot of time on figuring out contents in classroom. 'Silent' does not mean 'not engagement' to some extent.

00:59:07 Ying Yang: I felt great interested in Heather's study. You just mentioned the students' academic background such as subject may influence their choice of programmes and learning experience in the uk. Based on your study, have you found any consistency or inconsistency around the international students' behaviours and motives of studying in the UK as opposed to their background and initial motives of studying in the UK

00:59:57 yaqiao liu: A interesting topic raising here to discuss engaged classroom in different cultural contexts.

01:00:06 yaqiao liu: *an

01:01:06 YE Cheng: Thanks to the speakers for the very insightful and indeed useful ideas to help strengthen our understanding and practices of ethics towards International students. Many of these points tend to focus on challenges and alternatives which frame international students within host institutions and societies. Many international students maintain strong transnational ties and commitments to 'home' too. May I invite the speakers to reflect how ethical practices attuned to these transitional lives may look like? (Apologies I am unable to use my camera and microphone. Can the question be asked on my behalf?)

01:01:23 Verona Ní Drisceoil (she/her): Fantastic, rich presentations! Thank you

01:01:33 Liz Gregory: Thank you everyone!

01:01:39 Mark Carrigan: Brilliant, thanks!

01:01:40 YE Cheng: These *transnational lives (error in typing)

01:01:47 Samantha Ahern: Thank you for the real food for thought

01:01:54 mutia Alnimrat: thank you all speakers and organisers

01:01:58 Jalpa Ruparelia: Really great - thanks to all of you for sharing these insights

01:02:03 clare rawlins: very thought provoking - thanks

01:07:12 Sherran Clarence: Thanks so much to all the presenters - very thoughtful and also provocative :)

01:08:28 Bryte Amponsah: wondering if there are any work done specifically about International students in Satellite/Branch campuses and how the 'academic hospitality' matches their reality

01:09:08 Jenna Mittelmeier: Pre-print on our COVID twitter study:

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3703604

01:09:35 Jennifer Walsh Marr: @JennaMittelmeier; can you share research citing the (lack) of pedagogical training for Higher Ed lecturers? It's a similar situation in Canada.

01:10:18 Jenna Mittelmeier: @Jennifer: we are in the process of publishing a journal article, but here is the project report for SRHE: <https://srhe.ac.uk/wp-content/uploads/2021/02/Lomer-Mittelmeier-CarmichaelMurphy-FinalReport-SRHE.pdf>

01:10:27 Eddie West: Thank you to all of the presenters - so great to know just how much work in this space is being done. I'm hoping we'll also see more attention on the ethics of international student recruitment. Lots of money changing hands, particularly with respect to Foundation / Pathway programs, in the form of commissions to third party agents and digital "aggregators". International students' interests are often anything but "centered" amidst these transactions.

01:10:30 Jennifer Walsh Marr: Thank you!

01:11:23 Gail Millin-Chalabi: Should we be focusing on further training for lecturers and TA's to build confidence in addressing international students e.g. simply pronouncing some international students names can act as an initial barrier. Feeling shy to pronounce a name incorrectly and therefore just avoiding addressing them by name. I also feel this can act as a barrier between home and international students too. Some extra effort in breaking down these initial barriers.

01:11:24 William Fletcher: Excellent seminar, thank you all speakers

01:11:24 Samantha Ahern: Having come from the secondary sector, yes, I agree, there are things I find surprising still about HE pedagogy almost 9yrs later

01:11:40 David Law: Thank you to the presenters for a great session on a very important topic. Very valuable to hear such a well informed discussion.

01:11:43 Light Juma: Thank you so much for your answers. I truly appreciate the responses

01:11:51 Aasia Chaudhry: Good points made by Vickie and Paola - Thank you and thank you all

01:12:13 CGHE Webinars: Thank you for joining us today. A recording of this webinar will be available via the CGHE website tomorrow morning:

<https://www.researchcghe.org/events/cghe-seminar/what-do-ethical-practices-with-international-students-look-like/>

01:12:19 Vickie Crockett: I have a meeting at 15. Thank you all SO much. I will absolutely be in touch.

01:12:30 Samantha Ahern: Gail I used to literally just ask students how to pronounce their names and would often apologise in advance for any mis-pronunciation

01:13:10 CGHE Webinars: Our next webinar will be on Thursday, 'From theory to application and back again: the interplay between research in higher education and engineering education'. You can register here: <https://www.researchcghe.org/events/cghe-seminar/from-theory-to-application-and-back-again-the-interplay-between-research-in-higher-education-and-engineering-education/>

01:13:38 Jenna Mittelmeier: Great points, Yaqiao!

01:13:46 Elspeth Jones: Excellent point made by @Sylvie about culturally responsive pedagogy being more evident at secondary level. However, I guess practice is patchy depending on geographies and context

01:14:23 Catherine Montgomery: Excellent talks! Thanks to everyone!

01:14:24 CGHE Webinars: You can now also subscribe to the CGHE events calendar on Outlook. More details here: <https://www.researchcghe.org/news/2021-11-02-subscribing-to-the-cghe-webinars-calendar/>

01:15:17 Melissa Whatley: Thank you to the presenters - this was such a great session!

01:16:00 Jenna Mittelmeier: These are great questions - I wish we had all afternoon :)

01:16:25 Bee Hughes: Thank you all for such an important and enlightening webinar.

01:17:51 Huran Mirillo: It is as difficult for international people to pronounce English names 😊

01:17:58 Jennifer Walsh Marr: Our LMS has a mechanism for students to audio record their name

01:18:08 yaqiao liu: I am worried that I didn't make my questions clarified. My question is that how decolonizing classroom should be achieved if we use western definitions to see how classrooms should look like.

01:18:11 Paola Eiras: Thanks to all presenters and great discussion! This is very close to my heart and I think there needs to be more accountability from institutions to prepare teaching staff and provide resources to accommodate the multicultural classroom... the precarity of the system (lack of time, over workload, etc...) have been in the 'excuse' narrative for just too long... time for action and change..

01:18:11 Jennifer Walsh Marr: (so we can listen and practice)

01:18:19 Sylvie Lomer: Some further thinking about engagement in re @Paola question: Lomer, S., & Anthony-Okeke, L. (2019). Ethically engaging international students: student generated material in an active blended learning model. *Teaching in Higher Education*, 24(5), 613-632. <https://www.tandfonline.com/doi/abs/10.1080/13562517.2019.1617264>

01:18:56 Jenna Mittelmeier: I'd also like to plug Sylvie and my website with teaching and research resources with international students: <https://internationalpedagogies.home.blog/>

01:19:19 (Helen) Choen Yin Chan: As a Chinese speaker, I am also guessing the pronunciation of Chinese names on zoom as the English version can be a number of Chinese possibilities. I just take a guess, and it's often not right 😊

01:19:45 Elspeth Jones: Yes there needs to be far more linkage between EDI and internationalisation more broadly - not just for international students

01:19:49 Sylvie Lomer: @Elspeth - absolutely practice is patchy in secondary as in HE - but any lessons to be learned likely to be reciprocal

01:19:49 Shannon Hutcheson: One thing we've done is have all students record a pronunciation of their names and have it available on the classroom platform

01:20:32 Sylvie Lomer: Should we all put a phonetic version of our names into zoom as increasingly we do with pronouns??

01:20:35 Paola Eiras: Absolutely!!!! Thanks for commenting on that, Miguel!

01:20:56 Jennifer Walsh Marr: context is key

01:21:11 Shannon Hutcheson: That's a great option too, Sylvie!

01:21:17 Ahmet Aypay: Thank you!

01:21:25 Thushari Welikala: Great insights! Thanks very much.

01:21:32 Penny Welch: Thanks for an excellent session.

01:21:35 Elspeth Jones: Great session, thank you

01:21:36 Emma Guion Akdag: thanks all - great presentations and questions!

01:21:38 Gail Millin-Chalabi: Thanks so much for the brilliant presentations. This has been very insightful.

01:21:40 Denise McAllister Wylie: Thank you! Very interesting.

01:21:43 YE Cheng: Thanks !

01:21:43 Samantha Ahern: Thanks all

01:21:44 MaryFrances Lukera: Brilliant session!

01:21:44 JOSEF PLONER: thank you all for joining!

01:21:45 Bowen Zhang: Thank you!

01:21:50 yaqiao liu: thanks for all of presentations and discussions here. Had a nice day!

01:21:54 Julie Dearden: Thank you very much!

01:21:57 tong meng: Thank you so much for your presentations

01:21:58 Verona Ní Drisceoil (she/her): This has been a really fantastic session!

01:22:02 Asia Chaudhry: Bye take care all

01:22:04 Victorița Trif: Thank you!

01:22:04 Huran Mirillo: Thank you !