Introduction

The internationalisation of higher education tends to be theorised in the literature at the organisational, strategic level and/or focuses on the growing numbers of 'international students'. There are very few comprehensive investigations of the interactions between international students and academics (Brunner, 2006; Montgomery, 2009; Sawir, 2013; Trahar and Hyland, 2011; Trahar, 2011, 2007, 2011), especially in the UK. As the majority of studies are neither supported by stories from the field, nor informed by accounts of the experience of practitioners dealing with students in various multicultural landscapes, there is a strong need for cultural sensitivity in pedagogical approaches.

Research aim

The aim of my research is to contribute to the improvement of the various events and conferences. Students via social networks, flyers, posters, university VLEs and staff were implemented into the course of my research. I accessed methods of snowball technique and a friend of a friend technique using them as statistical representations of a population. The Participant sampling

I have used purposive sampling to recruit participants for my study dealing with internationalization as well as my own practice. For the research leading to action

making participants aware of the broad implications of internationalization in teaching and learning landscape

allowing participants to develop a deeper understanding of their roles in HE context with an emphasis for improvement

Multiple case studies

four distinctive university campuses

potential rich data coming from different cohorts of international PG students across 2 academic years

good working relationship established at work

implementing internationalization of curriculum at work

Methods

Separate semi-structured focus groups with international PG students and home students and staff

Interviews with key staff members and elite interviews with heads of departments

Document analysis: e.g. universities' internationalization strategies and policies, national student satisfaction surveys, Student Barometer Surveys, external policies (PMIs, HEA and QAA documents on internationalisation).

Summary

Lecturers and students often assume that intercultural learning happens automatically without effort on the part of learners and teachers. The experiences of international students, of home students studying with international learners and of lecturers teaching international students are, therefore, receiving growing attention. I hope to recognise that although universities enthusiastically espouse internationalisation as part of their mission, there is currently little being done about carrying out this vision in terms of pedagogy and curriculum at practical level. I would like to treat my research as a tool to challenge these preconceptions and take it further to implement internationalisation into curriculum.

References


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Acknowledgements

UCA, my employer, the research sponsor