Minding the Gap:
Lived experiences of university educators in the internationalized classroom

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A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of Education

The University of Sheffield
Faculty of Social Sciences
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May 20, 2025

Acknowledgements

Thank you to everyone at the School of Education, University of Sheffield, who facilitate the EdD program. It was a life-changing experience.

I am ever grateful to all my friends and family who have been so patient and encouraging over the years.

Thanks also to my fellow EdD students and to the brilliant and inspirational Higher Education cohort, especially Claire and Julian. Your friendship and support of this international student – not to mention all the laughs – have made all the difference.

Finally, I am deeply appreciative to Dr Tim Herrick without whose knowledge, generosity, positivity and unwavering support this thesis would, quite simply, not have reached the finishing line.

Abstract

The internationalization of Higher Education has been a key priority for universities across the Global West since the early 1990s as increasing cohorts of international students paying differential tuition fees have provided a buttress against simultaneously declining revenue streams. Although governments, institutions, faculties and departments disseminate strategies and policies, internationalization ultimately takes place in a classroom with students and educators sharing in the practices of teaching and learning.

The aim of this research project was to explore how the internationalized Higher Education teaching and learning space is impacted and / or supported by the aspirations, rationales, assumptions and objectives of the many actors involved, focussing on the university educators who are internationally experienced and dedicated to the transformative opportunities of internationalization - and those who are more resistant.

This thesis contextualizes relevant Higher Education internationalization policies in Canada and outlines research that aims to understand and problem-solve the experiences of educators in the internationalized classroom. Semi-structured interviews were conducted with university teaching staff in British Columbia, and the resulting data was analysed using thematic analysis.

Findings indicate the imposition of structural and variable positions in governments, such as shifting immigration policy, and the institutional implementation of those positions has resulted in an unstable international student landscape. In addition to issues of language proficiency, teaching staff find that fluctuations in the proportion and makeup of the international student cohort substantially inhibit the attainment of acceptable learning outcomes. A divergence of experiences was found in systemic institutional support for both international students and teaching staff who often take it upon themselves to fill in the gap for their students.

This study indicates that university educators bear an unequal portion of responsibility for international students and that well-intentioned recommendations for internationalized teaching and learning may be underestimating its layered complexity.

Table of Contents

Declaration

I, Melissa Ilene Duchak, confirm that the Thesis is my own work. I am aware of the University's Guidance on the Use of Unfair Means (www.sheffield.ac.uk/ssid/unfair-means). This work has not previously been presented for an award at this, or any other, university.

List of Tables and Figures

List of Abbreviations

BC: The Canadian province of British Columbia

EAP: English for Academic Purposes

ELP: English Language Proficiency

HE: Higher Education

T&L: Teaching and Learning

TS: Teaching Staff

XU: The teaching university where Nalah, Eloise and Rosa are professors

YU: The research university where Farah, Killian and Shu are employed

Glossary

*Spellings and word usages in direct quotations are maintained in the original.

The internationalized classroom is defined as a shared space in which international and domestic students experience teaching and learning with a professor, lecturer, instructor or teaching assistant. The shared teaching and learning space may be a physical location such as a classroom, a lecture theatre, a seminar room or a lab or it may be a digital space, either synchronous or asynchronous.

The international student is defined as a student who has arrived in Canada on a student visa and is currently enrolled at a university.

N.B.: The domestic student cohort may also include students for whom English is not their first language, or those who have been educated abroad but who are able to attend university in Canada without a student visa, such as dual citizens and permanent residents.

Academy:	A broad term indicating higher or university education
Faculty:	A disciplinary grouping at a university (not defined as academic staff for the purposes of this thesis except when referenced in original sources)
Higher Education:	University education
Teaching staff:	Inclusive of all educators, professors, lecturers, teaching assistants
University:	An institution that predominantly supports degree-granting programs (undergraduate or graduate)

List of Appendices

1 Introduction

1.1 Rationale for the research

Internationalization of Higher Education (HE) has been a top priority for governments and universities across the Global West since the early 1990s (Mittelmeier and Yang, 2022; de Wit and Altbach, 2021). Various rationales for HE internationalization have been put forward; one oft claimed is that internationalization is a response to the globalization movement which also appeared in that decade (Altbach and Knight, 2007; de Wit and Altbach, 2021). Since that same time, the enrollment of large cohorts of international students paying premium tuition fees has provided a buttress against simultaneously declining revenue streams for universities. As a result, the internationalization of HE is conceptualized by many different stakeholders, each having a unique set of perspectives and requirements of comprehensive internationalization. Although regional, federal and local governments, institutions, faculties, departments, researchers and other academics may be concerned actors, ultimately internationalization takes place in a classroom with students and an educator sharing in the practices of teaching and learning (T&L). This thesis examines the lived experiences of university educators as they navigate the complexities of internationalization, taking responsibility for the educational rationales and aspirations of all stakeholders, but with varying and limited agency and resources at hand to accomplish educational outcomes.

1.1.1 Journey to the research project

My interest in this topic comes from professional experience. With a background in teaching English as an additional language in my home country of Canada, I became employed as a lecturer in three international programs at a University of Applied Sciences upon moving to the Netherlands in 2008. As a native speaker of English and with international industry work experience, my first assignment was not teaching, but facilitating the internationalization of the curriculum of both the Dutch and International streams. There followed 10 years as a member of the teaching staff taking on various departmental roles within the Faculty of Creative Business, whilst being an 'international' person myself. During the first half of my tenure, almost all of my colleagues were Dutch nationals; the vast majority of the students enrolled in the international streams were also domestic Dutch-speakers. Over time, these international programs grew, and the proportion of international students increased to range between 60-80% of total enrollment.

There was resistance about internationalization at the university, which I experienced directly in my earliest encounters with my colleagues. Even within one educational program, conceived and developed from an international perspective in the English language and by academics and teaching staff who were internationally experienced (i.e., it was not translated and 'internationalized' from the Dutch stream), there remained integrated assumptions based on culturally specific teaching and learning – or at least that is what I perceived. For example, as was explained to me by my colleagues, in the public educational system in the Netherlands, students are encouraged to speak up in class, and presentations are a key element of assessment. Therefore, when Dutch students enter university, they tend to be very comfortable forming and stating opinions both in class and whilst working with fellow students in project groups and are relatively confident public speakers. Dutch people are famously – and proudly – direct. My colleagues sometimes interpreted student behaviour that was indirect as uncertain, and those who didn't speak up in class or were uncomfortable giving presentations were considered less engaged, underprepared or even weak or poor students. Further, I observed that my Dutch teaching colleagues had an aspirationally international perspective whilst simultaneously expressing these biases and assumptions about international students. I also observed that my perceptions of the experiences of international students in the classroom tended to differ from those of my colleagues, and that these differences were likely evidence that their cultural assumptions and biases were (culturally) different from my own: assumptions and biases about culture being themselves culturally derived and culturally specific.

There is an aphorism in intercultural studies that a person will never really understand how their cultural background shapes their values, beliefs and behaviour until they live outside of that culture. Equipped with my 'outsider' knowledge, having experienced being an international student myself in the EdD program at the University of Sheffield, and given the complexity of internationalized teaching and learning, I began to consider there was a need to amplify the voice of international students. I returned to Canada and planned to research the lived experiences of international students over their first six months of study. I had noted that newly arrived international students are often supported by students' services departments delivering programs for English language and study skills, as well as more pragmatic issues such as housing, visas and (in Canada) immigration pathways. But it was not always clear if these resources were sufficient or effective from the student perspective, or in the long term, whether they represented a genuine response to the complexity of student T&L needs or whether

they were based on a speculative or even ad hoc approach to pre-conceived notions of these very needs. And most importantly, how were the international students coping with their learning?

This research project was in the process of being actualized in late 2019 but was postponed at the start of the COVID-19 pandemic in 2020. After lockdown, the Canadian border was closed to students from abroad, and after many attempts to invite international students to take part in the research, a pilot study was undertaken with only two participants, one of whom was in India. After a few months, the pilot study was abandoned due to implicit withdrawal of one of the participants. Although this pilot study provided some useful insights, the planned field research project which was designed to study the experience of new international students became impossible. My focus then shifted to include the experiences of the other main actor in the teaching and learning paradigm, the teaching staff themselves, and eventually, ongoing unfeasibility of including students in the field research resulted in a study of the lived experiences of HE teaching staff. Although the perspective of the research changed, the aim did not: to explore the internationalized space that students and educators must navigate, including teaching staff who are internationally experienced, dedicated to the transformative opportunities of internationalization - and those who are more resistant. Additionally, I planned to explore how the T&L space is affected and / or supported by the aspirations, rationales, assumptions and objectives of the other actors within HE internationalization.

The goal of this research project is therefore to explore university educators' experiences of teaching international students in British Columbia (BC), Canada.

The research questions are:

1. How do teaching staff at a Canadian university perceive international students' expectations of teaching & learning prior to their arrival on campus?
2. What are the experiences of teaching staff in an internationalized classroom at a Canadian university?

   2A: What supports do teaching staff receive from their faculty and institution regarding teaching within the internationalized classroom?

   2B: What are the on-the-ground experiences and perspectives of educators teaching in an internationalized classroom?

The first research question aims to explore university educators' understanding of newly arrived undergraduates' preparedness and expectations. This question strives to elicit information on the topic of international students' expectations and preparedness directly from the educators' perspective but also serves to facilitate meaning-making regarding the starting point for international students, the learning space that educators and students share and any conceptualizations of various stakeholder responsibilities which impact T&L of international students. The second research question aims to investigate the experiences of the teaching staff directly, with the first sub-question (2A) focussing on external supports and the second sub-question (2B) allowing for an open exploration of the breadth and depth of experiences that teaching staff are able and willing to share.

1.2 Context

The internationalization of HE is a broad term that can incorporate many ideologies, mandates and operational activities. As the geographic focus of this research project is the province of British Columbia (BC), Canada, an introduction to features of the Canadian context that have had an impact on the internationalized T&L environment will be presented below. Some contextual attributes are recent developments, and some are more long-standing. Some have had broad impact, some more specific. The relevant topics include: government responsibility and funding for HE (section 1.2.1); a post-war history of international students in Canada (section 1.2.2); the implementation of differential fees (section 1.2.3) and immigration pathways (section 1.2.4); the introduction of a federal internationalization policy (section 1.2.5); two examples of institutional response in the province of BC (section 1.2.6); and the current situation regarding international student numbers and tuition fees (section 1.2.7).

1.2.1 Government responsibility and funding

Canada has the highest rate of post-secondary education in the world amongst 25 to 64-year-olds (Organisation for Economic Co-operation, 2023); this includes diploma and certificate programs at colleges and vocational schools as well as university transfer programs such as CEGEP (Collège d'enseignement general et professionnel) in the province of Quebec. The term Higher Education (HE) will be used throughout this thesis to distinguish universities from other forms of post-secondary institutions.

Responsibility for all levels of education lies with provincial and territorial governments; this has been the case since confederation in 1867 and is now enshrined in the Canadian constitution of 1982 (Government of Canada, 2024). However, the federal government does provide financial resources for education outside the purview of Section 93 of the 1867 Constitution Act, namely early learning and post-secondary education (Government of Canada, 2022). Thus, funding for public universities in Canada is shared between the federal and provincial governments, with student tuition fees and donations by corporations and individuals making up the balance of revenue streams (Statistics Canada, 2024b). The federal government can pull strategy, policy and legislative levers relating to HE, but implementation remains under the control of the provinces.

For example, prior to 1967, the federal government had funded universities via direct grants. This system was replaced with the first implementation of the intergovernmental transfer payment program, currently known as the Social Transfer (Government of Canada, 2022), permanently altering the federal government's relationships with universities. Since then, federal funding has been delivered to provincial governments with "no strings attached, thereby leaving universities vulnerable to changing provincial-level priorities" (Cameron, 2004 in Wellen et al., 2012, p. 5). The share of federal funding to the HE sector has also decreased since that time; caps were imposed in the 1980s and the transfer payments were slashed in the federal austerity budgets of the 1990s (Wellen, 2012). Even when the federal transfer payments have been increased, such as in 2004 and again in 2007, the provincial governments have and are free to reduce support of universities due to their "essentially unrestricted jurisdictional autonomy" (Harmsen and Tupper, 2017, p. 349). In BC, HE funding was reduced in both 2004 and 2007 even though, as noted above, the federal Social Transfer payment had been increased (Canadian Association of University Teachers Almanac, 2010).

Although provincial governments are responsible for HE delivery, the federal government retains responsibility for international relations and partnerships as well as immigration (Government of Canada, 2021). As will be seen below, the ebbs and flows of federal immigration policy have directly impacted international students over the years. Within the timeframe of the field research undertaken for this project, there have been expanded opportunities for international students to obtain Permanent Residence (PR) status via Express Entry which have had a direct and substantial effect on university applications. In their turn, universities have leveraged this student immigration opportunity to increase enrollment, in some cases dramatically, creating an increasingly vital revenue stream.

1.2.2 Historical context: international students in Canada

The main arc of the story of international students in Canada, and in particular interactions and relationships with government and institutions, begins after World War II when geo-political shifts and a perceived recasting of Canada's position on the world stage resulted in changed ideologies and approaches to international alliances. Higher Education became an instrument to establish goodwill and promote justice globally, and / or to be seen to do so. Whether this approach was undertaken primarily to serve the interests of the state as a rationale for internationalization (see section 2.1.1), or for more purely altruistic motives, is a matter of divided opinion.

During those post-war years, in an attempt to differentiate itself (further) from the UK and the USA as an independent middle power and a junior partner in the Atlantic triangle (McCartney, 2016), the Canadian government developed the Overseas Development Assistance program, considered the "foundational feature of Canadian internationalization" of higher education (Trilokekar, 2010) when Canadian universities "found themselves involved internationally more or less in spite of themselves" (Walmsey, 1970, p.3 in Trilokekar, 2010). International students were funded via this aid program as part of the Columbo plan from 1950, as one example, itself a Cold War response to the Communist take-over of China in 1949. The focus was firstly on Asian students and then grew to include African and Caribbean students from 1958 (McCartney, 2016; Poitras, 2019). These international students, who were seen as worthy recipients of Canadian aid (Trilokekar, El Masri and El Masry, 2020) were often completely funded for the duration of their degrees, right through to the 1960s. Immigration was opened up to international students in 1967, their Canadian education considerably strengthening the points-based applications process (McCartney, 2021).

Some researchers have seen the post-war years of HE internationalization in Canada with beneficence, and as a reflection of the values current at the time: anti-imperialism, soft power diplomacy and a desire to affect social justice internationally (Trilokekar, 2010). Others are more critical. For McCartney (2021), HE internationalization in Canada is "a history that shows the deep roots and complex motivations of contemporary international student policy, and the ways in which it is enmeshed in nation-building efforts in Canada" demonstrating a "Canada-first focus within policy that belies or betrays claims to educational internationalism" (p. 34). Through whatever lens these activities are viewed, whether internationalization policies were always implicitly self-serving, the Canadian government has clearly since embraced the connections between globalization, internationalization and a neoliberal outlook (McCartney, 2021; Trilokekar, 2010).

Some researchers believe the Overseas Development Assistance program and similar aid-oriented programs emanated primarily from a "humane internationalism" stance, with a focus on the ethical responsibilities of the industrialized West toward poverty reduction in developing nations (Morrison 1998, in Trilokekar, 2010). The traditional emphasis was a "Canadian ethos and soft power policy of anti-imperialism and a need for a just and equitable world order" (Trilokekar, 2010, p.144), and a view of internationalism that proceeds from a particularly Canadian "pragmatic idealism" (Melakopides,1998 in McCartney, 2016). But this period has also been characterized as a time when international students were seen "as targets for charity, grateful sojourners who Canada should fund so that they returned to their country of citizenship as agents for Canadian Cold War foreign policy" (McCartney, 2021). The Canadian government is seen as having had "an interest in international education as a tool to cultivate its soft power, albeit its orientation has largely been in context of a Western hegemonic world operating with colonialist perspectives toward the Global South" (Trilokekar, El Masri and El Masry, 2020, p. 81). Indeed, the analysis of federal political discourse from the time indicates that aid programs were not considered purely altruistically; commercial and political considerations were also – and perhaps always – in play (McCartney, 2016). The complexity of the landscape regarding the relationship between international students and Canadian universities is evident from the conceptualization of the various stakeholders at the time, as well as from the historical analysis of contemporary researchers.

This approach began to narrow in the late 1970s when international assistance became increasingly and explicitly tied to Canadian economic interests (Trilokekar, 2010). Additionally, there was a distinct change of policy with the *Immigration Act of 1976*. International students were barred from applying to immigrate whilst studying in Canada and were also disallowed any form of employment during their studies (McCartney, 2021). In 1977, the newly formed Canadian Bureau for International Education (CBIE) produced a set of policy recommendations entitled "A question of self-interest: A statement on foreign students in Canada" (CBIE, 1977), laying the framework for the changes that followed (McCartney, 2021). By the recession of the early 1980s, the worst economic downturn in Canada since the 1930s, international policy had begun to shift to a neoliberal emphasis on trade. This change in the economy, the shift in federal focus and immigration policy and the foundational CBIE policy described above enabled the introduction of differential tuition fees for international students by the provincial governments (McCartney, 2021).

1.2.3 Differential fees for international students

Ontario was the first Canadian province to introduce differential fees for international students; in other words, significantly higher tuition fees than those of their domestic classmates. Higher education institutions in the province of British Columbia, where this study is situated, initially resisted the trend, but when the provincial government drastically reduced funding to the post-secondary sector in 1982 (McCartney, 2021), the introduction of differential fees was the easiest and least internally disruptive response to balance institutional budgets in the following years. Although the move to differential fees was not without controversy, including amongst professionals working within international student service programs at universities across Canada, the policy of differential fees became entrenched, along with a perspective that had reversed from previous decades: as seen above, international students had gone from being seen, at least partially, as deserving recipients of aid from Canada toward a conception of them as consumers who could serve Canada's interests (McCartney, 2021).

For example, in 1974-75, the average undergraduate tuition fees in Canada were $547/year for domestic students and international students were charged less than 5% more, or only $570/year (see Table One). In 1977-78, the same year as the Canadian Bureau for International Education policy recommendation was published, tuition fees were increased for international students by more than 50% from the previous year. Two years later, international students were paying double that of domestic students and by 1982-83, following the funding shortfalls of the economic recession of 1981-82, international student fees were increased by 70% from the previous year, and now represented triple the fees paid by Canadian students. This dramatic increase of 70% in international student tuition took place within the context of the severe economic recession of the early 1980s which affected Canada worse than any other country in the G7 (Firestone, 1980; Wilson, 1985).

Table One: Summary of differential tuition fees paid by international students as a percentage over domestic tuition, 1974-2008

	1974-75	**1977-78**	**1982-83**	**2008**
IS tuition	Less than 5%	55%	300%	400%

(Statistics Canada 2020, 2024a)

Since the 1990s, the HE sector has experienced flat or reduced public funding from both governmental jurisdictions (Statistics Canada, 2024b). As a result, both domestic and international students experienced double-digit increases through that decade. However, for the last twenty-five years,

domestic student tuition fees have not increased more than 5% year on year; for international students, the increases have ranged between 5-8% each year. This higher rate of increase resulted in international students paying four times that of domestic students by 2008 (Table One).

1.2.4 Immigration pathways for international students

Although Canada has generally accepted significant numbers of immigrants since the 1970s, the status of international students as preferential applicants, or not, has shifted over the years. The government rationale for more recent general immigration targets has been that it is a response to low birth rates within the current population and is viewed with some urgency as necessary for the requirements of economic growth within our capitalist system: their Canadian education, their language skills (in either English or French) and their presence in the country has meant that international graduates of Canadian universities have been considered "ideal immigrants" (Trilokekar and El Masri, 2017).

The 2002 revision of the Immigration and Refugee Protection Act made the pathway to immigration by international students even more straightforward (Trilokekar and El Masri, 2017). As a result, the share of immigration applicants with (all levels of) Canadian study experience had increased from 6% in 2000 to 38% in 2019 (Crossman and Hou, 2022). Immigration may be a benefit to Canada; uncomplicated immigration pathways for international students have certainly been of very great financial benefit to Canadian HE institutions. Many universities have trained specialists on staff to assist international students with immigration paperwork and communicate this clearly on their platforms. And on the other hand, from the student perspective, studying at a Canadian university has become one of the smoothest pathways to migrate to a popular destination. This is a crucial and unique contextual element in Canadian HE recruitment and has had a dramatic effect on student cohorts, as will be seen in this research project.

The changing ideology that both affected and reflected these developments was firmly established as official policy in the early 2010s, demonstrative of the final blow to the approach that welcomed international students for reasons of social justice, international aid or global goodwill. Further changes in 2015 moved permanent residency in Canada away from the 'first come, first served' model, to a model of economic expediency (Government of Canada, 2015). International undergraduate or graduate students are now eligible to apply for permanent residence via the Express Entry stream as members of the Canadian Experience Class or the Federal Skilled Worker Program (Government of Canada, 2025b). Both the Canadian Experience Class and the Skilled Worker Program reward

Canadian educational credentials via the points-based system (Government of Canada, 2025b). Prospective migrants are also rewarded for any work experience undertaken while studying in Canada. International student visas often allow students to work up to 24 hours each week, thereby facilitating the attainment of valuable immigration points (Government of Canada, 2025c). The number of student visa holders that were employed grew 13 times between 2008 and 2018, when there were over 135,000 students paying taxes (Crossman, Lu and Hou, 2022). Additionally, the Post-Graduation Work Permit Program (PGWPP) allows Canadian graduates to continue to work after graduation, thereby adding to the Canadian work experience points (Government of Canada, 2025d).

1.2.5 It's official: change in federal government policy

In 2012, the federal government signalled a change of strategy when a report was commissioned to examine the economic impact of international education in Canada by the federal Department of Foreign Affairs and International Trade. The following statement is indicative of the perceived importance of the link between international students and the financial health of Canada.

> *Overall, the total amount that international students spend in Canada ($8.0 billion) is greater than our export of unwrought aluminium ($6.0 billion), and even greater than our export of helicopters, airplanes and spacecraft ($6.9 billion) to all other countries* (Government of Canada, 2012, p. iii).

Not long afterwards, the BC government pledged to increase international students by 50% over four years as part of a new international education strategy (British Columbia Ministry of Advanced Education, 2012 in McCartney, 2021). Then, in 2014, *Canada's International Education Strategy* (CIES) was launched, the first ever HE internationalization policy enacted by the federal government (Trilokekar and Jones, 2013).

As has been noted above, the federal government holds responsibility for international relations and so it was the Department of Foreign Affairs, Trade and Development Canada (since renamed Global Affairs Canada) that developed, produced and disseminated the CIES, bringing to an official close the post-war HE internationalization emphasis on "Canadian ethos and soft power policy of anti-imperialism and a need for a just and equitable world order" (Trilokekar, 2010, p. 144) toward a view of international education as a commodity to be marketed, branded and traded (Viczko and Tascon, 2016). One of the main policy justifications for this drive to increase sales of Canadian education internationally was to "seize existing opportunities" from the competition: "The UK, Australia, Germany and France all attracted more international students than Canada in 2012" (p.5).

These documents confirmed in black and white the conceptual and ideological transformations that had already been well underway in Canada and across the Global West, particularly in those nations where public universities had experienced substantial reductions in funding. As has been noted, HE internationalization is often characterized as a response to globalization (Altbach and Knight, 2007; de Wit and Altbach, 2021) but, in a classic *yes, and* scenario, the element of internationalization which focussed on attracting more revenue-generating students was also in play. In short, discourse about HE responses to globalization including global citizenship education and other rationales for internationalization of the academy had been circulating since the 1990s, but viewing the international student primarily through the lens of consumer was, at the very least correlated with, if not the antecedent of, these ideologies. The CIES in particular set the stage for provinces and HE institutions to conceptualize international students as consumers and international teaching and learning as a product to be sold for the good of the sector and the economic health of the nation.

1.2.6 Institutional response

The context supplied above has, so far, related to macro governmental policy and strategy decision-making, even as the results of such decisions, for example, differential fee structures, directly affect individual students. The middle powers in this structure are the higher education institutions. The scope of this research project does not allow for a study of institutional response to these macro forces, even if such a study is limited to the province of BC. A fulsome assessment of the internationalization efforts of the two universities represented in this project, XU and YU, is also beyond the scope of this project. However, a short analysis of how they communicate their approach to internationalization and specifically how they communicate to and about international students, based primarily on self-reporting, i.e. from their websites, may serve to connect the macro to the micro.

Universities in British Columbia

The participants of this research project are employed at two different classifications of universities in British Columbia (BC): YU is a research university and XU is an officially designated teaching university. A brief explanation: The University of British Columbia, established in 1908, was the only university in the province for almost 50 years until two more research universities were established in the 1960s. It was twenty-five years later, between 1989 and 1994, that four community colleges were designated degree-granting university-colleges. The period between 1994-2008 saw an explosion of growth in the sector: eight institutions, mostly university-colleges, became fully-fledged degree granting

universities. The last group of five were designated teaching universities by the BC government's University Act of 2008.

YU and YU College

YU's approach to internationalization has diverged into two realities: YU proper and YU College. According to its website (reference withheld), YU's international activities focus on research partnerships, staff and student mobility including student exchange and academic collaborations, and global citizenship. There is a social responsibility model running through the policy and strategy with a focus on sustainable development including education and the environment. YU claims that over a third of faculty are international, i.e., originally from outside of Canada and that many more have international experience which they share with their colleagues and students. A significant proportion of international students and a global alumni network is also touted.

If a prospective international student logs on to the YU website in search of information, there are two suggested routes: for those with high academic standing and who are able to pass / provide additional entrance requirements, direct application to YU is available. International students who require support to meet YU's "competitive degree standards" are directed to pathway programs at YU College, where they will benefit from smaller class sizes, a supportive international environment, and, upon completion "will be well equipped to complete their degree" at YU (reference withheld).

YU College is owned by a large international (non-Canadian) educational corporation (reference withheld) and likely required direct entry of students as part of its contractual arrangements with YU (McCartney and Metcalfe, 2018); in other words, students who complete the foundational entry year at YU College are likely guaranteed direct entry into the second year of an undergraduate program at YU if they have completely all course work and have achieved an acceptable grade point average (GPA). Although YU allows students who have completed the YU College foundation program year (consisting of three trimesters) direct access, there is always the likelihood that students will need to take or retake modules which would thereby increase their degree experience past the four-year standard undergraduate program; this would, in turn, increase overall tuition for students, and revenues for YU College.

This outsourcing of the early stages of education is likely financially beneficial to the university (McCartney and Metcalfe, 2018); one notable consideration is that additional savings are accrued by YU being able to offer fewer or less comprehensive support services for international students at YU itself, as the students at YU College cannot access YU services and would likely not require as much

support when they transfer into the undergraduate programs. Also, the possibility exists that pathway colleges, as commercial enterprises "may incentivize institutions to accept students who are unlikely to succeed in the partner institution" (McCartney and Metcalfe, 2018, p. 16).

XU

XU, as a newer and officially designated teaching university, presents a very welcoming image on its international student admission webpage, offering any support required via dedicated admissions officers who speak additional languages, clearly targeting the most common language cohorts of potential students. These admissions officers are available before and during the admission process and after arrival on campus to help with registration. After registration, student advisors can support program planning and study skills counseling, and there is additional support for employment services (reference withheld). On the same webpage, there is also a direct link to the international student community events page. The overall supportive tone of this landing webpage seems designed to send a message of care to any prospective student.

What also stands out on the XU website is the open access to internationalization resources for staff and students – or anyone visiting the website – and the ability for staff to book consultations or bespoke professional development workshops with intercultural learning staff. XU celebrates its international background, which precedes the attainment of university status by several decades.

On the XU website, topics on institutional internationalization include information about student certification in global competency, study abroad and intercultural learning. Research on internationalization is linked to the institutional strategic plan which includes a phrase about international networks, but also social justice, equity, diversity, inclusion, social responsibility, indigeneity and reconciliation. Although internationalization and international students are clearly a central focus at XU, internationalization as a concept does not appear often in the institutional strategic plan. In contrast to the focus on programs for international students, regionality is the focus, with phrases including the terms 'regional communities' and 'community partnerships', as well as a focus on community-engaged research.

There is a paradox here. Unlike XU, YU, the research university advocates for internationalization in its published institutional strategy. Conversely, internationalization is not directly referenced in the institution's strategic plan, but XU openly champions international students, intercultural learning and the resources to facilitate it. If you are applying to be an international student at XU, you are promised

a multifaceted support system. If you are applying to be an international student at YU, you are strongly encouraged to apply to a sub-contracted for-profit multinational college.

1.2.7 The current context: international student numbers and tuition fees

Over the 10 years prior to the COVID-19 pandemic, undergraduate enrollments of non-Canadians increased substantially. In 2010, there were approximately 100,000 international students at Canadian universities; this more than doubled to 235,000 in just 10 years. In comparison, domestic student enrollment stayed relatively level in the same period growing from 1.12 million in 2010 to 1.14 million in 2020 (Choi and Hou, 2023 in Statistics Canada, Economic and Social Reports).

As of 31 December 2023, there were more than 1,000,000 study permit holders in Canada, up from 800,000 in 2022. (N.B. this includes all forms of student visa, for all levels of adult education). That included 685,000 newly issued study permits, an increase of 25% from the previous year and a 71% increase from 2019. Indian students accounted for over 40% of the new visas in 2023; Chinese students followed with 9% and Nigerian, Filipino and Nepalese students rounded out the top five groups. In a political response to the high cost of housing in Canada, in January of 2024, the federal government imposed a two-year cap on student visas, with a target of only 360,000 new visas for 2024, a reduction of 35% from 2023 (Government of Canada, 2024b). Although it appears this target was not met (Government of Canada, 2024b) the plan to reduce student visa allocations is ongoing; the federal government's goal for 2025 is a 10% decrease from the 2024 cap (Government of Canada, 2025a).

As government funding of universities was reduced or remained flat over the years, the share of tuition fees as part of the overall institutional budget has increased. For example, the proportion of tuition revenues increased by an average of 21.5% to 28.8% between 2010 and 2020, whilst the share of provincial funding, which includes the federal Social Transfer funding, declined from 41.5% to 32.5% (Statistics Canada, 2020, 2024b).

Table Two: Tuition Fees and the Social Transfer as a proportion of university revenues, 2010-2020

Year	**Tuition fees** as average proportion of overall university revenues	**Social Transfer from the federal government to BC** as average proportion of overall university revenues
2010	21.5%	41.5%
2020	28.8%	32.5%

(Statistics Canada, 2020, 2024b)

Both domestic and international student fees have increased exponentially. International students accounted for 37% of all tuition fees as of the 2019-20 academic year (Statistics Canada, 2024a; 2024b). In 2024-25 international undergraduates are paying an average of 5.5 times more than their domestic counterparts: $7,360 vs a prodigious average of $40,115/year for international students (Statistics Canada, 2024a; 2024b). As international student tuition has increased, so has the share of international student tuition contributing to university revenues. This has occurred as the motivation for students to attend Canadian universities has shifted, such as toward a pathway to immigration.

1.3 Conclusion

This chapter has attempted to briefly outline aspects and contextual elements of the Canadian international student landscape, from governments to the classroom, that are salient to this project. A discussion of the two levels of government in play, with different degrees of responsibility and agency and the resulting ebb and flow of funding over the last several decades demonstrates the complexity of the situation. A brief overview of the shifting perspectives regarding the place of international students at Canadian universities over the last decades illustrates how institutions, faculties and teaching staff might struggle to keep up with the shifts in expectations, both by institutions and the students themselves.

The implementation of differential fees and immigration pathways has introduced a complicated relationship between institutions and their prospective international students. The policies and funding decisions of the federal government have facilitated transactional alliances between international students and institutions, with international students seen as consumers and “ideal immigrants”. The increased revenue from international students has created an institutional dependency on them. Immigration pathways are used to motivate and market to prospective students, creating a potential cohort of dependency on international education as a migration pathway. A description of the current situation regarding international student numbers and tuition fees has rounded out the context within which this research project took place, further underlining an ongoing reliance on international students to pay higher fees to support the funding model of Canadian universities.

The complexity of the context for publicly funded universities in BC, dependent on the policy decisions of two levels of government regarding changing and changeable funding, has resulted in fluctuations in both the perspectives on internationalization and its implementation. The financial dependence on

international students demonstrates the pressure universities are under, and how this seems to impact institutional attitudes toward lowering the barriers to increased international enrollment. This in turn impacts the lived experiences of educators, as they find increasing quantities and cohorts of international students arriving in their classrooms, some with non-educational objectives such as immigration.

2 Literature Review

Introduction

This chapter will review literature that has explored the varying responses – or the lack of response – of university educators who find themselves teaching international students. This will firstly be contextualized by a brief, concentrated review of relevant literature on the internationalization of higher education which underpins the research questions posed as the core of this thesis:

1. How do teaching staff at a Canadian university perceive international students' expectations of teaching & learning prior to their arrival on campus?
2. What are the experiences of teaching staff in an internationalized classroom at a Canadian university?

   2A: What supports do teaching staff receive from their faculty and institution regarding teaching within the internationalized classroom?

   2B: What are the on-the-ground experiences and perspectives of educators teaching in an internationalized classroom?

Scope of the literature

Due to the international nature of internationalization itself and the relatively limited body of research that has directly examined the perspectives and experiences of teaching staff within the internationalized classroom, the geographical scope of this review includes research conducted across English-speaking nations of the Global West: Canada, UK, USA, Australia and New Zealand. There are differences within these educational contexts, most notably the private funding model for higher education is more prevalent in the USA. But there is a convergence of experience regarding the large increases of international student enrollment across these jurisdictions in recent decades, and the effects and approaches to teaching and learning (T&L). Research findings are therefore largely transferable; any relevant differences will be noted.

2.1 Internationalization of Higher Education

There is a significant body of literature on the topic of the internationalization of higher education, some aspects of which impinge directly on this research project. Varying definitions and understandings of internationalization, accompanied by overlapping rationales and agendas, have created a diffusion of

meaning. This has resulted in a broad divergence of activities and actions taking place under the umbrella of HE internationalization, led by the many stakeholders involved and eventually trickling down to the classroom experiences of educators and students. In response to the many problems described and presented in the literature, there is a growing body of research that posits that HE internationalization as it currently exists is causing foundational harm to T&L, to the academy and to society in general. These many conceptualizations and theories are embedded in the understandings and experiences of the actors involved and will be discussed below.

2.1.1 Rationales of internationalization

Human mobility and learning have a long, shared history. Although European academies have been globally minded since the Medieval era (Altbach, 1998; de Wit, 2020), the internationalization of HE in the Global West has grown significantly in the post-WWII period; as governments began to see its value, internationalization emerged as both a process and a strategic objective (de Wit, Hunter and Egron-Polak, 2015). In 1997, the Canadian academic Jane Knight and Hans de Wit from the Netherlands identified four non-exclusive rationales that have framed internationalization.

Academic and *cultural* rationales, underpinned by the more traditionally recognized benefits of learning and cultural development, generally refer to and consist of the mobility of students and academics for the purposes of learning. The *political* rationale for internationalization was made manifest more recently, when internationalism was presented as a stimulus to peace and mutual understanding in the post-WWII era, in Canada (see section 1.2.2) but even more particularly in the USA. For example, the US politician for whom the Fulbright scholarship program is named, and who spearheaded the government funding model in 1945 (Bureau of Educational and Cultural Affairs, n.d.) described HE internationalization as an extremely important and rewarding foreign policy activity. This is an early demonstration of HE internationalization being extolled as an instrument of soft power from a Western lens. Contrary to the assumptions of this rationale, Knight and de Wit (1997) found that academic mobility can sometimes increase attachment to national identity rather than that of the culture or nation of the HE institution or to a broader global identity. In any case, by the end of the Cold War, the *economic* rationale had begun to supplant the *political*.

The *economic* rationale is positioned as a macro response to requirements of the global labour force and the technological age, reflecting a concomitant shift in academia from understandings of

education as a stand-alone achievement to being increasingly positioned as a means to an end: for example, to improve the employability of citizenry in the modern neoliberal economy. But the *economic* rationale also includes the marketing of internationalized HE as a commodity. These two motivations within the *economic* rationale can be seen as a reflection of a broader permutation in the meaning and rationale of higher education itself, as well as a response – defensive or opportunistic – to fluctuating funding models faced by HE institutions across the West.

These rationales exist in the very air of HE internationalization and are themselves international and internationalized concepts, and, by definition, applied as justifications for actions taken by HE institutions and the sector in general. That is: intercultural and shared learning is a cultural good; deepening and broadening learning is an academic good; improving relations between nations, however unevenly matched, is a political good; supporting the needs of capitalist societies and providing funding to contribute to the HE economy is an economic good.

Having identified and examined rationales for internationalization, theorists have also attempted to arrive at shared definitions.

2.1.2 Definitions of internationalization

Jane Knight's definition of HE internationalization, originally appearing in a publication for the Canadian Bureau of International Education described in section 1.2.2, was, for many years, the most referenced within modern internationalization theory:

> *Internationalization at the national, sector and institutional levels is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education* (Knight, 1994, p. 7).

Two decades later, she noted that the word internationalization:

> *Has become a catch all phrase used to describe anything and everything remotely linked to the global, intercultural or international dimensions of higher education* (Knight, 2014, p.76).

In 2015, the definition was expanded and adjusted by de Wit, to include intentionality, presumably to exclude ad hoc internationalization, and also an expansion that implies academic and arguably also cultural, political and economic rationales, depending on the interpretation of "meaningful contributions to society":

> *Internationalization is the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society*** (de Wit, Hunter and Egron-Polak, p. 29).

One implicit assumption in the application of these definitions has been that HE internationalization is a conceptualization of Western institutions; this assumption has been challenged practically, as the Global South attracts more international students (Liu and Luo, 2024).

The breadth of this definition may be useful for policy developers, strategists, and even practitioners, but the openness to interpretation can also lead to diffuse understandings and eventually to equally broad and diffuse sets of operational activities by institutions. These can be as divergent as internationalization for its own sake, underpinned by assumptions about the existential value of internationalization to enhance and enrich the quality of higher education, and activities that focus on persuasive marketing and recruitment campaigns geared toward maximizing international student enrollments.

2.1.3 The critical literature

British researcher Simon Marginson has critiqued this decades-long drive to define internationalization, and in particular the rationales and potential agendas available therein, writing that Knight's original definition:

> *Has long led cross-border scholarship, discourse and practice, being promoted in support of a wide range of governmental, commercial and institutional agendas* (Marginson, 2023, p. 1).

Marginson identifies a disconnection between definitions and reality, including specific "fundamental difficulties": that the purpose of the definition is to shape practice, which results in fewer opportunities for a more philosophical approach; the universality of the definition necessarily includes commercial outcomes thereby protecting nationalistic competitiveness inherent in neoliberal systems of the Global West; and that definitions reinforce hierarchies of national and regional education systems.

This critical analysis of the act of defining internationalization, and the perceived embedded rationales, agendas and subsequent actions that flow from it allows a small but significant insight into a body of literature that is critical of internationalization, in short, critical internationalization studies (CIS). An acknowledgement of this literature can act as a bookend to current thinking about HE

internationalization and also elucidates the contextual position of critical research currently active in Canada, and in some cases, specifically in British Columbia.

In their 2021 overview, Stein and McCartney summarise "at least three established, interrelated areas that are the subject of critical inquiry within CIS" (p. 6), namely: economism, where social justice is relegated to lesser, even "tokenistic" concerns; eurocentrism, a focus on Western modes of knowing and relating which is expressed through research and T&L practices; and racism, including institutional racism and linguistic discrimination. Some researchers are arguing for the discontinuance of HE internationalization as it has existed and presenting an alternative *to* internationalization, "internationalization otherwise" (Stein and McCartney, 2021) and post-internationalization (Beck, 2021).

These philosophical considerations are expressed conceptually and do not aim to problem-solve or to give heed to examinations of the meaning of internationalization by exploring or expounding definitions, rationales or intentions, or by discussing how internationalization impacts or is impacted by a multiplicity of stakeholders, both external and internal to HE institutions. These researchers have scrutinized internationalization as a system in the Western academy and have concluded that it is a problem that is not solvable, only dissolvable: in other words, that HE internationalization is so intrinsically and fundamentally problematic that it should be replaced (Stein and McCartney, 2021) or abandoned (Beck, 2021). And yet, the internationalized university classroom continues to exist for the foreseeable future, and while it does, educators meet students there, with the noble and shared objective of teaching and learning.

This brief and broad view of aspects of the HE internationalization literature salient to this research project is now followed by a more in-depth analysis of research that has focussed on the experiences of teaching staff in the internationalized university classroom.

2.2 Experiences of university educators

A starting assumption implicit in much of the literature about the experiences of teaching staff is that they are dealing with a 'new' situation, where there are many more international students within university classrooms than in previous decades. Indeed, as the international mobility of students has increased, many educators will have experienced dramatic transformations in the makeup of the

student body over the course of their careers; and many educators will have experienced their own education in much more homogeneous environments, conceivably preferring to continue to teach the way they were taught (Teekens in Odgers and Giroux, 2009). As a reflection of these changes in the landscape, much of the research has focussed on *how to adapt* teaching and learning practices. The next generation of educators, having themselves been educated with, or as, international students, may have a different perspective. For now, however, the literature is primarily focussed on the assumption of a perceived and relatively recent shift in classroom T&L in the internationalized academy.

Much of the literature into the effectiveness of the internationalization project for students has focussed on social integration and student support systems outside of the classroom (Cao et al., 2014; Haan et al., 2017; Jin and Schneider, 2019; Skyrme and McGee, 2016). Explicit research into the experiences of post-secondary staff teaching international students is limited; the position of educators as the internationalization lynchpin is emerging, however, seen by some as a crucial, if previously overlooked area of focus in the literature (Lomer and Mittelmeier 2021). The findings described often assume that teaching staff experience challenges, frustration and even defiance as well as reporting their feelings of concern, understanding, interest, pleasure and consistently expressed dedication to their role as university educators; as will be seen, these opposing thoughts and feelings can sometimes occur within the same individuals. Within these limited contexts, even teaching staff who don't consider they should adapt their practices agree that the situation is not ideal.

A positional starting point, therefore, is that there is a problem to be solved, namely a perception of difference from within the internationalized T&L environment which necessitates the need to find and recommend solutions. In some cases, this perceived difference in the environment is the existence of any international students; in most cases the change is the quantity of international students, the balance of international and domestic students, the lack of homogeneity of the international cohort and / or the strain on institutional resources to support international students, both inside and outside of the classroom. There are analyses of various issues, barriers and problems that university teaching staff experience and much of it comes to the conclusion, explored in section 2.6, that action should be taken. The authors of these studies may be researchers, educators, or institutional administrators; their professional and ethical positioning is sometimes evidenced via neoliberal language such as contending that finding solutions and presenting recommendations to improve internationalized T&L

is requisite in order to remain 'competitive', as a country, an institution or a faculty (Joseph and Hartwig, 2020). In contrast to the growing body of critical research regarding HE internationalization which focusses on ethical and philosophical concerns, (see section 2.4), this attempt to problem-solve in the internationalized classroom is also evidenced in the presentation of concrete recommendations on the ways, means and methods that can or may lead to increased engagement of university educators to develop 'more' internationalized T&L. Lomer and Mittelmeier, (2021), in their scan of the literature exploring internationalized pedagogy found a general lack of rigour, featuring "descriptive research about general experiences" (p. 14).

2.2.1 Four strands

Having immersed myself in the literature referenced below, with the aim of a deeper understanding of the research, I have developed, via inductive reasoning, a novel framework which consists of four strands of thinking: Perception, Reflection, Resources and Action. Firstly, teaching staff must *perceive* that internationalized teaching and learning is 'different'. Secondly, teaching staff (are encouraged to) *reflect* on their own sense of themselves, their self-concepts and their responsibilities as academics, educators, and representatives of their discipline. In order to effectively adapt practices, there must be appropriate readiness and *resources* available, and finally comes the decision and ability to take *action*, to adapt for the benefit of themselves and their students.

These strands may be conceived of as non-linear, particularly in the absence of intentionality. For example, reflection on T&L practices or one's self-concept as a university educator requires the resource of time and an intentional and conscious approach. Additionally, some of the literature will demonstrate that educators can take action to change their practices without explicit awareness of their own reflections and even with specific, explicit and stated beliefs that they should *not* adapt their practices.

Internationalization is a group activity composed of integrated actors and actions. While training a lens on the various issues, barriers and problems that educators experience teaching international students, much of the literature jumps to the conclusion, explored in section 2.6, that action should be taken to 'improve' T&L. The research participants involved in this project are teaching staff, but the recommendations that flow from the literature encompass various stakeholders within the higher education sector, its institutions, and its people. Furthermore, actions taken by any individual without

the support of the other actors will necessarily challenge feasibility and sustainability of any action by an individual actor. Therefore, this literature review consists of an examination of the perceptions, thoughts, situations and experiences of university educators followed by a study of the recommended actions for all stakeholders within HE internationalization.

2.2.2 Perception

The journey of the academic who is teaching in an internationalized classroom begins with the perception of difference. For the purposes of this review, difference will refer specifically to the subgroup of diversity represented by a cohort of international students, which includes diversity of educational background, educational experiences and (English) language proficiency. Although teaching staff will most likely know there are international students within their classrooms, the perception of how this difference will affect learning – and possibly teaching – is not necessarily self-evident. Mittelmeier et al. (2023) found that a few university educators, noting the presence of international students in their classrooms, chose "not to treat them too differently" (p. 9). The researchers cite studies demonstrating that this kind of indiscriminate approach fails to acknowledge the barriers that international students face; it certainly does nothing to dismantle them.

In some cases, teaching staff may "recognise the relativity of cultural practices, values and beliefs, including their own beliefs and assumptions" (Korhonen and Weil, 2015, p. 207). Robson and Turner (2007) found that teacher experience or research interest in identity and culture, for example, did inform pedagogical practices; however, they found there is a general lack of awareness of T&L as culturally specific constructions, and a very limited recognition of the potential "reciprocal benefits" in more inclusive pedagogy. Sun et al. (2019), exploring the understanding of Confucian culture by American educators found that they recognized the "core values" of the culture, but were unaware that these values would impact students' learning. Odgers and Giroux (2009) quote Paige:

> *Faculty can model the kind of knowledge, values and behaviors that the international mindset promotes but that parochialism, ethnocentrism and disinterest in international learning are also possible* (p. 261).

A lack of acknowledgement of the cultural relativity of teaching practices can lead to difference being perceived through the lens of student deficit, especially if international students are seen

homogeneously as ‘others’: in other words, one monolith, distinguished from domestic students (Lomer and Mittelmeier, 2021).

In 2019, Jin and Schneider found that while most teaching staff were positive about the presence of international students in the classroom, expressing appreciation for the students’ diverse perspectives and academic ability, and understanding and empathy to the challenges they face, these positive views were often paired with a description of teaching challenges seen as the result of student deficiencies, specifically regarding English language skills and learning behaviours. For example, when asked directly about their own teaching challenges, fewer than 15% of the respondents answered the question as asked; over 60% focussed on the limitations of the international students themselves. Mittelmeier et al. (2023) found that educators named deficit narratives as outside of their educational philosophy, explicitly rejecting them but nonetheless “slipping into such deficit framing at some point [...] even amongst those critical of such constructions” (p. 7).

Deficit narratives also tend to imply that students should assimilate to the educational context in which they find themselves and take responsibility for adapting to the T&L environment (Lomer and Mittelmeier, 2021). To quote Heng (2018) “different is not deficient” (p. 22). Or put another way, a need to improve or upgrade certain competencies, such as English for academic purposes, does not indicate either a general lack of competencies or the lack of other knowledge or abilities which may not necessarily be valued in the English-Language academy. To confront the deficit-model perspective, Lin (2020) proposes an intentionally asset-based approach to pedagogy, where educators aim to build on students’ other resources:

> *Without reproducing the dominant hierarchy of languages [...] while reducing racist and classist prejudices against linguistic minoritized students in education to merely a pedagogical issue of teaching* (p. 206).

Bodis (2021) found that both the multilingualism of international students, and the concomitant competencies of their multilingualism are invisible in the international classroom and that this in fact creates a “double deficit". Lomer and Anthony-Okeke (2019) call this narrative “neo-imperialist”, advocating for a more ethical pedagogy that empowers international students by adapting existing pedagogical structures. An additional consideration is whether international students are any more deficient even within the normative requirements of their studies. For example, Jones (2017) found that

so-called ‘deficits’ of international students in the UK are also common within the domestic student population, any differences appearing only in the particulars.

Whether teaching staff are or are not consciously aware of the cultural relativity of their own teaching and learning practices or subconsciously perceive international students through the deficit lens or not, doesn’t necessarily result in adaptation, or action – or conversely in the lack of adaptation or action. It could be argued that university educators who see international students as ‘deficient’ may be less motivated to adapt their practices or take the time to assist the students. This has not been demonstrated, although that does not exclude the possibility that taking on ‘extra’ responsibilities to teach international students who are seen as deficient will not be done without some form of protest or pique.

2.2.3 Reflection

Once teaching staff perceive difference, they may find themselves addressing their understandings of the meaning of a university education and their own sense of identity and responsibilities as an educator. Teaching staff may feel genuine responsibility for student cohorts whose educational experience is homogenous: for example, educated with a native or near native proficiency in English and acquainted with academic skills such as critical thinking and academic writing. But there may also be internal barriers to the complex sense of responsibility and challenges to self-identity that comes with teaching an internationalized cohort of students who bring diversity to the otherwise homogeneous classroom and are, oftentimes, extremely diverse amongst themselves. The following section will review research which has examined this strand: understanding how staff identify their own role, identity and the meaning and responsibilities of being a university educator.

Haan, Gallagher and Varandani (2017) researched the concept of ‘teacher cognition’, which they describe as potentially influenced by educational and professional experiences, as well as professional development. Teacher cognition includes pedagogical knowledge, beliefs about one’s own efficacy and principles guiding decision-making. In the results of their research into the cognition of 500 teaching staff, the researchers found, as seen above, that educators do value the internationalized classroom, but there were inconsistencies in their beliefs regarding the T&L of international students, especially when faced with sudden and dramatic shifts to the diversity of the student cohort:

> *The context of a quickly growing international population [...] has exposed an inconsistency in beliefs themselves. [...] The results clearly indicate a split between valuing an internationalized student body in theory and doing so in practice...with [teaching staff] both approving of internationalization and expressing reservations about their own roles working with a changing student population* (p. 46).

Although the teaching staff within this survey reported using pedagogical strategies to support international students, they also separately resisted an implied suggestion within the survey that they should be *required* to adapt. They also paradoxically declared interest in professional development regarding internationalized T&L whilst expressing a general resistance to the idea that their practices should change.

In another large study, Cao et al. (2014) tested hypotheses regarding motivations and related outcomes of educators' engagement with international students and found the following: teaching staff who feel responsibility as educators generally, do not necessarily feel a responsibility to adapt to international students, even if they have concerns about them. However, if they do have a sense of responsibility toward international students, it can have a positive effect on their actions:

> *If [teaching staff] put emphasis on their responsibilities in teaching international students, they are very likely to adjust or improve their way of teaching to guide these students to successful attainment of learning outcomes* (p. 59).

Acknowledging that internationalization "has an impact on the personal, social and professional context of teaching staff and their self-conceptions" (Korhonen and Weil, 2015, p. 199), and with the aim of exploring how the perspectives of educators affect the internationalization project on the ground, Korhonen and Weil undertook narrative-writing research into how educators make sense of their role – their self-conceptions – within internationalized HE. For the purposes of their study, they defined self-conception as an examination of one's own individual processes and practices and the effectiveness and development of those practices, asserting that conceptions of T&L evolve from inherent beliefs which are, in turn, characterized by personal theories of teaching. They narrowed these conceptions down to two very broad approaches: teacher-content oriented or continuation orientation and student-learning oriented or development orientation. For those research participants who favoured the former, their beliefs, experiences and perspectives sometimes led to feelings of disengagement and personal inadequacy in the face of the challenging new internationalized environment. Those who favoured the latter approach found that internationalization had a positive

impact on their teaching, and that the presence of international students in their classrooms provoked them to respond by developing their practices and even to collect feedback from other actors on their own development.

Korhonen and Weil also link influence and agency, as elements of self-conception, to what they describe as an important starting point for this orientation; in other words: "their competence in overcoming these barriers in teaching and learning" (p. 206). The researchers take a position that the development orientation is, as the name implies, more evolved, describing university teachers "reaching" that orientation, and further noting that "this can be a generational question, as well, where older colleagues may view internationalization efforts more critically" (p.207). However, it is not clear how educators categorized as continuation-oriented can be motivated to shift their self-conceptions, including their reported feelings of apprehension and inadequacy, other than by exploring their own practices; in other words, changing their approach to student learning orientation:

> *It is important for academic teachers within internationalising higher education to become more self aware, by exploring ways of improving teaching, learning and inclusivity within the learning group* (p. 209).

How the exploration of improving teaching, learning and inclusivity leads to increased self-awareness, and not the other way around, is unclear. But the binary simplification of teacher-oriented / continuation orientation vs student-oriented / development orientation is unhelpful; in this case, it mirrors the deficit model of international students by focussing on the deficiency of educators who practice from a continuation orientation.

In a small study at a Canadian university, Heringer (2019) likewise framed her findings on teachers' conceptions of themselves, including their beliefs about their conceptions of knowledge. Specifically, she explored how teaching staff perceived institutional internationalization and their international students, and how these perceptions affected their pedagogical philosophies. As in the study referenced above by Haan, Gallagher and Varandani (2017), the teaching staff within Heringer's study reported appreciating diversity within their classrooms and did report often making adjustments but tended to deny that the presence of international students *should* have influence over their teaching practices.

This echoes findings by Sanderson (2008), who also focusses on the notion of Self and links it with the concept of authenticity in teaching as the underpinning of the "internationalization of the academic

Self", and in response to what he propounds as an organizational and institutional lack of direction. This approach is not so much a practical approach linking "the organizational to the individual (for example, through academic development and staff training)" but focussed on the theoretical underpinnings supporting "internationalization of an individual's personal and professional outlooks" (p. 282). Sanderson also calls for the merging of the individual Self and the "teaching self", in particular to develop an awareness of the cultural bias of values, habits, customs in addition to other assumptions and social norms, and categorized as: experience, vision, logical thinking and values. This is summarized by the necessity of reflective processes for a "whole of person" approach, in order for teaching staff to have:

> *A better appreciation of who they are as individuals, why they see the world the way they do, and the role that cultural and social forces have played in helping to construct their personal identity or Self* (p. 287).

He advances the concept of cosmopolitanism, defined as an openness to people and experiences, both intellectually and aesthetically:

> *There is a need, then, for universities not only to support teachers to become better at teaching but also to do this within a framework of engagement with the significant cultural, language, and educational diversity in their midst* (p. 300).

While this suggestion may seem to add additional requirements to the already significant responsibilities of teaching staff in the current internationalized educational landscape, it is arguably a position more aligned with the increasing cultural diversity found within countries that have attracted the most international students, such as the UK, USA, Australia and Canada, and thereby the corresponding domestic student cohort. Marshall (2020) cited the situation in British Columbia, Canada specifically:

> *In many areas of Metro Vancouver, the concentration of speakers whose mother tongue language is neither English nor French is often above 85% (Statistics Canada, 2011).[...] [It] is a normal feature of the city for people to go about their daily lives using languages other than English; this includes the corridors and classrooms of the city's schools, universities and colleges* (p. 143).

Skyrme and McGee (2016) also describe the internal tensions within the attitudes and perceptions of teaching staff towards international students, distinguishing between educators' own expectations of their teaching practices and a reported desire to act to support students. Some participants rejected the notion of adaptation of practice for any diverse student cohorts because it "violated their understanding of what higher education should be" (p. 759). Echoing the stance of Korhonen and Weil

(2015), the researchers report that their data indicated a sharp edge between those who believed that adaptation was within their role as university educators, and those who focussed on a more teacher-centred approach to teaching and learning, with strong convictions about the meaning of higher education as noted above; those who were less accommodating were not unconcerned with the welfare of students, rather that their responsibilities towards their discipline superseded other considerations. This focus on the belief that internationalization is in direct conflict with standards and quality of university disciplines also appears frequently in the literature.

Sawir (2013) asserts that disciplinary differences strongly influence beliefs about teaching, learning and curriculum development generally, and that the internationalized classroom exacerbates these pre-existing differences and leads to different disciplinary interpretations of the concept of internationalization; and this, in turn, lead to different teaching and learning practices. In a trans-institutional study involving 80 academic staff, she found that:

> *The majority of staff members from the soft disciplines (arts, economics and business) reported making more adjustments in their teaching and curricula to accommodate international students' needs and expectations. [...] Staff members from hard disciplines [engineering and science] believed that not much adjustment could be made in their teaching* (p. 53).

Some teaching staff within the so-called hard disciplines also indicated that adaptation was not only not possible but not required due to the nature of the discipline.

In another binary conceptualization, Sawir analyses these responses by distinguishing between the more constructivist approach of conceptual change or student-focussed teaching, presuming this approach is more often employed in soft disciplines, and information transfer or teaching focus, more commonly associated in the so-called hard disciplines. The student-focussed approach, which values classroom discussion, listening to different points of view, and requires students to analyse and synthesize materials, lends itself to adaptive practices generally, and this is highlighted when working with international students. More educators from these disciplines also valued being "hands-on", reported being more culturally sensitive regarding communications and to adjusting teaching materials and curricula. They also expected that international students should and must be supported to think (more) critically and to be more participative in class. In contrast, some academics from the hard disciplines viewed internationalization as harmful to disciplinary integrity and / or the range and breadth of teaching and learning. Sawir points out that educators may hold onto shared values and

beliefs about teaching and learning, resorting to teaching the same way they were taught. Sawir also noted that being 'international' themselves or having international experience changed the teaching and learning approach of lecturers, demonstrating some vulnerability in the hard discipline / soft discipline polarity. She cites Leask's (2005) focus on reflective practices for university educators, and as discussed above, the value of developing awareness of the cultural relativity of their teaching practices.

Related to views on disciplinary integrity and quality, Robson and Turner (2007), engaging teaching staff in discussions about the impact of internalization on their teaching, found that professional identities were indeed affected; as to the motivation of educators, they suggest:

> *The widespread disengagement expressed by study participants and the negative connotations placed on the institution's particular approach toward internationalization highlighted a lack of long-term sustainability and the disruptive capacity of motivational disunities among the institutional community* (Turner & Robson, 2007, p. 80).

In other words, a divergence between staff motivations and administrative rationales "becomes a critical determinant of engagement for faculty members in the institutional internationalization process" (Friesen, 2013, p. 212).

Reflecting on this study, Friesen (2013) also found a sense of engagement with internationalization policy and strategy was key; she found that the teaching staff are "influenced by the alignment of their personal motivations with stated institutional rationales for internationalization" (p. 215). For example, although the participants in Friesen's study linked internationalization to quality, they also felt that revenue generation and reputation were primary motivations behind institutional internationalization strategies. She summarizes the conflict:

> *Turner and Robson (2007) describe the division between faculty members and institution as the schism between qualitative and quantitative approaches to internationalization. Faculty members in this study each pointed clearly to the perception that internationalization stems from personal relationships. This relational perspective means that internationalization is complex, nuanced, and qualitative in nature. Institutional documents that present internationalization in terms of programs and activities give rise to concrete, numeric, and quantitative expectations. The different understanding concerning the basis of internationalization can create friction and alienation between faculty members and their institutions* (p. 221).

Personal motivations were cited as reasons for becoming involved in international activities at their university, including the people and / or experiences that were perceived to have contributed to their

academic and personal development. A secondary motive was a conviction that the quality of education is enhanced through internationalization of content; for example, one participant saw it as "the most transformative teaching" (p. 218) they had ever done.

The ability or readiness of an educator to examine and reflect on their effectiveness in the international classroom may or may not be accompanied by a sense of responsibility to engage with international activities or to transform their own practices; this is an individual decision. In any case, examination, reflection, and engagement as well as action require and rely on the availability of supportive resources.

2.2.4 Resources

If university educators have perceived difference in the internationalized classroom, any desire to experiment or adapt requires resources such as financial support, time in lieu, professional development opportunities, and peer-support in order to be sustainable. In fact, even the ability to reflect requires the resource of time:

> *Faculty play the central role in efforts to internationalize [...] and it is important that they be given the resources and time to look deeply into the self that teaches and how it influences their approach* (Odgers and Giroux, 2009, p. 276).

Daniels (2013) found that most university educators:

> *Care about their students, want them to succeed in their studies, and want to teach them effectively; many however lack support and are unsure of how to do so* (p. 243).

She recommended improving communication amongst teaching staff and with and between management including better communication of internationalization policy and professional development opportunities. Daniels found that relationships with the institution were perceived as problematic generally, with some staff feeling very cynical about the official rationales for internationalization in addition to feeling unsupported by policies and guidelines. There was a perception of disinterest and reluctance on the part of management to support staff to meet the educational needs of international students. Participants were also sceptical about professional development opportunities to learn how to teach international students, that there was not enough time, they weren't convinced that it would be useful, relevant or convenient, and that the main problem they faced in teaching international students was a lack of language proficiency.

In Daniel's study, less than half of the teaching staff knew about the practices of their peers, although a large number believed that their peers have similar perceptions regarding internationalized teaching. This is in direct opposition to the research, which demonstrated a diversity of opinions about what support international students might need and how to deal with identified barriers in internationalized teaching and learning (Lomer and Mittelmeier, 2021; Skyrme and McGee, 2016; Jin and Schneider, 2019; Korhonen and Weil, 2015).

Another form of resource deficiency related to time that has appeared in the research is not just the amount of (extra) support required by international students, but the different kinds of support teaching staff are asked for or sometimes feel compelled to offer. This means that educators sometimes take on roles for which they do not necessarily have experience or training, and which is not part of their official responsibilities:

> *While academics often work in a time poor environment, they often find themselves in multiple informal roles when teaching international students (stand-in parent, counsellor, nurse, employment advisor, visa and course enrolment advisor, accommodation advisor, local travel advice, social coordinator and friend), which places a further strain on their time* (Joseph and Hartwig, 2020, p. 4138).

In another demonstration of a sense of the lack of resources related to the expansion of their roles, Skyrme and McGee (2016) found that although most university teaching staff did report adjusting their teaching and learning practices within the increasingly internationalized and diverse classroom, some described feeling unprepared to strike the balance between explicitly supporting students via personal coaching and supporting them to become more independent and autonomous.

Childress (2009c) found that "a frequently cited obstacle to educator engagement in internationalization plans is lack of funding" (p. 30) and asserts that differential investment is integral to educator engagement. Recommendations include dispersing the responsibility for internationalization activities over the entire institution to increase ownership; reinforcing support for operationalization by disseminating funding to academic units instead of only through a centralized international office; and prioritizing support for all research that incorporates international, cross-cultural and transnational scholarship.

In other words, rather than the amount of funding attached to internationalization, the focus should be on how and where the funds are spent. She found that even small grants made a difference. One

particularly American example of funding described by Childress is the reimbursement of passport application fees to travelling lecturers.

> *Through the process of differential investment in internationalization plans, institutions can provide financial resources from a variety of sources, in a variety of increments, dispersed at a variety of locations throughout the institution, which thereby grant faculty the resources necessary to engage in the implementation of their institutions' internationalization plans* (Childress, 2009c, p. 45).

On the other hand, Cao et al. (2014) found that the perceived importance of internationalization to teaching staff, and their assumed responsibility and readiness, including availability to resources, has a positive effect on their actions. They found that action by educators also has a positive effect on international student performance, and that in turn, positive student performance led to increased satisfaction of the staff. The actions of university educators:

> *Have direct and positive influence on academic and social performance of international students, and that this enhanced student performance could in turn raise the level of satisfaction with internationalization in higher education as well as teaching international students* (p. 59).

Whilst underscoring the importance of resources, the focus here remains on how much educators have agency to affect positive – and also implicitly neutral or negative internationalization experiences. Even though the presence of international students in the classroom is beyond the control of any individual educator, the responsibility for the success of the internationalization project is tacitly and consistently positioned as predominantly the responsibility of teaching staff.

2.2.5 Action

As stated in the introduction of this chapter, much of the literature that studies the experiences of teaching staff in the internationalized classroom assumes there is a problem to be solved and adaptations to undertake at the institutional, faculty, departmental level and / or by individuals. The research is generally evidence-based but presented, often implicitly, as an attempt to solve a perceived and largely underdefined problem, with a tendency to present recommendations that are broad, diffuse and somewhat prescriptive (Lomer and Mittelmeier, 2021), thus underscoring the positionality of the researchers.

Although the literature focusses on the experiences of educators, perhaps unsurprisingly, many of the their faculties and departments are responsible for the professional development opportunities available to their staff and can choose whether they involve them in strategy and policy-making

decisions as relevant and knowledgeable stakeholders. Institutions can also facilitate peer support, interdisciplinary collaboration, educational reflectivity and can choose to encourage and to recognize formally or informally, international experiences and activities that teaching staff undertake. Whether educators reflect on their teaching and disciplinary identities, choose to adapt their T&L practices, increase their international activities and seek out intercultural learning or experiment with so-called transformative teaching models, their actions can be enabled, enhanced, and accelerated – or hindered – by institutional practices. In addition, there are actions which must take place in a context of cooperation between institutions and the teaching staff.

The following section will outline the recommended actions presented by researchers as an interpretation of the data presented in their studies, in the following categories: institutional responses, responsibilities shared between institutions, faculties and departments, and actions recommended to individual educators.

2.2.5.1 Recommendations for institutions

Involving teaching staff in strategy and policy

Quoting Canadian researchers Odgers and Giroux (2006), Childress (2009c) notes that educators tend to be resistant to change but also asserts that resistance can make visible that the needs of staff have not been effectively implemented or even comprehensively considered in the execution of institutional internationalization strategies. Odgers and Giroux found that addressing staff whose support for internationalization efforts are dormant, skeptical and oppositional is key to successful implementation. Further, institutions should ensure that highly respected educators with internationalization expertise and disciplinary strengths are *visibly* involved in internationalization efforts (Childress, 2010).

Professional development

Within the literature there is often an implied association between actions by individuals to 'improve' internationalized T&L practices and professional development programs to support any such action. Institutions, as the employers of educators, are primarily responsible for professional development through funding and / or centrally designed programs. However, programs for internationalized T&L can be discipline-specific, executed independently within faculties and departments.

The existence of these programs demonstrates a certain institutional willingness to provide supportive resources to teaching staff, but the interface between individuals and institutions can be impaired or

even damaged if the programs are not relevant or helpful, or do not address the needs of the staff within the contexts they find themselves. Additionally, due to the principle of academic freedom, educators cannot be required to participate in professional development; even if they are on tenure track and if they do take part, there is generally no system of formal or informal recognition that benefits their professional position or standing. The decision to take part in professional development, therefore, is one made by individual educators. And, as shall be seen below, much of the recommended professional development in the literature is founded on reflective practices, which, by definition, requires a willingness and openness to at least address the possibility of change. There is some overlap here between the recommendations directed at educators toward reflection and the advocacy for reflective practice to be part of professional development, generally and specifically for internationalized education.

In a large-scale study of staff teaching international students in Australia, Tran and Pasura (2019) assert that "staff professional development is among the key factors that influence students' learning experiences and outcomes" (p. 540) and that:

> *The need for professional development focusing on supporting teachers to develop the capabilities to not only deal with the challenges in teaching an increasingly diverse student population but importantly, build productive interactive relationships with their international students. In this regard, interactive relationships are centred around recognising cultural differences and positioning international students as partners on a more equal basis in the construction of transnational knowledge, skills and competencies* (p. 539).

In addition to this positioning by Tran and Pasura of relationship-building as an integral part of professional development, Skyrme and McGee (2016) note that much of the discourse and indeed the reported professional development practices regarding teaching international students is oriented toward and implicitly championing the transformative paradigm (see section 2.2.5.3). This brings into question whether professional development opportunities are ever helpful to teaching staff who may be resistant to this paradigm, find it conflicts with an approach that they perceive must be discipline-specific, and indeed whether they would "find themselves dismissing many of the suggestions as inappropriate in a higher education context" (p. 769).

Jin and Schneider (2019) claim a unique contribution to the literature in one of their findings: that the background and experiences of educators directly influence their beliefs about international students. However, they conclude: "fostering appropriate beliefs and ethical practices" is an "ethical obligation" (p. 93) of HE institutions, not having defined what is meant by ethical practices, how this assertion relates to their findings, or how such a recommendation can be operationalized.

Heringer (2019) also cites ethics:

> *It is time higher education institutions started explaining and preparing professors beforehand for such an intricate process that goes way beyond fitting students in a classroom in exchange for their money* (p. 223).

And asks:

> *How much of internationalization has been jeopardized by such heedless approach in matters of teacher preparation and development?* (p. 223).

Odgers and Giroux (2006) assert that professional development must include reflection on the "self that teaches [...] my values, assumptions, experience, philosophy" (p. 267). Similarly, Jin and Schneider (2019) call for professional development that supports educators to recognize and reflect on their own biases and limitations, which, they posit, will lead teaching staff to "a reconsideration of pedagogic practices" (p. 92) and to recognize that internationalization requires them to apply 'new' pedagogical approaches: in other words, reflection, they implicitly assert without cited evidence, will lead directly to action.

2.2.5.2 Shared institutional, faculty and departmental responsibility

Interdisciplinarity

Childress (2009a) posits that interdisciplinarity, as a practice that already exists within the academy, can be a gateway concept and a useful tool for more comprehensive teaching and learning scholarship that integrates internationalization components: an examination of topics through multiple disciplinary perspectives can lead to an examination through a cross-cultural or even transcultural lens. She sees interdisciplinary activities as critical in "breaking down cognitive barriers" and disciplinary boundaries that can lead to intransigence in the face of institutional internationalization strategies, and finds that through synthesizing, connecting and integrating knowledge from a diversity of sources, "an international mindset can be facilitated through an interdisciplinary mindset" (p. 90). In short, a more successful approach would emphasize interdisciplinarity in strategic and internationalization planning, supporting faculty seminars and centres devoted to both topics, a focus on problem-based (instead of discipline-based) scholarship, international studies programs, and resources to support the above by providing teaching release and significant and stable funding.

Collegial sharing

Trice asserts that working together via peer mentoring of young members of teaching staff, intradepartmental communication or informal chats in the faculty lounge can also lead to active

responses: “Departments who work to share this knowledge among their members may find that faculty (and student) frustration levels decrease substantially” (2005, p. 86). Sanderson (2011) also provides a list of how to approach an ‘ideal’, and amongst more practical recommendations such as undertaking peer-review, seeking like-minded colleagues and attending international conferences, there is somewhat fuzzier advice:

> *Critically explore what it means to be a better teacher and think about the role of culture in this process […] think about what globalization and internationalization mean […] for their institution, their discipline and their teaching […] take calculated risks whilst maintaining a safe environment for students […] be confident yet humble and critically reflective”* (p. 668-669).

International experience

In their self-described unique contribution to the field at the time, Jin and Schneider (2019) found statistically significant relationships between the demographics and experiences of teaching staff and their perceptions of international students. For example, educators born outside the USA were 15% more likely to believe that the different academic experiences and expectations of international students resulted in unique academic challenges; non-White staff were 15% more likely to report that they themselves faced no additional challenges teaching international students. Educators with higher status within the academy tended to view international student challenges through the lens of student deficit; monolingual staff born in the USA were more likely to focus on the lack of English language skills. Conversely, those who had studied abroad were more likely to find the cultural diversity the international students brought to the classroom as an educational benefit. Jin and Schneider summarize as follows: “Faculty whose background are most similar to those of international students have the best chances of understanding and empathizing with them” (p. 92).

In response to this data, the researchers call for international experience to be a central consideration in the recruitment of teaching staff. Additionally, they assert that institutional decisions around hiring as well as training and support to be critical to success within the internationalized classroom, stating that these administrative actions will improve the experiences of both international students and the teachers who teach them. Childress goes further, (2009a) asserting that:

> Faculty who have lacked exposure to and involvement with different cultural perspectives may lack the knowledge and skills for how to engage in their institutions’ internationalization (p. 75).

And more specifically, they may lack the “understanding necessary to integrate international and intercultural perspectives in their teaching” (p. 75). However, Childress suggests that even educators with international experience who have positive attitudes regarding internationalized teaching may

lack the ability to make connections between their experience and pedagogical practices, thus challenging the relationship between personal experiences and the internationalization of teaching and learning.

2.2.5.3 Recommendations for teaching staff

Ad hoc response

If educators possess both internal readiness and resources, they may choose to act 'differently' in the internationalized classroom. As has been seen in studies above, even if teaching staff do not consciously perceive difference, do not believe they should be adapting their practices, or do not have access to resources, it is still possible that they will change their teaching practices in response to the presence of international students in their classroom – in this case, ad hoc. The ad hoc response can be characterized as the act of an individual that is relatively spontaneous: in other words, a response in the moment that is not conceptualized with previously considered intention.

Korhonen and Weil (2015) find that individual perspective and response of educators to teaching and learning practices is a core and under-researched aspect of internationalized education representing "a personal approach towards internationalization" (p. 200). Sanderson (2011) comments specifically on the necessity to avoid ad hoc solutions to internationalized teaching by educators, which will naturally occur in an environment where there is no integration or intentionality:

> *Indeed, in the absence of this higher-level support, meaningful developments around internationalisation and teaching are likely to only occur in isolated pockets where the efforts of a few interested individuals generate ad hoc, localised and ephemeral outcomes (p. 669).*

Quoting early work by Australians Ryan and Carroll, Daniels found a similar response in Canadian teaching staff:

> *Many lecturers, faced with unfamiliar student characteristics and needs, are unsure how to respond whilst at the same time meeting what they perceive to be the academic expectations of the institution. […] Such tensions can lead to ad hoc decisions by individual lecturers and a 'lottery' system for students as to how well their needs are met* (Ryan and Carroll, 2005, p.5 in Daniels 2013, p. 242).

Although these types of unintentional or spontaneous actions demonstrate concern about perceived difficulties and a desire to solve problems, ad hoc responses by teaching staff will result in an uneven and inequitable educational experience for all students. The 'fix' will be temporary and short-lived and will not address the larger issues for either the students or their teachers.

Approaches for reflectivity

One common claim in the literature is that reflectivity practices for educators can inspire a different approach to internationalized teaching and learning. Korhonen and Weil (2015) write:

> *Internationalization activities at the level of the teachers' self-conceptions as well as teaching and learning practices have the potential to develop didactic settings and to identify courses of action for teaching staff* (p. 209).

They assert the narrative story-writing approach presented as a qualitative method for their research has another meta-purpose, suggesting that the method can be used "to enrich the experience in cross-cultural teaching and learning settings" (p. 209). They conclude that a focus on teaching within an internationalized higher education environment can lead "to deeper reflection on [all] teaching and learning practices" (p. 209).

Daniels (2013) also strongly advocates reflectivity for educators, claiming this will enable them to make better sense of their experiences of internationalization and asserts that once they have understood their experiences better, they will make different (or better) choices about practice (p. 239). This stance underlines a perceived connection between reflection and action. Reflectivity supported by action, or vice versa, might seem indicated for best practices; however, as has been seen, sometimes educators engage in ad hoc actions unconnected to reflective practices. Furthermore, whether reflectivity results in action, with or without supportive resources, remains unsubstantiated.

Theoretical models of transformation

Much of the literature that has studied the perspective, understanding, experiences and practices of teaching staff assumes that the problem to be solved in the international classroom is the transformation of teaching and teachers. Skyrme and McGee (2016) frame their research through Fanghanel's 2012 categorization of higher education staff into those focussed primarily on production, reproduction or transformation. The transformative paradigm fits with a social-constructivist view, valuing the presence of international students as potentially transformative for all actors, whereas within the discipline-first reproductive approach, "knowledge is perceived as separate from the knower" (Fanghanel, 2012 cited in Skyrme and McGee, 2016, p. 768). Similarly, Korhonen and Weil (2015), describe a teacher-content oriented or continuation orientation as differentiated – if not opposed – to a student-learning oriented or development orientation.

Sawir (2013) distinguishes between the more constructivist approach of conceptual change or student focussed teaching, presuming this approach is more often employed in soft disciplines, and information transfer / teaching focus more commonly associated in the so-called hard disciplines. She also connects transformative teaching and learning to reflectivity of the "self that teaches":

> *Following transformative learning principles, faculty investigate the self that teaches and also look at how this self plays out in their instruction (Sanderson, 2008, p. 276).*

Transformative teaching is presented as a noble aspiration; the underlying message is that this is or should be the educators' aspiration. But what remains unclear is whether transformative teaching and learning in the internationalized classroom is or should be the educators' responsibility.

The foundational position of these recommendations focusses on descriptions of what teaching staff *should* be doing to improve internationalized T&L, implying deficiencies, generally, in the status quo. This serves to mirror the deficit model lens that has often been applied, intentionally and otherwise, to international students.

2.3 Conclusion

The literature reviewed in this chapter has aimed to situate the complex, complicated and multilayered landscape that is HE internationalization with a particular focus on the experiences of educators working with international students. A brief look at attempts to define and rationalize internationalization, in addition to an acknowledgement of the philosophically critical literature, supports a more complete contextualization of the less explicit factors operating in the environment. A more in-depth analysis of research into the perceptions, reflections, actions and resources available to teaching staff has identified a body of literature that is focussed on problem-solving and generally assumes that the responsibility for solving these problems lies with educators, and to a lesser extent, with institutions and institutional systems.

Assumptions made in the literature demonstrate a foundational stance that questions broad understandings, philosophies and meaning-making within contemporary HE teaching and learning generally, internationalization functioning as both a gateway and an additional layer of complexity on the topic. These include:

- If educators could recognize their own biases and limitations (Jin and Schneider, 2019), they would adapt their teaching practices;

- if they could adopt a more transformative approach, they would be more effective in the internationalized classroom (Skymre and McGee, 2016);
- that university administrative bodies are generally willing and have the resources to support "effective" professional development
- that the nature of effective professional development for educators for the purposes of improving teaching and learning within the international classroom is understood, known and transferable across contexts;
- that information about internationalization best practices across disciplines and larger contexts is generally known and / or understood;
- that the availability of information about pedagogical philosophies and practices within the international classroom will be accepted by teaching staff;
- that university educators will embrace this information, self-correct previously held understandings and conceptualizations and immediately adapt their practices, regardless of concerns about resources or beliefs that adaptation is not their responsibility or unethical or not demonstrative of good practice within their discipline.

These studies claim to provide a lens to view the experiences, understandings, conceptualizations and actions of a broad sample of educators and researchers. Not foregrounded in the literature is a close examination of the voices of dedicated internationalists, who are migrants, non-native speakers of English, former international students, administrators and professionals, who have international experience and knowledge and who express their understanding of the deep complexity of the undertaking that is the internationalization project. And those educators who, though dedicated to their disciplines and to HE, have little experience, interest or knowledge, or feel overwhelmed, unprepared and under-resourced to teach international students.

The aim of this research project is to illuminate a gap that exists between the multiple rationales and intentions presented within the strategies and policies of Canadian governments and institutions, and the on-the-ground challenges and lived experiences of university educators in British Columbia as they strive to achieve satisfactory outcomes for themselves and their students. This study does not seek solutions, but rather aims to understand more fully, richly and deeply the edges of the so-called problem, deferring considerations of solving, fixing or terminating the higher education internationalization project altogether.

3 Methodology

3.1 Introduction

The objective of this research is to explore university educators' experiences of teaching in the internationalized classroom, with a particular focus on their meaning-making of the internationalization policy and strategy at their institutions, the supports they received, their translations of internationalization into teaching and learning practices, and their on-the-ground experiences with international students.

The literature review has outlined studies designed to explore the experiences of teaching staff within the internationalized HE classroom. In general, the approach taken in the literature has been to provide a snapshot of the thoughts, conceptualizations, ideologies, experiences, activities and self-reported actions of university teaching staff, in most cases representing a broad population sample. The research has tended to present problems that are assumed to be solvable, followed by recommendations on what can or should be done differently by staff, but also at the departmental, faculty and the institutional levels. These projects are well-intentioned attempts to improve perceived situations with aspirational problem-solving. The literature exploring the experiences of teaching staff was contextualized by a brief review of attempts to define internationalization and analyze rationales in addition to an acknowledgement of critical internationalization studies, all underpinning the research questions posed at the core of this thesis.

HE educators can identify and describe the barriers they continue to encounter as they strive to reach satisfactory educational outcomes for themselves and their students; some can even express their understanding of the complexity of the undertaking that is the internationalization project. This research project seeks to explore and address these gaps of understanding in the literature.

3.2 Methodological foundations

The following section will situate my philosophical approach to the research, examining my positionality, and epistemic and ontological stance.

3.2.1 Positionality

The reasons for undertaking research are often areas of interest to the researcher and therefore may be areas that are ripe for preconceived thinking or undue assumptions. A reflexive examination of positionality supports research to be more trustworthy via an exploration of potential areas of bias and subjectivity. The exploration of my positionality for the purposes of this thesis consists of examining my background as a researcher, my personal background including my professional experiences as an educator in the internationalized classroom and my experiences as an expatriate and an international student.

3.2.1.1 Background as a researcher

My experience as a researcher is limited, having not conducted any field research as part of my previous education. As an undergraduate I was introduced to the concept of subjectivity and bias in research via paradigm-shifting women's studies modules. However, during the 10 years I was employed at a university of applied sciences in the Netherlands, I had significant experience mentoring and assessing undergraduate theses, generally featuring quantitative field research on topics related to arts and entertainment management. There are significant differences between qualitative field research for a doctoral thesis on the subject of higher education and advising on and assessing undergraduate theses written by non-native English speakers at a university of applied sciences. Good teaching requires intensive learning. I can attest that I began my own research journey with much more general knowledge about field research than I would have done without this professional experience as an educator.

3.2.1.2 Personal background

I am a member of Generation X, a cis-gender female born into a small family that was struggling financially, but mostly within what was considered the middle-class. While I was growing up, both of my parents were educators. My family were passionate readers and placed a high value on education. Although my mother was only the second person in our family to attend university, it was expected and understood that my sister and I would also attend. I was different from other family members in that I was interested in classical music and eventually studied orchestral performance at university. I was brought up to be proud of the fact that I am sixth generation Canadian, now translated to sixth generation (colonial) settler, although there was less pride about my Ukrainian great-grandparents. There were so few people of visible ethnicity in the town where I grew up that I believe I remember all

of them; these ‘others’ stood out to me, and since then, throughout my adulthood, I have enjoyed working and living in multicultural environments.

My hometown is in the western province of Alberta, Canada. There is an historical propensity for Albertans to perceive themselves as outsiders to the power centres of Canada. In my opinion, the sense of being locked out of governmental decision-making and of not being taken seriously has lent itself to a sense of being a victim within the larger colonization project of the Canadian landmass. As an adult, I have felt frustrated with this sense of victimhood; in my view, there is an outdated defensiveness about power and agency, along with a denial of the extreme colonial privilege and rich natural resources which the community enjoys. There is a slight American flavour to the rhetoric, the idea of having built something from ‘nothing’ is what counts. In the 1980s and again in 2025 there has been talk of western alienation and even separation. The memory of what was stolen and cheated away from Indigenous populations has been completely lost in these post-colonial grievances.

On the other hand, I was also inculcated with a conceptualization of community that is associated with being ‘from the prairies’. During bitterly cold winters, when settlers lived miles away from each other, looking out for your neighbour was literally a life-and-death community compact; we perceived ourselves to be value-wired to think more of community, to go that extra mile, quite literally. This community-orientation seemed to translate into fewer class divisions than in more industrialized and populated centres in Canada. There was poverty and there was wealth, but in general the class hierarchies of the prairies were, and remain, more equitable than in other parts of Canada.

Thus, my background is clearly one of relative privilege, but with elements of being an outsider, both from the community lens I experienced and with the sense of personal and political isolation within that same community because my values and interests are different. This desire and ability to be ‘a bit different’ is in itself a privilege, as it was not a risk to my sense of personal safety. The feeling of being different has, I believe, resulted in increased attentiveness toward and interest in those whom I perceive as outsiders; I was sensitive to inequities from a young age. As a music teacher, university educator and more recently as a manager, I have tended to notice if someone isn’t comfortable within a group, and I have striven to ensure everyone is included in group discussions and activities as much as possible. I recognize this interest is a very small response to relatively comfortable middle-class

privilege and acknowledge that much of my attitude likely comes from feelings of being a bit of an outsider.

As an adult, I have lived in three Canadian provinces, including in two of Canada's largest cities (Toronto and Vancouver) in addition to having lived in the Netherlands (Amsterdam and The Hague). In these highly multicultural cities, I have experienced many different migrant communities and have noted variations in relationships to the local and national social community to which they have migrated. Professionally, in all of these circumstances, I have found myself playing a 'helper' role: teaching piano lessons to students in an economically deprived African Canadian neighbourhood of Toronto; teaching English to international students in Vancouver; and attempting to create connection between students from the Dutch Antilles and the Dutch mainland nationals in a divided international classroom in the Netherlands.

Reflections on my positionality include considering the nature of my attachment to the concept of 'helping' and how my background supports my beliefs. I attempt to stay mindful of the fact that helping comes from a position of power. This last experience described above, in combination with conversations I had about students from diverse backgrounds with my former university colleagues, has led me to want to continue to 'help' people, international students in this case, who I perceive are being treated unfairly.

I have experienced multicultural environments in both the workplace and in my personal life whilst living abroad. In the Netherlands, as an expatriate teaching within an international program, I was tasked with teaching an introductory module on cross-cultural management. From the helping perspective, I enjoyed the opportunity to mentor students to a more nuanced understanding and respect for cultural differences; I particularly enjoyed hearing them describe how they were increasingly able to discern situations where cultural differences were affecting communications, and that they were better equipped to navigate these situations in their studies and even in their personal lives. What I found most gratifying was that it was not necessarily the most academically proficient students who understood these concepts the best. Sometimes an international student who was struggling academically, or even a domestic student who was not from the dominant Dutch culture would come alive in class, recognizing their own experiences in intercultural communication theory. The experiences of the students from abroad, particularly those who were from racialized

backgrounds, led these critical discussions. I ran a similar module for university support staff. Again, the facilitation of the outsider being empowered or helped was something very important to me personally and professionally, and I assessed these moments as pedagogically successful and personally rewarding.

3.2.1.3 Teaching experience

Having been immersed in classical music education both as a student and as a teacher has likely contributed to my interest in interactive and practical teaching and learning. Successful instrumental tuition tends to focus on the individual needs of students, and consists of listening, analysing, and then guiding or mentoring students to shared artistic and aural aspirations. For me, teaching means being perceptive and curious about what an individual student needs to thrive, not adopting a one-fits-all approach. This experientially based personal philosophy has informed my research interests on the topic of cultural adaptation of teaching and learning.

Teaching at a Dutch university brought another layer of cultural experience. I taught within the international stream, but I also taught a few English modules that were required of students in the Dutch stream. There was ethnic diversity in both groups. A few early incidents bothered me. Within the international programs, the cohorts I experienced were often divided between Dutch students and students from the Dutch Antilles who were racialized and spoke English as their first language. Project group work and classroom seating would often be naturally segregated: the ethnically Dutch students on one side and the Antilles students on the other. It was a challenge to try to reverse this self-segregating behaviour, but I felt it was important educationally, especially in relation to learning 'international management'. I would sometimes point out that the non-Dutch international students had an advantage in that they were international students, gaining an international perspective, whereas the dominant group, the students from the Netherlands were not.

3.2.1.4 Experience as an expatriate and an international student in the UK

The Dutch culture differs from Canadian culture in that people truly believe that speaking the direct unvarnished truth to each other is a sign of respect; in fact, the Dutch are generally considered to be one of the most direct-speaking cultures in the world. I found this difficult to adapt to when I moved to the Netherlands, at work as well as in everyday life. I could see that some of the non-Dutch students had similar struggles. Cultural differences in implicitly understood meanings of respectful behaviour

are common. On the other hand, within Dutch culture, not speaking your mind clearly, even just hesitating, can be perceived as disrespectful, but also underconfident, unsure, or as prevarication. As an outsider, I could see that international students sometimes struggled in this context. I also noticed that most of my Dutch colleagues, no matter how caring, well-intentioned, and internationally-minded, did not share this perception.

This awareness led me to consider that similar cultural misunderstandings were likely taking place in Canadian HE, but with different cultural values and understandings being challenged. Having lived abroad and experienced unforeseen challenges, I had learned the truism that you only come to really understand your own cultural positioning once you have existed outside of it. This led me to wanting to amplify the voices of international students so that my university colleagues, both teaching and support staff, could hear those voices more clearly.

I am not sure that academics and staff from the School of Education at the University of Sheffield consider me an international student. For the purposes of this thesis, I have defined an international student as someone who has not attended or obtained any previous schooling in the host country and who has no official residence status in that country other than a student visa. As someone without previous British education or a British passport, I define myself as an international student. One thing I have in common with all international students is differential tuition fees; one reason that I may not have been considered an international student is because I'm a native speaker of English. I can attest to the fact that there were some lost opportunities to acknowledge and identify certain assumptions about culturally-specific background knowledge within Part 1, the taught section, of this EdD program. Background information about British education, quality control and government systems and the many different acronyms that represent these bodies were assumed to be understood by all. I relied on my fellow EdD students to fill me in quickly and quietly during lectures.

3.2.1.5 Conclusion

Acknowledging researcher subjectivity and bias is integral to qualitative research. My background, life experiences and personal beliefs have resulted in a position that values seeing and taking responsibility for inequitable situations and for those who may be or feel they are outsiders to a community. I also have a strong belief in the importance of community. My views of being an outsider leads to a propensity to support anyone I perceive is struggling and therefore demonstrates research subjectivity. I have experienced multiple multicultural environments as an adult which I have found energizing and life-affirming; this seems to tap into a heart-felt personal wish for a broader reach of

connection across large sections of society. Being an educator has provided a vehicle to form connections across communities within the environments I have lived and worked.

Additionally, my teaching background has informed a belief that one size does not fit all, and I have experienced successful professional and personal outcomes when adapting to the needs of learners. This has led to valuing a pragmatic approach that focuses on the experience of the outsider, believes in taking responsibility to work toward removing social inequities and unfair situations whenever possible, and a belief in the power of education for connection and being a model for societal change. These understandings were central to my mindset when I decided to initiate this research project; this was because I wanted specifically to address inequities between the educational situation of international students compared to domestic students, but also because I perceived that the needs and experiences of students – and educators – were often unvoiced and unheard by the actors, such as governments and institutions, who were making the decisions that were impacting them.

3.2.2 Epistemology

I chose a qualitative approach to execute this research project because it offers opportunities for nuance, complexity, and the ability to reflect on assumptions from within the cultural context (Braun and Clarke, 2022), drawing on the voices and direct experiences of participants (Cohen, Manion and Morrison, 2011). Additionally, qualitative research facilitates a focus on the point of view of participants rather than the point of view of the researcher, allows themes to be developed versus a cause-and-effect approach, and aims to elicit rich data, meaning-making and contextualized understandings (Bryman, 2016; Braun and Clarke, 2022).

Epistemology "relates to knowledge, theorizing what it is possible to know and meaningful ways of generating knowledge" (Braun and Clarke, 2022, p. 166). My epistemological position is interpretivist, based on "the understanding of human behaviour" rather than an explanation of human behaviour (Bryman, 2016, p. 26) and a conceptualization of actors within the research:

> *By a series of common-sense constructs they have pre-selected and pre-interpreted this world which they experience as the reality of their daily lives. It is these thought objects of theirs which determine their behavior by motivating it* (Schutz, 1962, in Bryman, 2016, p. 27).

The role of the interpretivist researcher is to interpret individuals' "actions and their social world from their point of view" (Bryman, 2016, p. 27).

Although identified as recently as the beginning of my EdD studies, I believe this positionality dates from my first encounter with critical feminist theory as an undergraduate in the late 1980's, when I was first invited to examine the elusiveness of objectivity. As I described in section 3.2.1, these modules were paradigm-shifting for me, introducing me to the patriarchal structures of my own society and those of other cultures, with a view into issues of intersectionality – although that term was not in use at the time. These modules also introduced an approach to research – and assessment – that was robust *and* qualitative. For example, we were required to submit research papers as well as a qualitative journal of our thoughts and experiences as we engaged with the literature. My understanding of society was somewhat shaken, quelling a youthful naivete about objective truths and intensifying my previously embedded concern for social equity.

Although my inherent epistemology was, I believe, present but unidentified for many years, in retrospect I realize my HE colleagues at the Dutch university where I worked for 10 years expressed more post-positivist positioning. This required an internal adjustment for me, because I mentored, advised and assessed undergraduate theses that were almost entirely quantitative in approach. Making these adjustments whilst staying aligned with my own values and beliefs required a degree of pragmaticism. This is not a new experience: as an instrumental musician, practical skills are required to express broader meanings. This is also a learning opportunity to be able to hold a space for one's values and beliefs whilst executing real outcomes, a balance that also takes place – ideally – in university classrooms, enriching experiences for students and educators alike. Whatever rationales are being enacted or claimed when governments and HE institutions make decisions to internationalize their institutions, whatever systems are in place to support educators and students outside the classroom, in the end, the educators and the students will be faced with teaching and learning moments where practical decisions will be taken, hopefully, within a framework of value systems and beliefs.

Ontology, defined by Braun and Clarke (2022) is related to "the nature of reality or being: theories of what exists [...] *what* it is that we think we can know" distinguished from epistemology: "*how* we think we can know it" (p. 166). Their understanding of critical realism is that it is:

> *A combination of ontological realism (the truth is out there) with epistemological relativism (it's impossible to access truth directly) to provide a position that retains a concept of truth and reality but recognises that human practices always shape how we experience and know this* (p. 169).

With experience teaching both English as an additional language and basic cultural communication theory and practice in an internationalized classroom, I am very aligned with the ontological conceptualization of "reality as mediated by language and culture" (Braun and Clarke, 2022, p. 170). My experience has taught me that predominantly English-language environments in the Global West tend toward communication that is both more literal and particular than those from other cultures. These traits, like all cultural constructions, are not consciously understood by anyone more familiar with different environments. Moreover, language that supports communication is always mediated; communication between cultures is likewise a compromise to understanding.

3.3 Methods

3.3.1 Introduction

As described in Chapter 1 and section 3.2.1, whilst teaching within an internationalized HE environment, I had perceived what appeared to be a conflict between the intentions regarding the T&L of international students, and actions which led to unintended and less than desirable learning outcomes. It appeared that the supports that were available to international students, both in and outside of the classroom, were not necessarily providing the support they required. Furthermore, there seemed to be a misalliance between international student expectations at the beginning of their undergraduate journey and these support systems, as well as assumptions about the preparedness of international students for undergraduate studies upon arrival.

This prompted my curiosity to explore the internationalized classroom, experienced by both students and educators, with a particular focus on amplifying the voices of first-year international students in order to discover the nature of their expectations, assumptions, and most importantly, their lived experiences. I acknowledge this approach was underpinned by a general assumption that most international students would find the T&L requirements of the host university to differ from their previous educational experiences; this might be something they comprehended before arrival, or it might be something that came as a surprise. Thus, the expectations of international students before they arrived, the level of adaptation required and the supports they received as they acclimatized over the course of the first year of their studies, their on-the-ground experiences, was of particular interest.

As will be described below in section 3.3.3, field research involving students became unfeasible due to the COVID-19 pandemic. The decision-making process that led to the changed approach that was eventually undertaken, as well as its impact on the outcomes presented in this thesis, will also be

described in section 3.3.3. Subsequent to the realization that the first approach was not possible, in consultation with my advisor, a decision was made to adjust the attempt to enlist *only* international students to take part in this project. The students had many challenges related to their education taking place completely online in 2021-22, and, in some cases, they were studying from their home countries in different time zones. Additionally, I was unable to visit any campuses or to meet anyone in person. Thereafter, in case the barriers to engaging with international students continued, I decided to expand the collection of data to explore T&L within the internationalized classroom from the additional perspective of the other actor in the classroom: HE educators.

This section will expand on this adjustment to the planned research approach and the accompanying pilot study, describe the research design and method of the executed research project, and examine the trustworthiness of the research.

3.3.2 Scope of the research

The decision to limit the jurisdiction of the research to the province of British Columbia (BC), Canada, was primarily to define and limit the scope of this relatively small-scale qualitative study. Since I had moved back to Canada from the Netherlands in 2018, and it was likely I would stay there, I decided to focus on the experiences of that country. As discussed in Chapter 1, provinces have agency over education in Canada and so limiting the data collection to one province was a pragmatic decision to avoid undue complexity. I also have some experience teaching within internationalized classrooms in BC, as I have completed both undergraduate and graduate degrees in the province, and I have contacts who work in HE within the jurisdiction. These insights and contacts in HE within the province of BC would be valuable, particularly since I was not working in the education sector at the time.

There are 11 public universities in BC and six private universities, four of which are small branch campuses of American universities. I chose to focus on public universities because they comprise a substantial majority within the Canadian sector (Government of Canada, 2024c). Four of the 11 public universities are designated as research universities. I conducted desk research on the websites of all 11 universities and determined that nine of these were actively recruiting international students.

3.3.3 Planned research method and pilot study

Since the pilot study based on the original research proposal did impact the research approach and plan that was ultimately implemented, a description of the methodology, the data collection and the impact of the pilot study will be described in this section.

The planned approach of the original project was to study the assumptions and understandings of newly arrived international undergraduates as they embarked on their studies, and then continue to explore their lived experiences during their first year. The supporting assumption was that this approach would illuminate and amplify the voices of international students, potentially distinguish their assumptions from their on-the-ground experiences, as well as explore how their needs and expectations were addressed by institutional systems and / or individually by educators. The research assumption, based on my own experience and my personal values and positionality, was that the learning barriers faced by international students, including cultural and educational adaptations required for successful outcomes, however defined, were possibly invisible, underestimated, misunderstood and / or potentially under-resourced.

Having determined that a phenomenological methodology matched an interpretivist epistemology and the aim of the research (see section 3.3.2. below), semi-structured interviews were planned to take place shortly after the beginning of the first semester of study and then, subsequently I would send students one or two question-prompts every three-four weeks digitally, by email or SMS. The students would be asked to respond to these question-prompts in short (three-five minute) selfie-style video-blogs. This would take place over the course of the first several months of their studies in order to extend the data collection into the second semester to allow for comparisons as they began their next set of learning modules. I had noted that HE students were increasingly interested in creating and consuming video content (this was around the time of the rise of social media platforms dedicated to short videos, such as TikTok), and I saw an opportunity for the research project to make use of a medium that was user-friendly for students and would be minimally intrusive or invasive by the researcher. Although the semi-structured intake interview was important to create a foundation for the research and the relationship, I envisaged that switching to digital communications might lead to an expansion of the data because students would be communicating in a format that was comfortable, personal and – literally – focussed on their own voice. Although the project would consist of data from student-participants, any findings would have been informative for other actors such as teaching staff and infrastructure support systems within HE institutions.

The asynchronous method of messaging prompt-questions with responses via video blogging by the participants was chosen to create as much distance as possible from myself; to enable participants to respond to prompts in a place and time of their own choosing; to use a communication tool that is less formal and more comfortable for students; and to capture data more easily across a longer timespan.

HE institutions across Canada generally follow a trimester schedule, although most students are enrolled for classes for two semesters only and begin in the fall: the first semester takes place from September – December and the second semester is January – April. I planned on interviewing students in late September or early October for the fall intake and completing the research in February at the latest. The next step was to find research participants from amongst the nine public universities that were recruiting international students in the province who would be interested in supporting the research over several months. Diversity would be an important factor in accepting participant-volunteers; whenever possible, the participants would represent diversity in ethnicity, nationality, gender, native language, culture and programme of study. Other forms of diversity such as sexual orientation or able-bodied / disability would not be considered because it is not appropriate or relevant within the context of this project and would be ethically problematic when inviting students to take part in the research.

Unfortunately, just as I was proceeding to submit an ethics application to undertake this project, the COVID-19 pandemic began. After lockdown in the spring of 2020, it became clear that the research project would need to be adjusted. During the entirety of the following academic year, 2020-21, the Canadian border was closed to international students who were not already in the country (i.e. first-year students) and most campuses in the country were conducting all teaching online. That resulted in a cohort of international students who were studying at Canadian universities online from their home countries, without ever having entered Canada. Therefore, I decided to adjust my research project to enlist volunteer participants who were in the second year of their studies (since first year students were not in the country) for the following reasons: they would have experienced in-person studies before the switch to online or hybrid education during the pandemic and they were more likely than third or fourth year students to recall their expectations before they began their studies and their experiences during their first year.

Recruitment of international student participants

Under normal circumstances, I would have been able to reach out in-person to international students, at international offices and student centres, but it was not possible even to visit campuses during this period. I requested access to international student research participants through the universities' centralized international departments and / or international centres and utilized the personal and professional contacts in my network to streamline access. I created a spreadsheet to track contacts via these personal and professional networks; I undertook communication directly through e-mail and

direct messaging on social media platforms such as LinkedIn and Facebook. When results were not forthcoming, I also posted requests to all my contacts on Facebook and LinkedIn and began compiling contact emails from international departments in all nine universities, obtained from their websites. I then started reaching out directly to contacts outside of my network with whom I had no previous knowledge or relationship. I also reached out to international student groups and international representatives of student associations, sending a document that could be easily forwarded by email or posted on a corkboard for example, requesting student research participants. Although many people I contacted were very willing to assist, and did disseminate the request, I received no responses to the request to participate in the research.

I proposed to send potential participants an invitation email with the information sheet and consent form attached. If there was no response within two weeks, I planned on sending a second email and a final email one week after that. If there was still no response within two weeks of sending the final email, the contact would be discontinued. The plan was to interview no fewer than 12 and no more than 18 students, representing at least three BC universities.

Eventually, through a work contact, I received the name of an international student from Taiwan who was in her second year of study in a two-year postgraduate diploma program and was willing to take part in the project, known as "Student B". This student, in turn, recruited one of her first-year classmates who had not been able to travel to Canada and was completing her studies online from India, known as "Student A". Since I had no other students interested in participating at the time, and even though these students were not undergraduates, as I had proposed, I decided to launch a pilot study. In December of 2020, semi-structured intake interviews were conducted on Google Meets with both participants, and transcriptions were created. The questions asked were designed to understand the context of the international student, as a foundation to the data collection that would be received via question-prompt and video-blog responses, but also to bring an awareness of the various elements of adaptation the students might be or might have been experiencing. The complete list of questions appears in Appendix C. Following the intake interviews, both participants were emailed a series of question-prompts every three-four weeks between December 2020 – April 2021. Both students responded quickly via video blogs. The question-prompts also appear in Appendix C.

Although Student B responded via video-blog to all six question-prompts, the participant known as Student A did not respond after I sent the fifth prompt-question. Student B completed the pilot study and was very generous of their time, and Student A had also made themselves available, but I

interpreted the non-responses of Student A as a withdrawal of consent and due to ethical concerns, decided not to analyse the data that had been collected.

Many students suffered during the COVID-19 pandemic; international students in Canada seemed to have experienced additional burdens. Those who were in Canada in March 2020 when the initial lockdown occurred were often isolated and were not able to return home to their countries. Those international students who had enrolled to study in Canada in the 2020-21 academic year were forced to undertake their studies online from their home countries, sometimes dealing with synchronous learning across varying time zones in the middle of the night. For these reasons it became clear that it would be very difficult to enlist international students in a research project that took place over months when they had so many other barriers to overcome during their studies. In consultation with my advisor, I realized that for these pragmatic reasons, I would again have to adjust my research project.

This research project was subsequently expanded to include the experiences of teaching staff, the other actor who shares the T&L experience in the internationalized classroom. But the central research objective remained the same: to explore the internationalized space that students and educators navigate, and how T&L is impacted by the aspirations, rationales, assumptions and objectives of the other stakeholders within HE internationalization. Although a second research proposal included both students and educators, it became unfeasible to continue attempts to enlist students to take part in the study. Therefore, the field research of this project consists of an exploration of the lived experiences of educators in the internationalized classroom.

In the next section, I will describe how the results of this pilot study based on my original research proposal informed the research project that is the focus of this thesis.

Impact of the pilot study on the research project

Although the pilot study was not completed by both participants, the data was not formally analysed and the project was subsequently modified, the pilot study did inform this research project.

One of the early lessons I learned during the pilot study was the implicit limitations of the asynchronous method of data collection. Firstly, there were occasionally misunderstandings with the participants about the general meaning of the question-prompts which could have been clarified easily in a live, synchronous setting. Secondly, the video-blog responses of the students often seemed to require some clarification and expansion via follow-up questions; this lack of opportunity to either clarify questions for the research participant or clarify answers and request additional information meant that

the data collection could easily become limited or even misaligned from the intention of the question. In an attempt to obtain richer data, after the first three question-prompts, I adjusted to the individual students. While this did seem to enrich the data, the disadvantage was that these follow-up questions were posed several weeks after the students had responded to the original question (since the plan was to ask only every three-four weeks) and they did not always remember the situation they had referred to earlier.

This pilot study was also a learning opportunity for me as a field researcher, during which I learned to spot limitations and make adjustments when faced with certain limitations of the research design as described above. I also gained some valuable insights into the teaching and learning practices of a university in British Columbia, of which I had no recent direct experience. The university that these students were enrolled at was not one of the universities included in the final research project and so offered some additional insights into the landscape of internationalized public universities, such as the support of international students by both the institution and the individual educator, and the expectations surrounding that support of the students themselves. The expectations and content of the program as seen through the eyes of the students was also illuminated and provided context which allowed for quicker and more complete understanding when I interviewed teaching staff.

The pilot study also demonstrated the diversity of the international student body and subjective experiences within similar educational contexts; Student A and Student B were enrolled in the same academic program, but their lived experiences were very different. One student found the rigour of the program disappointingly low, while the other struggled with assessments and keeping up with the required readings. One student found the teaching staff to be surprisingly approachable and communications to be surprisingly informal and even conversational; the other student found some teaching staff unhelpful and even rude. One student was studying as a pathway to immigration, and one was looking for an international education. Although both students were studying online, it is important to note the one important difference in their situations: Student A was in a different time zone, struggling to do some of the work synchronously, such as meet with her project groups. However, with the caveat that this is an extremely small sample, this pilot study illuminated the fact that there were different lived experiences emanating from the same internationalized “classroom”.

3.3.4 Research design and method

3.3.4.1 Research design

Having adhered to the axiom that there are many ways to obtain results and having established my research aim as the exploration of the experiences of T&L within the international classroom via a qualitative orientation, I determined phenomenology would provide an appropriate methodological approach, fitting well within my interpretivist epistemology. Phenomenology focusses on "empathic understanding of human action" (Bryman, 2016, p.26), seeing behaviour as "determined by the phenomena of experience rather than by external, objective and physically described reality" (Cohen, Manion and Morrison, 2011, p. 18). Braun and Clarke (2022) describe it as:

> *A research and theoretical tradition centred on the study of first person lived experience [which] treats subjective experiences as a valid and meaningful focus of inquiry* (p. 292).

Meaning, from a phenomenological perspective, depends on reflexivity and an examination of the self.

There is both commonality in the human experience of being an actor within an internationalized HE environment, and an ensuing diversity of understandings. Those in the same university and the same classroom will reflect differently on their lived experiences even though they share contextual environments. A phenomenological approach allows for the exploration of both subjectivity and this potential commonality in meaning-making. Although this approach was determined prior to undertaking the pilot study, the unanalysed informal findings of that study demonstrated that phenomenological approach could support explorations of this topic.

3.3.4.2 Method: semi-structured interviews

The method I chose to undertake this project was semi-structured interviews. According to Wellington (2015) interviewing in educational research:

> *Allows a researcher to investigate and prompt things that we cannot observe. We can probe an interviewee's thoughts, values, prejudices, perceptions, views, feelings and perspectives. We can also elicit their version or their accounts of situations which they may have lived or taught through* (Wellington, 2015, p.137).

Unlike fully structured interviews or other research methods such as observation, the semi-structured interview is flexible, permitting the opportunity to ask follow-up and clarifying questions (Bryman, 2016).

Semi-structured interviews can facilitate insights into how research participants view the world (Bryman, 2016, p. 467). Focussing interest on the research participant's point of view, they allow for a

specified set of research questions to be investigated along with providing opportunities for interviewees to move the conversation in new directions; this can result in the emergence of unforeseen themes, and therefore, enriched data. The structure allows the interviewer to ask follow-up and clarifying questions; open questions allow for enhanced flexibility in situ, in contrast to asynchronous communications. Additionally, the semi-structured interview can facilitate a more conversational dialogue between interviewer and interviewee, allowing for the externalization of thoughts and feelings of the research participant that might not have been previously verbalized, thereby enabling the organic development of themes and data that is more nuanced.

The interviews were conducted online instead of in-person because some of the public universities in the province are up to 15 hours drive away from my location, and I did not want to exclude any of these universities from the potential population sample. This also allowed for method consistency between interviews and a professional distance, as well as enhancing perceptions of equality between the interviewer and interviewee. Once I had conducted the interviews, I planned to transcribe the interviews via a digital tool, editing with an orthographic transcription system which can be found in Appendix D.

3.3.5 Data collection

This is a relatively small-scale qualitative study. The COVID-19 pandemic, the time spent on the previous pilot study and my personal context – having a full-time job – resulted in an increasingly pragmatic approach to the research. The planned approach to data collection was to reach out to teaching staff at the nine previously identified universities in British Columbia who actively recruit international students.

As with participant recruitment in the pilot study, I planned to communicate with my network by email and direct message asking for referrals to potential research participants. I planned to post a call to participate on social media platforms. If this did not yield results, I decided I would reach out to international offices and individual faculties to ask for suggestions and assistance in disseminating the request for research participants.

3.3.6 Data analysis

The framework with which I planned to analyse the data is thematic analysis, "one of the most common approaches to qualitative data analysis" (Bryman, 2016, p. 584). Thematic analysis is described by Braun and Clarke (2022) as:

> *A method for developing, analyzing and interpreting patterns across a qualitative data set, which involves the systematic process of data coding to develop themes* (p. 4).

They propose a conceptualization of thematic analysis as a series of phases, evoking "a fairly linear unidirectional model" but with the understanding that these phases "are not always sharply delineated" (p. 34). The phases they suggest are:

Phase one	Familiarizing yourself with the data set
Phase two	Coding
Phase three	Generating initial themes
Phase four	Developing and reviewing themes
Phase five	Refining, defining and naming themes
Phase six	Writing up

The thematic analysis of the data will be described in section 3.5 below.

3.3.7 Trustworthiness

The concepts of reliability and validity have long been considered important criteria to evaluate research. However, it has been asserted that these conceptualizations are grounded in primarily quantitative approaches, with an assumption that absolute truths are obtainable in research (Bryman, 2016). The concept of validity, defined as "a demonstration that a particular instrument in fact measures what it purports to measure" (Cohen, Manion and Morrison, p. 179) would seem to have less relevance to qualitative research which is, generally, not focussed on concrete measurement. Some researchers have addressed this difficulty by instead focussing on the concepts of "honesty, depth, richness and scope of the data" (Cohen, et al., p. 179) or by integrating a form of validity and reliability into their qualitative research (Bryman, 2016). Guba and Lincoln (1994) proposed applying a different criterion to evaluate qualitative studies: trustworthiness, itself comprised of credibility, transferability, dependability and confirmability.

Credibility

To be considered credible, research must be carried out according to the principles of good practice. Hammond and Wellington define credibility as "how likely something is to be the case" (2013, p. 164).

I can argue that I have chosen a research method that is appropriate for my study; having identified my epistemological stance and examined my own positionality, I have made a decision to undertake qualitative research, collected via semi-structured interviews because this approach and method fit within my personal research philosophy. I have also undertaken the principles of good practice, as I have understood them, in research design, data collection and data analysis, by protecting the quality of the data and the subsequent analysis via robust decision-making related to the research design. In addition, although I am not an experienced researcher, I have experience as an educator working within an internationalized environment from various perspectives: as an internationalization strategist, an educator and also as a student.

Transferability

Since qualitative research focuses less on the breadth of data, as in quantitative research, and more on depth, the contextual environment is central to data collection, and this renders the concept of transferability an appropriate consideration. One method of addressing transferability has been the so-called 'thick description' of a particular situation. According to Lincoln and Guba (1994), a thick description allows the opportunity for readers to assess transferability to other contexts. Braun and Clarke (2022) argue for a more nuanced approach which they describe as "contextualising data extracts" (p. 140), that is, "providing context that helps the reader to understand the significance of the data and assess your interpretation." They also advocate for an additional and implicit layer of meaning:

> *Providing context can be a way of disrupting the inference that meaning and experience exist independent of context, that there are decontextualized universal truths* (p. 140).

In order to align with this approach, I will describe the tone and perspectives of the research participants as occurred during their interviews. This is in addition to conveying their background and experiences as they communicated them, in order to present as rich an account of their context as possible.

Dependability

Dependability is related to the concept of reliability in quantitative research. One way to demonstrate dependability in qualitative research is via an 'audit trail' which includes "records of problem formulation, selection of research participants, field work notes, interviewed transcripts, data analysis decisions" (Bryman, 2016, p. 384).

I have provided sufficient information in this thesis so that this study could be undertaken by another researcher with a background in HE internationalized education in Canada or other international contexts, specifically where public funding of universities takes place in an English language environment, such as the UK, USA and Australia. Interview questions could be posed by another researcher. Participants in this study represented a large research university, a medium sized teaching university and a transfer college for international students only. Although there were some slight changes in question order made during the second group of interviewees, the questions remained the same with allowances for flexibility given within a semi structured format.

Confirmability

Confirmability addresses the underlying assumption of qualitative research that true objectivity is not possible, but rather that "the researcher can be shown to have acted in good faith" (Bryman, 2016, p. 386). Although all researchers bring past and current (cultural) contexts and experiences to their research along with individual characteristics and personal, social, and moral values (Hammersley, 2014), it is important that researchers are consciously practicing not to allow their values or bias to impact the collection of the data and the findings that are supported by the data. In order to confirm this research project has been performed in good faith, I have practiced reflexivity as a researcher whilst undertaking this research project. An edited version of this 'reflexivity journal' appears under the heading *Positionality* in section 3.2. By exploring my own positionality, I am reminded to remain aware, as much as possible, of my own unconscious bias and subjectivity and to disallow, as much as possible, any bias or undue subjectivity to impact the data collection and analysis.

3.4 Data Collection

This section will describe actual collection of the data, including the processes I undertook to recruit participants, the collection of the data via semi-structured interviews including relevant details about the interviewees, the structure of the interviews including some sample questions and reflective adaptations, and the transcription of the interviews.

3.4.1 Participant recruitment

As has been noted, since I was not working in the HE sector on my return to Canada, my professional university network was limited. I reached out to contacts who might be able to put me in touch with staff and international students by email and in person, and by direct message on LinkedIn. These communications were often met with positive responses. I requested that these contacts forward

information letters about the project and additionally I posted a message on Facebook and LinkedIn asking for potential participants directly and indirectly through third party referrals. Eventually, as in the pilot study, I resorted to contacting people with whom I had no direct knowledge or relationship. I returned to information I had gathered from desk research during the pilot study, reaching out to (different) staff members from international departments who might be able to put me in touch with teaching staff willing to be interviewed. I also reached out to teaching staff that I had not contacted previously. I followed up in intervals of two to three weeks and kept track of the results of this outreach on a spreadsheet.

Eventually, I heard back from a staff member / researcher working on centralized internationalization projects at a teaching university which has been anonymized for the purposes of this thesis as "XU". After exchanging information on the nature of the research project, she e-introduced me to three experienced educators who had been very active in internationalization at XU. All three agreed to be interviewed for this project. The first two semi-structured interviews took place in November 2021 and the third interview, originally scheduled for November, was postponed to February 2022. The interviewees, anonymized in this thesis as "Nalah", "Eloise" and "Rosa", were interviewed on November 15, 18 and February 4, 2022, respectively.

After many more weeks of not having contacts from another university, I discovered in an informal conversation with a friend that both she and her partner had contacts at a BC research university, anonymized for the purposes of this thesis as "YU". These interviews took place on February 22, 2022, with the interviewee anonymized as "Farah" and March 7, 2022, with the interviewee anonymized as "Killian". Farah put me in touch with a third member of the YU teaching staff at the conclusion of her interview. I interviewed the educator anonymized as "Shu" on March 9, 2022.

Once again, I attempted to recruit international students to participate in the research project, this time focussing on second year students. After weeks of similar outreach as described in the paragraphs above and in addition to the efforts I had made during the pilot study, no students volunteered to take part in the study. My assumption is that this was due to the ongoing impact of the COVID-19 pandemic on both my own ability to access students and the capacity for the students themselves to take part in an extra-curricular research study. In addition, I was not affiliated with any university at the time; if I had been working at an HE institution, I might have been able to recruit students from that institution. On the other hand, not working at a university or even within the sector

whilst undertaking this project has allowed me to engage with the research with an external lens. I have analysed my perception of the impact of my outsider's lens in section 3.2.1.

In consultation with my thesis advisor, after so much time had passed since the first attempt to begin the field research, I decided to analyse the data I had collected from the teaching staff excluding data from international students themselves. Although this was disappointing, it did not mean that the voices of international students were completely silenced. The data collected includes the educators' impressions of students, accompanied by descriptions of the challenges and accomplishments of international students in general, with teaching staff sometimes quoting and / or describing the situations of individuals in detail.

3.4.2 Collecting the data

In total, I conducted six online interviews with teaching staff from XU and YU. One of the educators from YU also commented on their experiences at YU College, a pathway College for international students, described in section 1.2.6. The interviewees are all women but in other respects represent diversity: in age, educational background, discipline, position at the university, native language, cultural background, country of origin, and their reflections and perspectives on the internationalized classroom. Three of the participants were Canadian and other three were originally from countries outside of North America and Europe. Three had been international students themselves, two of these in Canada. The interviews varied in length from 53 to 78 minutes. Other details including pseudonyms, the dates of the interviews and the experience and background of the participants are listed in the table below.

Table Three: Interview details and participant demographics

Pseudonym, pronouns, date and length of interview	**Position**	**University**	**Background / international experience**	**Languages**
Nalah (she/her) Nov 15, 2021 **71 minutes**	Professor, Researcher	XU (Teaching)	Originally an international student in another (third) country	Multilingual non-native speaker of English
Eloise (she/her) Nov 18, 2021 **78 minutes**	Professor, former Administrator	XU (Teaching)	Extensive international experience	Bilingual non-native speaker of English
Rosa (she/her) Feb 4, 2022 **58 minutes**	Professor, Researcher, Head of Program	XU (Teaching)	Originally a graduate international student in Canada	Bilingual non-native speaker of English
Farah (she/her) Feb 22, 2022 **68 minutes**	Lecturer, Administrator	YU (Research)	Extensive international experience	Bilingual native speaker of English
Killian (she/her) Mar 7, 2022 **70 minutes**	Lecturer	YU (Research)	Limited international experience	Monolingual native speaker of English
Shu (she/her) Mar 9, 2022 **53 minutes**	Assistant Professor	YU (Research)	Originally an undergraduate and graduate international student in Canada	Multilingual non-native speaker of English

3.4.3 Structure of the interviews

A key consideration of the research at the outset of this project was to explore the expectations and assumptions that international undergraduates may have prior to beginning their studies at a Canadian university, and how these expectations and assumptions played out over their first year. Even though the direct voices of international students were not, in the end, able to be included in the field research for this project, I considered that there could be salient and relevant data collected from the teaching staff. This data provided indirect information about the experiences of international students via the perspectives, knowledge, experience, and positionality of the educators which, in turn, provided additional layers of insight into the conceptualizations and the on-the-ground experiences of the research participants.

Therefore, research question 1 was: *How do teaching staff at a Canadian university perceive international students' expectations and assumptions of teaching & learning prior to their arrival on campus?*

The following are examples of questions posed to elicit responses to this research question (the complete list of questions is available as Appendix E)

- Are you aware of the information that international students receive or hear about studying in Canada, at your university and at your faculty? Why do you think they choose Canada or your university?
- Are the T&L practices a surprise to international students? Do you think students find the educational experience, either the general level, the academic level or the workload more or less difficult that their previous education?

And additionally, the following question was posed to explore the understanding of how educators perceived the institutional support of international students:

- How are students supported for educational success in regard to T&L at your university and faculty? And how effective do you find that support?

After these queries into the educators' perceptions of the experiences of international students, the interview questions shifted focus to eliciting data about the direct experiences of teaching staff.

Research question 2 was: *What are the experiences of teaching staff in an internationalized classroom at a Canadian university?*

This question was broken down into two sub-questions: the first explores the educators' descriptions of the supports they received to facilitate the implementation of internationalization within their classrooms; the second explores their on-the-ground lived experiences.

Research sub-question 2A: *What supports do teaching staff receive from their faculty and institution regarding teaching within the internationalized classroom?*

To elicit this data, individual questions were asked such as:

- What supports do you receive from the faculty or the institution regarding teaching in the internationalized classroom? Are you supported to develop curricula or pedagogical skills to address the needs of international students? What is the nature of training, research or other resources for teaching international students?
- Are you and your colleagues supported to incorporate international experience and knowledge in the classroom?
- Is there support to incorporate internationalization into T&L practices in the university or within your faculty?

The last research sub-question was designed to give space to the voices of the educators in order to explore their experiences in the internationalized classroom, to understand their feelings about teaching international students, their T&L approaches, any relationship they perceived between their own (international) experiences and their teaching, and their views and opinions on the need for research and / or the most important aspect of internationalized T&L.

Research sub-question 2B: *What are the on-the-ground experiences and perspectives of educators teaching in an internationalized classroom?*

Some of the interview questions related to this sub-question were:

- What has it been like for you to teach international students? Do you enjoy it?
- What approaches, perspectives, methods and / or tools have you found to be most effective within your internationalized classroom?

- How has your personal international experience, if any, impacted your T&L of international students?
- What is the most important aspect of this research in your opinion?

Reflections after the first set of interviews

An implicit objective of this research from the initial design phase was to examine how internationalization policy, strategy and implementation plans determined on an institutional level were experienced by international students and teaching staff. In other words, one goal was to explore how high-level internationalization policy and strategy decision-making impacted the ground level lived experiences of the actors in the internationalized classroom. In the first three interviews I conducted, I read the research objective to the participants before asking the interview questions: What is your understanding of the internationalization policy, strategy and implementation plans of your institution and faculty?

My intention was to indicate the general topic, before posing more detailed interview questions. As a relatively inexperienced researcher, and in reflection after the conclusion of the third and final interview with teaching staff from XU, I recognized that the interview questions that had been designed to elicit this information could stand on their own; stating that broad research objective meant that some participants responded to the research objective / question rather than the interview question, causing some diffusion of the data. In the next three interviews, with participants from YU, I made sure to state the general research topics rather than the research questions at the outset of the interview and then asked only the individual interview questions. I also moved a question about the breadth and depth of the educators' on-the-ground experiences teaching international students over the course of their careers to the beginning of the interview. This served as a foundational question to the interview, communicating the importance of the participants' experiences indirectly, and also enhancing my own understanding of the interviewees' backgrounds which facilitated more informed follow-up and clarifying questions throughout the interviews.

Since the COVID-19 pandemic was still affecting society generally and HE specifically, a decision was made to include a question about the impact of the pandemic on teaching and learning. This data became less relevant as the world emerged from the pandemic and is not included in this thesis.

A note about the recording of the interviews

As per the ethical protocols required by the University of Sheffield, each interview was video recorded on the University of Sheffield video conferencing platform Google Meets, the videos were stored securely, and a transcript was created. During the first set of three interviews with participants from XU, each participant and I kept our computer microphones on throughout the interview. The resulting interviews were conversational; I uttered verbal cues of active listening and there was some overtalking by both interviewer and interviewee. However, it also produced audio quality that was uneven; there was extraneous noise which made some words difficult and occasionally impossible to understand. Additionally, the transcript created from the video recording did not always accurately record the non-native English accents of the XU participants. Because of these issues, these first three transcripts required heavy editing and were reviewed three times each.

During the fourth interview and the first with the group from YU, the first participant requested that I turn my own microphone off as she was answering the first question. Thereafter, for the remainder of her interview and the following interviews, I turned my microphone off after asking each question. This created much more accurate transcripts due to the improved sound quality. Additionally, two of the three participants from YU were native speakers of English, and the third had a very light accent which was easily understandable for the creation of the transcript. It is important to note that this also impacted the data itself because the YU participants answered questions without any interruption although non-verbal physical cues were still visible via the camera.

The relationship between the interviewer and interviewee can have an impact on the data (Bryman, 2016). In this case, the fact that I had taught in international programs at a university abroad did, in my opinion, contribute to being able to establish a friendly and collegial tone. The fact that I am completing the research project as part of my studies from a university outside of Canada and that I was not, at the time of the interviews, employed in the higher education sector may also have provided a comfortable and risk-free environment for the participants; they could externalize their thoughts and feelings openly, on a topic that is potentially difficult to discuss within their professional situations.

3.4.4 Transcription

Each video was transcribed via a digital tool with corrections done by hand at half speed. The first three transcriptions from the participants at XU, as noted above, were very time consuming because of the extraneous noise on the recordings and the inability of the digital tool to transcribe the accents of the

participants accurately. These transcriptions took many hours to finalize. The transcriptions from the second group of participants, from YU, were more accurate because, as has been noted, the quality of the audio recording was much improved. Additionally, because I turned my microphone off after I asked questions, there was less talking over each other and as a result less spontaneous conversation between the interviewer and the interviewee. The transcription process was much quicker, also helped by the fact that the digital tool was more accurate with speakers with native (in this case Canadian) accents. The transcripts of the last three educators were also edited three times, although it was a much quicker process.

Although the data that was collected was analysed via a printed transcript, the act of playing the videos and not just the audio during transcription editing, resulted in informal and subjective impressions of both the interviewee and the sense of the 'conversation' that flowed from the interview questions. Although not officially part of the dataset, facial expressions, tone and tempo of voice, energy levels, enthusiasm, disappointment and other emotions are in evidence. This enriches understanding of the data by implicitly magnifying literal understandings and potentially exposing and enhancing latent meanings.

3.5 Data analysis: thematic analysis

Next, I analysed the data using the thematic analysis framework, using the work of Braun and Clarke (2022) as a guide. As stated in section 3.3.6, they advise undertaking the following phases:

Phase one	Familiarizing yourself with the data set
Phase two	Coding
Phase three	Generating initial themes
Phase four	Developing and reviewing themes
Phase five	Refining, defining and naming themes
Phase six	Writing up

Familiarization is described by Braun and Clarke (2022) as two "seemingly contradictory practices and a third complementary practice" (p. 43): immersion in the data; critical engagement and distance from the data and notetaking to facilitate both immersion, and critical engagement of the dataset

throughout the analysis process. Having spent considerable time editing the transcripts, the next step was to familiarize myself even more closely with the content of the interviews. During the final edit of each transcript, I started to make short notes to myself in the margins of the printed transcripts. By the time I was completing final edits, significant time had passed since the interviews had taken place. This afforded me a certain distance from the experience of hearing the datasets for the first time and led to a renewed perspective on the responses of the interviewees, and to increasingly see the dataset in its entirety.

The next step I took was to summarize the responses to each question for each interviewee, including generous quotations. I added thoughts of my own, reflecting on questions such as: How does this person make sense of whatever it is they're discussing? And: What assumptions do they make in describing the world? For example:

> *Nalah says she is "lucky" because she "totally understands where they come from" that international students have to do more work compared to domestic students. It sounds like she hears from people that international students should be prepared for the challenges, but she mentions humanity and humility and "wanting them to have a good experience." This sounds like a conversation she has had, seeing both sides of the question.*

I also reflected on how I could make sense of the data in different ways. When asked which teaching approaches she found effective in the internationalized classroom, Shu responded that she tried to avoid jargon, a "pedestal type of relationship", and, in reference to students who have little experience with Western-style critical thinking and open class discussions, she attempted to help students to understand that they can demonstrate respect while also asking questions and disagreeing: "how to navigate that well and not making themselves suffer". I noted:

> *Shu seems to think that asking questions and disagreeing is better for students, implying that saying they understand when they don't and agreeing with everything makes them 'suffer'.*

I also included my impressions of the overall interview and the interviewee:

> *Nalah is caring, dedicated, positive, optimistic and usually thoughtfully balanced in her answers. But she is also clearly frustrated by the lack of support from XU, from what she perceives as the transactional relationship between international students and HE within Canada, and a lack of interest and engagement from some of her colleagues.*

The responses to my interview questions that are relevant and salient to the research questions can be categorised as follows:

- The motivation for international students to study abroad
- Dissemination of information to international students and their expectations upon arrival
- International student preparation for teaching and learning practices, workload and rigour
- Support for student success
- Support for educators to build capacity, engage creatively and develop curricula and pedagogical skills
- Support for educators to incorporate their international experience and knowledge
- Lived experiences of teaching in the internationalized classroom
- Best practices as experienced by educators in the internationalized classroom
- Teaching staff and the international experience effect
- The research we need

Coding, the second, more systematic phase of thematic analysis is defined as "a process for parsing out diversity of meaning" and "of exploring the diversity and patterning of meaning from the dataset" (p. 53). Within the thematic analysis framework, the generation of codes is generally a deductive process. Codes can be more semantic, expressed on the surface level of the data, or latent, focussed on implied, less-obvious meanings.

During this phase, I read through the summaries of each interview transcript and when a data item looked potentially relevant to the research questions, I made a note on the transcript. I considered each data item separately. Following the general guidelines for developing labels for the codes, I attempted to create labels that contained "an indicator of the specific meaning" and some indication of my "interpretative take" (Braun and Clarke, 2022. p. 60) of the data. I went through the entire dataset and wrote out as many code labels as possible on a separate document, listing them under the questions that had been asked for each transcript. I did this twice more for each interview transcript. I tried to ensure that the code labels were not "too unique" or "too broad or general" (Braun and Clarke, 2022, p. 69). Although they still fulfilled the requirements of conveying specific meaning and interpretation on my part, some of the code labels were almost exact quotes from the interviewees. Examples of these code labels are:

- International students who struggle with English will have two barriers to overcome
- The system incentivizes cheating

A few code labels at the first iteration were indirect and I labelled these as latent:

- International students must adopt to our ways of teaching and learning (latent)
- The government of Canada has responsibility toward international students (latent)

As I progressed in the iteration process, I made sure to consider potential latent codes that were emerging more slowly. I kept in mind that not every data item needs to be included in the themes and that the next phase, the emergence and development of themes, is organic and prone to change. An example of code labelling for one participant, Nalah, is included in Appendix F.

Phase three of thematic analysis is concerned with clustering the labelled codes together to *generate initial themes*. According to Braun and Clarke, initial themes do not need to capture everything, although they should have a "central organizing concept" (p. 89). Having a large number of themes is not problematic at this phase, but on the other hand, the researcher must not get too attached.

I now looked at the code labels that were organized under each interview question for each individual transcript and considered if there was an obvious cluster of codes that could be grouped together as themes. During the first iteration of this phase, I focussed on those themes that appeared most readily across the data set. On subsequent iterations, I reviewed the themes and their code groupings that I had identified previously and also considered the codes that had not yet been grouped into themes. Sometimes these themes were less prevalent across the dataset. If they could enhance or enrich the data, I included them. Similarly, I did not group codes together just because they were prevalent across the data if they did not seem to form themes that were relevant to the research questions.

Because this was a small research project with a relatively small dataset, phases four and five, as described by Braun and Clarke, were combined. Once I had this initial group of themes, I began the process of developing, reviewing, refining, defining and naming themes, seeking more indicative themes or themes that seemed to encompass richer data. I asked the following questions, to ensure viability of each theme (Braun and Clarke, 2022):

- What does the theme include and exclude?
- Is there enough data of quality to support this theme?
- Is there a reasonable scope contained within each theme?
- Does each theme say something of import to address the research questions?

The remaining themes were able to be sorted generally into three groups based on the various actors: one category relates to the teaching and learning of international students, including English proficiency and the ongoing development of language skills and academic skills:

International students: Teaching and Learning

- English language proficiency at admission is critical for international student success
- Academic writing is particularly problematic
- Ongoing development of language skills and the resources to support them is uneven
- Learning in the new ways takes time for international students

The second category focusses on the impact of government and institutions on the internationalized classroom and includes the relationship between international students and institutional revenue streams, the effect of immigration policies, admission procedures, the preparedness of students and variations in the quantities and educational backgrounds of international students:

Top down: the impact of actions by government and the institution

- International students are critical revenue generators for institutions
- Different motivations of students impact the internationalized classroom
- Immigration policies are having an impact on T&L in the internationalized classroom
- Admissions and open access policies can result in students who are not ready upon arrival
- Changes in quantities and cohorts of international students present additional challenges to educators

The final category examines the lived experiences of educators, highlighting institutional supports, the adaptation of T&L, support of and empathy for international students, resources available to teaching staff, and the opportunities and pedagogical successes that occur within the internationalized classroom:

Staff: Lived Experiences

- Institutional support and recognition of teaching staff is uneven
- Adaptation is a choice
- Supporting international students is down to individual effort

- The resource of time limits educators' ability to support international students
- Supports for international students are not always effective or sufficient
- International students can bring opportunities to the classroom
- Teaching staff have compassion and empathy for international students
- Teaching staff have many successful tools and methods

3.6 Ethical considerations

One of the requirements of this doctoral research project is the implementation of ethical processes and procedures. I undertook two research proposals and although the first pilot study dataset was not analyzed due to participant withdrawal from the project, the data collected was treated with the same ethical considerations.

The videos and interview transcripts were all stored securely on the University of Sheffield's Google Drive. The identity of the participants is known only to me and the third party who recommended them to this project. Their real names and contact information which exist in hard and digital copy, are securely stored. The only information about the research participants that has been included within this thesis is that which is relevant to the discussion and findings. Any extraneous characteristics of the research participants that appeared within the data collection, including their names, their disciplines and where they studied previously, has been anonymized.

Participants were emailed an information sheet (Appendix B) that informed them about the project's purpose, why they were asked to take part and they were informed that, as volunteers, they could withdraw from the project at any time for no reason. They were also informed of the research topic, what kind of questions they would be asked, what kind of media would be used, what the risks and / or disadvantages are to taking part, and their rights surrounding the concepts of confidentiality, data collection and safeguarding. Finally, they were informed about how to lodge a complaint and how to contact the researcher and supervisor. They were also required to sign a consent form.

3.7 Conclusion

The collection of data via six semi-structured interviews with university educators in British Columbia generated rich data that mirrored, enhanced and expanded my own experiences and understandings,

and that of the research explored in Chapter 2. For example, there are both differences and similarities expressed by the long-serving professors at the teaching university, XU, and the lecturers at YU, the research university. Although the XU professors are dedicated internationalists and former international students, they voiced frustrations about the changing situation in their internationalized classrooms and, in particular, the English proficiency of students. Killian from YU is an example of an educator from a so-called hard discipline, who is not particularly interested in internationalization and yet is equally frustrated with what she perceives as deficiencies in many international students' abilities, particularly regarding English proficiency. On the other hand, the immigration policies implemented by the Canadian government have impacted XU educators dramatically but seem to have had limited effect at YU.

My "outsider" perspective, as someone conducting research for a foreign academic program and not currently studying or employed at a Canadian university, allowed, I feel, for more collegial and conversational interviews. These educators seemed happy to externalize their thoughts, feelings and conceptualizations to someone who was trying to understand and make meaning from their experiences. And finding a balance between maintaining an awareness of positionality and subjectivity as a researcher and avoiding expectations and assumptions whilst collecting and analyzing the data was instructional; the exploration and discovery of salient and relevant was, likewise, extremely satisfying and fulfilling.

4 Findings and Data Analysis

4.1 Introduction

The following chapter will present the data that was collected and analysed to explore the research questions at the core of this project. The themes that I developed can be presented in three categories. Each of these categories is mainly focussed on either international students or educators, the two actors in the internationalized higher education classroom. The categories are further defined by agency and responsibilities. The first category, *perspectives on international students*, presents themes about the international student experience as perceived by the teaching staff; these themes are the responsibility of the actors and stakeholders outside the classroom, government(s) and institutions, and provide a response to the first research question. The second category, *support for educators to internationalize*, is defined by themes of institutional and faculty support for educators teaching in the internationalized classroom and provides a response to the second research (sub)question. The third category, *lived experiences of teaching staff,* is defined by educators' own opinions, perspectives and experiences of T&L and is a response to the third research (sub)question.

4.2 Perspectives on international students

Research Question 1

How do teaching staff at a Canadian university perceive international students' expectations and assumptions of teaching & learning prior to their arrival on campus?

The themes that were developed in response to this research question include international students' motivation to study abroad; dissemination of information and international students' expectations upon arrival and their preparedness for teaching and learning practices, workload and rigour; and institutional support for student success.

4.2.1 Why study abroad? "loopholes", "dual goals" and direct access

The teaching staff at XU understand there are many determining criteria for students to study internationally and specifically in Canada, such as: improving their English, having a "leg-up" in their careers when they return to their home countries, gaining an international perspective, seeing the world, expanding their minds, and a general desire for a North American education. Rosa, presenting her own expectations when she embarked on her studies as an international student at a Canadian university, asserted that many international students "have similar stories [...] I wanted to see the

world, I wanted to expand my …my mind-set, to learn, it was a big mission that I had since I had been going to university."

As to the decision to study at XU, the teaching staff see the following criteria as playing a part for international students at their university: the open access nature of XU, meaning there are no imposed admission caps; the lower cost of living as compared to other locations in Canada; access to outdoor activities; positive perceptions regarding personal safety; the benefits of a smaller campus where international students can integrate and mingle with domestic students; and a perceived overall culture of care at XU, which is manifest through small class sizes and individualized attention. This latter aspect, according to Nalah, Eloise and Rosa, is information that is purposely disseminated to potential students abroad, sometimes via recruitment agents, as a personal and educational advantage of studying at XU. Rosa describes the supportive environment enthusiastically:

> *And faculty, not just me, but all of us are extremely supportive and caring, there is this culture of care, support […] not just your academic well-being, we care so much about the students actual, general well-being. I never saw that at [another Canadian University where Rosa studied].*

At the same time, all three XU professors have, in the past years, experienced a significant cohort of international students who are attending their university as a pathway to immigration, and they have all experienced this as problematic to a certain extent. Nalah claims to understand, via third-hand information, that some students are attending university only for the purpose of obtaining permanent residence (PR) status in Canada. I characterize Nalah's tone as very serious when she presents her belief that these students are not invested in their own education:

> *I don't know whether this is a stereotype…but we see a number of a students who actually … use this as a pathway or gateway to get PR … to get citizenship, right, to apply for PR, permanent residence. So basically […] [the] Canadian government […] we offer that, once you come here, you get the education, and prove yourself and you get a job here, and then […] you can apply to PR, that kind of thing […]This is just third-hand information […] a number of them, that they just don't care. They are there and they just don't study. They don't show up.*

She also acknowledges that international students are "human beings" and that the students who are using higher education as a pathway to immigration are sometimes desperate, and that the stakes are very high for them to pass their courses. Nalah feels strongly that education should be the main driver for attending university and that students who are attending university only to immigrate have "different

values than our values" and are using a "loophole". She is clear that it is not all international students "which is good", further underlining the fact that she finds the practice conceptually problematic.

Eloise believes immigration has become the main driver for international students studying at XU, although she appears to be more resigned to this reality than Nalah. Rosa shares some of the concerns mentioned by Nalah but expresses more nuance in the rationales of international students not mentioned by Eloise or Nalah, pointing out that it is difficult to generalize about the students' assumptions since the international student cohort is so diverse. She acknowledges that students can have dual goals: to immigrate *and* to obtain a good education.

The participants from YU claim less direct knowledge of the reasons international students attend university in Canada, although they have very similar impressions, and are all aware of their university's facilitation of the federal government's policy on immigration pathways for students, perceiving it as a revenue generation activity. In addition to student motivations akin to those stated above, Farah believes that international students are sold on the YU College pathway, which guarantees direct enrollment at a reputable research university after completion of the foundation program.

> *It has this amazing niche that they've managed to negotiate, which is that if you go to YU College, you can feed directly into YU without applying to YU. And so they can get into YU. And otherwise, it's very hard for them to get into YU, most of them [...] I don't know that they really go to YU College for the reasons that YU College thinks, which is that they'll get extra support to figure out how to succeed at university and how to write essays in [sic] Canadian-style and all these kinds of things, or how to study and do their tests in [sic] Canadian-style. But YU has found that the students fit in from YU College do much, much, much better than international students who come in directly. So YU College advertises itself that way and YU, the data shows, backs that up, but I have never heard a student say that that's the reason they chose YU College.*

Shu, herself a former international student, agrees that studying internationally will mean better opportunities for students if and when they return to their home country; she links better opportunities with being able to better contribute: "they want to do something great and bring it back home to serve their country". Shu also believes that the multiculturalism for which Canada and particularly British Columbia is known, is important to students: "they feel that they would probably belong more".

The participants' responses to the question of why students study abroad demonstrates contextual divergences between YU, the research university and XU, the teaching university. XU educators are more *aware* of international students' motivations, including those students who appear to be studying only or primarily as a pathway to immigration; and some of these educators have expressed, in varying

degrees, discomfort and discontent as they wrestle with extending a culture of care to all students, regardless of educational objectives.

4.2.2 Student expectations and preparedness upon arrival: "they think they are okay"

The expectations of students upon their arrival on campus is unclear to teaching staff. Eloise, at XU hazards a guess: "The students land here, I suspect (laughs) land here, with a bit of a surprise". Rosa believes that international students learn via recruitment agents; and that some students are led to have expectations and assumptions about post-graduate job opportunities that are unrealistic or even untrue.

Commenting on any adjustments to international student expectations via orientations that take place on campus, Eloise, the former unit manager, is well aware:

> *Academic units will provide presentations, with information about our programs, our teaching styles, our teaching, and learning philosophies, all of that. And hopefully, that will get transmitted. Now how effectively it gets transmitted, I have no way of knowing, to tell you the truth.*

She also expresses concern for orientation workshops that take place before classes begin, and implies the university could do better to support students to understand and retain information:

> *How much of that is absorbed in the first week they arrive? My worry is that they get overloaded with information, and it doesn't stick. And it takes time for them [...] to really understand what we're telling them or what we're trying to prepare them with. So, I don't blame them; it's just too much information in a short period of time.*

At YU, there is a different system. YU College, as discussed in section 1.2.6., is a transfer college on the YU campus but run independently from YU itself. Farah has taught at both YU and YU College and speaks to her experience at both. Her understanding is that all recruitment of international students is done via YU College:

> *YU College has agents in every country, and they do really hard sell to the students [...] I understand the biggest draw for YU College, from all the students I've talked to, is this idea that they're going to be able to get into YU this way.*

Killian questions whether international students understand the information they do receive: "I think a lot of them don't get full information, or if they do, they don't always understand it". She demonstrates what I would interpret as extreme frustration with her experiences of international students landing in her classroom, seemingly with a general lack of understanding and awareness.

As to the T&L practices at XU, Nalah doesn't think these are unexpected for international students, but that they do "think they are okay in terms of the language" when they begin their studies, referring to both students who gain direct entrance to an academic program, and those who are accepted into one or more academic courses via the English for Academic Purposes (EAP) program. She relates anecdotal evidence that students become very focussed on their academic classes and fail to make the most of the EAP support classes or other resources via student services that she believes are absolutely necessary for them to succeed as undergraduates. She expresses what I would characterize as concern for international students who then fail courses, not necessarily due to intellectual capacity or even their dedication to learning, but due to difficulties in comprehending difficult concepts or being able to complete exams in time, describing her interpretation of their thinking:

> *Well, I think that I can communicate already, I'm going to go into academic courses. Without realizing that, in a way, that is actually not a good approach to go about it. Because if they fail the course, then they [don't feel] so good about themselves. It's not about intellectual capacity, it's about the English language, whether you [have the] ability to understand or comprehend harder concepts [...] Because writing academically compared to conversing [in] everyday English is totally different.*

She shares an interpretation of some personal experience with students who were struggling, she believes, only because of their lack of English proficiency:

> *They study. For example, I already had two international students come in and cry in my office. Because they didn't do well in [the] midterm, and they showed me how they study. And these kids, you know, they do study, it's not like they just slack off or whatever, but they said they could not write, they cannot formulate it, to write the answers to questions [...] And when we talk to them, when I approach more, they understand the topic.*

Nalah expressed how sorry she feels for the international students who may not realize the expectations of English proficiency required before and after arrival on campus and she goes out of her way to support them. Upon reflecting on her own experience as a professor of having to adjust her style of writing within the Canadian context in order to procure research grants, Nalah returned to the question of whether students expect the style of T&L they encounter at her university and thanked me for taking on this project with a sigh indicating that, upon reflection, she was even less certain of her answer than when she had first attempted to respond to the question.

In contrast to what I would characterize as an empathic lens, Nalah also described the views of some of her colleagues who believe it is the responsibility of students to be better prepared when they arrive, implying that those colleagues think institutional and individual support should be limited:

> *It's very complex…I mean, I'm lucky because I had the experience. I totally understand where they come from. And I tend to be kind of giving them…more chances because I understand that they actually had to do way more compared to domestic student[s], right? But in a way, other people might argue that well, they come in knowing that they will study English, study different subjects in English…They will be away from home, they will be having difficulties and all of this. But still, I mean, humanity, or humility- wise, we want to help them to succeed and to have [a] good experience studying in Canada, right?*

Eloise agrees that English comprehension, both written and oral, is the key to international student success and states clearly that if students have good enough English skills: "I think they do well". She also believes that, in general, international students find their studies more difficult than they expected; they may be aware there will be differences from their past education, but they arrive unaware of the differences in expectations.

Regarding teaching and learning styles, she acknowledges that many international students are more used to rote learning and memorization, but she believes that they can make the adjustment to the expectations at XU if they have the language skills: "I've seen students at the top of the class, doing great." On the other hand:

> *The students for whom the English language level of comprehension is bare minimum are the ones who suffer the most. And they actually suffer throughout because they're both stressed to learn the material and they have difficulty with language. And so they have two barriers to overcome. And those students often are marginal right until the end, and some will give up.*

At this point, Eloise also brings in the issue of immigration:

> *If immigration's your goal at any cost and if you're squeaking by, on the aisles, and you arrive here, and maybe you take some ESL classes, and you squeak by again, so you're squeaking by all the way through. And…these particular students are not prepared, okay? (laughs)… I wonder sometimes if we're not doing them a disservice.*

Rosa states her belief that students are not prepared for the differences, and that "they come with assumptions":

> *It's a shock, obviously, because they said [as] much. They say how it's so hard because they are not used to talking, to give [sic] an opinion, to give perspective. They are just used to listening and to memorize, memorize, memorize […] but what they say to me, that it is very hard to be asked to use these critical thinking skills […] but I don't know if it's because they didn't know because even knowing they find it very hard.*

Although she finds they struggle to adjust, and don't realize the coursework is more rigorous for them because it is in English, she claims they do manage generally, and that they are flexible and receptive.

Killian acknowledges that international students are likely expecting a similar T&L environment as at their previous educational institution: “It wouldn’t be unexpected for them to think that, that it should be like that”. Shu finds that although international students are intellectually capable, they are not ready, and lays the responsibility on university administration:

> *I will say that these are bright students, it's just they come from a different educational system. So, they're not familiar with writing a lot of essays. And so yes, it's going to be hard, you know, for them to do that. So, I feel like, if the university is going to take on international students, they need to provide more support to make sure that in the first year that they're ready to go into the upper years, because or else, we would have major, major issues.*

All six interviewees seem convinced that most international students are not sufficiently aware of what the expectations will be, but particularly regarding the level of English proficiency required of them to be able to write, understand concepts or formulate arguments, both before and, as a continuing development of their skills, after their arrival on campus. On the other hand, some professors, especially Nalah, Eloise, Rosa from XU believe that international students whose language skills are proficient enough, find it easier to adapt to the Western approach to T&L. While there is some intimation that students can do more for themselves to improve their language skills both before and after registration, participants tend to lay the responsibility on their institutions.

4.2.3 Student support: “the university can do better”

In answer to questions on this topic, Nalah answers: “XU can do better” and expresses being frustrated that the centralized student support and administration office is using a one-size-fits-all approach with no understanding that her discipline is “different”. Some examples of barriers are that teaching staff are not necessarily informed there are international students in their programs or courses and that different requirements for different faculties are not understood. Nalah expresses that she feels strongly that disciplinary-specific academic advising specifically for international students is essential to prevent logistical mishaps and educational failures.

Rosa, on the other hand, believes that the centralized support centre is serving students well. However, in contrast to Nalah’s experience, Rosa’s faculty has designed and operationalized a discipline-specific academic support centre specifically with international students in mind, but also to provide “a hub for connection, to create community, for them to feel part of the group” and according to her, it is “one of the most amazing things we’ve done.”

At YU, Farah believes the centralized international student services are very supportive to international students throughout the application process, including assisting with immigration paperwork, and

creating opportunities for social interaction. But when it comes to academic support, she feels the students are "just left to fend for themselves". She doesn't think students have sufficient orientation to the resources that are available. She elaborates:

> *I just see a huge gap, as well as mental health support, I would say, as well. I find a lot of students get very (breath in) they can, especially if they don't live on campus, they can get very isolated…and they don't know who to go to for help, either to figure out what they're supposed to do with their classes […] how they should be registering for things, how they should know if they're getting enough credits [..] where do they pay their tuition? Why is their account on hold?*

Farah has interpreted that the resulting confusion and struggle leads to cheating:

> *There's a lot of cheating […] But I, I've had huge sympathy for it, to be honest, I've had huge compassion for it, because I feel like the system incentivizes cheating, to be honest. I'm not trying to take the personal responsibility out of it. But I feel that the system incentivizes cheating, because first of all, everything is based on what grades you get, whether you get a scholarship, whether you get to stay in school or not, whether you get to move out of YU College and come into YU, and your parents are paying like, what? $21,000 a year for your tuition plus all your living expenses. They don't know what Canada is like, they don't know what you're going through, and you just come back with a bad grade? That's really harsh."*

And that YU College supports international students much better:

> *People can go into the counselors, all the time, the advisors, both academic support, as well as personal, […] And then the teachers themselves, the instructors themselves, are being brought in, because they're the kind of people who are going to teach all that stuff […] And you get a fourth hour, actually, each week to work on that with the students in the class. So you get three hours of teaching, plus an extra hour to work on skills, basically. I think, really helps. And they also have a really clear policy around cheating and plagiarism […] they go through the whole thing and find out if it's this is just something where someone needs support. Or is this actually an unethical person who doesn't care about it.*

Killian has heard from students that the available centralized student resources are very good. She describes extra courses that are designed for students struggling with academic literacy; teaching staff can refer or even highly encourage students to take these courses, but they are voluntary, and, in her experience, students resist.

In response to the question, Shu states adamantly:

> *I have never been given any resources or materials to provide support for international students. Zero. Everything that I do to support students, I think, international students benefit because I was an international student, and I have that experience, and I can talk to them, but I have not ever seen or received any materials or had any training where it was international-student focus […] I feel like the international focus at YU is more on helping faculties connect with partners, internationally, rather than like helping students. That's how I feel.*

She knows there are academic supports for students but has experienced that international students don't take advantage of them and she has heard from students directly that the quality of writing support is insufficient, which she seems to believe to be true; Shu also believes the supports she received as an international student at another Canadian university were markedly better.

The topic of support for international students elicited what I would characterize as emotional responses from participants. Shu is dismissive about the quality of student support and the amount of support she has received herself as an educator. Nalah expresses that she is frustrated with the one-size-fits-all approach to student services. On the other hand, Rosa expresses extreme satisfaction, even pride, in the discipline-specific hub constructed by her department, primarily for international students.

4.3 Support for educators to internationalize: "my voice is getting tired"

Research Question 2A

What supports do staff receive from their faculty or institution regarding teaching within the internationalized classroom?

The themes that developed in response to this research question focus on the educators' perspectives and experiences of the institutional support they have received or have access to regarding teaching and learning in the international classroom: support to develop curricula and pedagogical skills, to incorporate any international knowledge and experience, and to build capacity and engage creatively with internationalization.

In response to interview questions on this topic, Nalah articulated feelings of frustration with international students' ability to write; the only tool at her disposal to address this problem is to send them to the centralized writing centre, which she finds insufficient as it is not discipline-specific or international student-specific. In her opinion, the support for the development of internationalized pedagogical skills and curricula of educators, which is delivered at XU via workshops and a dedicated university resource and research centre, is excellent. However, all such professional development is voluntary due to concerns regarding academic freedom.

Referring to her colleagues "buying-in" to internationalization, she expressed her discouragement of the fact that "lots of people are not signing up" for professional development opportunities, noting that teaching staff who make negative comments about international students tend not to attend

internationalization workshops. She describes her hope that some of her colleagues change their understanding of the international student experience:

> *I think I would like them to be understanding that this is a complex issue [...] The student might look fine, speak English conversationally, it might not be what we [are] actually used to in term[s] of our domestic students. For example, they might not have [the] courage to ask questions in classes. So, I think maybe (sighs), it's just compassion, that everyone is different, everyone is unique, and everyone comes in with [a] totally different background. Maybe just have that in mind, think, be open to help and to accommodate them and help them to see that someone care[s] about their education here.*

Nalah links internationalization with multiculturalism which she describes as an important societal concept, informing the oft-referenced metaphor of the Canadian multicultural mosaic and the generally accepted need for immigration. She implies that a belief in and an understanding of multiculturalism should lead directly to a better understanding of how to support the teaching and learning of IS, and that her colleagues, as informed and responsible Canadian residents, should be able to make that connection.

Nalah claims she has overheard some colleagues state that any extra assistance or adaptation for international students within the classroom equates to favouritism: she believes that is why T&L workshops *without* a focus on internationalization and other forms of diversity are better attended. Nalah feels that international students are being used as a "cash cow", supporting the university as well as the Canadian economy, and as such, deserve extra consideration and support. Indeed, she thinks how international students are "treated" is a bigger issue than how they are taught.

Eloise also believes there has been excellent institutional support for faculty to internationalize at XU for the past 15-20 years, both on and off campus, but notes, like Nalah, that training is voluntary:

> *...the number of people taking these opportunities might not be as high as you'd like [...] those who are interested in that area will participate, and those for whom this is not, relevant, to them not relevant, probably won't participate, and they're the ones who probably need that training the most.*

Some departments are also active with discipline-specific internationalization T&L training, which, when possible, in her judgment, is desirable. She believes the culture is changing slowly:

> *If it becomes politically correct, or societally important, then it'll gain momentum [...] whereas internationalization not so much because it has the connotation of basically being for the purpose of generating revenue for the university.*

She describes a pushback against internationalization from her colleagues, noted above: that institutionally driven internationalization is seen as a cover for revenue generation, and thus is less

valued. However, if internationalization is conceptualized under the *Equity, Diversity and Inclusion* umbrella, then she believes it is perceived more favourably.

She describes herself as having experienced positive change when working with colleagues from across the university:

> *When we introduced intercultural, when we introduced Indigenous, we actually brought some people together in a room that would never speak to each other, would never cross paths with each other [...] we brought people together that realized that they were similar [...] that they had some common challenges, common goals, and that perhaps, if they work together, that all students, or more students would be successful.*

Eloise believes that focussing on supporting students with different needs, abilities, accessibility requirements and cultures can be a more effective route to shifting attitudes, which can lead to more effective T&L outcomes for all students.

As to developing curricula and pedagogical skills, Eloise, in her former administrative position, was part of the team which produced a series of videos about international T&L several years previously. They focussed on topics such as plagiarism, academic integrity, interacting in the classroom, reading activities, assessments, and more. She described her thinking behind the project, which was disseminated across the province, and her own teaching:

> *So how do you bring a more global lens, to the way you teach, the material you cover [...] And how could you be more intentional? So again, providing faculty with tools to be more intentional, and facilitate group formation where everybody's background, context, whatever, is valued in the process [...] how do you lecture in the classroom where all of the students will have a positive experience?*

Rosa concurs with both Nalah and Eloise that there "are many opportunities for really building skills for faculty to understand the needs of international students". As with Nalah, Rosa's focus immediately turns to English proficiency issues and in particular, fraudulent methods of producing proof of English proficiency before students arrive on campus:

> *I get students in my class that, according to the papers, they have the proficiency to be there. But they cannot even compose an email [...] I see that they're completely lost [...] I cannot have a basic conversation with them [...] and obviously, that paper, it's a simple sentence: fake!*

Although she has been made aware of cheating to obtain the required proof of English proficiency for admittance to the university, Rosa also finds that even students who have obtained their papers fairly can struggle. Speaking of all students who arrive without practical proficiency, she says:

> *There is nothing that we can do to support this student in the classroom. This student is beyond support. And there were many students like that [...] There were classes where I had, say three Canadian Students and 17 International, and of this 17 international, maybe five were functioning at the level expected.*

Rosa has been advocating for the implementation of provisional acceptance for international students followed by a standardized English test upon arrival. She demonstrates her own frustration, saying:

> *My voice is getting tired right now too, because the university is not doing anything. And that's when I feel they don't care. They want the money [...] And we can invest one million dollars in writing support, that won't help [...] we need to address the root.*

She feels this issue also compromises the reputation of international students in general, that stakeholders see the students struggling with English and "get frustrated and talk about international students in general, without thinking it's not because they are international students", and further:

> *If it is an international student that is coming with the right level of language proficiency, and with the right level of academic preparation, then those students are fine, and it's not about being international, it's about bringing the skills that you're supposed to bring.*

Regarding the internationalization of teaching and learning, she says:

> *It might be the best, the most amazing teacher doing the most, applying the best pedagogy possible. But the students haven't come in with the level they need. That's wasted effort in fact.*

The educators at XU are uniformly positive about the resources available for teaching staff at their university to support the internationalization of teaching and learning. This is quite different from the experience of the teaching staff at YU. When asked whether she felt supported to build capacity and engage creatively with internationalization, Farah answered: "At YU? Definitely not. And at YU College? Definitely yes." She describes her experience at YU:

> *First of all, when you teach at YU, nobody supports you at all, in anything, actually. They just give you the course. And that's it. There's no: here's our objectives for the course, here's what we want to have taught, it's just here, teach the course [...] So you have no oversight, you can pick anything you want for reading, you can even pick your own grade scale. [...] There's no workshops or resources or a resource person [...] for being a better teacher or figuring out how to teach a course or design your course or whatever.*

However, there is a centralized support centre to support teaching generally, including a three-day workshop to support course and curriculum design, but this is completely voluntary and not incentivized:

> *You don't get any accolades for it, you don't get any recognition for it in terms of your career path [...] people care, or they try or they want to, or some people take the courses and be [sic] a good sport. But if you want to talk about any kind of systematic, or culture of learning around that, no, definitely not.*

Farah, who has experience at teaching-focussed universities, states that at YU, "nobody ever talks about curriculum; nobody even talks to each other about what they're teaching." One exception is the senior professor in her department who has approached her for help with his module.

Farah acknowledges that there are some excellent faculty at YU who are very engaged with improving systems for learning and teaching out of "good will" but notes that she tends to gravitate toward like-minded people, and so she has no overall perspective of how or what her other colleagues teach. She does believe, however, that there is a desire to invest in the internationalization of teaching and learning, depending on the program streams, course content and the motivations of the individual educators:

> *I'd say that willingness and that interest is there, and there are people who want to do that, are trying to do that, but that's, that's systemic [...] But it's really probably up to the individual faculty members. I don't find that it's systemic or institutional, no.*

Like Farah, Killian reacted strongly when asked whether she and her colleagues at YU are supported to build capacity and engage creatively with internationalization: she started laughing before I had completed the question. She has attended workshops, but the experience was not positive:

> *...the only thing they did have for a few years was the workshops and the presentations that I was telling you about that essentially told me the best thing I can do is just drop my standards and pass people if they can barely make themselves understood in the language. And [...] how is that helping anybody?*

Regarding support for curriculum development and pedagogical skills, she voices being very disappointed with the current situation, in which she finds her students in general and international students in particular are not well-enough prepared for university:

> *I don't think that I am particularly supported. And I have talked about it with colleagues in other institutions who agree with me, which is, we should be providing more support for those students the moment they cross the threshold, and make sure that they have [...] appropriate language skills.*

Furthermore, she has received some negative feedback from colleagues when she has expressed her concerns:

> *I do think that other people in my department, they just think I'm, (.) old-fashioned, oh, who cares about grammar? [...] I don't think it's pedantic or bigoted to try to help people understand the rules of communication in a particular language. [...] But I have colleagues in my*

> *department who just, you know, you're too harsh or too difficult, you're too this, you're too that, and it's just like, alright, well (.) Whatever. (laughs) [...] I have nothing left.*

Throughout the interview, Killian claims an empathic and understanding perspective toward students, but this is overshadowed by her own framing of feelings of extreme frustration. She believes educators want to improve their teaching skills, but the most important issue is whether students have been sufficiently prepared to study at a post-secondary level, and most crucially, whether they can communicate effectively. She can see that some students are really struggling but believes it's the responsibility of international students to "make it work" stating: "I wouldn't study at a university if I couldn't speak the language".

According to Shu: "Everything is lumped in to being inclusive, being equitable, but there's really not a focus on international students at all." She finds the quality of workshops, mostly focussing on decolonization, are "hit and miss". Time provides an additional impediment:

> *I signed up, but then I actually haven't been able to go to it [...] it's that intention, you want to do more, but then you're so overwhelmed (laughs) that, I feel like the faculty actually don't have enough support themselves. And we are being stretched thin and being asked to do a lot more. That is a barrier, I would say.*

Regarding support for curricula development and pedagogical skills, she says flatly: "There is no curriculum support or pedagogical support [...] when we are hired as professors, you just basically make it work". She asserts that some professors within the same department "will have very, very different approaches, very different views on things" and laughs as she says: "it's really a free-for-all to be honest".

> *These are not the kinds of things that my colleagues talk about. But I do know that we do talk a lot about diversity and inclusivity. But it's all in very vague terminologies [...] often talks about gender, and perhaps sometimes about race. But other than that, it's all kind of very surface and shallow, I would say.*

She uses the word "intentional" to describe her own approach to educational design and has done cross-cultural training previously, but of her own volition, and on her own time.

On the topic of general support to internationalize, Nalah mentions there is a general willingness at XU. She teaches a discipline that does not lend itself immediately to internationalization, and finds that is expressed as a barrier by some teaching staff across the university:

> *Some of my colleagues who teach math complain that, well, how am I going to indigenize or internationalize my course? [...] You can't change the topic that you teach, but maybe the activity around it, or the discussion around certain thing[s], the application of math, for example.*

Nalah expresses frustration bordering on, what I would characterized as cynicism that internationalization is considered a core strategic objective for the university when she sees no systemic funding or workload support.

> *XU is actually 'rah rah rah' around about these words right now [...] when it comes [down] to support-wise, I'm not so sure we [are] there yet. I am a full Prof and I teach five courses a year and I have really active research activity, right? Big grants and all of that, but I don't get [a] teaching load reduction, even when I am actually creating these international field schools...So where is the support then?*

Regarding support for educators to internationalize, Eloise says simply: "Whoever needs help can go out and get it" and "You need help, you could have, you could find it", describing the work that is done to internationalize T&L at XU:

> *Our curriculum, we do look at it and ensure that it includes research and examples and content that are quite global. And we count on it. We encourage our students as well to bring in their experiences in the classroom.*

Eloise describes other initiatives including field schools in many disciplines, a determination to consider diversity when hiring teaching staff, and a move to facilitate and actively support educators to teach abroad. In her words, it requires intentionality.

All of the participants from YU express that they feel unsupported regarding the internationalization of T&L including the incorporation of international experience and knowledge into teaching materials. Killian has interpreted messages from her fellow educators, including at departmental internationalization workshops to mean that she should "drop her standards". The exception is Farah's experience teaching at YU College; she describes the College as systematically and systemically supportive of internationalized T&L.

In contrast, the educators at XU feel they have access to excellent resources to incorporate internationalization into their T&L practices. However, Rosa, interpreting the question more broadly, critiques what she experiences as a lack of support: to ensure registered international students have sufficient language skills and, specifically, to guard against English entrance exams results that are "fake". Nalah also critiques colleagues who don't "buy-in", saying international students deserve to

be treated better, although according to her earlier discourses, this would be dependent on their educational motivations.

4.4 Lived experiences of teaching staff in the internationalized classroom

Research Question 2B

What are the on-the-ground experiences and perspectives of educators teaching in an internationalized classroom?

The themes that I developed in response to this research question focus are educators' experiences of teaching and learning, their suggestions for best practices for improved international student outcomes, how they have incorporated any international knowledge and experience into their teaching, and what they think this research should focus on.

4.4.1 Lived experiences of educators: "it's been really good for me"

Nalah answers this question firstly by saying that international students have been a great source of learning for her, and, she feels strongly, are beneficial for all stakeholders:

> *I enjoy it. Because I learn a lot from them too. They bring in different perspectives that sometimes I might not even think about… can you imagine how our domestic students feel as well when they have all those different perspectives, different diversity, different backgrounds, different languages, different cultures? I think actually [it] makes our country richer, whether future generations or a professor like myself.*

As an example of her personal learning, she tells the story of an international student who had a slightly different way of conducting an experiment learned in his country of origin; this led Nalah to making a permanent change to her own approach.

Eloise also asserts that she loves teaching international students and comments on how personally rewarding it is to witness and be part of the resulting social network: "It's the most rewarding part to have students get to know each other, create relationships with each other and creating, you want to say a community of past students, and then that's fabulous."

Rosa exclaims: "I love the diversity! I love it!" and notes that as the international student cohort at XU increasingly diversifies, the result is that students are forced to speak and work in English and this in turn increases experimentation and intercultural understanding in the classroom.

Farah also has found that teaching international students has been beneficial, inspiring and has compelled her to be creative with teaching and assessment methods:

> *I think it's been really good for me [...] not just with international students, but all students, how differently, different people learn. And, and trying to create assessment approaches that allow for different strengths to come through in different parts of the course, and recognize them or, teaching through different modalities, not just lecturing, but what happens if I give them a video to watch beforehand? What if they can do a reflection online versus in class?*

Although Killian is frustrated and disappointed with the current situation regarding T&L generally, she has some positive impressions of some international students:

> *They've lived 1000 lives compared to the relatively benign and boring existence I've had. And it's very enriching. I think the main problem is the ones who really struggle, they suck up so much of your time and energy because you really try, that after a while you start thinking that's the only thing that's in your class, the only kind of international student there is. That's why I tried to make it clear, that there are some amazing students. And I think they are really helpful to the class overall.*

Shu enjoys teaching all students but says she enjoys teaching international students "very much" because she knows what they have to go through: "It's really challenging, it's not jumping through hoops, it's jumping through walls, in order to attain their goals." Her perspective is informed by her own experience; she is motivated by the notion that international students can succeed and better their community and be a voice for the future of their culture:

> *I know they can succeed, and I know that they can better their life, I know that they can better their communities' life, I know that they can be a great voice for the future of their culture and what have you. And so that that gives me like an extra motivation, to make sure.*

Shu expresses compassion for international students because "she knows what they go through". Some of the other participants use words such as "love", "admire" and "really good for me" to frame their on-the-ground experiences teaching international students, interpreting the experiences positive for them both personally and professionally.

4.4.2 What works? Best practices

Nalah presents both practical and personal tools she has found effective in working with international students. To connect personally with her students, which she interprets and implies is an important factor in internationalized teaching and learning, she makes a point of telling "stories" in her lectures from different cultures and countries and also by making fun of herself as an immigrant and non-native speaker of English to normalize the realities of international students. She also claims to make sure

she is “noticing” how students are engaging with her lessons to assess their comprehension; if in doubt, she reaches out to students individually by email. She is “open” and she finds:

> *…students love it when they know that you actually notice…even though they might not use it. For example, I often tell them: ‘come any time, email me and come by my office’. And when they know that you are open to it, I think they feel (sighs) assurance.*

Nalah acknowledges that this kind of outreach is possible because only approximately 10% of her students are international; she says she has to be careful so as not to appear to give too much extra time to international students. She also acknowledges that many pedagogical methods that support international students also support domestic students.

Like Nalah, Eloise describes how she interacts personally with international students, asking them about their cultural background when they arrive in her classrooms. She also describes having adapted her teaching style over the years to be more “intentional” with students about expectations, including how they should interact with her and with each other. If she finds a student is not participating, she will reach out directly.

Eloise finds the main barrier for effective learning for international students is that they experience cognitive overload; her solution has been to reinforce materials over a longer time period. She claims this was manageable for her in the 1990s when classes were intentionally composed with an 80%-20% split between domestic and international students. Seats were reserved for international students, ensuring that there was some variety and diversity in classes, with the intention of ensuring effective support for all students. Once these caps were lifted in the early 2000s, in Eloise’s opinion, the teaching staff became overwhelmed, and she finds the infrastructure is still not sufficient to keep up with needs. Eloise describes the current situation, which she claims demands more of her:

> *I have some programs that are 90% international, and some that are 50% international, and I’m not the only one. […] I'm supporting students over a longer period of time, intentionally touching base with them […] So no matter how many supports you have in place, you're going to stretch resources to [the] limit and students are not going to be getting the help that they need and the guidance that they need; there's just no way.*

Rosa claims also to have experimented and changed her methods over the years, becoming increasingly explicit with her communication in the belief that this will help to support her students to adapt to her teaching approach which is student-centred, interactive, with small group discussions and many application activities. She says she feels it is important not to overwhelm students with teaching methods that are new to them, and that they need time to adjust, especially if they are used to lecture-style instruction. She asserts that small group discussions require more structure, such as

"giving them the language to contribute" so that students feel comfortable speaking up. She finds a deductive teaching approach, where she gives an explanation, highlights key points and then moves into application activities, can be effective because:

> ...students are more familiar with that approach and that gives them some sense of success in the classroom, and they don't feel lost all the time [...] I don't believe in one-way fits all, so I strategically select in the class, when to do it like that, and when to actually do it more...inductively.

Farah, the only participant who also teaches classes that are 100% international (at YU College), says she works at a slower tempo, introducing critical concepts gradually, uses more application of knowledge activities and minimal lecture-style teaching. She facilitates the required readings in class, and she allows students to choose their own project group partners. Farah frequently draws on discourses of her own experiences as an international student: "...if I refer to something, I think really carefully if I was not familiar, would I know what I was talking about? I always have that question in my mind".

Shu describes herself as particularly aware and diligent in supporting international students who are used to a "pedestal type of relationship":

> *I actually train my students to make sure that they can also ask questions, disagree, in a good way, and not just nod and [say] yes, and just do things even though they're actually not sure and not clear. And so that's kind of a different relationship that I know, because I am familiar with the culture of that student and teacher relationship. And then I can help them understand how to navigate that well, not making themselves suffer.*

These six thoughtful educators described many approaches, perspectives, pedagogical methods and tools that they had researched, invented and experimented with, interpretating them as leading to more successful educational T&L outcomes within the internationalized classroom. Student leadership programs, student buddies and student mentoring programs were found to be effective to transform the T&L experience of international students. Many of the classroom techniques that were described give students extra time and focus to complete learning activities: allowing students to complete their application of knowledge assignments in class or as homework; or giving them an activity where they pull up the key concepts and ideas themselves i.e., guided inquiry, with a clear description of the learning goal so they can better understand the purpose. Having students work together, to read and answer questions in pairs in class, or to do presentations in groups has also proven effective. In order to support international students to develop their critical thinking skills,

which, participants interpret as feeling confrontational to students not used to expressing their thoughts in class, they describe "intentionally" supporting international students to use the language of critical thinking and inviting students to give their opinion.

4.4.3 International experience: "constantly filling in the gaps"

Nalah describes how her own immigrant narrative has translated into a commitment to supporting underrepresented groups at XU. She has spearheaded and obtained funding for Indigenous programming, as well as subject-based camps for immigrant and refugee children.

Eloise describes how teaching abroad has informed her practices and allowed her to disseminate her learning:

> *One of the benefits of teaching abroad is that you discover other standards, other ways of thinking, and so I'm able to compare what other people are doing and decide, absorb some practices into my own, and vice versa. Presenting what you do [...] globally actually opens you up to discovering or learning about all the different ways or different attitudes towards teaching and learning around the world [...] I was able to modify our curriculum here in Canada as a result.*

Eloise describes herself as having an open and intentional attitude to her own development, stating: "I have made it a priority for myself, not to believe I know everything, and to look for examples or different ways of doing things that might work here in in my context."

Rosa claims that her international experience informs her understanding and her actions as she focusses on removing cultural and language barriers in the classroom. As an example, she described a classroom discussion when a discipline-specific Canadianism was used by domestic students. Not only did she ensure the international students understood what was being described, she facilitated a conversation that explored disciplinarily relevant systems cross-culturally. She says she is often:

> *...providing the context, providing that background information, filling in the gaps, all those cultural gaps, I'm constantly doing that, con-stan-tly. Because I'm highly aware...so for cultural and textual information, constantly, helping them really have all that information that they don't have, because they didn't grow up here. And so that they can find their way in each class, all of that, that requires that extra information. That's why I do that.*

Farah believes her international experience has had a huge impact on her teaching, and thinks that it is an important starting point to understand what international students are facing:

> *The fact that I have gone to other countries and I know what it's like to just walk into a totally different culture and not understand how things work, obviously has made me, I'm sure, very sympathetic and compassionate in that sense [...] and I feel like I can see much more clearly*

> *what information they need versus often what they're being given because I had to go through that myself in another place, where you don't even have the reference points*.

This characterization by Farah of her own sympathy and compassion, along with a self-identified curiosity, has been constructed as central to her approach as an educator. She describes herself as curious about the intersection between specific languages and learning styles:

> *And even though I learned only Western languages, it's made me aware, I've tried to understand how the structure of Chinese language affects how people communicate or perceive or learn, for example*.

Killian, who has had very little international experience, expressed that she could empathize on an emotional level with international students: "I've had a brief experience of being surrounded by another language and I get that, I get the intimidation of that."

Shu finds her personal experience as an international student relates directly to her teaching, and she shares this with students, believing this will help them see they too can succeed:

> *I can talk to them about my experience, saying, hey, English is not my first language. I came to university with very basic English [...] I give them tips and strategies based on what I've learned being an international student. So that's one thing. But another thing, I think, also is that because of my training at ZU international being an international student orientation leader, and all of that, like I take a role of a mentor as well*.

She describes taking on this role as mentor as an extracurricular activity, communicating with students via a WhatsApp group after hours:

> *I'm talking to them in the evening, my time, that's not university research, that's just out of me knowing that if I was in their position as an international student, I would love it if someone would provide me that kindness. And so (laughs) that's what I do for them as well*.

As to her teaching approach, she says: "I teach from an international lens. I show students various different case studies, examples. I share with them other perspectives that they might not be familiar with." She has been told by students that she is their first professor to do so.

The interview data reveals how some of the participants negotiate very personal reflections of their own experiences in unfamiliar cultural spaces. Farah and Shu, from YU, describe their relatively recent experiences as central to their understanding of the struggles of international students, with an implication that the resulting lens of compassion is the main driver for their own approaches to T&L in the internationalized classroom. There is an inherent contradiction to this stance; if international experience is the main driver, this brings into question whether teaching staff without international experience, such as Killian, can or should be expected to internationalize their T&L practices in the

same way. Or if they can be expected to understand, let alone express or demonstrate compassion for the situation of international students.

4.4.4. The research they need: "we need more information about all of this"

This question was posed at the conclusion of the interview, and although participants answered directly, it also provided an opportunity to draw on discourses related to the opportunities, barriers, aspirations and frustrations they had identified over the course of the interview.

Nalah believes that the international student experience is not well understood by all stakeholders and that the most important aspect of the research is to continue to gather, communicate and synthesize data:

> *To shed a light to what's happening…we need more information about all of this, from different institutes, from students themselves, and from teachers and from supporting staff, from the university mandates…So I think your work is very, very crucial in bringing in information from all the stakeholders. And then we can move forward, because if we don't have enough information, then we don't know how…we should best serve international students.*

Nalah also describes her perception that a gap between the expectations of international students and their educational experiences and believes that a better overall understanding of the expectations of students could improve their academic experience.

One aspect of this desire for improved understanding was qualified by Eloise as an awareness that the international student body is diverse, and that for better outcomes, their past educational experiences must be contextualized.

> *Being aware, that not all students are uniform, and even international students are not all uniform, and remembering that, and being empathetic and flexible. Honestly, there's not one-way fits all for everyone. And be open to be flexible. And to learn from our students. I've often, over the years, changed my approach or modified things when I became aware of student contexts. So that wasn't being easy on them, that's just learning about their needs and their understanding.*

Shu believes that more understanding of the needs, expectations and diversity of international student contexts is directly related to the diversity of the teaching staff, that this "makes the difference" for internationalization; related to this is her position that educators must demonstrate "empathy", "flexibility", and clarity in communications and expectations. Shu also indicated that she believes all professors should be internationalized, including via their research. At the same time, there is an acknowledgment of disciplinary variability in internationalization opportunities and possibilities; Shu

believes the ability to internationalize, beyond the diversity of teaching staff or the internationalization of their research is dependant on the focus of particular programs.

Some participants were more directly critical of their institutions, claiming that their university is unrealistic about the challenges international students bring to teaching staff. Rosa thinks the most important aspect is:

> *To be realistic and along with the many opportunities that international students bring to the classroom, it's important also to be realistic about the challenges for faculty [...] students are not coming with the required language and academic skills. And so the conversation needs to be always keeping in mind that, because we can waste time talking about beautiful strategies, amazing pedagogy, but that is nothing and that doesn't go anywhere if the students are not coming with the skills, the required function at the level they need to function.*

Nalah, also referring to XU, goes one step further in expressing her opinion about why students are arriving without being able to function at the level required: that institutions are thinking of international students as "cash cows", allowing them to pay high fees without ensuring they are sufficiently prepared before they arrive or supporting them academically once they are in the classroom. She calls this "unethical".

In relation to better supporting students upon arrival, Farah thinks research is needed to better quantify best practices to support international students, specifically in their first two years. This includes learning how to support students to connect to resources and to understand the academic system better and quicker. Farah also believes international students have more difficulty being part of her disciplinary community, and that this needs to be more carefully considered.

For Killian, fundamental improvements are required for all teaching in order to facilitate a better experience for all: she believes students should be taught – in the first semester – the basic skills they need to "get by", such as writing, study skills and time management, but that international students in particular require much more support than they are currently receiving. Killian feels they need to be explicitly shown the basic expectations of being a university student.

When asked what research they would recommend, the participants presented topics such as better understanding the needs and expectations of international students and best T&L practices in the internationalized classroom. They also included ideas of what these best practices might consist of such as: clarity in communication and expectations, better connecting students to the resources that are available, and compulsory basic skills and language training before and after registration. Some educators recommended perspectives toward and approaches to international students: that the

international student body is diverse and that international students “bring opportunities”; that educators should be “empathic” and “flexible”. This range of concerns, perspectives and approaches recalls the problem-solving position seen in the literature and serves to underscore a lack of breadth and depth in the existing research.

5 Discussion

Introduction

The findings presented in Chapter 4 are organized for further discussion into three categories: the top-down impact of external actors such as governments and institutions (section 5.1); the Teaching and Learning of international students (section 5.2), and the lived experiences of educators in the internationalized classroom (section 5.3).

5.1 Top down: government policy and institutional response

One main theme that I developed from the data was the imposition of structural and variable positions in government policy, strategy and funding regarding HE and the impact of the institutional implementation of those positions on educators in the internationalized classroom. As described in Chapter 1, the changing economic landscape of the last decades, neoliberal government policies and a correlated change of ideology regarding HE has led to sharp increases in the quantities and proportions of international students, becoming a major component of the recent lived experiences for, in particular, the long-serving staff who participated in this research project.

5.1.1 Admission: open access, enrollment caps and the pathway college

Educators at both XU and YU believe there are several reasons for students to choose to study internationally. British Columbia is seen as a peaceful, safe, multicultural and naturally beautiful option. The motives for students choosing to study at XU or YU show divergence based on the distinctions of being a teaching or a research university respectively, and the corresponding competitiveness of admission. Eloise described the difference between open access admissions such as those at XU, meaning it does not set admission caps on student numbers, and a large public research university such as YU:

> *But if you're open access [...] and if you're not like a ZU where they close admissions really early, the average mid-range public post-secondary institution would just take as many as came [...] I'm not criticizing; this is just the way we're set up.*

There had been caps on international students up to the early 2000s at XU. The institutional response to the long-term provincial government's reduction in relative funding was to release program and degree admission caps, followed by an increase in the numbers of international students and the concomitant increase in revenues via tuition fees. The result in the classroom was disruptive educationally for both teaching staff and students. Nalah is critical of XU's enrollment policies. She thinks the administration sees international students as a "cash cow".

Rosa described one recent classroom experience: “three Canadian students and 17 international, maybe five were functioning at the level expected”. According to Eloise “students are not going to be getting the help they need and the guidance that they need; there’s just no way.” These sudden changes in the makeup and balance of internationalized classrooms described by the participants are reflected in the literature (Haan, Gallagher and Varandani, 2017) and mirror the changes in provincial and federal government funding and policy of higher education, including immigration policy (Crossman, Lu and Hou, 2022; McCartney, 2021; Trilokekar and El Masri, 2017).

Admission to YU is indeed more competitive than XU, but admission to the foreign-owned YU College is not, because it functions as a pathway to YU proper. In Farah’s opinion, international students realize it is very difficult to enter YU directly, which is, she believes, their ultimate goal; the main motivation of students to enroll at YU College is to gain entrance to YU, although the university administration does not, in her opinion, understand or admit that. Farah implies that the motivation for the subcontracting of YU College is to provide a supportive educational environment for first- and second-year international students, in order to enhance outcomes when they transfer to YU proper. This is not supported by the findings of McCartney and Metcalfe (2018) who claim the main driver for pathway colleges in Canada is financial (see section 1.2.6). Additionally, this appears to indicate a disconnect between the understandings and beliefs of teaching staff on the ground and the budgetary drivers within the sector.

As has been seen in Chapter 1, the YU website strongly encourages international students to consider applying to YU College, offering quick button access to that website and a clear and strong description of the learning benefits of the YU College pathway. A description of the direct entrance pathway from the College to YU proper is less obvious on the website but nonetheless described as part of the pitch for applying to YU College (Reference withheld). The college was established not long after the large influx of international students in the early 2000’s described by the teaching staff from XU, possibly indicating a different institutional response to a similar sharp increase in students at that time.

The interviewees from YU did not comment on the quantity or proportion of international students in their classrooms; this may be because the numbers of international students who enter YU is controlled via YU College. Quantity and proportion are found to be much more problematic for the participants from XU. The described experiences of the XU educators demonstrate the challenges posed by the scale and abruptness of increased enrollment cohorts, where, at the point of data

collection, they all described immigration as either *the* main driver or at the very least *a* main driver for international students to study at their university. This also reflects the 2012 pledge by the province of British Columbia to increase international students by 50% over four years (McCartney, 2021), and the changes in Canadian federal government policy (Trilokekar and Jones, 2013).

5.1.2 Pathway to immigration

According to the XU teaching staff, students are (also) attracted to their teaching-focussed institution because of the smaller class sizes and the potential for more individualized attention. This teaching focus, in combination with open access enrollment could also be seen as advantageous to a student whose primary motivation is immigration. The context of a federal government encouraging international student applications via student visas which allows students to work almost full-time, added to overseas recruiters occasionally over-selling the post-graduate work opportunities must result in at least a portion of the international student body not being focussed primarily on their education. If immigration is your main goal, then "squeaking by" as Eloise remarked, is all that you will require of yourself. As Rosa noted, both migration and educational objectives can occur concurrently. However, the result for these three senior professors has been to have experienced a significantly changed international student landscape over the course of their careers at XU.

The participants from YU have less awareness, generally, of the motivations of international students to study abroad. It must be noted that YU, with its enrollment caps and research university status, is not as obvious a choice for an undergraduate student whose main objective is a pathway to immigration. And in the case of YU, many international students choose to gain admission into YU via the college pathway. Farah, the only one of the three YU participants who had experience teaching at YU College, described international recruitment: they have agents in every country who "do really hard sell to the students". Although university administration is convinced that students choose YU College because it provides additional educational support, ultimately leading to a successful undergraduate experience, Farah believes students are primarily focussed on access to YU proper.

Although the other interviewees have not had direct experience at YU College, it is likely that the existence of YU College has indirectly affected their experiences and those of their colleagues. Even the most cynical view of the university's corporate approach, primarily focussed on maximizing successful international student enrollment with the least amount of direct investment, i.e. via contracted outsourcing, must take into account that the eventual successful completion of an

undergraduate degree is in the best interests of all concerned, including the university's bottom line. However, if YU College does improve outcomes by acclimatizing international students and ensuring they are sufficiently prepared for the requirements of the YU undergraduate programs, then those results are not indicated in the admittedly limited data discussed within this thesis.

It is worth mentioning that as the overall numbers of international students have increased, the burden on admissions departments as well as post-admission support services has also increased. Whether these services are granted proportional increases in resources is unclear. This can lead to two notable outcomes: international students are less likely to be fully vetted; and there is smaller capacity to support them via system-wide structures. Thus, as seen in both the data and in the literature review, the burden to 'solve the problem' of T&L in the internationalized classroom falls on the teaching staff.

5.1.3 Institutional support

Institutional support for the teaching and learning of international students can be viewed from two approaches: one directly supporting students at the university or faculty level and one supporting students indirectly via support for the teaching staff. Support for teaching staff can take the form of professional training in teaching methods or intercultural skills, time given in lieu for this type of training or other international activities and formal recognition for efforts to internationalize. Examples of student systems are workshops or one-on-one support to develop language skills, academic writing and learning skills. Within the data in this research project, there is a divergence of experiences in both types of support between XU, the teaching university and YU, the research university.

Research cited in the literature review in Chapter 2 claims that professional development for teaching staff is key for 'improved' or effective T&L in the internationalized classroom (Tran and Pasura, 2019; Odgers and Giroux, 2009; Daniels, 2013). The research data also demonstrates that the availability of professional development, even if effective, does not easily translate into improved outcomes. The professional development support for internationalized T&L at XU is, by all accounts, excellent and long-standing. According to Rosa, "if you are looking for help, you can find it". There is support for educators to engage creatively with internationalization and support to develop effective teaching practices for the internationalized classroom. One of the participants was involved in the design of an internationalization project that was available province-wide (Reference withheld). One main drawback from the perspective of the research participants is that many of their colleagues choose not to undertake any professional development and cannot be obliged to do so because of the principle of

intellectual freedom. The ones who choose not to undertake this type of professional development are, according to Eloise, “the ones who probably need that training the most”.

Conversely, the educators from YU are critical of the support available to develop internationalized T&L practices, and although they are aware of the professional development that is available, and have taken some workshops, when asked about the institutional or faculty support Farah says, “when you teach at YU, nobody supports you at all, in anything”. Shu concurs: “There is no curriculum support or pedagogical support”. The workshops that she has taken are “hit and miss”. Killian also relates unpleasant experiences in faculty meetings, expressing feeling unheard when she discusses her experiences and describes her own struggles teaching international students, rejecting the need to transform her teaching as championed in the literature (Skyrme and McGee; Jin and Schneider, 2019; Odgers and Giroux, 2006).

Time is another major factor for teaching staff. The participants from XU did not mention feeling any time constraints regarding their experiences with professional development. This may have been because they are very experienced and need less support and therefore less time for professional development, or it may be because (enough) time was granted to them. The YU staff, however, feel burdened by time constraints, commenting that any professional development means less time for other activities, or increasing their already heavy workload.

Another limitation of institutional support, especially noted by Shu, a junior assistant professor on tenure track, was that there is no recognition for any work done toward internationalization activities. In the words of Farah “You don't get any accolades for it; you don't get any recognition for it in terms of your career path”. Although some universities, including XU, have incorporated an international certificate or badge for students, the international efforts of their hard-working teaching staff remain unrecognized and unrewarded.

Finally, related indirectly to institutional responsibility, is the lack of a supportive context in the informal support of peers. Although the XU teaching staff mentioned colleagues who were not interested or aligned in internationalized T&L, there was clearly a cohort of educators who did share their views. These educators may find each other via the centralized international centre where evidence-based training is available for those who choose to take it. The teaching staff from YU all expressed various forms of isolation in their attempts – and their challenges – to find ways to become (more) effective educators in the internationalized context in which they find themselves.

Although institutional supports for students will be discussed further in the next section, 5.2.2, the teaching staff had some opinions themselves about aspects of student support which they found impacted their effectiveness or at least could have indirectly enhanced outcomes. Most often referenced is the lack of discipline-specific support for students, especially in regard to academic writing. To demonstrate the point, Rosa said that "the best thing they had ever done" was to have a faculty learning hub, set-up mostly with international students in mind. This had proven to be highly successful in providing both academic and social support for students. Related to the lack of specificity of educational skills training for international students is a perceived lack of awareness of the diversity of international student cohorts, and how cultural differences and educational backgrounds should inform educational approaches. As Nalah said: "it's one size fits all". In summary, the teaching staff at YU claim a lack of institutional support for T&L in the internationalized classroom whilst the staff at XU claim that good quality institutional resources are available to them. Yet neither participant group is satisfied, indicating, once again, the complexity of the situation and a refutation of one-size-fits-all solutions.

5.2 International students: Language proficiency, Teaching and Learning, and support systems

One of the main themes that was developed across the data is the English language proficiency of international students. While the experienced teaching staff interviewed for this project refer specifically to basic oral and text-related comprehension, there is sometimes a porous boundary between: what are considered English language 'skills'; the ability of students to function in an English language academic environment; and international students' ability to adapt to a T&L approach that is often very different from their previous educational experience. In today's English-speaking academy, students are required to understand concepts, make inferences, build arguments, analyze, synthesize and apply information, often in formalized academic writing. Each student begins their university education with unique sets of knowledge, ability, attitude and background and then must pivot into a diversity of program and disciplinary requirements and expectations. The bridge between prospect and student is admission. For international students, the crucial tipping point is proof of English language proficiency, known as ELP.

5.2.1 English language proficiency at admission

The XU professors agree that international students who arrive without the 'required' level of English language proficiency struggle and sometimes quit their studies. Their use of the word 'required' in this

instance implies requirements to succeed as an undergraduate, distinct from the official admission requirements of the institution. Although they differ in their voiced opinions regarding the effectiveness of the academic support for international students at XU, the three believe, to varying degrees, that students who have not attained a certain level of language proficiency upon arrival are "beyond hope", either not prepared enough to embark on an undergraduate degree program, or possibly not (ever) capable. In other words, they imply that the institutional admissions process, as a gatekeeper of the prerequisite language skills, is invalid and / or insufficient. There are two possible reasons for this, which may occur independently or concurrently: either the admission requirements are not rigorous enough and / or the proof of admission requirements are fraudulently obtained. The frustration voiced by Rosa, describing her plea to university administration to incorporate provisional acceptance of international students followed by institutionally administered prerequisite testing upon arrival as an antidote to both, demonstrates a disconnect – a gap – between the motivations of the institution and the lived experiences of teaching staff in the classroom.

Both Rosa and Nalah recount anecdotal evidence of students cheating to obtain the official admission language requirements, such as hiring impersonators to take exams and being informed beforehand of the list of required discussion topics, in order to (unfairly) prepare. They did not describe having obtained evidence of fraudulent admission credentials of any of their own students, but Rosa and Nalah and also Killian at YU have ostensibly constructed narratives concerning students who they interpret as having such poor skills, they simply could not have obtained the necessary scores without cheating. A senior employee of a well-known English language proficiency testing service reported that 6% of this company's ELP test results are, as of 2024, rescinded due to proof of fraudulent test-taking (Anonymous, personal communication, 10 October 2024). It is impossible to determine the percentage of fraudulent test results, if any, that have not (yet) been detected by the testing company.

Beyond the possibility of cheating, the teaching staff also question the reliability of test results when minimum test scores are achieved non-fraudulently, having heard of students travelling to specific locations, or even to a different country, where the marking for a TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) exam, for example, is considered to be less stringent. A related point is that students can retake the tests any number of times and many do not pass at the first sitting (Rajendram, Sinclair and Larson, 2019). As with any exam resit, there is a

question of how much an improved score may be measuring an improvement in exam-taking proficiency.

Beyond the various pathways international students themselves may take to achieve the required test score is the issue of the admission requirement levels themselves. At both XU and YU, accreditation from a variety of respected English language proficiency tests is accepted for direct entry into academic programs. Duolingo is a more recent addition to the English language testing marketplace and was mentioned specifically by Nalah at XU as a dubious development in international student admissions procedures. YU also accepts Duolingo results, but only "from students in countries where no other English proficiency test is available" (Reference withheld). A Duolingo English proficiency exam is taken online and can be purchased within minutes for $65 CAD (Duolingo, n.d). At the time of writing (2024), XU and YU have identical scoring requirements for TOEFL and IETLS. If the required score – and testing method – is not validated internally, it would not be without precedent (Rajendram, Sinclair and Larson, 2019). The ELP testing company employee mentioned above (personal communication, 10 October 2024) indicated that some universities in Canada do not internally validate or revisit decisions regarding the required test scores; in some cases, their goal is to maintain the same standards as their competitors, which often means *lowering* test cut-offs scores (personal communication, 10 October 2024). In the current marketplace, due to vicissitudes in government policy and a consequential and immediate reduction in international applications, the advice from the testing company is to weigh the ELP test scores more carefully within the context of the entire application and the program applied to. In other words, consider lowering testing score requirements. (personal communication, 10 October 2024).

HE institutions' reliance on third-party standardized international ELP test scores brings congruence to the admissions process and arguably the opportunity for equality of opportunity but are not contextualized. These tests are not country-specific – international students applying to universities and colleges in the USA take the same exam as those applying to Canadian institutions. Furthermore, the lack of program or degree-specific requirements, seen at both XU and YU, are demonstrative of a one-size-fits-all approach. Programs and degrees may and do adjust the required test scores' cut-off score but cannot adjust the test content. University admissions departments use the standardized tools at their disposal to make their own admissions decisions, nuanced or not, whilst facing the pressure of meeting internal admissions targets.

As noted above, the teaching staff interviewed for this study found that the actual 'required' language skills were not aligned with the officially 'required' language skills. Whether language learning is skills-based or knowledge-based is a theoretically debatable. But the word 'skill' is often used informally and formally in conjunction with language proficiency, as well as in reference to many other human endeavours. Driving a car, for example, is considered a skill and is tested, but it is self-evident that not all drivers who pass their driving exam have equal abilities; however, previously, there was an understanding that no more driving lessons or practice was officially required. However, some jurisdictions, such as the province of British Columbia have introduced graduated drivers' licences in the last 50 years, and secondary testing. Within the academy, ELP stands out as one learning set that is not tested at exit, but only as an entrance requirement. Graduated ELP testing is one translation of what Rosa has pleaded with XU administration to implement. Having insufficiently trained drivers on the roads is physically dangerous. Having insufficiently trained international students in the classrooms presents a different sort of risk – to the institutions, the teaching staff and the students themselves.

5.2.2 Support for the ongoing development of language and academic skills

Once students achieve the minimum English proficiency test score, there appears to be an assumption by students as noted by Rosa, that students "will be able to function successfully in their new English-language environment and succeed in their program" (Benzie, 2010 in Rajendram, Sinclair and Larson, 2019). Trice (2005) found that some educators reported a decline in the language proficiency of students after they are fully admitted. Some studies demonstrate that a positive test score could lead students to assume their language competence was sufficient, only to discover that the rigour of the test did not match the rigour of the actual language requirements (Sinclair, Larson and Rajendram, 2019). In fact, there is mixed evidence that successful IELTS or TOEFL scores have any direct relationship to future success when measured by *grade point average* including some studies which demonstrated a negative correlation (Neumann, Padden and McDonough, 2019). Some studies also indicate that testing should at least include some discipline specificity (Sinclair, Larson and Rajendram, 2019; Newmann, Padden and McDonough, 2019).

For international students at XU, unintended assumptions about their level of English language proficiency may appear even before full admission into a degree program. As described above, students who have not yet achieved ELP scores high enough for direct entry into academic programs are encouraged to enroll in one of the five levels of the graduated English for Academic Purposes

program at the university and are granted access to a limited number of academic courses. Nalah has found that once international students have access to even one academic course, they become very focussed on academic content and much less focussed on ongoing necessary and institutionally expected improvements to their language proficiency.

Students who work hard and /or struggle to attain the necessary ELP score and full admission to their degree program may interpret this as a moment of arrival, without realizing or understanding the motivations of the institution to enable as many international students to enter the system as possible. Once the students have attained admission to one academic module or a full program, assessment of their language proficiency becomes part of their academic program and the responsibility of the teaching staff.

Language proficiency and academic skills are intertwined, one being dependent on the other. However, there are some aspects of T&L that are less situated in language. All research participants describe international students struggling with academic writing, critical thinking and verbalizing their opinions. Academic writing is cited more frequently as problematic by participants from YU; interactive teaching methods and activities are discussed more frequently by participants from XU, who think the style of T&L is a shock to some international students and that they are quite unprepared for the expectations. It takes students time to get used to the differences from their previous education. In the words of Rosa, "they are dealing with two barriers". The question arises: who is meant to help them learn these academic skills?

5.3 Minding the gap: lived experiences of teaching staff in the internationalized classroom

This thesis is centred on the assumption, based on personal experience and observation, that educators face challenges and barriers when teaching within the internationalized university classroom. In the literature review, I summarized the research that explored educators' experiences teaching international students into four strands, which I developed as a novel framework and an original contribution to the literature. The data collected as part of the field research in this study align with these strands: *perception* that internationalized teaching and learning is 'different'; *reflection* on the educators' responsibilities as academics and teachers; the availability of appropriate *resources*; and the ability to take *action*, for the benefit of themselves and their students.

5.3.1. Perception

All six of the research participants had significant and, in some cases, extensive experience teaching international students. Three of the participants had been international students themselves. Their perceptions of the differences of teaching and learning within the internationalized classroom tended to focus on ongoing barriers and problems. The term 'difference' indicates an othering from 'regular' or 'normal'. Shu, the most junior of the educators interviewed, and one of the former international students, clearly perceives and believes this difference is the *new normal*: in other words, university education will not, cannot and should not return to a domestic or predominantly Western approach. She is aware of the perspective of some of her colleagues who continue to see this *new normal* as *abnormal*, but, having experienced her own education internationally and, as she asserts, teaching from "an international lens" herself, she appears to position herself as a representative of a younger generation of educators who will see the integration of internationalization in the university classroom as a given.

All of the participants have perceived, to some degree, a mismatch between student preparedness and expectations regarding the rigour of the program, the required academic skills, and the approaches to T&L against the backdrop of the difficulty of all of the above whilst studying in a non-native language. Killian's view, supported by the literature (Mittelmeier et al., 2023; Skyrme and McGee, 2016; Haan Gallagher and Verandani, 2017), is that the perception of the difficulties experienced by international students should not (or does not) necessarily translate into acting differently toward them. However, the lack of understanding regarding expectations of language proficiency stands out; they report students being unprepared and that this lack of preparedness is "a shock". They are insufficiently aware of the requirements to understand concepts and formulate ideas in structured writing in English, in particular within time limitations imposed during examinations and the inability to "formulate it, to write the answers to the questions" as Nalah describes it. She finds: "They think they are okay in language" before they arrive because they can speak conversationally.

Although most of the research participants are very positive about internationalization in general, as actors in the classroom they witness first-hand the barriers and challenges experienced by international students and use language to describe it that is similar to that associated with deficit narratives in the literature (Lomer and Mittelmeier, 2021; Jin and Schneider, 2019; Mittelmeier et al., 2023). Their comments demonstrate, in some instances, a contradictory balancing of positivity and challenging deficit narratives that was also evident in the literature (Jin and Schneider, 2019). For

example, Rosa says she loves teaching international students, but she also demonstrates firmness and decisiveness in her characterization of those students who she thinks "will never make it". Killian expresses admiration for some international students but generally finds students' English and study skills to be deficient and reminisces about how hard she worked as an international student, "taking every workshop", implying that success was partially the result of her own dedication.

In summary, the interviewees demonstrate awareness of the culturally specific constructions and values of education (Sun, et al., 2019), and of the 'difference' or the 'new normal' found in the international classroom but with an assumption that students must, for the most part, adapt to the teaching and learning they find on offer at XU and YU. While noting these deficiencies and assuming students must adapt, there is also an acknowledgement that international students are not academically incapable, certainly as compared to domestic students. Killian in particular, expressed her frustration with the preparedness and learning approach of all students, echoing the findings of Jones (2017) where the so-called deficits of international students were found to be common within the entire student body.

5.3.2. Reflection

Some of the literature explored how internationalization intersects with educators' understandings of the meaning of university education and their sense of identity and responsibility as educators and representatives of their discipline (Korhonen and Weil, 2015; Heringer, 2019; Cao et al., 2014, Robson and Turner, 2007; Skyrme and McGee, 2016); this was either the focus of the research, or one aspect of the findings.

The research participants in this study were all dedicated academics who demonstrated reflexivity about their function and responsibilities to higher education, to their discipline and to their students. The internationalized classroom appears to add complexity to their experiences of teaching and learning, but many educators also find it highly valuable, adding opportunities for themselves and the other students. Farah said: "teaching international students was good for me" and Shu added: "I learn from them". The participants tended to balance these responsibilities differently. Rosa, as mentioned above, "loves" the internationalized classroom, but her expressed frustration with the enrollment of students who "cannot make it" could be interpreted as her values as an educator superseding those of the internationalist. Shu is clearly a dedicated educator but became most energized within the interview when she talked about how she supports international students. Killian expressed deep concerns about the degradation of her discipline due to "having to water things down" echoing the

findings of Sawir (2013). Killian's discipline is one of the so-called hard disciplines; the view that internationalization is harmful to disciplinary integrity was found, by Sawir to be more common amongst educators in the hard disciplines.

A broader meaning of the word reflection can also incorporate thoughts and feelings about the experiences of others. The research participants who had been international students, such as Nalah, Rosa and Shu, and Farah, who had international experience, often expressed discourses of empathy for their international students: "I understand what they are going through" and "I try to remember what it felt like". When describing their students, these educators often began reminiscing about their own challenges as students. This was often linked to their drive to support the international students, on their own time, creating a "culture of care" and giving students "extra chances" in some cases (Cao, et al., 2014). Whilst Nalah, Rosa and Shu expressed empathy for their international students, they also tended to draw on discourses of their own hard work as international students, pushing themselves, or taking "every workshop on offer" as Shu described it. Studies in the literature review did include expressions of compassion and care by educators. However, expressions of direct empathy for the experiences of international students that were captured in the data of the current research project did not appear in the literature. It is possible that the features of the interview in addition to my own background and characteristics as an interviewer led to deeper and more personal expressions of reflection by these research participants.

Thus, the research participants reflect some studies in the literature which demonstrate the willingness of educators to be reflective about their practices in the internationalized classroom. They also demonstrate expressions of empathy which co-exist with expressions of frustration with the challenges they face, their lack of agency and, a perceived pressure to adapt or transform their teaching.

5.3.3. Resources

As in the literature (Joseph and Hartwig, 2020; Daniels, 2013; Childress, 2009c), the research participants found that the resources available to support their internationalized teaching were uneven and / or insufficient. But the type of resource limitation differed between XU and YU.

According to both the literature and the results of this field research, it is not unusual to feel unsupported and unsure of how to manage T&L in the internationalized classroom (Daniels, 2013). The educators at YU described feeling very unsupported; Shu commented there was "zero" support. She also mentioned there was no formal recognition of internationalized teaching, added to the sense that

internationalized T&L is not a focus of the university in contrast to the university's published strategic plan (see section 1.2.6).

Complicating the feeling of being unsupported are two issues related to the resource of time: the extra time that may be required to support international students directly, and the time required to consider developing professionally in order to improve outcomes in the internationalized classroom containing changing student cohorts. Killian at YU, who, when reporting feeling "exhausted" due to time limitations, claims that she is expending more time in her lessons to ensure the students can absorb the learning and expressed what I would characterize as scepticism of the rationales of the university to internationalize (Daniels, 2013). This includes adjusting the pace and the content of the lessons and leaving out content that she had previously included or would like to include. Although Killian perceives that this slower T&L pace is due to the presence of increasing numbers of unprepared international students in her classroom, she also reports finding, as mentioned above, that domestic students are not well-enough prepared, as confirmed in a study by Jones (2017).

Some educators find themselves in extra-curricular roles, such as "stand-in parent, counsellor" (Joseph and Hartwig, 2020, p. 4138). Shu spoke of being a mentor for her international students, communicating in a WhatsApp group in the evenings. She found this to be time consuming, and beyond the scope of her official role. According to the literature, this is not unusual but can be experienced as burdensome and outside of the comfort zone and skill set of teaching staff (Skyme and McGee, 2016).

Educators who are adapting T&L for international students also need time to be able to reflect, adapt and / or take part in professional development (Odgers and Giroux, 2009), as described in section 5.1.3. With the exception of YU College as noted by Farah, the teaching staff at YU described feeling unsupported to teach international students and find professional development workshops to be unhelpful and uneven. In contrast, at XU, the teaching staff feel there is excellent support to develop professionally via the centralized international office. As Eloise states: "You need help, you could have, you could find it". But due to the principle of academic freedom, the choice for educators to develop their T&L practices is an individual one. Several of the interviewees have some awareness of colleagues who were sceptical of the university's rationales for internationalizing, (Daniels, 2013), are not "buying in" and generally disinclined to undertake professional development to support the T&L of international students for other reasons, such as finding it to be a form of "favouritism".

Although funding was not specifically addressed by the research participants, they did comment on the quality of the centralized supports for teaching staff and for international students and this is

clearly linked to the investment of financial resources. Childress (2009b), finding that a lack of funding by the university for internationalization can be a barrier to educator engagement, specifically recommends reinforcing support for the operationalization of international recruitment and disseminating funding to academic units. Notably, Rosa comments that the "best thing" her faculty had ever done was create a student hub to support students academically but also to provide a sense of community for international students.

As found in the literature and within this study, educators require practical resources in the internationalized classroom. The resource of time is required to process perceptions and reflections of their on-the-ground-experiences. Time and other resources are required if teaching staff choose to respond to internationalization, either ad hoc, via intentional planning or in response to professional development.

5.3.4. Action

The presentation of findings that focusses on action, as reflected in section 2.2.5. of the literature review will be similarly sub-divided into categories that focus on actions that can be taken by HE institutions; actions that are shared between institutions, faculties and departments; and actions that focus on individual members of the teaching staff.

Recommendations for institutions

One facet of internationalization that has been recommended to improve outcomes is the development of institutional policy and strategy that involves and supports the voices and needs of teaching staff (Odgers and Giroux, 2006; Childress, 2009a). The research participants from XU, as long serving and senior educators, were well-versed and generally theoretically positive about the internationalization policy and strategy of their university. However, I would characterize the participants from YU, especially Killian, as disconnected from any relationship to their university's internationalization efforts.

The availability of professional development for teaching staff in the international classroom has been found by Tran and Pasura (2019) to be a key factor in improving international student outcomes; they consider it to be "an ethical obligation" (p. 93). Daniels asks how much of internationalization has been jeopardised by a "heedless approach" by HE institutions to prepare educators. However, as has been seen in the responses of participants in this study, whilst opportunities for professional development are very important, the existence of teaching workshops does not solve the 'problem' if

internationalized approaches to teaching cannot be required of academics, there are no time resources allotted and there is no formal recognition for those who undertake the training.

Shared institutional, faculty and departmental responsibility

Shared responsibilities that appeared in the literature review included interdisciplinarity, collegial sharing and the international experience of teaching staff. Internationalization, when shaped or determined by integrated institutional policy and strategy, touches all disciplines at a university, in theory if not in practice. Childress (2009a) asserts that pre-existing interdisciplinary practices at universities can facilitate approaches to T&L through a (shared) intercultural lens. The interviewees included in this research project didn't mention interdisciplinary activities, with the exception of Eloise from XU who had experience with cross-campus academic working groups and found them excellent vehicles to foster engagement with teaching staff. Collegial sharing was also not mentioned by the participants, with the exception of Killian who described working groups where she had had a negative experience. The participants from YU mentioned they have little insight into what their colleagues are teaching, or what their approaches to pedagogy might be in general. Shu claims she received minimal preparation when she first entered the classroom.

Of the six research participants who took part in this research, only Killian has limited international experience. The three who had been international students and Farah, who had worked internationally, reflected on their own experiences or could imagine the barriers the international students in their classrooms were experiencing. This matches the findings of Jin and Schneider (2019); teaching staff with experiences similar to international students have the best chances of "understanding and empathizing with them" (p. 92). Conversely, teaching staff who have had limited exposure to different cultures may lack the knowledge or skillset to engage in the internationalized classroom, although international experience alone, even accompanied by positive views of internationalization does not necessarily lead to educators funnelling this experience into their practices of T&L (Childress 2009a).

Advancement to tenured positions at universities is often dependent on the completion of research with some international reach. However, according to Shu, an assistant professor on the first rung of the tenure-track ladder at the YU, internationalized teaching is not officially recognized or considered as part of the tenure portfolio. This may represent an important distinction of research universities, where disciplinary and research integrity trump teaching practices in hiring and advancement. If so, there is a missed opportunity to hone the focus on integrated internationalization right at the core of an academic career.

Eloise mentions a drive to recruit more teaching staff with an international background and / or experience; indeed, it may be more feasible to incorporate international teaching experience into the hiring practices of a teaching university like XU. However, as has been found by the data represented in this thesis and a review of the literature, international experience and support for internationalized teaching cannot exist in a silo; the inclusion of *both* internationalized recruitment practices and professional development opportunities is most likely to impact outcomes in the classroom (Childress, 2009a).

Recommendations for teaching staff

The most basic action taken by educators in response to the internationalized classroom is one that is not preconceived, in other words, the ad hoc response. One important aspect of the ad hoc response is that it is very personal (Korhonen and Weil, 2015). This can lead to an uneven and inequitable experience for students, akin to a "lottery" (Ryan and Carroll, 2005, p.5) with variations between teachers and even at different times with the same teacher. The ad hoc approach is also uncomfortable for teaching staff and certainly not supportive of any institutional aspirations for beneficial internationalized outcomes (Sanderson, 2011). The educators who took part in this research project tended to be, as Eloise commented, "intentional" or demonstrating reflexivity about their internationalized T&L practices. However, the shorter-serving teachers, or those with less international experience, I would characterize as still struggling to avoid ad hoc situations. There is much evidence in the dataset of individual effort; while not strictly ad hoc, it is individually worked out, and not necessarily integrated within the larger policy and strategy of the institution or even the faculty or department.

One of the central themes of the literature reviewed in Chapter 2 is the implication that teaching and learning in the internationalized university classroom is a problem to be solved. This is often described in binary terms: teacher-oriented vs student-oriented, featuring a reproductive vs a transformational approach or a content- vs continuation-orientation; and knowledge that is separate from the knower vs knowledge that is socially constructed. Here the action is not just focussed on the educator, but the responsibility, and even the pressure to solve the so-called problem by being or becoming a student- and transformation- and content-oriented social constructivist educator (Skyrme and McGee, 2016; Korhonen and Weil, 2015; Sawir, 2013).

In addition to taking workshops, most of the interviewees describe experimenting throughout their careers with internationalized teaching and learning in their classrooms. What works for them can be

interpreted as: I check in, notice, adapt, stay curious and ask personal questions about their story, so "I can get to know them better". This is a more succinct and pragmatic way of describing transformative teaching, an approach that has been implicitly and explicitly presented as a 'solution' to the 'problem' of internationalized T&L in the literature.

5.4 Conclusion

The teaching staff who participated in this research project constructed positive narratives of the internationalization of HE. They "love" and even "admire" the international students in their classroom, they "learn" from them, and they express that they care deeply for their educational well-being.

But these educators also describe challenges that they experience, in some cases, as impossible to overcome. The most striking finding, and contrary to the positioning of transformative teaching as a 'solution' in the literature, is the opinion of some of the most experienced multilingual teachers that there are international students who are "beyond hope"; that if an international student arrives on campus without the required language proficiency and / or cannot achieve the ongoing proficiency required to complete their degree, that no pedagogy, teacher or support system can solve that problem. This is regardless of the institutional support international students receive to improve their English, or the ad hoc individual support they receive from teaching staff. This also means that students who arrive with English skills well below the level required and / or those who struggle to become proficient will either struggle significantly or will ultimately not be successful in obtaining a degree. The reverse is also expressed: those international students who are sufficiently competent in English can adapt to new-to-them approaches to teaching and learning and ultimately, according to the participants, succeed and even flourish within their programs.

This situation is the result of multiple circumstances. At XU, caps on enrollment were lifted, according to the teaching staff, to supplement institutional revenue streams. There is ongoing pressure to make it easier for students to gain admission, some of whom are incentivized to enrol at the university for motives, such as immigration, that are not focussed on higher education. This challenging scenario provoked Rosa to present a plan to university administration to incorporate *provisional acceptance* for newly admitted international students, until their language proficiency is assessed upon arrival. This plan was not approved. And so, even with the best of intentions, the challenges continue.

At YU, the teaching staff express feeling unsupported, unrecognized for their internationalization efforts, but, like their XU colleagues, feel the burden of expectations between the dependence of the

state for highly educated immigrants, the financial requirements of the institution and the needs and motivations of the international students in their classrooms.

As an attempt to solve or even salve the unsolvable problem, the research participants describe their own attempts to adapt their practices and support their students in personal interactions. Thus, with their empathy, time and best efforts, the teaching staff bridge the gap as best they can.

6 Conclusions and Reflections

This research project began as an aspiration to understand and explore the lived experiences of students within the internationalized classroom. As an educator working within internationalized programs at a university abroad, I had noted a disconnection between the best intentions of the administrators, program developers and teaching staff to create an internationalized educational environment, and the trickle-down implementation of this objective within the internationalized classroom. This disconnection between understandings of HE internationalization and internationalized teaching and learning seemed to reveal some implicit assumptions about international students themselves. The original plan was therefore to examine these assumptions by amplifying the voices of international students regarding their experiences of teaching and learning. As has been noted, the COVID-19 prevented that study. This thesis instead has aimed to amplify the voices of the other actors in the internationalized classroom, university educators who support teaching and learning in British Columbia, Canada.

6.1 The contribution of my research

The main contribution of my research is the four strand framework I developed inductively following an immersion in the literature. The four nonsequential strands, *perception*, *reflection*, *resources* and *action* are presented as a tool to analyze literature that sought to research the experiences, and understandings of educators in the internationalized classroom. The framework was also employed to contextualize research findings.

An additional contribution is the novel use of the so-called deficit model to describe an implied subjective view of educators working in international HE. The deficit model is often used critically to describe an educational stance toward international students; I characterize the literature that seeks to encourage educators to 'solve' the international T&L 'problem' through transformative teaching practices that are presented from binary positions, as indicating a perceived deficiency in the educators themselves. I think a position that tacitly views educators as deficient is an indicator of the multilayered complexity that is the internationalized classroom. It also demonstrates how a less than rigorous exploration can lead to the unintended – or perhaps, the intentional – consequence of burdening teaching staff with finding the 'answers'.

6.2 Limitations

This research project is limited by my relative inexperience as an interviewer and a researcher. The sample size was somewhat small and represented only two universities. The participants from XU were recommended by an internationalization researcher at that university and were likely chosen for their experience and perceived positive attitude toward internationalization, thereby likely presenting a somewhat uniform perspective. This study is also limited by location, taking place within the province of British Columbia.

6.3 Recommendations for future research

At the time of writing, there is a general lack of "rigour" within the literature exploring internationalized pedagogy (Lomer and Mittelmeier, 2021). More research that is rigorous and specific is indicated regarding the T&L experiences of both educators and students.

As seen above, I had originally aspired to research the international student experience. An additional recommendation would be to compare the lived experiences of educators to the lived experiences of students in the international learning space at the same universities. For example: How do the lived experiences of educators in the international classroom compare to the perspectives, understandings and experiences of their international students?

Another fruitful area of study would be to conduct more specific research to parse out the various categories of internationalization described in this thesis: perspectives on international students; support of educators to internationalize; and the lived experiences of teaching staff. For example: How do the study motivations of international students inform the educational support systems available to students and to the teaching staff? I would also suggest an exploration of students' expectations and assumptions in their own words upon arrival and compare these with the understandings of teaching staff and institution support systems. Are there assumptions made institutionally about the kind of educational supports required by international students? Are all stakeholders included in decision-making and the co-creation of supports, and does this affect educational outcomes? And finally, how can teaching staff be best supported to face the challenges of the internationalized classroom.

I was, at the time I undertook this research, not employed in the HE sector. Furthermore, I was unknown to the participants. I believe the body of literature on the topic of internationalized T&L could benefit from more 'outsider' perspectives: for example, research that is co-created with students.

6.4 Final thoughts

The history of internationalized HE in Canada since World War II encompasses coexisting and seemingly contradictory rationales and objectives. On one side of the spectrum, internationalization has been linked to global social justice, expressed via an ideologically beneficent attitude toward students from the developing world, offering domestic students the opportunity to expand their views and perspectives by recreating a Canadian-style multicultural mosaic in the classroom. On the other extreme, internationalization has seemed to become the means to prop up the simultaneous massification of HE with decades-long decreases in public funding. Nothing is binary: the aim for Canadian post-war social justice via internationalization included a drive to increase geopolitical power; the goal to fund an HE system that is increasingly open and accessible to students has educational intentions at its core.

Internationalization sits at the heart of the meaning of higher education. Is it for the greater good of society? Does it exist to improve the lives and employability of students? Or have the *ivory towers* been completely replaced by a neoliberal corporate model fixated on growth? Certainly, it is true that international students are investors in the Canadian higher education landscape. And yet they have little power. Canada has determined that in order to continue to grow, the nation must rely on immigration. At present, due to a changing political landscape and in response to nation-wide housing shortages, there has been a cap on student visas and a concomitant slowing down of the immigration-via-HE pathway. This is a political decision and may be reversed with as little warning. The current economic landscape is unstable so it is impossible to know how policies may change in the future; how this may play out in the internationalized higher education classroom is an open-ended question.

To speak to the matter of language proficiency, the data appears to demonstrate that better gatekeeping for English proficiency standards would have a huge impact on the lived experiences of educators. Unfortunately, in the current climate with international students declining in Canada due to government decisions to decrease the number of student visas it seems unlikely that there will be a drive to improve basic standards at enrollment; it seems more likely that universities will reassess their English language proficiency standards (Anonymous, personal communication, 10 October 2024; see section 5.2.1) to make them more nuanced per program and thereby to enable admittance of more international students. The proposal made to XU by Rosa to grant admission to the university on a temporary basis until English language skills can be assessed, seems unlikely to move administrators who have their eye on diminishing revenue streams.

The participants in this research project include teaching staff who have faced changes in the classroom over time and who are not prepared for all these changes, feel unsupported to face the challenges, and have not necessarily been involved in any of the decision making whether that be the number of international students who are registered at their university and in their classes, or what the internationalization policy and strategy is, or how they can best deal with the teaching and learning practices. This is the gap: they have responsibility but limited authority. They are pressured to take action with limited resources and agency, leading to feelings of frustration. Whilst there is an argument for more availability of resources in teaching and learning, in the opinion of the participants in this research study, the current trajectory contains barriers that simply cannot be overcome.

It is important to note that the focus of younger teaching staff is not to question internationalization in the classroom but rather the perceived lack of support either via the institution through professional development or other supporting services or by any collegial sharing of best practices.

Also striking is how the educators from YU seem to feel very isolated in their teaching and learning practices. One possibility is that teaching and learning is simply not as valued at the research university. Perhaps internationalization has highlighted the lack of focus on teaching and learning for all students. The massification of higher education is a topic beyond the scope of this research but certainly the funding model for universities in Canada, as in the UK, is unstable and shifting. In the current economic climate, a reassessment of the funding of universities in Canada seems critical. If this does not take place, serious financial shortfalls could arise.

The teaching staff interviewed for this project have taken it upon themselves to fill in the gap for international students. When the proportion of international students is small, this is feasible. However, as the proportion of international students increases due to institutional demands, it becomes unsustainable. Regardless of the motivations of the students, when the numbers are overwhelming, the teaching staff find it impossible to support them sufficiently.

At the heart of the internationalized classroom is a partnership between educator and student, in a learning space they navigate together. Many of the lived experiences of educators presented here demonstrate educational relationships that are transformative in spite of the many challenges and barriers they experience.

Although there are no solutions for the multifaceted challenges of internationalization, there are ways to improve the lived experiences of educators. These recommendations are directed toward institutions and faculties:

- Manage increases in international student cohorts to ensure there are not large variations in admissions
- Consider the provisional acceptance of students until they can be tested for English proficiency upon arrival
- Resist the temptation to lower standards for English proficiency requirements on admission
- Involve teaching staff in decision making regarding internationalization policy, strategy and international student enrollment
- Invest in faculty or disciplinary student support systems
- Officially recognize international teaching, especially for tenure-track academics
- Give teaching staff time in lieu to reflect and take action to internationalize their teaching and learning practices
- Provide evidence-based professional development opportunities for the internationalization of teaching and learning
- Facilitate peer-sharing / mentoring to support internationalized teaching and learning
- Incorporate international experience as a requirement in hiring academics

Although there are published studies that make recommendations in order to solve the internationalization problem in the classroom, textbooks on how to teach in the internationalized classroom, and likely tools and programs available within national programs, such as in the UK, as an educator, I would have appreciated an *international* database of evidence-based best practices for internationalized teaching and learning. This could support educators who may wish to adapt their practices but who have limited time and resources to do their own research or attend professional development workshops. Internationalization can be more than *how* (pedagogy) or *what* (content) we teach; we can learn from our international colleagues as well, modelling the best of internationalization to bridge the cultural knowledge gap.

Universities are counting on the goodwill of teaching staff, and understandably, some choose not to donate their energy and time to the internationalization project. As Rosa says of the internationalized classroom: “it's not jumping through hoops, it’s jumping through walls”. Meanwhile, international students land in classrooms, modules and degree programs across Canada and the Global West, and

educators meet them where they are at; working together in the internationalized learning space, they eventually emerge, and, in the best-case scenario, having successfully accomplished shared educational outcomes by bridging the internationalization gap.

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Appendices

Appendix A – Ethics Approval

20/10/2021 Approved:
12/10/2021

Melissa Duchak
Registration number:
160231568 School of
Education
EdD – Higher Education

Dear Melissa

PROJECT TITLE: Internationalization for all? The lived educational experiences of HE international students and their lecturers during the COVID-19 pandemic.
APPLICATION: Reference Number 043354

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 12/10/2021 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 043354 (form submission date: 12/10/2021); (expected project end date: 01/09/2022).
- Participant information sheet 1097294 version 2 (12/10/2021).
- Participant information sheet 1097293 version 2 (12/10/2021).
- Participant consent form 1097262 version 2 (07/09/2021).
- Participant consent form 1097263 version 2 (07/09/2021).

If during the course of the project you need to deviate significantly from the above-approved documentation please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely,

David Hyatt
Ethics
Administrator
School of
Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure

- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.671066!/file/GRIPPolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Appendix B - Participant Information Sheet

Participant Information Sheet for Lecturer-Participants

The lived educational experiences of HE international students of HE international students and their lecturers during the COVID-19 Pandemic (M. Duchak)

Research Project Title: Internationalization for all? The lived educational experiences of HE international students and their lecturers during the COVID-19 pandemic.

Invitation

You are being invited to take part in a research project. Before you decide whether or not to participate, it is important for you to understand why the research is being done and what you will be asked to do. Please take time to read the following information carefully 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. Take time to decide whether or not you wish to participate. Thank you for reading this.

What is the project's purpose?

This project is part of my Doctoral research in Higher Education, which I am completing at the University of Sheffield, UK.

Every year, many international students choose to study at Canadian Universities. It is recognized that being an international student in Canada brings both opportunities and challenges. University lecturers do their best to support international students in the classroom, but it is not clear if the educational support that students receive is what they expect or require.

The aim of this research project is to investigate lecturers' experiences of teaching international students and then to listen to the experiences of international students themselves, in their own words and with their own voices over a period of several months. After the first (virtual) interview, student- participants will be asked to make a short videoblog describing their learning experiences approximately every three weeks.

Why have I been chosen?

You have been asked to participate because you have at least three years' experience teaching international undergraduates at a Canadian university; by virtue of this teaching, you have particular insights and expertise that will contribute to this research project.

Do I have to take part?

Participation in this research project is voluntary; it is up to you to decide whether to participate. If you decide to participate, you will be given this information sheet to keep and asked to sign a consent form. You can still withdraw at any time without any negative consequences. You do not have to give a reason. If you wish to withdraw from the research, please contact Melissa Duchak at miduchak1@sheffield.ac.uk.

Please note that choosing to participate in this research project does not constitute a legally binding agreement, nor is it intended to create an employment relationship between you and the University of Sheffield.

What will happen to me if I take part? What do I have to do?

Once you agree to take part, I will schedule a 45–60-minute interview with you via a videoconferencing platform such as google chat or skype; this will be recorded with your consent. In order to better understand the experiences of international students and their lecturers, you will be asked questions such as:

- Please describe the breadth and depth of your experience teaching international students. Has this changed over your career? What approaches, perspectives, (pedagogical) methods or tools have you found to be effective within the internationalized classroom? How has (any) international experience impacted your teaching of international students?
- Are you aware of the information that international students receive or hear about studying at your university and faculty? Do you know how this information is received by prospective and new international students? How are students supported for educational success by the university and the faculty and is that support effective, in your opinion?
- Are you supported to develop curricula and pedagogical skills to address the (specific) needs of international students? What is the nature and effectiveness of this support? Are you and your colleagues supported to ensure that international experience and knowledge is incorporated into programs and courses?
- All education is now being affected by Covid-19. How has this impacted international students?

The information from this interview will help to understand the experiences and perspectives of lecturer-practitioners teaching in an internationalized classroom and the expectations and assumptions of international students when they choose to study at a Canadian university. It will also help to

understand the challenges international lecturers and students are facing during the Covid-19 pandemic. The interview transcript can be made available to review for accuracy if you choose.

How will the recorded media be used?

The video recording of the interview will only be used for analysis and for illustration in conference presentations and lectures. Your name and university will never be given and face-blurring technology will be used so that you will be unrecognizable. No other use will be made of them without your written permission, and no one outside the project will be allowed access to any of the recordings.

What are the possible disadvantages and risks of taking part?

Since all information that you provide will be completely pseudonymized (your name and university will not be known to anyone but myself) there is no known risks to your taking part in this research project.

What are the possible benefits of taking part?

While there are no immediate benefits for people participating in this project, it is hoped that the research will contribute to a better understanding of the experiences of lecturers teaching international students and the educational lived experiences of those students at Canadian universities.

Will my taking part in this project be kept confidential?

All the information that that I collect about you will be kept strictly confidential and will only be accessible to myself and my research supervisor. Your name and university will not be able to be identified in any reports or publications. If you agree to us sharing the information you provide with other researchers (e.g. by making it available in the University of Sheffield data archive – please see accompanying information sheet) then your personal details will not be included.

What is the legal basis for processing my personal information?

According to data protection laws, we are required to inform you that the legal basis we are applying in order to process your personal information is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice https://www.sheffield.ac.uk/govern/data-protection/privacy/general.

What will happen to the data collected, and the results of the research project?

The information you communicate to me in the interview ('the collected data') will be transcribed by me directly or I will use a secure non-web-based software transcription service. All the data will be pseudonymized; in other words, the information you communicate will be known to be from the same person, but your name will never be identified.

A laptop or external hard drive may be temporarily used to store encrypted data, but all data will be transferred as soon as possible to the University of Sheffield's cloud storage (Google Drive) in a password protected file. Personal information will not be retained for longer than necessary. All the data will be destroyed within 5 years.

The results of this research will be published. You may obtain a digital copy directly from me upon publication of the thesis upon request.

Due to the nature of this research, it is possible that other researchers may find the data collected to be useful in answering future research questions. Your explicit consent for your data being shared in this way is requested on the accompanying information sheet.

Who is organising and funding the research?

There is no one funding this research. The research is organized through the University of Sheffield, UK.

Who is the Data Controller?

The University of Sheffield will be the Data Controller for his research project. This means that the University of Sheffield is responsible for looking after your information and using it properly.

Who has ethically reviewed the project?

This project has been ethically approved via the University of Sheffield's Ethics Review Procedure, as administered by the School of Education.

Safeguarding

The University has developed a policy for safeguarding to aim to prevent harm in research and innovation and there is recognition that research activities can have an impact in the wider community and/or external individuals. The policy is designed not only to consider wider impacts of research, but also to ensure that there are clear procedures in place for reporting and escalation, placing those who have been potentially affected in a key role in guiding how incidents or concerns are resolved.

This policy is available at: https://www.sheffield.ac.uk/rs/ethicsandintegrity/safeguarding

The Designated Safeguarding Contact for this research project: Dr Tim Herrick (t.herrick@sheffield.ac.uk)

What if something goes wrong and I wish to complain about the research?

If you would like to make a complaint about the research, please contact myself, Melissa Duchak (miduchak1@sheffield.ac.uk) and then my supervisor Dr Tim Herrick (t.herrick@sheffield.ac.uk). If you feel that your complaint is not handled to your satisfaction, you may then contact the Head of Programme, Dr Louise Kay (louise.kay@sheffield.ac.uk).

If you have concerns about how your personal data has been handled, information about making a complaint can be found in the University's Privacy Notice: https://www.sheffield.ac.uk/govern/data-protection/privacy/general.

Contact for further information

If you require further information, please contact me:

Melissa Duchak miduchak1@sheffield.ac.uk

+17788360122

Or my supervisor:

Dr Tim Herrick t.herrick@sheffield.ac.uk

Please save this information sheet and your signed consent form for your records.

Appendix C – Pilot Study

Intake Interview Questions

1. What is the most effective way for you to learn?
2. A. What did you expect learning to be like at a Canadian university before you arrived? What did you think would be the same and what did you think would be different?

   B. Did you think it would be easier, more difficult or about the same as your previous education? Why did you think that?
3. Do you like working and learning with people from different cultures? Why or why not?
4. All education is now being affected by COVID-19. How have you seen that impact on your studies, and what are your thoughts about that?
5. I would like to ask your advice. What, in your opinion, do you think this research should focus on?

Pilot Study Video question-prompts

Prompt: Blog 1 (December 12, 2020)
Please describe your experience of completing your assignment(s) and exam(s) this past week. Did anything surprise you?
Prompt: Blog 2 (January 3, 2021)
As you begin a new term this week, please give your opinion about the textbooks and other required learning materials. Please feel free to focus on this term or comment on requirements in other terms as well.

Student A question-prompts 3-5:

Prompt: Blog 3 (January 19, 2021)
In your first video blog at the end of last term, you said that completing the assignments and exams was easy for you. Please say more about what was easy. Did you expect that it would be easy for you?
Prompt: Blog 4 (February 8, 2021)
Please describe your communication with your Professors/Instructors. Is communication as you expected it would be? Has anything surprised you? Is there

anything about communication with your Professors/Instructors that you would do differently if you could?
Prompt: Blog 5 (March 1, 2021)
In the last video blog, you described how you could just start a conversation and see where it leads with the instructors at the institution in [your home country]. In your current university, you have to be more considerate of time and space by scheduling time and being very well prepared for the meeting - instead of just building on a relationship. Can you please say more about if and how that difference affects your learning, your education, and/or how you approach your instructors? (not answered)

Student B question-prompts 3-6:

Prompt: Blog 3 (January 19, 2021)
In your first video blog, you described what happened with the [subject] exam at that end of last term. You said there was a question that seemed unfair and that later the instructor sent an email to the class about reconsidering that exam question. You said this surprised you. Please say more about your surprise.
Prompt: Blog 4 (February 8, 2021)
Please describe your communication with your Professors/Instructors. Is communication as you expected it would be? Has anything surprised you? Is there anything about communication with your Professors/Instructors that you would do differently if you could?
Prompt: Blog 5 (March 1, 2021)
In the last video blog, you described asking an instructor for some help regarding information posted on the online learning hub. The instructor wasn't helpful and you found this a bit rude. Can you please explain whether this seemed rude because of your experience at your previous education in your home country? Or were you surprised because you understood that you could ask any questions of your instructor at your current university?
Prompt: Blog 6 (April 8, 2021)
How has Covid-19 impacted your studies? Please speak about the past months, how things are right now in the present and what you think things will be like in the near future and for the rest of your program. Feel free to mention what has been difficult, what has been easier and anything in between.

Appendix D – Transcription Notation

Transcription Notation System for Orthographic Transcription (revised from Braun and Clarke, 2013)

Feature	Notation
The identity of the speaker	Use the speaker's name followed by a colon to signal the identity of a speaker or Moderator.
Turn-taking	Start a new line every time a new speaker enters the conversation.
Laughing, coughing	((laughs)) and ((coughs)) signals a speaker laughing or coughing during a turn of talk
Pausing	use (.) to signal a short pause (a second or less) or ((long pause)) to signal a much longer pause.
Spoken abbreviations (for example, TV for television)	If someone speaks an abbreviation then use that abbreviation but do not abbreviate unless a speaker does so.
Overlapping speech	Type ((in overlap)) before the start of the overlapping speech.
Inaudible speech	((inaudible)) for speech and sounds that are completely inaudible
Non-verbal utterances	Render phonetically and consistently. For example, common non-verbal sounds include 'erm', 'er', 'mm', 'mmhm'.
Spoken numbers	Spell out all numbers and be mindful of the difference between 'a hundred' and 'one hundred'.
Do I use punctuation?	It is common to use punctuation to signal some features of spoken language, such as using a question mark to signal the rising intonation of a question and a comma to signal the slight pause/emphasis of continuing intonation in speech [...] Be mindful of the way punctuation can change the meaning of an extract of data. Equally, punctuation enhances the readability of spoken data, especially extracts quoted in written reports.
Emphasis on particular words	It can be useful to signal words or sounds that are particularly emphasised by underlining (for example, <u>word.</u>
Reported speech	When a speaker reports the speech (or thoughts) of another person [...] signal this with the use of inverted commas around the reported speech.

Appendix E – Interview Questions

Research sub-question 1: What is your understanding of the internationalization policy, strategy and implementation plans of your institution and faculty?

- Are you aware of the information that international students received about studying in Canada, at your university and faculty?
- Why do you think students come to Canada to study?
- How are students supported for educational success in regard to T&L at your university and faculty? And how effective do you find that support?
- Are the T&L practices a surprise to international students?
- Do you think students find the educational experience, either the general level, the academic level or the workload more or less difficult that their previous education?

Research sub-question 2A: What supports do you receive from your faculty or institution regarding teaching within the internationalized classroom?

Research sub-question 2B: What are your on-the-ground experiences teaching international students?

- What is the breadth and depth of your on-the-ground experiences teaching international students over the course of your career? Were there more international students recently than previously?
- What has it been like for you to teach international students? Do you enjoy it on a personal level? Do domestic students see the value in having international students in the classroom?
- What approaches, perspectives, methods and / or tools have you found to be most effective within your internationalized classroom?
- How has your personal international experience impacted your T&L of international students?
- How has COVID-19 impacted international students?
- What is the most important aspect of this research in your opinion?

Additional questions

The following are examples of additional questions asked within the semi-structured interviews in response to answers provided by the interviewees:

- Do you feel you are doing more to support international students than some of your colleagues due to your experience as an international student?
- Have you come across students who seem to be more focussed on obtaining their permanent residence in Canada?

Appendix F – Code labelling example

Nalah

1. **Are you aware of the info that IS received about studying in Canada, at your university and faculty?**
   - Lecturers aren't aware of the information that is received by IS about studying in Canada, or at their university.
   - IS are informed about logistics before they arrive, but not about T&L
   - Upon arrival on campus, IS are informed about living on campus and wellness
2. **Why do students come to Canada?**
   - Open access is an important criterion for IS when choosing which university to attend
   - Cost of living is an important criterion for IS when choosing which university to attend
   - Being at a smaller location where IS can 'integrate and mingle' with domestic students is an important criterion when choosing which university to attend
   - Access to outdoor activities is an important criterion for IS when choosing which university to attend university
   - The cost of living is increasingly an important criterion for IS due to the housing crisis
   - A number of IS are attending university only as a pathway to obtain PR
   - Attending university only as a pathway to PR is wrong (latent)
   - The Canadian government has set up the university PR pathway, so it is not surprising that some students use that pathway without taking education seriously
   - IS who are attending university only for the purpose of obtaining PR don't study and don't care
   - IS who are attending university only with the purpose of obtaining PR are using loopholes
   - Some IS who are attending university only with the purpose of obtaining PR are desperate
   - Not caring and not studying are wrong (latent)
   - Some IS have different values than 'our' values
   - Education should be the main driver for attending university
   - PR should not be the only reason to attend university
   - A stereotype exists that IS are attending university only with the purpose of obtaining PR
   - Not all IS are attending university only for the purpose of obtaining PR
3. **How are students supported for educational success regarding T&L at your uni and faculty? How effective is that support?**
   - The university can improve support for T&L of IS
   - New universities have less stable processes
   - University processes improve over time
   - The link between teaching faculty and International Affairs (IA) is not strong enough
   - There is a lack of understanding that different disciplines have different needs regarding IS
   - Differences between disciplines regarding IS are not understood by IA
   - Regarding the academic needs of IS, one size doesn't fit all
   - Teaching faculty are not informed that there are IS in their programs or courses
   - Individual faculties and programs must be involved in IS academic advising
   - IS need more academic advising than domestic students (latent)

- COVID compounded or highlighted the issues regarding the different academic needs of IS

4. **Are the T&L practices a surprise to IS?**
   - T&L practices are not a surprise to IS
   - IS underestimate the preparedness for academic writing and comprehension and that is required
   - IS mistake conversation skills for the language proficiency that is required to be successful at uni
   - Even native speakers of English struggle to learn the language of Discipline X
   - ~~Adjusting the speed of the lecture is sometimes necessary to allow IS to keep up~~
   - ~~Checking in with IS by email is sometimes necessary~~
   - Once students are attending academic classes, they start to neglect their English skills
   - IS should improve their language skills before focussing on academic classes
   - IS have financial and family pressure
   - IS and their families are making sacrifices
   - ~~Flat tuition fees incentivise IS financially to take as many classes as possible~~
   - IS who fail a course will lose confidence
   - IS fail courses due to lack of language proficiency
   - The lack of language proficiency results in the inability to comprehend harder concepts
   - The lack of language proficiency can result in the inability to formulate answers within time constraints on a written exam
5. **Do you think students find the educational experience, either the general level, the academic level or the workload more or less difficult that their previous education?**
   - IS must adopt to our ways of teaching and learning (latent)
   - IS have more difficulties because of learning a subject in a different language
   - IS who are more outgoing will have the support of other students
   - Having the support of other students leads to more successful outcomes
   - IS who are shy will struggle more because they are afraid of speaking up
   - Having been an IS means you totally understand IS
   - It's lucky to be able to understand what IS are going through
   - The educational experience of IS is a complex issue
   - Some people think IS should arrive better prepared for the difficulties they face
   - We should support IS to have a good educational experience, even if they should have prepared themselves better
   - Canada has responsibility toward IS (latent)
   - The values of humanity and humility lead to wanting to support IS as well as possible
6. **Are you doing more to support IS more than some of your colleagues due to your experience as an IS?**
   - Colleagues make uncomfortable comments about IS
   - Colleagues' attitudes toward IS will make EDI more difficult
   - If you've never understood studying in an additional language, you can never truly understand how it feels
   - Not being able to speak the language proficiently makes one feel like a five-year-old
   - Language differences are compounded by cultural differences
   - Ways of communicating are culturally dependent
   - Even Lecturers have difficultly negotiating cultural differences

- Methods of teaching are different in different countries

7. **What supports do you receive from the faculty or the institution regarding teaching in the internationalized classroom?**
   - Writing support for students needs to be IS and discipline-specific
   - IS don't know how to cite references due to cultural differences
8. **Are you supported to develop curricula or pedagogical skills to address the needs of IS? Is there any training or research or resources for teaching IS? What was the nature of those workshops? What were the takeaways?**
   - Teaching staff need to understand T&L of IS is a complex issue
   - Teaching staff don't understand that T&L of IS is a complex issue (latent)
   - IS can speak English conversationally but be struggling academically
   - The ability to speak English conversationally can mask academic challenges that IS are experiencing
   - Colleagues need more to be more compassionate
   - TS are not compassionate toward IS (latent)
   - Having compassion means understanding that everyone is different
   - TS should understand difference and be open to help IS
   - IS need to see that someone cares about their education
   - TS should support students so that they feel that someone cares about their education
   - Understanding what multiculturalism and internationalization truly is, is more important than T&L pedagogical methods
   - TS who need to take workshops do not show up
   - There are many lecturers who do not take workshops
   - Workshops are important
   - You see the same TS at all the workshops
   - It is not possible to make workshops mandatory
   - Supporting multiculturalism is part of being Canadian
   - More buy-in from TS is required
   - TS who have negative comments about IS are the same TS who don't come to workshops
   - Understanding multiculturalism leads to understanding how to support IS (latent)
9. **Are you supported to develop curricula or pedagogical skills to address the needs of domestic students?**
   - TS are well-supported to develop curricula and pedagogical skills
   - TS are open to learning about T&L for all students
   - (Some) TS think all students should be treated the same
   - (Some) TS think teaching IS differently is favoritism
   - The university uses IS as a cash cow
   - Because IS are exploited/used financially, we should help them more
   - IS benefits the Canadian economy
   - How IS are treated is a bigger issue than just how they are taught
   - EDI, Indigenization, Truth and Reconciliation, multiculturalism and internationalization are linked
10. **Are you and your colleagues supported to incorporate international experience and knowledge in the classroom?**
    - Internationalization is possible in any subject
    - TS think that internationalization or indigenization is not possible in some disciplines
    - The application of disciplines can always be internationalized.

11. **Is there support for this kind of thinking in the university, in the faculty (to incorporate internationalization into T&L)?**
    - Internationalization and indigenization are important words right now
    - The university likes the ideas of internationalization and indigenization but there is no funding to support them
    - There is not enough support for TS to incorporate internationalization and indigenization into T&L
    - Teaching workload must include internationalization activities
    - Internationalization activities are not acknowledged as part of the teaching workload
    - The implementation of Internationalization relies on TS working extra hours on extra projects
    - Funding is crucial to the implementation of internationalization
    - Institutionally, there is not enough information about how to implement internationalization and indigenization
    - TS don't have enough time and space in their workloads to be creative in the implementation of internationalization
12. **What is the breadth and depth of your on-the-ground experiences teaching IS over your career? Were there more IS recently than previously?**
    - There are more IS recently than previously
13. **What has it been like for you to teach IS? Do you enjoy it, thinking about it more personally?**
    - Anyone can learn a lot from IS
    - Domestic students have a much richer experience because of IS
    - IS make our country better for everyone
14. **Do domestic students see the value in having IS in the classroom?**
    - Some domestic students don't see the value in having IS in the classroom and think of them as a burden
    - Domestic students who have worldly experience and ideas welcome IS
15. **What approaches, perspectives, methods and/or tools have you found to be most effective within your internationalized classroom?**
    - Teaching methods that support IS also support domestic students
    - IS love it when you notice and check in with them
    - Teaching IS means noticing and slowing down if they are not understanding
    - IS are reassured when they can meet with the Lecturer or ask questions anytime
    - It supports IS to offer support even if they don't take it
    - IS need to know support is available if they need it
    - Personal attention to IS is only possible if their numbers are proportionally low
    - Using stories from different cultures and countries
    - Having an experience with different cultures and countries is fortunate
    - Laughing at (yourself) being international with IS
    - It's important to balance the attention you pay in class to IS and domestic students
16. **How has your personal international experience impacted your T&L of IS?**
    - Being an immigrant helps understanding of IS
    - Being an immigrant makes you want to support other underrepresent groups
    - Living together with differences (in Canada)
17. **How has COVID-19 impacted IS?**
    - Mental health issues for those who had arrived before the pandemic
    - IS who were online had academic issues due to time zone differences and limited internet access
18. **What is the most important aspect of this research in your opinion?**

- It’s important to shed a light on IS experience from all sides/stakeholders
- It’s important to synthesize the information from all stakeholders
- It’s important to communicate the information to stakeholders
- IS are sold education (latent)
- I don’t know what we sell them
- Knowing what the expectations are could help support IS
- There may be a gap between the expectations of IS and their experiences