



International students

Newsletter, July 2022

As we welcome international students back to Australia after the pandemic lockdowns, we take this time to highlight some key publications and deeper reading on the topic of **international students in higher education**. Many of the reports that appear in this Spotlight provide good practice principles that apply to learning and teaching across cultures.

From the Learning & Teaching Repository



Learning and teaching across cultures

<https://ltr.edu.au/vufind/Record/365432>

This report discusses a project on learning and teaching across cultures, consolidating and disseminating the learning from previous projects and fellowships to improve the learning of students from diverse cultural and linguistic backgrounds. A Good Practice Report identifies 6 good practice principles:

Good practice principles in learning and teaching across cultures

- Principle 1: Focus on students as learners
- Principle 2: Respect and adjust for diversity
- Principle 3: Provide context-specific information and support
- Principle 4: Facilitate meaningful intercultural dialogue and engagement
- Principle 5: Be adaptable, flexible and responsive to evidence
- Principle 6: Prepare students for life in a globalised world

A suite of quick guides is also available that cover topics such as assessment, curriculum design, developing English language skills, managing group work, effective professional development of teachers and working with student learning services.

IEAA Learning Across Cultures quick guides:

<https://www.ieaa.org.au/research/learning-and-teaching-across-cultures>



Database of Research on International Education

Research and tweets on international education and study abroad

http://opac.acer.edu.au/IDP_drie

ltr.edu.au

Research on specific cohorts

The following projects researched approaches to supporting international students from particular cohorts.



Classroom of many cultures: Co-creating support curriculum with international community partners and students

<https://ltr.edu.au/vufind/Record/365891>

The recent proliferation of international work-integrated learning (WIL) opportunities, community-based service learning (CBSL) placements and other community-embedded positions in the sector has diversified the ways in which university students in Australia gain intercultural experiences. Many Australian students sojourning overseas are doing so in internships or work placements that take them into direct contact with their hosts in the workplace, rather than just on overseas university campuses. In addition, the destinations of students travelling today include more Asian countries and other places where cultural differences between their home countries and their hosts are significant. The Classroom of Many Cultures (CoMC) project seeks to produce a more engaging and effective curriculum for globalisation by providing rich support for overseas WIL and CBSL.



Developing pedagogical solutions to linguistic and cultural barriers in design education supporting Asian architecture students

<https://ltr.edu.au/vufind/Record/365924>

As international students form a large part of the student cohort in the globalised tertiary education system, design educators face complex linguistic and cultural challenges in their studios and critique systems. To advance learning and teaching in this context, this project aims to improve understanding of the needs of Asian design students, focusing on the impact of language in design, and to develop systems, protocols or information to better support international students' learning. Three main approaches were undertaken to develop a detailed understanding of the challenges faced by students and academics, which were then used to establish a Good practice guide for these groups.



First Year transition through a cultural lens: Face strategies of Vietnamese students

<https://ltr.edu.au/vufind/Record/366040>

While Vietnamese students continue to enrol in international branch university campuses in Vietnam, little is known about the Vietnamese first year transition into these institutions, especially from a cultural perspective. This article presents the findings of four case studies that explored the face strategies used by Vietnamese undergraduate business students in transition to an international branch campus based in Vietnam. The use of collectivist and individualist face strategies was examined in three phases: at commencement, mid-way and at the end of the first year of studies. Understanding face strategies can help anticipate challenges of Vietnamese students studying in English-medium environments and inform culturally sensitive practices in teaching and learning.

The Universities Australia Learning and Teaching Repository is a collection of higher education learning and teaching research valuable to university academics. It welcomes submissions related to international students from Australian university staff. Email the Repository: contact@ltr.edu.au

