



# DESK RESEARCH

Profiles of inspiring HEI international learning environments and academic research context

---

Featuring inspiring practices from HEIs in 7 EU and 7 non-EU countries.



Co-funded by  
the European Union



**MODES**  
for international classrooms



# DESK RESEARCH

on existing international learning environments

## Tables of contents

|           |   |    |
|-----------|---|----|
| <b>01</b> | International Learning Environments of 7 EU countries .....   | 3  |
| <b>02</b> | International Learning Environments of 7 non-EU countries ... | 19 |
| <b>03</b> | Academic Research Context .....                               | 32 |



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



# 01

Desk research of existing international learning environments based in 7 EU countries.

|  | Page |
|--|------|
| • FH Münster University of Applied Sciences (FH Münster), <b>Germany</b>     | 4    |
| • Vilnius Gediminas Technical University (VILNIUS TECH), <b>Lithuania</b>    | 6    |
| • Technological University of the Shannon (TUS), <b>Ireland</b>              | 9    |
| • Sapienza University of Rome, <b>Italy</b>                                  | 11   |
| • Georg-August-Universität Göttingen/University of Göttingen, <b>Germany</b> | 14   |
| • Delft University of Technology, <b>Netherlands</b>                         | 17   |
| • University of Minho   UMinho, <b>Portugal</b>                              | 18   |



# FH Münster University of Applied Sciences (FH Münster)

GERMANY



FH MÜNSTER  
University of Applied Sciences

## About:

Located in Münster, Westphalia, FH Münster is a large public university with a student enrolment of 15,345 as of 2019. The university was founded in 1971 and has since become a prominent institution in Germany with an outward facing intent. As a university of applied sciences, FH Münster programs are primarily practice-oriented, focusing on preparing students for professional careers. The university offers diverse educational opportunities through undergraduate and postgraduate programs in fields such as engineering, business administration, social sciences, design, and health sciences. Each program is designed to provide students with the necessary skills and knowledge for their respective industries. FH Münster's programs include foreign languages, underscoring its focus on preparing students for a globalized world.

## Extent of internationalization:

FH Münster places a strong emphasis on internationalization and fostering global partnerships. The university maintains 292 international partnerships with institutes of higher education, highlighting its commitment to promoting international collaboration and student mobility. Out of these partnerships, 167 are specifically within the framework of the ERASMUS exchange scheme and FH Münster actively encourages student exchange and academic cooperation with European institutions. The international partnerships and collaborations extend beyond Europe, encompassing a global reach. The university has established connections with institutions in various countries and continents, fostering academic exchange and research collaborations on a global scale. This international reach enhances the university's international teaching environment by providing students with exposure to different educational systems and cultural experiences.



- The FH Münster International Office is strongly involved in internationalising the areas of study and teaching. It offers advice and support, e.g., with establishing integrated mobility windows and double degrees, as well as improving students' international and intercultural skills. It acts as the central advice office for international students in bachelor's, master's, and state examination programmes. The team advises students, academics and staff who are planning a visit abroad, as well as foreign students who wish to study at the FH Münster. In addition to providing advice, they also organise numerous get-togethers, activities, and events.
- The FH Münster website provides extensive information about the university's internationalization efforts and resources for international students. It serves as a central platform for accessing information about studying at FH Münster, including admission procedures, study programs, scholarships, and support services. The website offers an English version to cater to international students.
- Specific publication on information and points of contact for refugees on the path towards higher education [https://en.fh-muenster.de/studium/downloads/Studying\\_in\\_German\\_-\\_Information\\_and\\_points\\_of\\_contact\\_for\\_refugees.pdf](https://en.fh-muenster.de/studium/downloads/Studying_in_German_-_Information_and_points_of_contact_for_refugees.pdf)

## Diversity in the background of international students:

FH Münster attracts a diverse group of international students from around the world. International students at FH Münster include those participating in exchange programs, scholarship recipients (such as PROMOS, Fullbright, NRW Middle East scholarship), and students involved in the Erasmus+ mobility program (KA 131). This diversity contributes to a multicultural and inclusive learning environment, offering students the opportunity to interact with peers from different cultural backgrounds and perspectives.

## Support for students and scientists from Ukraine

(Extract from website):

*“As a university, FH Münster are dismayed by the terrible events in Ukraine and the inconceivably great suffering they have triggered. Openness, freedom and peace are and remain indispensable prerequisites for social and scientific exchange and cooperation. Students and scientists who are leaving the Ukraine because of the war are always welcome in North Rhine-Westphalia and at our university. This also applies explicitly to people from Russia and Belarus, especially to those who have to fear personal restrictions due to criticism of the war”.*

## U-Multirank:

- FH Münster is one of 106 universities included in U-Multirank for Germany. [Ranking & Subjects \(umultirank.org\)](https://www.umultirank.org) Its overall profile shows top performance across various indicators, with 4 ‘A’ (very good) scores overall. This overall performance showcases the university's commitment to excellence in teaching, research, knowledge transfer, international orientation, and regional engagement.
- In terms of student success, FH Münster has notable graduation rates. The bachelor's program graduation rate stands at 66.15% (C score), indicating a satisfactory level of program completion. Moreover, the master's program graduation rate is impressively high at 94.77% (B score), showcasing the university's dedication to supporting students throughout their academic journey.
- FH Münster excels in Knowledge Transfer. This strength signifies the university's effective transfer of knowledge and research outcomes to society and industry, promoting innovation and practical application of knowledge.



To find out more about  
FH Münster, [visit](#)

# Vilnius Gediminas Technical University (VILNIUS TECH)



## LITHUANIA

### About:

Vilnius Gediminas Technical University (VILNIUS TECH) is located in Vilnius, the capital city of Lithuania, and serves more than 8,400 students. The university is a leader in the field of technological sciences with a modern and labor market-oriented approach to studies. Academic studies, scientific research and experimental development projects are carried out in 13 institutes, 3 scientific centers, and 22 research laboratories. In the VILNIUS TECH Strategy 2021-2030, internationalisation is defined as a core value that guides the University towards its 2030 vision. This value implies openness to the world and new experiences and is defined as a university without borders, prioritising cooperation and networking with partners worldwide.

### Extent of internationalization:

VILNIUS TECH is committed to internationalisation and aspires for the following principles that enable the University community to focus on priority activities:

- Each learner constructs their own learning experience.
- Each University partner receives a knowledge-based smart solution.
- Every VILNIUS TECH graduate creates value for the society.
- VILNIUS TECH is the international centre for attracting talent, business and society.

VILNIUS TECH attracts students from around the world, with foreign students from 77 countries accounting for 15.1% of the total student population between 2020 and 2021. This diverse international student body enhances the multicultural learning environment at the university. They are supported through the VILNIUS TECH [International Relations Office \(IRO\)](#) which manages partnerships with universities worldwide, exchange of students and staff as well as international study projects. IRO coordinates the mobility of exchange students under Erasmus+ and other mobility programmes. It provides orientation programme as well as holistic supports to exchange students.



## Exchange programs and free movers:

VILNIUS TECH actively promotes student mobility and encourages international students to participate in exchange studies and internships. The university has established over 3,050 partnerships across Europe within the framework of the Erasmus+ program. These partnerships facilitate student exchanges, allowing students to study abroad and gain valuable international experience. Additionally, Vilnius Tech welcomes international students to apply on an individual basis as free movers, providing them with the opportunity to pursue studies independently.

## Mentor program:

Mentor is VILNIUS TECH student volunteer initiative to support international students. Some Mentors have already been Erasmus students, some of them are not Lithuanians themselves and some of them have friends who are international students. Mentors know and understand what kind of problems international students can face and are always willing to help with the integration to the university and daily life in Lithuania.

How it works? Each incoming international student is assigned a Mentor - VILNIUS TECH student. Mentor offers insights, directions, practical advice and support. Mentors are usually contacting incoming students approximately one month prior to arrival to Lithuania. Twice a year, there is an open call for new Mentors who are given specific training. There is also a Facebook page through which mentors and mentees can interact <https://www.facebook.com/ESNVilniusTech>.

## International partnerships:

VILNIUS TECH has bilateral agreements with 88 universities around the world. These partnerships enable academic collaboration, joint research projects, and student exchanges. The university's global network of collaborations further enhances its international teaching environment, fostering cross-cultural interactions and knowledge exchange.

## International Alliance:

VILNIUS TECH is a member of the [ATHENA European University alliance](#). Advanced Technology Higher Education Network Alliance (ATHENA) is one of the 44 transnational European university alliances supported by the European Commission and called to become the universities of the future, promoting European values and identity and revolutionizing the quality and competitiveness of European higher education. The ATHENA alliance partners are medium-sized universities from nine European countries: France, Germany, Greece, Italy, Lithuania, Poland, Portugal, Slovenia and Spain. Their aim is accompany and shape the digital transformation of societies through joint teaching, learning, research and development in the IT and electronic engineering areas in particular while adopting a resolutely interdisciplinary approach. Associate partners provide even greater international reach, and include National Technical University of Ukraine (Ukraine), Lviv Polytechnic National University (Ukraine), Association of 157 African universities – RUFORUM (Regional Universities Forum for Capacity Building in Agriculture) and Association of Federal higher education institutions in Brasil – CONIF (Conselho Nacional das Instituições da Rede Federal de Educação).



## Programs in English:

VILNIUS TECH offers study programs in English to cater to international students. In fact, 41% of all study programmes are conducted in English. These programs are designed to provide high-quality education and prepare students for professional careers.

## International student testimonials:

Vilnius Tech provides testimonials from international students, showcasing their experiences and perspectives. These testimonials offer valuable insights into the university's international student community, support services, and the overall student experience. <https://vilniustech.lt/for-international-students/student-testimonials/82956?lang=2>

## Importance of Ranking Recognition:

VILNIUS TECH is ranked 701-750 in the QS World University Rankings 2023 and continues to be among the country's leading higher education institutions. Of note

- For several years in a row, the University has maintained its high position in Architecture within the subject area of Arts and Humanities, where this year VILNIUS TECH is ranked 151-200.
- As every year, VILNIUS TECH has received recognition in the subject Civil and Structural Engineering, where this year it ranks 201-220.
- After rising significantly in Economics and Econometrics three years ago, VILNIUS TECH has maintained its high position this year and is ranked 251-300 among the world's top universities.

To find out more about VILNIUS TECH, [visit](#)





# Technological University of the Shannon (TUS)



## IRELAND

### About:

With over 14,000 students on six campuses in Ireland's Midwest and Midlands, TUS is one of Ireland's newest and most unique Technological Universities. Through applied learning and fresh thinking, their focus is on meeting the evolving needs of society and industry, within their region and beyond. With principal campuses at Athlone and Limerick, the TUS EDI vision is to be recognised as a leader in advancing equality, diversity and inclusion. TUS promotes and supports a culture where diversity is celebrated and is a driver and influencer of cultural and societal change locally, regionally and nationally. TUS was designated a University of Sanctuary in June 2022 becoming the first Technological University in Ireland to be given the award.

### Extent of internationalization:

Students from 100 nationalities are represented throughout TUS, enrolled across the hundreds of courses available throughout the university, and supported with a range of services and resources.

### International Alliance:

Established in 2020 under the European Universities Alliance and funded by ERASMUS, RUN-EU is a transnational alliance of higher education institutions working together to create a regional development-oriented European University that embodies the values of sustainability, multiculturalism, and inclusiveness in all its work. It also promotes European values and identity, as well as revolutionising the quality and competitiveness of European higher education.

In July 2023, TUS was announced as the new coordinator for [RUN-EU \(Regional University Network-European University\)](#), making it the first Irish university appointed as lead of a European University. RUN-EU begins its next phase with funding of €14.4 million approved for four more years and two new partners joining the alliance— the University of Burgos (Spain) and the Howest University of Applied Sciences (Belgium), bringing the alliance to nine higher institutions drawn from across Europe with strong focus on regional development. Overall, RUN-EU will comprise of a student population of more than 100,000 students, 11,000 staff and more than 100 research institutes, centres and groups.

### How does it deliver value for students? [Study Programmes | RUN-EU](#)

- Students can undertake interdisciplinary learning units at more than one European university at a time and gain ECTS credits. These are known as **RUN-EU Short Advanced Programmes (SAPs)**. They range from one to eight weeks and combine on-campus activities with equally meaningful online sessions. All degree students seeking advanced re-skilling and up-skilling in a multicultural environment can join a RUN-EU SAP, both part-time and full-time. SAPs are focused on finding solutions for current social, economic and environmental issues.
- **European Double and Joint Degrees.** The opportunity to study for an undergraduate or postgraduate degree and get two diplomas from two different universities. RUN-EU offers the freedom and flexibility to choose every single curricular unit of the student programme.
- RUN-EU PLUS is also creating professional and **Practice-Based Research Master's And Phd Programmes**. These will be accredited, scalable, interdisciplinary, and focused on business and society needs.

[The RUN-EU European Mobility Innovation Centre](#) is a centre of expertise in innovative European mobility that promotes international skills development for students and staff and monitors the quality of our mobility activities. Its main goal is to increase student and staff mobility at all levels within RUN-EU, by combining traditional approaches with new, innovative, and sustainable forms of mobility. The EMIC brings together international mobility experts from the seven universities of the alliance to build and share expertise in innovative physical and virtual international student and staff mobility in European higher education. It works as the RUN-EU international services, ensuring multiculturalism is put into practice.

## Sanctuary Scholarships



TUS was designated a [University of Sanctuary](#) in June 2022 becoming the first Technological University in Ireland to be given the award. University of Sanctuary Ireland (UoSI) is an Irish initiative to encourage and celebrate the good practice of universities, colleges and other education institutes welcoming refugees, asylum seekers and other migrants into their university communities and fostering a culture of welcome and inclusion for all those seeking sanctuary. It collaborates with a sister network [Universities of Sanctuary UK](#).

The Sanctuary Award is an initiative of University of Sanctuary Ireland, to encourage and celebrate good practice of universities, colleges and other education institutes welcoming refugees, asylum seekers and other migrants into their university communities and fostering a culture of welcome and inclusion for all those seeking sanctuary.

TUS offers [10 Sanctuary Scholarships](#) per academic year for students living in international protection/from a refugee background at undergraduate level and 10 scholarships for students studying on the Access/Transition to Higher Education programme at TUS. The scheme seeks to encourage and enable international protection applicants, or those already granted international protection who are required to pay tuition fees and/or cannot access student finance, to participate and succeed in higher education. It includes:-

- Scholarship will pay all fees (tuition & registration)
- A subsistence support stipend €960 (payable in four equal instalments throughout the academic year) to assist with travel, books, and meals
- Please note the scholarship does not include University accommodation.

To find out more about Technological University of the Shannon (TUS), [visit](#)





## ITALY

### About:

Founded in 1303, Sapienza University of Rome, or "La Sapienza," is one of the oldest universities in the world and the largest in Italy. The University is located in Rome, and boasts a significant historical legacy intertwined with the evolution of knowledge and culture over centuries. The University comprises a multitude of departments, offering a vast array of degrees across multiple levels of science and education. Sapienza University's wide range of degree programs, many of which are offered in English, attract students from diverse academic backgrounds worldwide. The broad spectrum of disciplines and perspectives creates a rich academic experience and promotes cross-cultural understanding and global awareness.

### Internationalization Efforts:

Sapienza University has a strong commitment to internationalization, manifested in its diverse student body, extensive global collaborations, active participation in international programs like Erasmus+, and provision of comprehensive support services for international students. It's [International Office](#) manages activities aimed at supporting the internationalization of the University. It promotes the internationalization of research through support for participation in European and international research projects, with particular attention to the EU Research and Development Framework Program and support for the reception of Visitor Professors. The International Office also promotes student international mobility, encouraging their participation in many European and International programmes. The University also encourages the stipulation of bilateral agreements aimed at promoting cultural and scientific collaborations with academic institutions in other countries. It specifically:

- promotes the internationalization of research through support for participation in European and international research projects, with particular attention to the EU Research and Development Framework Program and support for the reception of Visitor Professors;
- promotes students' international mobility, promoting their participation in many European and International programmes;
- Promotes the international mobility of researchers, professors and administrative staff;
- Encourages the stipulation of bilateral agreements aimed at promoting cultural and scientific collaborations with academic institutions in other countries;
- promotes the participation of professors and researchers in the development cooperation programmes and projects through institutional funding as well as the dissemination of information about European and international calls;
- organises international meetings and seminars and manages of the reception, in collaboration with the ceremonial offices, of delegations of teachers and students from all over the world;
- supports the participation of the University in inter-university networks, creating collaborations that promote the exchange of good practices and the implementation of joint initiatives.

## The international function is structured into two offices:

- [International Education and Mobility Office](#) The International Education and Mobility Office is responsible for the coordinated and joint planning, promotion, monitoring, control and evaluation of activities aimed at international education. The Office is divided into three units:
- [Erasmus + Mobility Unit \(EU\)](#);
- [Non-EU Mobility and International Education Agreements Unit](#)
- [International Marketing](#)
- International Scientific Cooperation Office.

The University's rich historical and academic legacy, coupled with its cosmopolitan approach to education, creates a unique learning environment that prepares students for success in the global arena. The University has proven to be an attractive destination for international students, hosting nearly 9,000 enrolled international students and welcoming almost 1,500 incoming exchange students every year. The student body's diversity is a source of pride for the University, fostering a vibrant, multicultural learning environment.

## International Collaborations:

As part of its internationalization strategy, Sapienza University collaborates with numerous institutions globally. These collaborations span research, exchange programs, and various academic initiatives, contributing to an enriching international study environment for its students, and includes:

- Membership of the CIVIS alliance What is CIVIS? – CIVIS - A European Civic University, one of the first 17 pilot European Universities and is funded by the EU through the European Universities initiative under the ERASMUS+ programme. It brings together eleven research-lead and civically engaged Universities across Europe and connects over 430,000 students and 63,000 members of staff (including +33,400 academics and researchers). CIVIS aims to create a unique European inter-university space for innovative and responsible teaching, research, cultural exchanges and citizen action across Europe and Africa. The alliance aims to tackle major societal challenges of the 21st century focused on five thematic challenges:
  - Health
  - Cities, territories and mobilities
  - Digital and Technological transformation
  - Climate, environment and energy
  - Society, culture, heritage
  -

The CIVIS Alliance has entered a partnership agreement with six leading African universities, with a view to enhance cross Mediterranean- and African- collaboration in higher education. The partnership promotes closer integration between CIVIS members and African partner institutions and offers opportunities:

- For increased mobility (both physical and virtual)
- To leverage shared capacities to seek external funding
- To make a positive social impact on our local communities

The agreement commits CIVIS and the following African partner universities to an ambitious agenda for partnership over the coming years, offering a framework for exciting and innovative new collaborations.

- [Makerere University](#) – Uganda
- [Eduardo Mondlane University](#) – Mozambique
- [Université Hassan II de Casablanca](#) – Morocco
- [University of Sfax](#) – Tunisia
- [Université Cheikh Anta Diop de Dakar](#) – Senegal
- [University of the Witwatersrand, Johannesburg](#) – South Africa



- **Erasmus+ Program:** Sapienza University actively participates in the Erasmus+ program, offering opportunities for students and staff from partner institutions across Europe to study, teach, or train at Sapienza. It also encourages its students to gain international exposure and experience by spending a semester or academic year at a partner institution in another European country.
- **International Student Services:** The University provides a comprehensive range of services to support its international students, from application and enrolment assistance to accommodation services and cultural activities. This ensures a smooth transition for international students and aids their integration into university life.

## Alumni Network:

Sapienza University of Rome has an alumni association called [NoiSapienza](#). The goal of NoiSapienza is to build a positive force in the country starting from the University, the point where the minds that will represent the cultural, scientific, economic and political system of tomorrow meet and are formed<sup>1</sup>. NoiSapienza aims to establish and maintain relationships between members by carrying out social and cultural activities, promoting the interest of its members in academic life and interaction with students, contributing and simplifying the integration of new graduates into the world of work, engaging in social activities with actions oriented towards volunteering, enhancing the ideas of young graduates and promoting dialogue between the University, the territory and institutions. All graduates of Sapienza University can join NoiSapienza with its graduates making their mark in numerous sectors worldwide. The University keeps its alumni connected through events, reunions, and networking opportunities, encouraging a vibrant, ongoing relationship between the University and its graduates.

To find out more about Sapienza University of Rome, [visit](#)



# Georg-August-Universität Göttingen /University of Göttingen



GERMANY

## About:

Georg-August-Universität Göttingen is the largest and oldest university in Lower Saxony, Germany. IN PUBLICA COMMODA - FOR THE GOOD OF ALL reads the inscription on the Foundation Medal of Georg-August-Universität Göttingen, an internationally renowned research university with a long tradition. Founded in 1737 during the Age of Enlightenment, the university is committed to the values of social responsibility of science, democracy, tolerance, and justice. Those values are very evident and central to Georg-August-Universität's position within the scientific community where it stands together with the research universities of international significance. Within the areas of research and teaching, study and further education, the University's aims are very outward looking and seek :

- to preserve traditional perceptions discerningly, to render them usable and, by way of excellent teaching, to hand them on to future generations;
- to gain new knowledge in all disciplines, also across and beyond conventional boundaries;
- to enable all those studying at the University to act with responsibility in their scientific activities, as well as in all fields of cultural, political and economic life.

Further, it seeks to contribute to the realisation of equal opportunities and the overcoming of all gender-related, ethnic, cultural, social and religious disadvantages that oppose this. It is impressive that the university seeks to heighten its international reputation by concentrating on its special strengths:

- Internationality - enhancing its ability to attract scientists, scholars and students from abroad; expansion of international networks and partnerships for fostering research and young scientists;
- Research-based teaching and learning - development of research-related study programmes and occupationally-orientated training and further education courses, graduate schools, and junior research groups in which young scholars and scientists conduct independent research;
- Interdisciplinarity and diversity - intensifying the collaboration between the humanities and the social, natural and life sciences, and preservation of subject diversity in the interests of problem-solving to shape the future;
- Autonomy - strengthening the self-responsibility of the University as a Public Law Foundation, including also that of its boards, faculties and institutions;
- Cooperation with non-university institutions - extending and institutionalising the collaboration with appropriate research establishments in science, commerce and the community.



## Program Variety:

With [13 faculties](#), the university offers a comprehensive range of subjects in the natural sciences, humanities, social sciences and medicine. The numbers

- 535 professors and over 4,000 scientific staff
- Over 25,000 students
- 16 bachelor's programs and a wide selection of master's programs, students have ample opportunities to pursue their academic interests. [Degree programmes from A to Z - Georg-August-Universität Göttingen \(uni-goettingen.de\)](#)

The University has developed internationally [innovative research programmes](#) and clusters based on its strengths in science, human resources and organisational structure. They form the backbone upon which Göttingen scientists and scholars collaborate in research centres, projects and partnerships, thus creating fertile ground for cutting-edge interdisciplinary research. There is a strong emphasis on both basic and applied research, as well as research-oriented teaching. Its research activities are also significantly shaped by the network of eight non-university research institutes of the Göttingen Campus.

## Internationalization Efforts:

The University has made significant strides in internationalization, as reflected in its performance in global rankings. In the Times Higher Education ranking for Most International Universities in the World, the university has maintained its 18th position. This ranking takes into account international indicators such as the proportion of international students, international staff, international co-authorship, and international reputation. The university's continued high ranking underscores its commitment to fostering a globally engaged learning and research environment.

It also benefits from its involvement in the pan European university network Enlight which has been awarded European Higher Education Area European Universities" funding for another four years with a total of 14.4 million euros. Enlight consists of ten partners in ten countries reflect Europe's geographical, economic, social, cultural, and linguistic diversity. It joins University of Göttingen with nine other research-oriented universities including the Universities of Ghent, Groningen, Uppsala and Tartu, the University of the Basque Country, the Universities of Bordeaux and Galway as well as Comenius University Bratislava; and Enlight's tenth and newest member, the University of Bern. The funding award facilitates the development of new, flexible and international study opportunities and the interlinking of academic and social initiatives.

Of note, Enlight highlights that cooperation across national borders is a key component, while another central concern is a focus on the immediate environment, as the consortium will work specifically on societal challenges at the local level. Six problem areas are at the forefront: climate change, health and well-being, social inequality, the digital revolution, energy and circularity, and creativity. Based on these problem areas, students work closely with researchers and teachers as well as with citizens and professionals from their region. Together they discuss problems and solutions, examine potential innovations, and focus on promoting diversity. In the long term, the partners want to create an open space between the Universities where readily accessible, joint teaching and exchange can take place. The model being developed here is intended to permanently change higher education on a European and global level. Further information can be found at <https://enlight-eu.org>.

## International Student Community:

The University of Göttingen attracts a significant number of international students from around the world. This diverse student body contributes to a multicultural learning environment, fostering cross-cultural understanding and enriching academic discussions. Interestingly, each year from 2018 to 2022 saw an increase in the percentage of international students:

| 2018  | 2019  | 2020  | 2021  | 2022  |
|-------|-------|-------|-------|-------|
| 13.1% | 13.6% | 14.1% | 14.2% | 15.1% |

The University offers various initiatives to promote global engagement. They actively support student mobility and encourage international collaborations. The university utilizes the "[MoveON - Gö abroad](#)" database [International Office \(MoveOn\) - Georg-August-Universität Göttingen \(uni-goettingen.de\)](#), which serves as a platform for managing and facilitating student mobility activities, providing students with opportunities to study abroad and gain international experiences.

The international page is very comprehensive and clear, including interesting videos, a student guide, links to overseas offices, and the link to non-profit organization Göttingen Alumni. Links are categorised as:

### Prospective Students

- [Degree Seeking Students](#)
- [Exchange Students](#)
- [Doctoral Studies](#)
- [English Study Programmes](#)
- [Information for refugees](#)
- [Videos "International Students about us"](#)

### Registered Students

- [International Student Guide – Your First Steps in Göttingen](#)
- [Accommodation Service](#)
- [Events/Foyer International](#)
- [Study and Internships abroad](#)

### International Relations

- [International Relations](#)
- [International Cooperations](#)
- [China Office](#)
- [India Office](#)
- [Coimbra Group](#)
- [U4-Network](#)

### Scientists and Scholars

- [Incoming](#)
- [Welcome Guide for International Researchers](#)
- [Scholars at Risk](#)
- [Research abroad](#)
- [Advice on EU Research Framework Programme](#)

### Staff

- [Staying in Göttingen \(Incoming\)](#)
- [Visiting foreign Universities \(Outgoing\)](#)

### Alumni

- [International Alumni-Network](#)

To find out more about University of Göttingen, [visit](#)





### About:

TU Delft, the oldest and largest technical university in the Netherlands, is renowned for its top-quality education and research. TU Delft's overarching mission is to make a positive impact on society. It is strongly committed to becoming a university that pursues the highest standards of education and research based on values of diversity, equity and inclusion.

### The numbers:

- eight **faculties** spanning almost 40 technological and scientific disciplines together with their many specialisms
- 16 bachelor's and over 30 master's programs,
- the university attracts more than 27,000 students and employs 6,647 staff members who share a passion for science, design, and technology.

### Internationalization Efforts:

The overall 2022/2023 international student population of TU Delft is 25.3%. It is a member of three EU co-operations:

- the European University Association [EUA](#), the principal European body for the higher education community. The EUA stimulates the development of a coherent system in European higher education and research.
- TU Delft is one of the founding members of CESAER, the Conference of European Schools for Advanced Engineering Education and Research [The strong & united voice of universities of science and technology in Europe - CESAER](#). Founded in 1990, CESAER is a non-profit international association of leading European universities of technology and engineering schools/faculties at comprehensive universities and university colleges. CESAER stands for scientific excellence in engineering education and research, and the promotion of innovation through close cooperation with the private and the public sector in order to ensure the application of cutting-edge knowledge in industry and society.
- The IDEA League is a strategic alliance among five leading European universities of technology, science and engineering, committed to bringing science to society, [www.idealeague.org](http://www.idealeague.org). The five member institutions are: Delft University of Technology, ETH Zurich, RWTH Aachen University, Chalmers University of Technology and Politecnico di Milano. The IDEA League develops cooperation programmes and projects for students, doctoral candidates, researchers, academic staff and professional support, in order to enhance the quality of the skills of the people working and studying at the member institutions.

### International Student Community:

TU Delft boasts a vibrant and diverse international student community. The university attracts a significant number of international students, contributing to a multicultural learning environment.

To find out more  
about Delft





## PORTUGAL

### About:

The University of Minho is one of the most prestigious Portuguese higher education institutions, and is gradually becoming more prominent internationally. The University was founded in 1973, and with over 19,500 students, it spans over three campus locations, 12 Schools and Institutes and 31 research centres. Each year, UMinho has risen, among the top universities in the world in the Times Higher Education 150 Under 50 (THE), i.e. a ranking of the top 150 universities under 50 years old. UMinho is also a front runner in the renowned CWTS Leiden Ranking that measures quality and impact of scientific production worldwide.

### Internationalization Efforts:

UMinho has a strong internationalisation policy that is reflected in its main areas of action - teaching, research and innovation, and interaction with society. It has a current enrolment of 2,443 international students equating to 12.5% of the overall student population, who they support by providing a Preparation Course for International Students which is specifically designed for students who have completed upper/secondary education abroad and wish to have preparation before enrolling on a Bachelors and Integrated Masters course. The UMinho website [International Students \(uminho.pt\)](http://International Students (uminho.pt)) features an orientation video and information concerning practical issues such as accommodation, food, cost of living and University infrastructure, among other information.

UMinho has partnerships with over 400 universities from all around the world, and as a reflection of its [internationalization policy](#), it belongs to several international cooperation networks, including:

- [AULP – Association of Portuguese Speaking Universities](#)
- [CEER – Centre for Euro-Regional Studies Galicia](#)
- [CGU – Compostela Group of Universities](#)
- [EUA – European University Association](#)
- [GUPES - The Global Universities Partnership on Environment for Sustainability](#)
- [SGroup – Santander Group European Universities Network](#)
- [United Nations Global Compact](#)
- CRUSOE - Council of Rectors of the Universities of South-West Europe

It is interesting to look at the wider context of internationalization and Portuguese HEIs. **Internationalization strategies in Portuguese Higher Education Institutions-time to move on and to move beyond.** January 2018, Conference: AELFE2017 by **Margaret Rabbit**, [Polytechnic Institute of Portalegre](#), **María del Carmen Arau Ribeiro**, [Polytechnic Institute of Guarda](#)

In recent decades, under the pressures of globalization and within the framework of the European Union education policies, Portuguese Higher Education Institutions (HEIs) have undergone an intense process of internationalization, with rising figures in the production and dissemination of scientific knowledge and research as well as student and staff international mobility and real academic cooperation among HEIs. Despite these indicators, other issues such as the internationalization of curricula content, student development of intercultural skills, and institutional foreign language learning policies, require attention in the debate on internationalization in Higher Education (HE) and open the challenge to the broad strategic area of "Internationalization at Home" (de Wit et al. 2015b).

[Internationalization strategies in Portuguese Higher Education](#)

To find out more  
about University  
of Minho, visit



# 02

Desk research of existing international learning environments based in 7 Non-EU countries.

|  | Page |
|--|------|
| • Asian Institute of Technology (AIT), <b>Thailand</b>         | 20   |
| • Edinburgh Napier University, Scotland, <b>United Kingdom</b> | 22   |
| • The State University of Campinas (UNICAMP), <b>Brazil</b>    | 24   |
| • Emory University, <b>USA</b>                                 | 26   |
| • National University of Singapore   NUS, <b>Singapore</b>     | 28   |
| • University of Melbourne, <b>Australia</b>                    | 31   |

# Asian Institute of Technology (AIT)

## THAILAND

### About:

Founded in 1959, the Asian Institute of Technology is an international English-speaking postgraduate institution situated in Bangkok, Thailand. AIT focuses on engineering, environment, and management studies, offering a multicultural community where a cosmopolitan approach to living and learning is embraced. AIT offers a broad range of master's programs organized into three schools: (1) Engineering and Technology, (2) Environment, Resource, and Development, and (3) Management. These programs cover various disciplines within the fields of engineering, environment, and management studies. AIT provides a total of 40 master's programs, offering students a diverse range of options to choose from. AIT's internationally recognized engineering, environment, and management graduates are highly sought after by employers in their home country and elsewhere.

### Extent of Internationalization:

AIT has in its 60-year history extended its influence across the Asian region and also into the global arena. It places a strong emphasis on internationalization, fostering a diverse and inclusive learning environment. Its numbers are impressive:

- 1,400+ students from 40+ countries
- 38,000+ Short-Course trainees from 100+ Countries
- 26,000+ alumni from 100+ Countries/Territories
- 400+ partners worldwide

AIT's geographical reach extends beyond its location in Bangkok, Thailand. The institute is connected with 600 institutes from all over the world, indicating its global reach and international collaborations. This network of partnerships fosters academic exchange, research collaborations, and the mobility of students and faculty members. To give a flavour of some of these collaborations:

- A Memorandum of Understanding (MoU) is in place between AIT and Tulane University, USA. This collaboration aims to explore potential partnerships in research, training, curriculum development, teaching, and the exchange of information and personnel concerning the impacts of climate change and sea-level rise on the Mississippi Delta and the Mekong Delta. The scope of cooperation includes scholarly exchanges, joint research, workshops, student interactions, and the production of joint publications. Both institutions aim to promote transformative research and educational opportunities while strengthening global connections to make a positive impact on society.
- AIT played a vital role as one of the academic partners at the International Conference on Nation-Building (ICNB), with participation from local, regional, and international leaders and experts working in Human-Centered Development for Nation-Building, Peace, and Wellness sectors. Organized in conjunction with the Nation-Building Institute International (NBII), alongside the Nation-Building Institute Thailand, Nation-Building Institute Malaysia, Institute of Future Studies for Development, Asia Future Institute (Korea), and Social Science Association of Thailand, the International Conference on Nation-Building 2023 proved to be a crucial platform for fostering partnerships, sharing knowledge, and generating innovative solutions to shape the future of nation-building.

With the advent of digital technology and the impact of the COVID-19 pandemic, AIT has further expanded its international reach through virtual mobility and online learning. It has developed a robust online learning infrastructure,



which allows it to deliver high-quality education to students regardless of their geographical location. This virtual learning environment ensures that international students can continue their studies seamlessly, even in times of global disruptions. Additionally, AIT offers Massive Open Online Courses (MOOCs) on various subjects, thereby extending its educational resources to the global community.

### **International Rankings and Accreditation:**

AIT’s commitment to internationalization is reflected in its international rankings. It consistently ranks among the top universities in Asia and the world in the fields of Engineering and Technology. The institution is also internationally accredited, with its programs recognized by major accreditation bodies such as ABET (Accreditation Board for Engineering and Technology) and AACSB (Association to Advance Collegiate Schools of Business). These recognitions enhance the employability of its graduates and further validate the quality of education offered by AIT.

### **Diversity in the Background of International Students:**

AIT attracts a diverse student body from different regions, with a current enrolment of more than 1,600 students from 48 countries enrolled in their programs. The institute provides opportunities for students to engage with different perspectives, cultures, and academic disciplines, preparing them to become global professionals in their respective fields. It’s variety of master's programs, multicultural student body, and global network of partnerships contribute to its dynamic international teaching environment.

### **International Alumni Network:**

The international alumni network of AIT is another testament to its internationalization strategy. With over 26,000 alumni from more than 100 countries, AIT has created a global community of professionals who continue to make significant contributions in their respective fields. These alumni not only offer a valuable resource for current students in terms of networking and career opportunities, but they also contribute to enhancing AIT's reputation internationally. AIT encourages and supports its alumni to stay connected with the institute through its active alumni association, regular alumni reunions, and the online networking platform AIT Connect.

To find out more about Asian Institute of Technology, [visit](#)



# Edinburgh Napier University

## SCOTLAND, UNITED KINGDOM

### About:

Now home to over 19,500 students from over 140 countries, Edinburgh Napier University first welcomed 800 students as Napier Technical College in 1964. Named after John Napier, the brilliant 16th-century mathematician and philosopher, the university is positioned as a modern, global and dynamic home to students, staff and researchers inspired by the world around them to provide creative, sustainable solutions to economic challenges and the needs of society. It takes great pride in its multiple awards, and it

- Has just joined the world's top 500 institutions (THE World University Rankings 2023) as the [#1 Modern University in Scotland](#)
- Is ranked as the number 1 modern university in Scotland according to the Times Higher Education World University Rankings 2023
- Is in the top 10 UK modern universities based on the Times/Sunday Times Good University Guide [Top 10 UK Modern University](#) (Times/Sunday Times GUG 2023).
- Is ranked as the number 1 university in Edinburgh for student satisfaction in multiple years (NSS 2020, 2021 & 2022). [#1 University in Edinburgh for overall student satisfaction](#)
- Is the top Scottish university for research power and impact, as evaluated by the Research Excellence Framework 2021.
- Has been named the top university in Scotland for environmental sustainability and ethics for the second consecutive year, according to the 2022 People and Planet University League
- Is the only Scottish university to be shortlisted for the 2022 Times Higher Education's prestigious University of the Year award.

### Internationalization Efforts:

Napier University prides itself on fostering an international community, welcoming students from 100 different countries. The university actively engages in transnational education, delivering programs in collaboration with partners in China, Hong Kong, Myanmar, Singapore, Sri Lanka, Switzerland, and Vietnam. Moreover, its distance learning platform 'Global Online' has successfully provided 15 programs to over 5,850 students, further expanding access to education. Get help with your student visa, assistance with your application or find out about English language support. With overseas offices, local representatives or our team, travelling to a city near you, we are here to help you every step of the way, in person or online.

### International Student Community:

With 12,318 students, including 5,517 international students, Napier University boasts a thriving and diverse international student community. The presence of students from various countries contributes to a multicultural learning environment, promoting cross-cultural exchange and global perspectives. Napier University's exceptional rankings, commitment to internationalization, program diversity, and significant international student numbers contribute to its vibrant

international teaching environment.

## Alumni Network:

The Edinburgh Napier University Alumni Network [Alumni \(napier.ac.uk\)](http://napier.ac.uk) is a community of former students from all over the world. Alumni can join networking groups to meet fellow alumni, share ideas or ask for advice. By keeping in touch with the University after graduation, alumni will receive invitations to networking events, reunion get-togethers, further study opportunities and hear about upcoming activities that will help them in their future career. Alumni can join an alumni networking group in their geographic area or focused on their subject of study. If there isn't a group in their area, they can start one of their own. The ENU Alumni Network also has a LinkedIn group that alumni can join <https://www.linkedin.com/showcase/enualumni>

To find out more about  
Edinburgh Napier University, [visit](#)





# The State University of Campinas (UNICAMP)

---

## BRAZIL

### About:

Founded in 1966, the State University of Campinas (Portuguese: Universidade Estadual de Campinas), commonly called Unicamp, is a public research university in the state of São Paulo, Brazil, is consistently ranked among the top universities in Brazil and Latin America. Located in the State of São Paulo, Unicamp has three campuses — in Campinas, Piracicaba and Limeira — and comprises 24 teaching and research units. It also has a vast health complex (with two large hospital units on the Campinas campus), as well as 23 interdisciplinary centers and centers, two technical colleges and a series of support units where thousands of research projects are developed. With over eight thousand professional staff, of whom more than 200 are foreign professors from different areas of knowledge, and approximately 34,616 students enrolled in 153 undergraduate courses and graduate programs.

UNICAMP offers a diverse range of undergraduate courses across various fields, including medicine, dentistry, several engineering majors, basic natural and human sciences, applied sciences, education, and arts. The university's admission process is highly competitive, selecting only 3,320 applicants for intake out of over 75,000 applicants annually. It is worth noting that undergraduate education at UNICAMP is tuition-free, contributing to its accessibility. It also plays a vital role in Brazilian research, accounting for approximately 15% of the country's research output.

### Internationalization Efforts:

UNICAMP is committed to internationalization and offers opportunities for students from partner foreign universities to participate in exchange programs. Around 5% of Unicamp's students are international students. This includes the exchange student modality, where students from foreign institutions come to Brazil to take courses already offered by UNICAMP, as well as the exchange student for internship/research modality, enabling students to engage in internships or research projects with UNICAMP professors. The university actively promotes international collaboration and academic mobility.

UNICAMP has garnered recognition in multiple international university rankings, showcasing its global reputation and academic excellence. According to the Times Higher Education 2022 international ranking, UNICAMP is ranked as the second-best university in Brazil and the third-best university in Latin America. Additionally, the university is among the top 200 most prestigious universities in the world, according to the Times Higher Education World Reputation Rankings. UNICAMP also holds the distinction of being the third most sustainable university in Brazil.

### International Student Community:

UNICAMP attracts a diverse international student community, with 298 foreign students enrolled in undergraduate programs from 50 different countries. Additionally, the university has 908 foreign students enrolled in graduate studies. UNICAMP also facilitates outbound student mobility, with 171 of its own students participating in exchange programs



abroad.

UNICAMP's prominent rankings, commitment to internationalization, wide range of undergraduate programs, and diverse international student community contribute to its dynamic and globally-oriented teaching environment. The university's research achievements and focus on sustainability further solidify its position as a leading institution in Brazil and beyond.

## International Collaborations:

The International Office has a dedicated website <http://www.internationaloffice.unicamp.br/>, and within that, a page to outline their [Strategic Partnerships – DERI \(unicamp.br\)](#).

### Recent alliances include:

- Unicamp and seven Argentine universities, members of the consortium Colaboratorio Universitario de Ciencias, Artes, Tecnología, Innovación y Saberes del Sur (Conusur) are collaborating on a Latin American Studies Course (Celan) with course content covering several areas of knowledge, including politics, economics, public health, energy transition, technological development, language, art and trade unionism. The course arose from the collective interest in strengthening links and expanding the exchange of knowledge between researchers, students, teachers and institutions. With a geopolitical vision, encouraging the creation of a Latin American unity, the vision is to transform Celan into a permanent space for exchanges, allowing the universities involved to develop joint teaching, research and extension actions.

To find out more about the State University of Campinas, [visit](#)





## Emory University

### USA

#### About:

Emory University, founded in 1836, is a private research university based in Atlanta, Georgia. It is recognized for its innovative research, commitment to healthcare, and liberal arts-centered education. Emory has 11 schools and colleges, including four undergraduate colleges and seven graduate and professional schools. These encompass a broad range of disciplines such as Business, Law, Medicine, Nursing, and Public Health, among others. As of the most recent data, Emory has approximately 15,000 students, 8,000 of whom are undergraduates and 7,000 are postgraduates. Notably, 16% of the student population is international, indicating Emory's strong appeal to students from across the globe.

#### Internationalization Efforts, Global Strategy and Initiatives:

Emory University's internationalization strategy is guided by its Office of Global Strategy and Initiatives (GSI). The GSI aims to elevate Emory's global profile by promoting collaboration and innovation in research, teaching, and service, and to integrate global perspectives into Emory's research and teaching missions. GSI works on developing strategic international partnerships, enhancing visibility of Emory's global activities, and facilitating opportunities for international engagement for students and faculty.

#### International Collaborations:

Emory University maintains academic partnerships with various institutions worldwide. These collaborations span joint research projects, faculty and student exchanges, study abroad programs, and more. For instance, Emory has longstanding partnerships with institutions like Yonsei University in South Korea, the University of Amsterdam in the Netherlands, and Nanjing University in China, among others.

#### Diverse International Student Body:

Emory is home to a diverse international student community, with 16% of the total student body being international. The university provides comprehensive support to international students, including visa assistance, cultural integration programs, and resources for academic success. The vibrant multicultural environment on campus ensures a rich cross-cultural learning experience for all students.

#### Study Abroad Programs:

Emory University emphasizes the importance of global exposure for its students. It offers a wide variety of study abroad programs and international internships in more than 45 countries. These opportunities enable students to engage with different cultures, broaden their academic horizons, and gain a global perspective in their field of study.

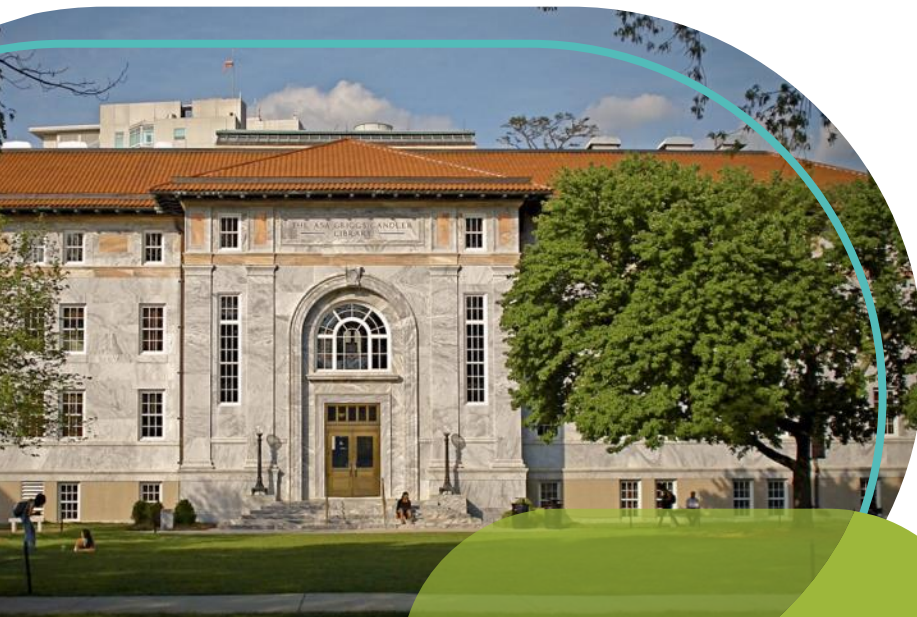
## Global Research:

Emory University is renowned for its contribution to global research. With research initiatives spanning various disciplines and regions, Emory faculty and students are involved in addressing some of the world's most pressing issues such as global health, climate change, and social justice. The university's research has had a significant global impact, enhancing its international reputation and contributing to its high ranking among research universities.

## Alumni

Emory University has a robust and very impressive alumni network mechanism [Emory Advancement & Alumni Engagement](#)

- **Emory Alumni Association:** Emory has a thriving alumni network that spans across the globe. The Emory Alumni Association (EAA) is dedicated to engaging alumni lifelong through intellectual, social, and service opportunities that leverage alumni talents and contributions. EAA is committed to advancing Emory's excellence by fostering a global Emory network.
- **Global Emory Alumni Network:** Emory's alumni network is truly global, with more than 149,000 alumni living in over 164 countries around the world. Emory's international alumni chapters, including those in Beijing, London, Mumbai, and Seoul, keep graduates connected to the university and each other. These international chapters host a variety of events, including networking gatherings, social events, and service projects, enabling alumni to remain engaged with the university and to network with other alumni in their region.
- **Impactful Alumni:** Emory alumni have gone on to make significant contributions in various fields, including business, law, medicine, public service, academia, and the arts. They include influential leaders, innovative researchers, and public intellectuals who are making a difference globally. For example, Emory's alumni list includes Nobel laureates, Pulitzer Prize winners, and leaders of international organizations.
- **Career Services for Alumni:** Emory also provides career services to its alumni. These services include career counselling, job search resources, networking events, and professional development opportunities. The goal is to support alumni in their career progression and professional growth.
- **Alumni Giving:** [Support the Emory Community | Emory Advancement & Alumni Engagement](#) Emory alumni also contribute significantly to the university through philanthropic gifts. Their generosity supports scholarships, faculty chairs, research, and the construction of new facilities. These contributions are crucial for the ongoing development and advancement of the university.



To find out more about Emory University, [visit](#)



# National University of Singapore

## SINGAPORE

### About:

Founded in 1905, the National University of Singapore is the oldest and largest university in Singapore and is often considered one of the most prestigious universities in Asia. It originated as a medical college and has since grown into a comprehensive university offering a wide array of undergraduate and graduate programs. NUS offers a global approach to education and research with a focus on Asian perspectives and expertise. Its transformative education includes a broad-based curriculum underscored by multidisciplinary courses and cross-faculty enrichment. Over 38,000 students (over 28,000 undergraduate students and 10,000 postgraduate students) from 100 countries enrich the community with their diverse social, cultural and academic perspectives.

NUS has 17 faculties and schools across three campus locations in Singapore, providing a broad-based curriculum underscored by multi-disciplinary courses and cross-faculty enrichment. Some notable schools include the Duke-NUS Medical School (in collaboration with Duke University), Lee Kuan Yew School of Public Policy, and NUS Business School. NUS is regarded as a forerunner of creating innovative solutions to improve lives and transform industries. The university's research strategy focuses on areas critical to the future of Singapore and the world, making breakthroughs in fields ranging from energy and environmental sustainability to life sciences and healthcare, to digital technology and innovation.

### Internationalization:

NUS has a strong international focus and is committed to promoting global learning. They highlight that NUS' education is defined by its rigour and differentiated by its distinctive global programmes which aim to develop students into global citizens with an understanding of the multiplicities and complexities of the world, who appreciate and have empathy for others and their lives, and realize and celebrate the benefits of diversity and difference. The university has more than 300 partnerships with universities in over 40 countries, offering a wide variety of student exchange programs, internships, and research opportunities. NUS also has overseas colleges that provide students with entrepreneurial and internship opportunities in leading innovation hubs worldwide. NUS offers a variety of global programs, including student exchange programs, internships, research opportunities, and service-learning projects in different parts of the world. This network of overseas colleges provide students with entrepreneurial and internship opportunities in leading hubs of innovation around the world, including Silicon Valley, New York, Beijing, Shanghai, Munich, Stockholm, Tel Aviv, and more.

### Alumni:

The National University of Singapore has an alumni association called the [Office of Alumni Relations \(OAR\)](#). The key purpose of OAR is to help alumni stay connected to their alma mater. As an alumnus, graduates are part of a family of 333,000 alumni from more than 100 countries across the globe. In addition to an alumni website, members can also benefit from stay engaged with the NUS Alumni Family. In all there are 69 Alumni Groups which include groups divided



into 41 Faculty-based and 21 Interest-based groups.

## Strong International Marketing:

TUS must be commended on very powerful marketing. It's [Global Programme Roadmap](#) is an example of best practice in action:-



# DID YOU KNOW

NUS partners with over 300 top universities across more than 40 countries?

Make the most of your uni experience by going on one or more of our many global programmes! Take courses at other universities, explore new places, meet new people, learn about other cultures, and broaden your worldview. From 3-week stints during vacation, to year-long programmes, there'll surely be something that suits you.



| Programme   | Description   | Prog. Period  | When to go |                        |    |                                  | How to apply  |
|---|---|---|------------|------------------------|----|----------------------------------|---|
|   |   |   | Y1         | Y2                     | Y3 | Y4                               |   |
| Summer & winter programmes  | Maximise your term breaks by embarking on short-term programmes at our many partner universities. These programmes are a great way to earn units and take unconventional courses, and are especially ideal if you have less flexible academic plans, or prefer shorter stints abroad.                                     | ~3-5 weeks<br>May-Jul, or Dec                                 | ✓          | ✓                      | ✓  | ✓<br>(complete by 30 Jun)        | Apply via EduReo<br>Look out for info emails:<br>Summer Prog: <b>Dec to Mar</b><br>Winter Prog: <b>Oct</b>              |
| Temasek Foundation-NUS Leadership Enrichment & Regional Networking Programme (TF-NUS LEaRN) | Keen to gain exposure in the booming Southeast Asia (SEA) region? With the TF-NUS LEaRN programme, you'll engage in cultural exchange, networking, and leadership development with like-minded peers across SEA. The programme is subsidised by Temasek Foundation and conducted in a neighbouring country and Singapore. | ~4-6 weeks<br>May-Jul   | ✓          | ✓                      | ✓  |                                  | Apply via EduReo<br>Look out for info emails:<br><b>Mar to Apr</b>  |
| Student Exchange Programme (SEP)  | Want something more immersive? On an SEP, you'll get a real taste of being a student at one of our partner universities, and return edified.  | Usually 1 semester<br>(based on the partner's term structure) |            | ✓<br>(from Y2S2)       | ✓  | ✓<br>(until Y4S1)                | Apply via EduReo<br>Look out for info emails from your faculty:<br><b>Aug to Nov</b>                                    |
| NUS Overseas Colleges (NOC)   | Got that entrepreneurial fire in your belly? NOC offers you the invaluable experience of interning at an overseas startup in one of over 15 leading entrepreneurial hotspots, while taking entrepreneurship courses at renowned partner universities. Dive into startup culture and gain real-world exposure!             | 3 months to 1 year  |            | ✓<br>(depends on prog) | ✓  | ✓<br>(return with 1 sem to grad) | Find out more – applications open in <b>Jan &amp; Aug</b> :<br><a href="http://nus.edu.sg/ocx31J">nus.edu.sg/ocx31J</a> |
| NUS Global Internship Programme   | With overseas internship experience, you'll stand out to future employers! Gain wider business and cultural perspectives, and find out what it's like living and working abroad with the NUS Global Internship Programme.   | 3 months to 1 year, depending on your faculty's requirements  | ✓          | ✓                      | ✓  | ✓                                | Find out more:<br><a href="http://nus.edu.sg/gip">nus.edu.sg/gip</a>  |
| Study Trips for Engagement & Enrichment (STEER)   | Ever the intrepid explorer? Open to veering off the beaten path? Designed to change exciting mindsets about emerging and fast-evolving regions, STEER offers an exciting, immersive, educational and cultural experience.   | ~2-3 weeks<br>May-Jul, or Dec                                 | ✓          | ✓                      | ✓  | ✓<br>(complete by 30 Jun)        | Apply via EduReo<br>Look out for info emails from us, your faculty or RC  |
| Research attachments  | Experience life in another country while working on interesting projects in different academic environments, through summer research attachments offered by our partner universities.   | Varies  |            | ✓                      | ✓  | ✓<br>(return with 1 sem to grad) | Apply via EduReo<br>Look out for info emails:<br><b>Dec to Mar</b>  |
| Sino-Singapore Undergraduate Exchange Programme (SSUE)                                      | Develop a deeper understanding of China and its potential via this subsidised exchange programme for Singaporean students, spearheaded by Singapore and China's Ministries of Education.  | 2 weeks in China;<br>2 weeks in Singapore<br>May-Jul          | ✓          | ✓                      | ✓  |                                  | Apply via EduReo<br>Look out for info emails:<br><b>Jan to Mar</b>  |

To find out more about National University of Singapore, [visit](#)



# University of Melbourne

---

## AUSTRALIA

### About:

Founded in 1853, the University of Melbourne is one of Australia's oldest universities and is renowned for its excellence in teaching, research, and engagement with the community. The University is consistently ranked among the world's leading universities, known for its innovation and leadership in higher education, both in Australia and globally. The main campus in Parkville is recognized as a hub of students, leading academics, and broad thinkers, while its other campuses and sites are significant cultural and scientific centres. The University offers a broad range of undergraduate and graduate study options, underpinned by a commitment to high-quality, innovative curriculum development, diverse learning pathways, and positive student outcomes. As of 2023, it hosts approximately 50,000 students, including around 18,000 international students from more than 150 countries. This rich cultural diversity of the University's students significantly enriches campus life and broadens the University's academic environment.

The University of Melbourne is now the highest ranked Australian university across the three major global rankings – QS (14), Times Higher Education (34) and the Academic Ranking of World Universities (32). The University's improved QS Ranking is due to a combination of factors including a strong showing in the existing Academic Reputation category. QS also introduced three new categories that the University performed strongly in: Employment Outcomes, Sustainability and International Research Network.

### Internationalization:

The University of Melbourne has a vibrant [global outlook](#) which it fosters through numerous global engagement initiatives, nurturing numerous global connections that span across teaching, research, and service to society.



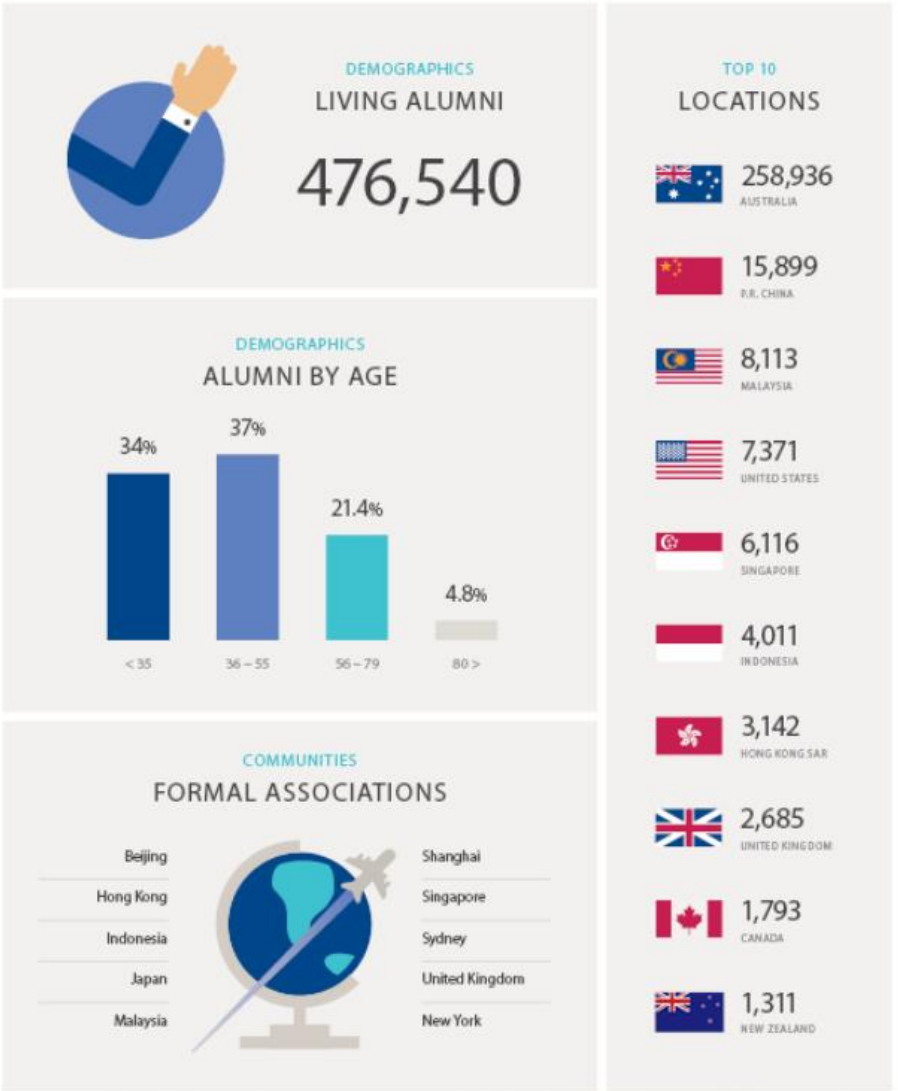
## Here are some specific examples of these relationships:

- **Universitas 21:** The University of Melbourne is a member of Universitas 21 [Home page | Universitas 21](#), an international network of research-intensive universities that work together to foster global citizenship and institutional innovation. Universitas 21 empowers students, researchers and staff from 28 world-class universities to share excellence, collaborate across borders and nurture international knowledge exchange.
- **International Research Partnerships:** Melbourne engages in a wide range of international research collaborations. For example, the university is part of a research team led by the French National Centre for Scientific Research, which studies the early universe's history. Additionally, the Melbourne-India Postgraduate Program (MIPP) offers graduate researchers a unique opportunity to gain a truly global education, jointly supervised by academics from the University of Melbourne and the Indian Institute of Technology Kanpur or the Indian Institute of Science Bangalore.
- **Dual Degree Programs:** The University of Melbourne has agreements with several overseas universities to offer dual degree programs. For instance, in collaboration with KU Leuven, a leading European University and Belgium's highest-ranked university, Melbourne offers a dual Master's program in Cultural Material Conservation.
- **International Exchange Programs:** The University of Melbourne has more than 180 exchange partnerships with leading universities around the world. For example, students can study at the University of California, Berkeley, or the University of Toronto for a semester or year while earning credit towards their Melbourne degree.
- **Global Learning Partnerships:** The University of Melbourne, in collaboration with Australian Volunteers International (AVI), offers the Melbourne Global Scholars Award to undergraduate students undertaking a placement in the Asia Pacific, Middle East, Africa, and the Americas.
  
- **Student Exchange and Study Abroad:** Melbourne offers a robust student exchange program, partnering with over 200 universities in more than 40 countries around the world to attract a significant number of international students and offers various study abroad programs.
- **Research Impact:** The University of Melbourne is committed to globally engaged research that addresses the significant challenges facing societies worldwide. Research is conducted with a global perspective, often in collaboration with international partners.

## Alumni: <https://www.unimelb.edu.au/alumni>

The University of Melbourne has a large and diverse alumni network with a community of over 470,000 alumni worldwide. It's valuable Alumni Groups offer regular opportunities for alumni to stay involved and active in the life of the University. This network is an active and powerful global community of leaders and influencers in business, government, academia, and the non-profit sector. Some impressive undertakings include The Welcome Home program [Welcome Program \(unimelb.edu.au\)](#) sees ten University of Melbourne Alumni Associations around the world host unique, alumni-led events each year to help returning graduates establish themselves in their home cities.





To find out more about University of Melbourne, [visit](#)





# 03

## Academic Research Context

# 03

## Academic Research Context

The increasing importance of international students in higher education institutions (HEIs) globally necessitates a comprehensive understanding of their unique experiences, needs, and challenges. A review of recent academic research underscores the myriad factors that contribute to a positive international student experience and highlights opportunities for enhanced support in teaching environments both within and outside Europe.

Central to an enriching international study experience is the concept of 'connectedness,' as explored by (Understanding international student connectedness) [1]. The paper underscores the importance of social, cultural, political, place, and translocal dimensions to develop a sense of belonging, particularly pertinent in the wake of COVID-19. A 'Basic Formula for Effective International Student Services' [2] further emphasizes the need for continuous improvement and refinement of services for international students to ensure a satisfactory learning experience. It highlights that effective delivery of support services for international students has been the subject of professional discourse for nearly a century (Wheeler, King & Davidson, 1925). While scholars have long examined the problem of student attrition, early retention models (Spady, 1970; Tinto, 1988) applied anthropological, psychological and sociological theories in ways that mostly ignored the intuitional responsibility and capacity to serve culturally diverse individuals.

The quality of teaching and support staff significantly impacts the international student learning environment. The 'International Competences Matrix'[3] developed at Hanze UAS highlights the necessity of professional development for teaching staff to facilitate effective international education. Understanding and addressing the distinct academic and sociocultural challenges faced by international students, as discussed in 'Practices in Teaching International Students in Higher Education: Issues and Strategies' [5], contributes to a more inclusive teaching environment.

Research shows that a tailored introductory course can support first-year international students [4], assisting them in acclimating to the academic environment and language. On a global scale, 'Internationalisation of higher education beyond the West: challenges and opportunities – the research evidence' [6] expands the scope of our understanding of internationalisation, stressing that it is indeed a global phenomenon with regional nuances.

Effective engagement with international students goes beyond academic support, extending to mental health considerations as underlined by [13] and [14]. The impact of COVID-19, alongside pre-existing cultural, linguistic, and social barriers, has amplified mental health challenges among international students, calling for universities and policymakers to foster a more inclusive environment.

Moreover, the need to view international students as 'assets' to internationalisation and knowledge creation is underlined in [10], suggesting a shift in the current discourse. This is echoed by the findings of 'The Needs and Wishes of Alumni and Employers With Regard to International Competencies'[7], which stress the role of higher education institutions in nurturing international competencies among graduates.

A focus on academic performance [9,11] highlights the importance of understanding the variations in the academic potential of international students, emphasizing the need to consider factors like English language proficiency, academic skills, and educational background. This analysis points towards a more nuanced understanding of international students' learning experience, necessitating more comprehensive academic support.



The global influence of the COVID-19 pandemic has far-reaching implications across diverse populations, with international students being particularly vulnerable. A deeper examination of current research underlines the multifaceted mental health challenges and experiences these students face, emphasizing the need for proactive and culturally-informed support in higher education institutions worldwide.

Central to this conversation is the paper titled 'The Overlooked Minority: Mental Health of International Students Worldwide under the COVID-19 Pandemic and Beyond' [12], which sheds light on the unique difficulties international students encounter during the pandemic. These challenges, ranging from isolation to accessing public resources, are further compounded by the discrimination many face, especially those of Asian descent. This discrimination not only exacerbates their isolation but also positions them as potential scapegoats in their host communities.

Adding depth to this discussion, 'The Hidden Minority: Discrimination and Mental Health among International Students in the US during the COVID-19 Pandemic' [13] presents empirical evidence on the mental health status of international students in the US. With a focus on discrimination, loneliness, anxiety, and depression, the study found a troubling cascading effect where discrimination leads to loneliness, further leading to anxiety and subsequent depression.

While these studies paint a challenging picture, they also underscore the urgent need for higher education institutions to adopt a more culturally sensitive approach. This involves both acknowledging the unique experiences of international students during the pandemic and implementing support structures that cater to their specific needs. Building on these insights, HEIs have the opportunity, more than ever, to re-evaluate and enrich the international student experience, both in the face of current challenges and beyond

In conclusion, a robust international student learning experience is shaped by a multitude of factors, including academic and non-academic support, professional development of staff, nuanced understanding of global and regional trends in internationalisation, and a shift in perspective to view international students as vital contributors to the knowledge ecosystem. However, there is a significant need for continuous review and improvement in these areas to enhance the experience of international students across the globe.



You can now access these research reports via the table that follows....



|   | THEME AND RESEARCH PAPER CITATION   | SUMMARY  | RESEARCH SOURCE LINK   |
|---|---|--|--|
| 1 | <p><b>INTERNATIONAL STUDENT CONNECTEDNESS</b></p> <p><a href="#">TY - JOUR</a><br/> <a href="#">AU - Hasnain, Ambrin</a><br/> <a href="#">AU - Hajek, John</a><br/> <a href="#">PY - 2022/01/01</a><br/> <a href="#">SP - 26</a><br/> <a href="#">EP - 35</a><br/> <b><a href="#">T1 - Understanding international student connectedness</a></b><br/> <a href="#">VL - 86</a><br/> <a href="#">DO - 10.1016/j.ijintrel.2021.10.008</a><br/> <a href="#">JO - International Journal of Intercultural Relations</a><br/> <a href="#">ER -</a></p> | <p>This paper explores the concept of international student connectedness (as well as its negative congener: disconnectedness) in order to better understand how international students can develop and achieve connectedness during their study abroad, especially while impacted by COVID-19. It highlights the multidimensional nature of connectedness by identifying and bringing together five different elements of connectedness:</p> <ol style="list-style-type: none"> <li>1. social,</li> <li>2. cultural,</li> <li>3. political,</li> <li>4. place, and</li> <li>5. translocal.</li> </ol>   | <p><a href="#">Understanding international student connectedness   Request PDF (researchgate.net)</a></p>    |
| 2 | <p><b>ROLE OF INTERNATIONAL STUDENT ADVISORS</b></p> <p><a href="#">TY - JOUR</a><br/> <a href="#">AU - Maria, David</a><br/> <a href="#">PY - 2020/08/15</a><br/> <a href="#">SP - xxv</a><br/> <a href="#">EP - xxviii</a><br/> <b><a href="#">T1 - A Basic Formula for Effective International Student Services</a></b><br/> <a href="#">VL - 10</a><br/> <a href="#">DO - 10.32674/jis.v10i3.2000</a><br/> <a href="#">JO - Journal of International Students</a><br/> <a href="#">ER -</a></p>   | <p>International student advisors have an important role to play in helping international students adjust to their host communities and institutions. However, changes to student immigration regulations has resulted in an increased emphasis on immigration compliance (Boyd, 2008; Rosser, Hermsen, Mamiseishvili, &amp; Wood, 2007) and lowered the capacity of some international student offices to provide non-immigration services.</p> <p>The quality of international student services, whether immigration or not, is generally dependent on formal and informal processes of which multiple stakeholders are a part. Thus, a small change to one element has the potential to affect the whole. In order to maximize efficiency and effectiveness of services offered, international student advisors may benefit from applying a systems perspective as summarized by the following formula:</p> $ISS = [PM + (LM + I + V)] + CI$ <p>International Student Services = [Process Mapping + (Lean Mindset + Intentionality + Value)] + Continuous Improvement</p> <p><b>Process Mapping</b></p> <p>Process mapping is a useful tool for understanding the interrelationships of all the specific elements that allow for a specific service. For instance, a process map may be used to visualize the series of steps, decisions and delays that begin when someone applies for admission as an international student and ends when that person receives the necessary documents to apply for a student</p> | <p><a href="#">(PDF) A Basic Formula for Effective International Student Services (researchgate.net)</a></p> |

visa. The elements are each mapped individually and their relationships to each other visually mapped to create a workflow diagram. This dynamic flowcharting activity makes it possible to understand how each part contributes to the whole and the downstream consequences of interventions.

#### Lean Mindset

International student advisors should strive to develop a lean mindset. This includes commitment to identifying and eliminating wastes from programs and services offered to international students. Such wastes may include requiring international students to complete actions that are unnecessary or overly burdensome. For instance, requiring a student to obtain signatures on a paper form in order to request authorization for curricular practical training when free cloud-based solutions exist that would expedite and simplify the process for all involved. As the workload of international student advisors increase due to additional immigration compliance requirements, it is critical to be able to maximize capacity by eliminating waste.

#### Intentionality

International student services should be considered an important part of the co-curriculum. While an orientation program for new international students may include a shopping trip to the local, an intentional approach to this service would be to leverage the activity as a means for teaching students how to use the local bus system. This would not only accomplish the basic goal of helping students obtain access to needed goods, but it would also help them acquire the knowledge and skills necessary to travel confidently around their host community.

#### Value

When analyzing components of international student services, it is important to assess parts of the process using the following criteria:

1. Adds value from the student's perspective
2. Does not add value from the student's perspective, but is required
3. Does not add value from the student's perspective nor is it required

The goal of assessing value is to ensure most, if not all, of the components that make up the process are viewed as valuable from the perspective of the student. This helps to ensure a higher level of satisfaction with the services offered and it keeps advisors from engaging in activities that detract from the overall mission of supporting international students.

|   |   |   |   |
|---|---|---|---|
|   |   | <p><b>Continuous Improvement</b></p> <p>The work of enhancing international student services is never complete. Rather, the international student office staff should commit to regularly reviewing and refining the services they offer using the method summarized by the formula.</p> <p><b>Conclusion</b></p> <p>A systems perspective is helpful for understanding and ensuring the effectiveness of international student services. While international student advisors may be exceptional as individual contributors to a given process, failure to see the interdependencies between their work and the work of others who touch the process can result in misalignment in expectations and experiences on the part of the student.</p>  |   |
| 3 | <p><b>PROFESSIONAL DEVELOPMENT OF TEACHING STAFF</b></p> <p>Hanze UAS; Els van der Werf; 2017</p>   | <p>The professional development of teaching staff in relation to the internationalisation of higher education institutions has not received the attention that it deserves from managers in higher education.</p> <p>This poster presents International Competences Matrix, a tool that was developed at Hanze UAS and has both been awarded the status of Good Practice in Internationalisation by the Accreditation Organisation of the Netherlands and Flanders (NVAO). The International Competences Matrix serve to alert both teaching staff members and their superiors to the fact that working in an international environment requires new and additional competences and that training teaching staff in 'weak' competence areas may be necessary in order to make a university's internationalisation policy a success.</p> | <p><a href="#">Hanze Poster International competences Matrix (pdf).pdf</a></p>  |
| 4 | <p><b>STUDENTS' EXPERIENCE OF A FIRST-YEAR INTRODUCTORY COURSE</b></p> <p>ISSN: 2162-3104 Print/ ISSN: 2166-3750 Online Volume 6, Issue 1 (2016), pp. 35-51 © Journal of International Students <a href="http://jistudents.org/">http://jistudents.org/</a></p> | <p>This paper evaluates how a first-year introductory course or program can take into account specific needs of international students. Students' experience of a first-year introductory course at a US university including both international and domestic students was assessed through a survey. Students felt that, among other things, the course helps them get familiar with the academic environment and expectations and improve their English. They preferred a mixed format including in-class activities, discussions and individual presentations.</p> <p>Overall, the study emphasizes the value of a tailored introductory course for international students because of specific challenges they can face, but also stresses that tailored support should continue and extent such a first course.</p>                 | <p><a href="#">How we can better assist first-year international students in higher education (Journal of International Students)</a></p> |

|                 |  |  |   |
|-----------------|--|--|---|
| <p><b>5</b></p> | <p><b>BEST PRACTICES IN TEACHING INTERNATIONAL STUDENTS IN HIGHER EDUCATION: ISSUES AND STRATEGIES</b></p> <p>Alexander Macgregor, Giacomo Folinazzo<br/> First published: 18 June 2017<br/> <a href="https://doi.org/10.1002/tesj.324">https://doi.org/10.1002/tesj.324</a></p>   | <p>International students can face different types of distinct challenges, including related to language, personal or social issues. In this study an inventory was made of academic and sociocultural challenges experienced by international students in Canada, gaining information from international students, domestic students and professors.</p> <p>All students experienced a positive respectful climate, but professors and international students had different views on issues for international students concerning course content. Whereas the professors saw lack of proficient English as a central factor, students indicated they felt hindered by a lack of clear course guidelines and instructions. Effective strategies according to students and professors included improvement in communication, understanding of expectations, implementation of good pedagogical strategies and facilitating that international students support each other. Implications for faculty and institutions are further discussed.</p>   | <p><a href="#">Practices in Teaching International Students in Higher Education: Issues and Strategies (TeSol Journal)</a></p>        |
| <p><b>6</b></p> | <p><b>INTERNATIONALISATION OF HIGHER EDUCATION BEYOND THE WEST: Challenges and Opportunities – The Research Evidence</b></p> <p>Malcolm Tight (2022)<br/> Educational Research and Evaluation, 27:3-4, 239-259,<br/> DOI:<br/> <a href="https://doi.org/10.1080/13803611.2022.2041853">10.1080/13803611.2022.2041853</a></p> | <p>The internationalisation of higher education has typically been seen as a contemporary trend driven by Western developed nations, whereby particular elite models of provision, most frequently delivered in the English language, influence practice globally. This has involved either the recruitment of international students and staff, notably to the United States, Australia, the United Kingdom, and other Western countries, or the opening by their universities of branch campuses overseas. The picture is, however, rather more complex than this, with many other national and institutional players involved, in different ways at different levels, and patterns varying from region to region. This article explores the research evidence on the internationalisation of higher education beyond the West through a systematic review of recent academic writing. In doing so, it draws attention to the challenges and opportunities identified in the research literature, and questions whether the internationalisation of higher education is a truly global phenomenon.</p> | <p><a href="#">Internationalisation of higher education beyond the West: challenges and opportunities – the research evidence</a></p> |
| <p><b>7</b></p> | <p><b>INTERNATIONALIZING CURRICULA THE NEEDS AND WISHES OF ALUMNI AND EMPLOYERS WITH REGARD TO INTERNATIONAL COMPETENCIES</b></p> <p>Andreas Funk Jos Walenkamp<br/> Joyce den Heijer</p>  | <p>The current social and political environment requires graduates to be internationally competent. This study shows that indeed both alumni and employers emphasize the importance of such competencies. The findings further suggest that institutions of higher education play a crucial role in the acquisition of international competencies. However, there is room for improvement. Taking internationalization seriously will help internationalize learning outcomes and innovate curricula, develop new and goal-oriented ways of</p>  | <p><a href="#">The Needs and Wishes of Alumni and Employers With Regard to International Competencies</a></p>                         |



|   |   |  |  |
|---|---|--|--|
|   |   | teaching and learning, enhance the effectiveness of study and internships abroad, as well as aid internationalization at home. Such policies should be supported by further research on the specific requirements of international competencies for each and every course in our universities.   |  |
| 8 | <p><b>INTERNATIONAL STUDENTS IN ENGLISH-SPEAKING UNIVERSITIES: ADJUSTMENT FACTORS</b></p> <p>Andrade, M. S. (2006). Journal of Research in International Education, 5(2), 131–154.<br/> <a href="https://doi.org/10.1177/1475240906065589">https://doi.org/10.1177/1475240906065589</a></p>   | <p>International students in institutions of higher education in English-speaking countries make valuable educational and economic contributions. For these benefits to continue, universities must become more knowledgeable about the adjustment issues these students face and implement appropriate support services.</p> <p>This review identifies factors that influence the adjustment and academic achievement of international students. Adjustment challenges are primarily attributable to English language proficiency and culture.</p> <p>Achievement is affected by English proficiency, academic skills and educational background. Understanding international student adjustment issues has global implications for intercultural education. Successful support interventions are reviewed and implications for practice discussed.</p>   | <p><a href="https://journals.sagepub.com/doi/pdf/10.1177/1475240906065589?casa_token=P76B1X4IWKIAAAAA:tJaxVrUzmEbOjxPm9YvCqeQMke5iL790EH9VCSIALvYkbC7W8PfiY6Jfsnf0H-L2aOpzRolbUaM">https://journals.sagepub.com/doi/pdf/10.1177/1475240906065589?casa_token=P76B1X4IWKIAAAAA:tJaxVrUzmEbOjxPm9YvCqeQMke5iL790EH9VCSIALvYkbC7W8PfiY6Jfsnf0H-L2aOpzRolbUaM</a></p>   |
| 9 | <p><b>DETERMINANTS OF INTERNATIONAL STUDENTS' ACADEMIC PERFORMANCE: A Comparison Between Chinese and Other International Students</b></p> <p>Gang Li, Wei Chen, &amp; Duanmu, J.-L. (2010). Journal of Studies in International Education, 14(4), 389–405.<br/> <a href="https://doi.org/10.1177/1028315309331490">https://doi.org/10.1177/1028315309331490</a></p> | <p>With the increasing number of international students traveling to well-developed countries for higher education, there has been a growing interest in exploring the factors that influence their academic performance during their overseas studies.</p> <p>This study aims to give an insight into international students' learning experience by investigating the differences between Chinese and non-Chinese cultural groups and leads to the identification of the key predictors of their academic achievement via multiple regression analysis. The results suggest that the perceived importance of learning success to family, English writing ability, and social communication with their compatriots are significant predictors for all international students. As the predominant group, Chinese students display some distinctive characteristics. A less active learning strategy is observed among Chinese students relative to others, but no evidence has been found that this negatively affects their academic achievement.</p> | <p><a href="https://journals.sagepub.com/doi/pdf/10.1177/1028315309331490?casa_token=DonvIJQ98gMAAAAA:mRb47k0OkGRIvpiVNE7oaJqPLh7Yeb0QDHxw0LV3mvM_LB5UCR3_ZiDEJQgrPuMaK4Wnk7qtCCPs">https://journals.sagepub.com/doi/pdf/10.1177/1028315309331490?casa_token=DonvIJQ98gMAAAAA:mRb47k0OkGRIvpiVNE7oaJqPLh7Yeb0QDHxw0LV3mvM_LB5UCR3_ZiDEJQgrPuMaK4Wnk7qtCCPs</a></p> |

|                  |   |  |  |
|------------------|---|--|--|
| <p><b>10</b></p> | <p><b>TEACHING AND LEARNING FOR INTERNATIONAL STUDENTS: TOWARDS A TRANSCULTURAL APPROACH</b></p> <p>Janette Ryan (2011) Teachers and Teaching, 17:6, 631-648, DOI: 10.1080/13540602.2011.625138</p>   | <p>Discourses of internationalisation in higher education often neglect one of the most effective sources of intercultural knowledge and understanding; the international students who increasingly inhabit university campuses around the world. International education is now big business in Anglophone universities such as in the UK and Australia, with 15% of students (United Kingdom Council for International Student Affairs, 2010) and 21% of students (Australian International Education, 2010a) respectively being international students. However, benefits for nations and universities are at risk due to a range of teaching and learning issues that affect the learning experiences of international students and are problematic for both staff and students.</p> <p>This paper draws on research over the past two decades to discuss the nature of these issues and provides an overview of the three stages that can be discerned in universities' responses to the influx of international students. This analysis points to a changing pattern of responses which are tied more closely to discourses of globalisation and internationalisation. It also shows that although many of the difficulties experienced by staff and students are well known, there is still much to be done to address curriculum, pedagogical and assessment practices.</p> <p>A necessary precursor to this work is the examination of underlying attitudes, values and systems that may give rise to difficulties for both staff and students. A new approach is needed that positions international students not as 'problems' to be solved but as 'assets' to internationalisation and the generation of new knowledge and new ways of working in the academy.</p> | <p><a href="https://www.tandfonline.com/doi/abs/10.1080/13540602.2011.625138">https://www.tandfonline.com/doi/abs/10.1080/13540602.2011.625138</a></p>   |
| <p><b>11</b></p> | <p><b>RESEARCHING THE PERFORMANCE OF INTERNATIONAL STUDENTS IN THE UK</b></p> <p>Jo Morrison, Beatrice Merrick, Samantha Higgs &amp; Joanna Le Métais (2005) Studies in Higher Education, 30:3, 327-337, DOI: <a href="https://doi.org/10.1080/03075070500095762">10.1080/03075070500095762</a></p> | <p>This article considers how well international students in the UK perform academically, seeking to identify factors which affect their ability to fulfil their potential. It provides a short survey of the literature and summarises the findings of a research project commissioned by UKCOSA: The Council for International Education. The research analysed data collected centrally by the Higher Education Statistics Agency (HESA) on the class of degree obtained by undergraduate students from different countries. Although there is some variation, the HESA data on which the analysis was based do not allow the causes of the differences to be identified confidently.</p>   | <p><a href="https://www.tandfonline.com/doi/full/10.1080/03075070500095762?casa_token=jAqVOgR81dgAAAAA%3A4zjioKBaw8uTRqCQQMdfRRyzMIDasQu4Vo2beWP_fYoIVvH-ANzlgMrkJErlqnUTtpT0-yTE2ucU">https://www.tandfonline.com/doi/full/10.1080/03075070500095762?casa_token=jAqVOgR81dgAAAAA%3A4zjioKBaw8uTRqCQQMdfRRyzMIDasQu4Vo2beWP_fYoIVvH-ANzlgMrkJErlqnUTtpT0-yTE2ucU</a></p> |

|                  |   |  |  |
|------------------|---|--|--|
| <p><b>12</b></p> | <p><b>THE OVERLOOKED MINORITY: MENTAL HEALTH OF INTERNATIONAL STUDENTS WORLDWIDE UNDER THE COVID-19 PANDEMIC AND BEYOND</b></p> <p>Chen JH, Li Y, Wu AMS, Tong KK.<br/> Asian J Psychiatr. 2020 Dec;54:102333. doi: 10.1016/j.ajp.2020.102333. Epub 2020 Aug 4. PMID: 32795955; PMCID: PMC7399745</p> | <p>Compared to local students, international students are facing more impediments to maintaining their mental health under the COVID-19 pandemic and beyond. Even under regular circumstances, international students are more prone to mental disorders (e.g., depression), struggling with the local medical system, and less motivated to seek psychological service than their domestic peers (Alharbi and Smith, 2018; Brunsting et al., 2018). The pandemic may have put them under a more isolated position abroad with less access to public resources due to monetary, informational, language, or cultural barriers. As the minority on campus, the specific needs of international students are often neglected by their host countries. For example, some campuses were closed without considering that many international students do not have a residence outside those campuses, nor do they have accessibility to a safe return to their home countries due to closed borders, reduced amount of international flights, and potential exposure to COVID-19 during the travel (Crawford et al., 2020; Sahu, 2020).</p> <p>For those who stay in their host countries, they have unmet psychological needs of relatedness for being physically away from their significant others and lacking social support in the local community, not to mention the psychosocial problems associated with the society's responses to COVID-19 (Mackolil and Mackolil, 2020; Tandon, 2020). Furthermore, a surge of microaggression or even blatant discrimination has been rising toward international students, especially those of Asian origins. As perceived as threats, they are more likely to be scapegoated for spreading the virus or be attacked for acting differently towards COVID-19 (e.g., wearing masks) due to cultural differences (Cheng, 2020; Lowrey, 2020).</p> <p>The authors call for universities to take the initiative to reach out to international students and attend to their needs in a culturally sensitive way. For universities in regions where the resources have been nearly depleted by the COVID-19 pandemic (e.g., Navarro et al., 2020), they may consider mobilizing available resources at a worldwide scope to support international students for a united front globally. Given that perceived threats breed discrimination (Stephan et al., 2016), tailored measures are urgently required for local governments to target schools and communities as a whole and create a more inclusive environment for international students during and after the pandemic.</p> | <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7399745/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7399745/</a></p> |
|------------------|---|--|--|

|                  |  |   |  |
|------------------|--|---|--|
| <p><b>13</b></p> | <p><b>THE HIDDEN MINORITY: DISCRIMINATION AND MENTAL HEALTH AMONG INTERNATIONAL STUDENTS IN THE US DURING THE COVID-19 PANDEMIC</b></p> <p>Maleku, A., Kim, Y. K., Kirsch, J., Um, M. Y., Haran, H., Yu, M., &amp; Moon, S. S. (2022). Health &amp; Social Care in the Community, 30, e2419–e2432. <a href="https://doi.org/10.1111/hsc.13683">https://doi.org/10.1111/hsc.13683</a></p> | <p>International students in the US occupy a precarious position at the intersection of immigration policy and global education mobility, one made more challenging by the disparate impact of COVID-19 on college students' mental health. Few studies, however, have explored the pandemic's effects on mental well-being among the international student population in the US.</p> <p>This study aims to provide initial empirical evidence on the mental health status of these students, with a specific focus on discrimination, loneliness, anxiety, and depression. The authors propose a mediation framework and estimate the mediating effects of loneliness and anxiety in the relationships between discrimination and depression in a sample of US-based international students (N = 103). We collected cross-sectional data from July to August 2020, using a 50-item online survey instrument with three open-ended questions. Mediation analyses using PROCESS Macro were used to analyse quantitative data and thematic analysis was used to analyse qualitative data. Findings showed that higher levels of discrimination were significantly associated with higher levels of loneliness. Higher levels of loneliness were significantly associated with higher levels of anxiety, which in turn led to high levels of depressive symptoms.</p> <p>This study contributes to understanding the needs and capacities of international students in the wake of COVID-19 and simultaneously provides pragmatic program and policy implications for inclusive higher education environments and the overall health and well-being of this crucial US student population.</p> | <p><a href="https://onlinelibrary.wiley.com/doi/full/10.1111/hsc.13683?casa_token=iLggX2bX5qMAAAAA%3ALK6HGfKsgtehZjT8BkCxeiU4MyXalRCxl_iskOTb6G3xwK-hGqxQumoUheCPTBiGHePy5xgRzulQ-jk">https://onlinelibrary.wiley.com/doi/full/10.1111/hsc.13683?casa_token=iLggX2bX5qMAAAAA%3ALK6HGfKsgtehZjT8BkCxeiU4MyXalRCxl_iskOTb6G3xwK-hGqxQumoUheCPTBiGHePy5xgRzulQ-jk</a></p> |
|------------------|--|---|--|