Investigating the student experience of internationalization at an Australian university

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Abstract

This thesis explores the student experience of an internationalized Australian university through the lens of Internationalization at Home (IaH) practices. Over the last quarter of a century, Australian universities have adapted to an increasingly globalized world by implementing comprehensive internationalization strategies that make the universities more desirable to and more applicable within a global society. A substantial portion of these strategies depend on student-centered actions and activities, such as students interacting with and learning from peers from diverse backgrounds. However, the implementation and effectiveness of these IaH strategies have faced consistent challenges, including negative responses among the student body: resentment towards peers, a lack of intercultural interaction, and consistent frustration with multicultural groupwork. As students' responses pose some of the key challenges to IaH, understanding students' experiences of IaH practices would offer helpful insight into how to move forward with IaH. However, research into how students experience an internationalized university is limited, despite the significant role students play in the implementation and success of IaH practices. There is a particular lack of understanding around domestic students' conceptualizations and experiences of internationalized universities, even though they comprise the majority of the Australian university student population.

This thesis aims to provide better understanding of the challenges facing IaH aims by investigating students' experience of an internationalized university, incorporating both international and domestic students' experiences. The research study presented in this thesis is guided by the main research question, "What influences students' experience of an internationalized university?" The study adopts a single-institution case study methodology, and three different faculties within the institution are included to consider different teaching contexts and student populations. A mixed-methods approach is taken, and data are collected through an electronic student survey, one-on-one student interviews, interviews with the heads of each of the three bachelor's programs, and analysis of university website messaging about the student experience.

Findings suggest that students' experience is influenced primarily by a misalignment between their conceptualizations and expectations of an internationalized university on one hand and their experiences of that internationalized university on the other. Students expect that an internationalized university will offer frequent, natural

interaction, often in the form of intercultural interaction with peers or in-class discussion; yet, they do not often find this to be true.

This thesis argues for a reframing of the role of interpersonal interaction in shaping students' internationalized university experience, primarily because it predominates students' conceptualizations and expectations of an internationalized university. The thesis further argues that such misalignment may partially explain students' resistance to certain IaH practices. It is thereby proposed that incorporating more interpersonal and intercultural interaction into the formal curriculum and reducing structural barriers to interaction would improve students' experience of internationalized universities and better support the aims of IaH.

Declaration

I hereby declare that

(i) this thesis comprises only my original work towards the Doctor of Philosophy degree except where indicated in the preface;

(ii) due acknowledgement has been made in the text to all other material used; and

(iii) this thesis is fewer than 100,000 words in length, exclusive of tables, references, and appendices.

Samantha Marangell

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Preface

The following publications derived from or were related to the research in this thesis:

1. Marangell, S., Arkoudis, S., & Baik, C. (2018). Developing a host culture for international students: What does it take? *Journal of International Students*, *8*(3), 1440-1458.

This journal article emerged from literature relating to the internationalization of higher education and to the relationship between international and domestic students, much of which is included in Chapters 1 and 2. The conceptual approach of the article and the recommendations made were devised in conjunction with the second and third authors. Neither the conceptual approach nor the recommendations appear in this thesis.

2. Marangell, S. (2019, August 12–16). University students in the classroom: How faculty contexts interact with student expectations [Paper presentation]. European Association for Research on Learning and Instruction (EARLI) Conference, Aachen, Germany.

This conference paper was based on the initial merged analysis from this study, a more developed version of which is presented in Chapter 6. The article also includes the methodology and the case study design of this study as documented in Chapter 3.

3. Marangell, S. (2018, December 2–6). Reconceptualizing internationalization: Understanding the relationship between student expectations and faculty contexts [Paper presentation]. Australian Association for Research in Education (AARE) Conference, Sydney, Australia.

This conference paper was based on the survey findings from this study, which are presented in Chapter 4, and the methodology of this study as outlined in Chapter 3. The conference paper explores the potential influence of faculty context on students' responses, a focus which relates to but differs from the main findings of this thesis.

4. Marangell, S. (2017, October 6–8). The role of language issues in masking other challenges to intercultural interaction among university students [Paper

presentation]. Alliance for International Education (AIE) World Conference, Amsterdam, Netherlands.

This conference paper derived from a literature review relating to factors affecting student interaction, some of which is also discussed in Chapter 2.

5. Marangell, S. (2018, December 13). How can we help students connect? *Pursuit*. https://pursuit.unimelb.edu.au/articles/how-can-we-help-students-connect

This public-facing article was derived from the survey findings of this study and particularly from the responses of domestic student participants, which are incorporated into Chapter 4 of this thesis.

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To my parents, Susan and Ken, and my twin, Michael, I can never offer enough gratitude for their excitement when I was accepted into the PhD program and their persistent belief that I could get this done. This PhD took me halfway around the world—an adventure I could only pursue because I have had their support and encouragement.

To my partner Alex, I owe some of my still-existent sanity and what is left of my good humor. I would like to close these acknowledgements by thanking him for bearing direct witness to the chaos that has been the PhD-student experience; for his patience; for his insight and logic; and for his unmatched dish-washing talent. Without him, I would likely have come out of this experience significantly more exhausted, less friendly, and considerably more poorly fed.

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Chapter 1 Introduction to the thesis

The internationalization of higher education is an ambiguous term that includes a wide-ranging collection of different institutional and national processes, policies, and strategies (Arkoudis, Baik, Marginson, & Cassidy, 2012; de Wit, 2019; Leask, 2009). Of that complex picture, this thesis explores one aspect. This thesis investigates the student experience of an internationalized Australian university through the lens of Internationalization at Home (IaH) practices in order to provide further insight into some of the consistent challenges facing higher education internationalization, including student resistance to intercultural interactions and multicultural groupwork (Arkoudis et al., 2010; Strauss, U, & Young, 2011). Findings in this thesis show that students' experiences are influenced primarily by a mismatch between their conceptualizations of an internationalized university and their experiences of that internationalized learning environment. Specifically, interpersonal and intercultural interaction predominate students' conceptualizations and expectations of an internationalized university; yet students often find that such interactions are either limited or different than expected. This thesis argues that such a misalignment may partially explain students' consistent resistance to certain IaH practices. It also argues for a reframed role of interaction in shaping students' experience of an internationalized university, and that incorporating more interpersonal and intercultural interaction into the formal curriculum would both improve students' experience and better facilitate certain IaH objectives.

This first chapter introduces the thesis and provides the foundation for these arguments. Provided first is a brief introduction to the context and rationale for the thesis. Next, an overview is presented of the research study that supports this thesis. The chapter then clarifies the scope of the study and concludes with an outline of the thesis structure and summary of the comprised chapters.

1.1 Context and rationale

For almost 30 years, Australian universities have utilized various forms of comprehensive internationalization strategies to adapt their research, teaching, and policies to an increasingly globalized world (Davis & Mackinstosh, 2011; Rizvi & Walsh, 1998). Such strategies aim to make the university more relevant to and/or marketable within a globalized economy through efforts such as changes to curriculum, recruitment of foreign staff and students, and international research partnerships (Leask, 2009; Rumbley,

2015). Within the internationalization movement, universities' motivations for internationalizing may differ. Education institutions may choose to become more desirable to the greater global market or adapt their structure and purpose to global applicability and relevance (Rumbley, 2015; de Wit, 2019). There are, accordingly, multiple dimensions to internationalization that address the varying motivations. Some of these include the presence and recruitment of international students, advancement of international research collaborations, changes to the global relevance of the curriculum, and attention to transnational education programs.

The benefits of internationalization vary, as well. For nations and institutions, internationalization of higher education can lead to increased financial income and global recognition on one hand or improved research and knowledge capability on the other (Altbach & Knight, 2007; Knight, 2006). Graduates of overseas programs may be better positioned for future employment (Jones, Coelen, Beelen, & de Wit, 2016), and may exhibit many of the skills desirable for working in the current, global society (Jones, 2014). Internationalization, in the big picture and in alignment with policy, can be "a means to enhance the quality of education, research and service to society" (Howard, 2020, p. 94) through increased diversification, employability, and attention to quality.

Yet, the recent social context in Australia around internationalization suggests that current practices face significant challenges[1]. Negative portrayals of international students in the Australian media, for example, suggest the presence of some negative attitudes in the public towards internationalization, and towards international students specifically. Such sentiments include the feeling that the number of international students should be limited (Fernando, 2019), that international students are held to lower admissions requirements (Baker & Carey, 2019), or that admitting such high numbers of international students lowers the standard of education provided at a university (Norton, 2019). Much specific attention seems directed at Chinese students, with questions arising around whether they act as informal spies for the Chinese government (Coorey, 2017; Garnaut, 2014) and whether their English skills are adequate (Baker & Carey, 2019). While the presence of international students comprises only one dimension of internationalization, it is a highly visible dimension. These concerns in the media, among others, indicate a disparity that may exist between the assumption that internationalized universities will benefit society as a whole and the perceptions among people in that same

[1] This research study was conducted before the COVID-19 pandemic, so "the recent social context" and "current practices" are discussed from the pre-pandemic perspective. Resulting implications due to the COVID-19 crises are addressed in Chapter 6.

society that internationalization—or at least the form that includes large numbers of international students—may not be welcome.

A second challenge for internationalization in Australia is how vulnerable universities are to ever-changing global tensions, political relationships, and international dynamics. A prime example of this complex interdependence took place in 2018 when China's incursion into the South China Sea, and Australia's response to that incursion, strained the relationship between the two countries (Coorey, 2018). When China threatened to reduce the number of Chinese students studying in Australia as a means of economic retaliation, vice-chancellors of Australia's leading universities met with the Australian Prime Minister at the time, Malcolm Turnbull, to convince him to mend the Australia-China relationship. Such a reduction in the number of Chinese students would put the universities in a precarious position as they rely heavily on the funds collected through Chinese students' tuition (Coorey, 2018). Those vice-chancellors were persuasive because of their economic pull: as a sector, international education provided $30 billion to the Australian economy the year prior (Australian Bureau of Statistics, 2018). That the vice-chancellors ultimately convinced the Prime Minister to change his approach demonstrates the complexity of the relationship between globalization and the internationalization of higher education. As Mr. Turnbull later explained, "the ongoing role of Australian education in the region is vital for the security and prosperity of the Indo-Pacific" (Department of the Prime Minister and Cabinet, 2018, para. 7).

A further challenge to internationalization pertains to the potential for unintended negative consequences of internationalization, particularly in the form of negative feelings among the student body. Domestic students have been shown to sometimes feel resentment towards international students (Pritchard & Skinner, 2002) and a "significant minority" (Barron, 2006, p. 18) of domestic students believe there are too many international students at their university. Other similar beliefs include those that working with international students on a group project would result in a lower mark, that entry requirements are loosened for international students, or that the presence of international students lowers the quality of education at the university (Barron, 2006; Harrison & Peacock, 2010; Strauss, U-Mackey, & Crothers, 2014; Sweeney, Weaven, & Herington, 2008). Simultaneously, international students may feel that they are unfairly treated by domestic students who seem to exclude them (Lee & Rice, 2007; Gareis, 2012). Studies show that international students often believe domestic students talk to them as if they were children and have an overall intolerance or lack of respect for them (Bianchi, 2013; Hellstén & Prescott, 2004; Kormos, Csizér, & Iwaniec, 2014; O'Reilly, Hickey, & Ryan, 2013;

Pham & Tran, 2015; Rochecouste & Oliver, 2014). The potential for increased resentment towards fellow classmates seems to oppose one common intended outcome of internationalization which is increasing students' cross-cultural awareness, tolerance, and skills (Beelen & Jones, 2015b; De Vita, 2000).

The interpersonal and social objectives of improving students' cross-cultural skills, attitudes, and intercultural opportunities are particularly important to the *Internationalization at Home* (IaH) approach. IaH is an approach to internationalization that aims to provide an internationalized experience for all students on the home campus (Beelen & Jones, 2015a). This focus contrasts with other approaches that focus on mobility, primarily student mobility, and on opportunities to study, work, or gain experiences abroad[2]. As a result, IaH has the potential to reach all students at the university's home campus, rather than only those who can travel or study overseas (Beelen & Jones, 2015a; 2015b). One of the prime strategies for IaH is having students learn from diversity, often through interacting with students from diverse cultural backgrounds, engaging with different cultural groups within the local community, or incorporating multiple contextual perspectives into the curriculum (Beelen & Jones, 2015b).

However, current literature highlights challenges around the many curricular changes and institutional practices of IaH, such as multicultural groupwork, co-curricular opportunities, and efforts to increase students' cross-cultural skills. The research is quite consistent, for example, in showing that intercultural interaction rarely occurs between students (Arkoudis et al., 2010; Pham & Tram, 2015), that there is much student resistance to multicultural groupwork (Strauss, U, & Young, 2011; Sweeney, Weaven, & Herington, 2008), and that students' skills do not tend to improve (Burdett, 2014; Teo et al., 2012). A lack of interaction between diverse student groups and the potential for increased social tensions pose direct challenges for core IaH objectives such as improving students' intercultural competencies or appreciation for other cultures (Beelen & Jones, 2015b; Volet & Ang, 1998).

Furthermore, the persistence of the four challenges presented above—public attitude, vulnerability to global tides, a lack of student interaction, and negative social consequences—suggest that there is a mismatch between certain expectations for IaH and the way it manifests in context. This potential mismatch prompts a need to investigate

[2] The differences between IaH and other internationalization approaches are discussed in more detail in Chapter 2.

how IaH is experienced within the university context. Students' perspectives could offer important insight into the challenges of IaH because students are the ones whose resistance is well-documented in the literature. However, challenges of internationalization are predominantly researched from the international students' perspective, and little is known about domestic students' perspectives. As domestic students comprise 80% of the student population at Australian universities (Department of Education, 2019), a lack of current research into their specific experiences significantly inhibits a greater understanding of IaH in general. Instead, expanding current understanding of both domestic and international students' experience within the internationalized university context could help shed light on student resistance to certain IaH practices.

The guiding purpose of this thesis is therefore to investigate students' experience of an internationalized university through the lens of IaH practices in order to provide further insight into the consistent challenges facing IaH objectives.

1.2 The study

The research study designed to address this purpose aimed to develop an understanding of students' experiences of an internationalized university and the influences that shape those experiences. It was guided by the research question, "What influences students' experience of an internationalized university?" A single-institution case study was utilized which incorporates perspectives from undergraduate students in three faculties: Arts, Design, and Business. Constraining the case to a single institution allowed for the in-depth analysis that suits case study research while also allowing for exploration of the relationships between individual, interpersonal, and contextual influences.

The multi-method approach included interviews with the coordinators of the three associated bachelor's programs, analysis of university website messages, an electronic student survey, and one-on-one student interviews. These methods were concurrent and offered different perspectives on the same phenomena. They each had distinct but complementary purposes. The purpose of the website messaging analysis was to provide information on the university's portrayal of the student experience. The coordinator interviews provided a glimpse into each faculty's approach to internationalization and its teaching context. Together, the website messaging analysis and coordinator interviews provided contextual insight into the students' responses. Of the student data, the purpose

of the survey was to gather information from a broader sample of students regarding known variables. The interviews then provided the in-depth, qualitative data on students' conceptualization, expectations, and experiences of the internationalized university. Combined, these collections of data provided a picture of students' experience in context.

There were three groups of participants. The three program coordinators each participated in a one-on-one interview. Then, 170 undergraduate students completed the electronic survey: 35% from Arts, 21% from Design, 42% from Business, and 2% from other faculties. Survey participants include both international (58%) and domestic (42%) students. From that sample of survey respondents, 17 students also participated in a one-on-one interview.

The design and analysis of this study was also guided by a conceptual framework about students' motivation in learning contexts, which was Volet's (2001) person-in-context (PiC) adaptation of Bronfenbrenner's (1979, 1986, 2005) ecological model of human development. The PiC model is used in Chapter 2 to interpret relevant existing literature on the student experience and to identify important gaps in the literature. It is then used as a lens through which the key findings from this study are analyzed and conclusions can be drawn.

The framework and its applicability to this thesis are discussed more comprehensively in Section 2.6. Details behind the methodological decisions of the research design are provided in Chapter 3. The results from the study are presented in Chapters 4 and 5, and the merged analysis of those results is presented in Chapter 6.

1.3 Scope and limitations

While this thesis adds important insight to the scholarship on university internationalization, the applicability of that insight is bounded by the scope and limitations of the thesis. For example, the student experience of the internationalized university is one of many dimensions of IaH, which itself is only one approach to university internationalization. Additionally, this thesis is concerned with the Australian university context and with large universities that attract a high proportion of international students. The insights deriving from this thesis are therefore constrained simultaneously by the Australian context, the IaH approach, and the student dimension of internationalization.

The scope of the research study also limits the applicability of the findings. Most notably, using a single-institution case study that incorporates students' subjective

impressions of their learning experiences makes generalizability especially limited. The research is also exploratory in nature, so causal inferences are not possible. Instead, this thesis offers insights into the diversity of experiences within a single institution and the importance placed by both domestic and international students on interaction within the learning environment.

In addition, the thesis is constrained by the way *internationalization* and an *internationalized university* are defined. While the broad scholarly understanding of internationalization was presented above in Section 1.1, this section focuses on the semantic construction. Internationalization, with the suffix "-ation" is an action, a process, or something associated with that process (Mirriam-Webster, n.d.). Subsequently, an internationalized university is, most generally, any university that has undergone any changes associated with the process of internationalization, which, as described above, are numerous. This classification of universities is immense and practically all-inclusive. In the case of the research presented in the thesis, however, universities of most interest are those that would pertain to the challenges of IaH presented above. Specifically, this means that "internationalized universities", as used in this thesis, refers to large universities in English-speaking countries with aspects of IaH in the university's approach and a large international student population at the host campus.

Similarly, using the adjective definition of "international" (Mirriam-Webster, 2020), an international student is one who has gone beyond national borders to study and, consequently, the *international student experience* is the collection of common experiences had by international students. On the other hand, the experience of any student at an internationalized university as described above is theoretically an *internationalized experience* or an *internationalized student experience*. It is the purpose of this thesis to investigate what influences the internationalized student experience, not the international or international student experience.

In sum, the findings and insights presented in this thesis pertain to a small piece of the larger internationalization picture. However, the exploratory case study design of this research study allows for investigation of this small piece in more depth as a way to uncover information that might not be visible when looking at the picture through a wider lens. It is within this specific scope that the subsequent chapters of this thesis are presented.

1.4 Thesis structure

This chapter has introduced the thesis by providing the contextual background and rationale behind the purpose of this thesis. It has also offered a brief overview of the research study that supports this thesis. The main finding of this thesis was also presented: that there seems to be a misalignment between students' conceptualizations and expectations of an internationalized university and their experiences within that internationalized context, particularly in regard to their interpersonal and intercultural interactions. The subsequent chapters, organized in alignment with the logical progression of research and analysis, will show how that main finding emerged and what the resulting implications are for Internationalization at Home.

Chapter 2. Benefits and challenges of internationalization

The second chapter provides more detail on the current state of higher education internationalization, including its benefits, challenges, and various approaches. IaH is also explained in more detail in comparison with related forms of higher education internationalization. The chapter then elaborates on how the student experience is fundamental to IaH and explains that intercultural interaction, specifically, is of prime importance: it is simultaneously a strategy, aim, and significant challenge of IaH. Therefore, the chapter also details the current knowledge around student intercultural interaction, its benefits and challenges, and existing research evidence around how and when it is successful. The known literature is then reviewed through a theoretical lens to consolidate an understanding of what is known about the student experience of internationalization. The chapter concludes by identifying existing gaps in that understanding of the student experience, including limited knowledge of the domestic student experience and of how students conceptualize internationalized universities in Australia.

Chapter 3. Research design to approach the problem

The third chapter describes the research study designed to address the gaps identified in Chapter 2 and to meet the research aim stated in Chapter 1: to develop an understanding of the influences that shape students' experience of an internationalized university. The chapter explains the research approach and the selection of the single-institution case study methodology. It then describes the four

forms of data collection used: a quantitative student survey, qualitative student interviews, interviews with heads of each participating bachelor's program, and analysis of university website messaging. It is next explained how these four collections of data complement each other and provide a picture of students' experience in context. The chapter then describes the participants, their recruitment, and their demographic profile. The data analysis process is also explained, as are the limitations and ethical concerns of the study.

Chapter 4. Faculty contexts and student survey results

The fourth chapter is the first of two that present the findings from the study described in Chapter 3. It first presents the analysis of the university website messaging, providing an indication of the university-level context. It then discusses the three participating faculties and their approaches to internationalization, incorporating responses from the staff interviews. Then, the chapter presents the responses from the electronic student survey. The student survey results include quantitative descriptions of students' expectations and ratings of their internationalized university experience.

Chapter 5. What students say about their expectations and experiences

The fifth chapter is the second of two results chapters and considers the analysis of student interview responses. As in Chapter 4, it first examines findings on what students expect of their internationalized experience and then on how they describe their internationalized experiences. However, the findings included in Chapter 5 are qualitative in nature and therefore provide greater detail; whereas, the quantitative results in Chapter 4 provide more breadth but less elaboration.

Chapter 6. Learning from students' experiences of an internationalized university

This sixth and final chapter presents the main findings from the merged analysis of the results discussed in Chapters 4 and 5. It starts by presenting the four salient influences on the student experience that arose from the merged analysis. Discussion of these four influences supports the main finding that students' experience is influenced primarily by a misalignment between their expectations for interpersonal and intercultural interactions and their appraisals of such interaction within the university context. Main findings are then viewed through the person-in-context framework, highlighting the misalignment between the individual and environmental influences. The application of the framework further reiterates the

importance of interpersonal and intercultural interaction in shaping students' experience of the internationalized university environment, even in contexts in which interaction has not been actively facilitated. It is proposed that incorporating more interpersonal and intercultural interaction into the formal curriculum would both improve students' experience of the internationalized university and better facilitate IaH objectives. In addressing how that might be achieved, implications are presented for current university practice and policy. The chapter then offers a description of its contributions and limitations. The thesis then concludes with areas of further research as suggested by the findings and implications.

Chapter 2 Benefits and challenges of internationalization

The previous chapter introduced the context, rationale, and purpose of this thesis which is to investigate the student experience of an internationalized university through the lens of Internationalization at Home (IaH) practices. This chapter provides an overview of existing scholarship into IaH and into the student experience. It first provides an overview of internationalization which highlights that students are fundamental to the implementation and achievement of internationalization strategies, particularly in the scope of IaH. Known factors that influence the successful implementation of IaH are then presented, with student intercultural interaction identified as a significant strategy, objective, and challenge for IaH. The chapter therefore continues with the current research into student intercultural interaction, its benefits and challenges, and how to best facilitate intercultural interaction among students.

The known literature is then reviewed and consolidated through a person-in-context theoretical lens, providing a theoretical framework for understanding the student experience within the internationalized learning environment. Doing so emphasizes the importance of how the individual and environmental influences interact and of the influence of multiple contextual layers on the student experience. Gaps in the current understanding are then identified, leading to the design of the research study that supports this thesis, including a lack of understanding around domestic students' perspectives and how students conceptualize and approach the internationalized university.

2.1 What is higher education internationalization?

While attention to the internationalization of higher education has increased in the last two decades, universities have been international in some part since the beginning of their existence, bringing together scholars and knowledge from around the world (Altbach & de Wit, 2015; de Wit, 2020). Higher education internationalization has changed shape, however, over the centuries, and the current wave of internationalization came with the fall of the Iron Curtain and the end of the Cold War (Altbach & de Wit, 2015). Open borders brought not only faster globalization of cultures, but also of economic and educational opportunities. International education strategies have, thus, long been inherently related to "broader political and economic goals" (Altbach & de Wit, 2015, p. 9) and susceptible to global tides and agendas, as discussed in Chapter 1. Internationalizing aspects of the

university has become a way "to cope with globalization and to reap its benefits" (Altbach & Knight, 2007, p. 291), but such practices also shape the flow of globalization in turn (Beerkens, 2004).

The concept of *internationalization of higher education* grew as a point of explicit discussion in the 1990s as previously closed borders were opened, the massification of higher education expanded, and the common approach became one of competition rather than cooperation (de Wit, 2020). For much of the time since then, the term *internationalization* has been an umbrella term for a variety of changes and strategies that may lead to anything more international, intercultural, or global about a university's practices, policies, or approaches (Arkoudis, Baik, Marginson, & Cassidy, 2012; Leask, 2009). The idea that a university would internationalize itself implied that it could implement ad hoc changes to different pieces of the university environment in order to make it slightly more international in one way or another (de Wit, 2020; Knight, 2014). This could mean, for example, the inclusion of more social and cultural clubs, a new focus on globally directed degree programs, or offering courses through other languages of instruction. An individual institution could internationalize in the way it thought best fit its own purposes, contexts, and motivations. This rather piecemeal pattern was a response to a quickly globalizing world where universities now competed for global rankings and for shares of the growing international student market (de Wit, 2020; van der Wende, 2001).

Many definitions of internationalization have existed. The working definition of internationalization that was acknowledged most in practice and research for more than a decade was Knight's 2004 definition of internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education" (Knight, 2004, p. 2). That definition itself has been interpreted in vastly different ways, resulting in many "myths and misconceptions" (Jones & de Wit, 2012, p. 37). The varied conceptualizations, combined with new rationales and ever-changing global contexts, have morphed internationalization into "a very broad and varied concept" (Knight & de Wit, 2018). The concept now includes a range of commercial, technical, and cultural topics as well, including "branding, international programs and provider mobility, global citizenship, internationalization at home, MOOCs, global ranking, knowledge diplomacy, world class universities, cultural homogenization, franchising, and joint and double degree programs" (Knight & de Wit, 2018, p. 2).

Broadly, however, there have been two main purposes that have continued to drive higher education internationalization: a humanistic motive and an economic one. The humanistic aim positions internationalization of higher education as a way to create

citizens of the world, to sow tolerance among the global society, and to function as a kind of grassroots diplomacy (Maringe & Woodfield, 2013; Mok, 2018; Peterson, 2014). It focuses on the ability for higher education to connect people, countries, and institutions and to contribute to a reduction of prejudice, stereotypes, and fear (Buckner & Stein, 2020; Mok, 2018). This humanistic approach is sometimes further divided into cultural and education motives (e.g., Maringe & Woodfield, 2013), but the focus remains on the societal benefits rather than the economic benefits. The economic motive, on the other hand, follows the changing knowledge economy through which education is commodified, measured, and exported (de Wit, 2019; Knight & de Wit, 2018; Maringe & Woodfield, 2013). Within this approach, universities compete for shares of the market, and there is heavy emphasis on recruitment of international students and scholars, international rankings, and other measurable outputs (Knight, 2013; Knight & de Wit, 2018; Maringe & Woodfield, 2013). The two motives are not mutually exclusive, and both can be embraced by the same institution. For the most part, though, the economic drivers and motivations dominate the internationalization agenda (de Wit, 2020). Competition, rankings, and reputation tend to take precedence over peace, solidarity, and cooperation (de Wit, 2020; Knight, 2013; Knight & de Wit, 2018; Leask, Simpson, & Ridings, 2008).

The goals of internationalization, as a result, are varied, depending on an institution's perspective and their commercial or pedagogical motivations. An institution might want to increase their global recognition, to establish international research partnerships, or to increase their attractiveness to future students. As such, that institution's emphasis might be on improving students' cross-cultural skills, expanding their global employment prospects, or increasing offerings of globally recognized degree programs. For students, an internationalized education can help prepare graduates to work in an intercultural, globalized world; increase their understanding of global perspectives; and develop their intercultural competencies (Leask, 2009).

In their now-annual ranking of universities deemed to be "the most international universities in the world", *Times Higher Education* has calculated universities' "international" rankings based on international student numbers, international staff numbers, international co-authorships, and international reputation metrics ("Most international universities in the world", 2020, para. 3). This type of ranking equates internationalization primarily with mobility and reputation, and particularly with inward mobility of foreign staff and students (Spencer-Oatey & Dauber, 2019). It ignores dimensions of internationality in the curricula or globally geared student outcomes, and subsequently "sends the wrong signal that the quality of teaching and learning is not

important" (Salmi, 2015, p. 17). What such rankings do achieve is cement the connection between globalization and internationalization of higher education (Hauptman Komotar, 2019). Universities are globally accountable now, and the idea of being "world class" is not just a moniker but a level of accountability. It also heightens the importance given to measurable, numerical targets (Hauptman Komotar, 2019).

Some scholars, including Knight and de Wit (2018) have criticized "the increasing commodification of higher education" (p. 3) and the emphasis placed on reaching such numerical targets. They argue that internationalization efforts still comprise "fragmented and unrelated activities" (p. 3) and that "debate on potential risks and ethical consequences" (p. 3) has been neglected. They further support that internationalization policies remain primarily driven by economic and political rationales and that the academic or social rationales are not given the same importance.

Another criticism of present-day internationalization is the emphasis on staff and student mobility, which is still "king" in most internationalization discussions (Rumbley, 2015, p. 16). This criticism can be seen from two primary angles: the practical angle and the social justice angle. From the practical side, an emphasis on mobility is inherently limited. It can reach only the privileged few students who are mobile, whether for a short-term or long-term program of study (Beelen & Jones, 2015b; de Wit & Jones, 2018; Harrison, 2015). It can then further privilege the already privileged; for example, Universities UK found that undergraduates who had studied abroad (i.e., mobile students) were more likely to find a graduate job and earned higher starting salaries than their non-mobile counterparts (Universities UK, 2019).

From a social responsibility standpoint, it has been proposed that international students may be seen primarily as sources of income but are not necessarily given equivalent attention or support as individuals (Choudaha, 2017). Most tertiary students who study abroad are self-funded and pay much higher fees than domestic students (OECD, 2019), making students the largest source of funds for international education (Norton, 2018). As a result, in many countries, international students' fees subsidize domestic higher education (Altbach & de Wit, 2018) as well as university research efforts (Norton, 2018).

In contrast to this focus on mobility is a push for more unified, whole-of-university internationalization strategies that coordinate different internationalization initiatives into a big-picture approach. These university-wide strategies may incorporate plans for inward and outward mobility, international university collaborations, increasing students'

global competencies, changes to the curriculum, international student support, and ambitions to improve the university's standing in any of number of international rankings. These individual initiatives are considered unified and related pieces of a larger approach to the university's development. As a result, this *comprehensive internationalization* (Hudzik, 2011) approach views internationalization as "a philosophy rather than a policy" (Olson, 2005, p. 53).

IaH is a related approach, as mentioned in Chapter 1, that seeks to move beyond mobility—specifically outbound mobility—as the prime means of internationalizing a university by establishing an internationalized experience for all students at the home campus. IaH is defined as the "international and intercultural teaching and learning on the domestic campus" (Beelen & Jones, 2015b, p. 63). While IaH refers to a set of various activities "at home", this can still include the presence and incorporation of international students, thus including inbound mobility in its associated initiatives while excluding outbound efforts. IaH strategies would aim to provide international, multicultural, and cross-cultural experiences at the home campus and for all students, including the non-mobile majority.

Such strategies often depend upon active engagement between students who are different from each other. Importantly, this does not mean interaction exclusively between international and domestic students. Beelen and Jones (2015b) explain that IaH is not manifested by simply having international students on campus, nor is having them a requirement for IaH. Instead, it involves embracing, acknowledging, and learning from diversity, especially diversity within the local community (Knight, 2004). Harrison (2015) agrees that "home students are drawn from a relatively wide cross-section of society" (p. 418). However, they are also generally unlikely to seek out cross-cultural interaction (Harrison, 2015). The exception seems to be students who have an intrinsic interest in international affairs or language study and an openness to diversity. Harrison (2015) also mentions that students who are female, older, and wealthier may have a higher likelihood of choosing internationally relevant programs or participating in cultural events. This means that IaH strategies are dependent upon interaction that is not likely to occur except among those who are already predisposed to such interactions. Hence, the argument is then made for incorporating intercultural, international, and diverse perspectives into the required curriculum where even those who might not actively seek out cross-cultural interaction will still be able to interact with such ideas. Beelen and Jones (2015a; 2015b) explain that IaH activities may be in either the formal (assessed) or informal (non-

assessed) elements of the curriculum, but that these must be aspects that reach all students; internationalizing electives alone will not suffice.

A similar concept is *Internationalization of the Curriculum* (IoC), which refers to "the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study" (Leask, 2015, p. 9). It could include changes to required, core subjects; to graduation requirements; to inclusion of additional multicultural coursework, subjects, or degree programs; or changes to teaching practices and assessment. One major difference with IaH is that IoC can be done "regardless of where it is delivered" (Beelen & Jones, 2015a, para. 12); meaning, it could take place at a transnational campus, satellite location, or at the main university campus.

Still, there is much overlap between activities under the IaH and IoC umbrellas. A fundamental place where IaH and IoC align is in the internationalization of learning outcomes, an initiative that is "booming" primarily at the institutional level (Beelen & Jones, 2015a, para. 16). In fact, "the internationalization of learning outcomes, pedagogy and assessment are at the heart of Internationalization at Home, just as for curriculum internationalization in general" (Beelen & Jones, 2015b, p. 64). Examples of internationalized learning outcomes include students' knowledge competency in global or comparative studies; students achieving foreign language competency; evidence of impact on students' knowledge, attitudes, beliefs, skills, careers; and evidence of students' capacity to learn from and with others from different cultures (Hudzik, 2011, p. 26). The challenges remain primarily in assessing these outcomes appropriately, in contextualizing them well into programs of study, and in incorporating international, intercultural, and multicultural aspects into the university in purposeful ways (Beelen & Jones, 2015a).

For any of these three approaches to internationalization—comprehensive, at home, or of the curriculum—student-related outcomes become some of the necessary indicators of success. Specified and desired graduate attributes, for example, can be useful for institutional implementation of internationalization strategies, especially with changes to curricula (Leask, 2013). For example, have students increased or improved their cross-cultural skills? Do they work well in groups? Other student-related objectives include whether they are getting jobs in other countries or if international employers are hiring graduates.

Where IaH differs from IoC is in its exclusive attention to what occurs at the home campus, rather than other study locations. Because of this, domestic students, as the

majority of the Australian university student population (Department of Education, 2019), are particularly significant components of IaH strategies that emphasize learning and interacting with peers, intercultural activities, and cross-cultural skills. Yet, the presence of negative social attitudes and resistance to intercultural interaction among the domestic student population, as presented in Chapter 1, signifies a key challenge for IaH.

Indeed, there are mixed results and inconsistencies in the literature around whether such student-geared internationalization strategies are successful. This is perhaps because researchers are often measuring distinct aspects (e.g., openness/personal characteristics, intercultural competence, number and quality of intercultural friendships). For example, Montgomery (2009) found that students in 2008 tended to be more positive about working in mixed-nationality groups than those in 1998, but Lantz-Deaton's (2017) recent study found that most students' intercultural competence dropped during their first term of study. Depending on what is being measured, the success of internationalization strategies and learning objectives can appear to differ tremendously.

Another challenge in measuring and evaluating the success of internationalization pertains to contextual differences across national, local, and institutional contexts. Even comparing similar initiatives across institutions can be challenging given differences in student populations and university policies from one to the other. Then, on a larger scale, the national and local contexts play key roles in not only developing the policies driving an internationalization strategy, but also in influencing its implementation and success. For this reason, it is important to now examine how internationalization has developed specifically in Australian universities, which is the context of the study in this thesis.

2.2 Internationalization within the Australian university context

Australian universities have had multifaceted approaches to internationalization for the last 25 years. By 1995, most Australian universities were pursuing international research collaborations, establishing bilateral agreements with overseas partner institutions, had branch campuses abroad, and were increasing efforts to both bring in international students and to send domestic students abroad (Back, Davis, & Olsen, 1996; de Wit, 1995). They were also, to various extents, attempting to internationalize their curricula (Back, Davis, & Olsen, 1996).

These efforts have led to improved international rankings and a large and growing share of the international student market. As the third most popular education destination in the world, (OECD, 2019), approximately 440,000 international students studied at

Australian universities in 2019 (Department of Education, Skills and Employment, 2019). Subsequently, international education is Australia's fourth largest export bringing in $35 billion to the Australian economy in 2018 (Department of Education and Training, 2019). In these terms, internationalization in Australia can be considered quite successful.

As in other Anglophone countries, universities in Australia have more prevalently adopted comprehensive forms of internationalization strategies. For example, Griffith University's (n.d.) *Internationalisation Strategy 2018-2020* includes goals pertaining primarily to partnerships, student experience, the curriculum, and research. Likewise, the University of Melbourne (UoM) *International Strategy 2017-2020* (UoM, n.d.) includes commitments related to international research collaborations, internationalized curriculum, global outreach and engagements, diversity of the student profile, diversity of staff, and strengthening international institutional relationships. The subtitle of the UoM strategy document is *Growing Esteem Internationally*, which is defined as being "committed to being one of the finest universities in the world by providing current and future generations with education and research equal to the best in the world" (UoM, n.d., p. 5). As such, the *International Strategy* is a cohesive document that brings together multiple initiatives to improve both the standard and reputation of the university; internationalization is both a philosophy and process.

Evidence of IoC is also present in the documents mentioned above. Griffith's strategy emphasizes "a cohesive coordinated approach" (Griffith University, n.d., p. 3) to internationalizing the curriculum with internationalized learning outcomes for graduates in all disciplines. Likewise, the section pertaining to "Teaching & Learning" in the UoM document expresses a commitment "to innovate in curriculum and pedagogy that develop global capabilities, including through language education and exploring the potential for bilingual educational experiences" (UoM, n.d., p. 8). The steps outlined to achieve this objective focus on providing "support and opportunities" (UoM, n.d., p. 8) as well as increasing the proportion of students participating in international study experiences during their course. There is also a hint of the notion that diversity itself is an initiative, saying the university will offer "a transformative student experience within one of the world's largest and most diverse international student communities" (UoM, n.d., p. 8). The University of Technology Sydney (UTS) (2018) *Internationalisation Strategy* similarly asserts that "intercultural and global perspectives are integrated into all aspects of university life" (para. 1) but it focuses strongly on mobility as a way for students to build their global and intercultural skills. In fact, it makes being "at the forefront of student mobility" (UTS, 2018, para. 5) an explicit goal. This blending of curricular and mobility

goals is common. Universities Australia, the peak body of and spokesman for Australian universities, also focuses on the number of international students as a description of the state of international education in Australia (Universities Australia, n.d.).

These are only a few examples of university internationalization strategies in Australia; however, they highlight two primary points. First, they show that internationalization strategies at Australian universities tend to include multiple facets of university practice and policy, from research and engagement to teaching and learning. Second, they highlight that the execution of such comprehensive strategies is often, but not always, still largely limited to mobility activities (whether inward, outward, or both).

Pressure to increase the number of international students studying onshore in Australia has been reinforced by multiple historical and policy-related drivers at the national level, including changes to the amount and sources of available funding (Maringe & Woodfield, 2013). Income from international student fees now provides "the single biggest source of university revenue" in Australia (Norton, 2018, p. 3). Profits from these fees also finance "a substantial proportion" of research at Australian universities (Norton, 2018, p. 3).

This increased recruitment of international students and the increasing multiculturalism within Australian society have changed the makeup of Australian university classrooms. Consequently, whether the motive for internationalizing has been economic or humanistic, the home university environment has changed. A strategic IaH approach, however, can help utilize that changing context to provide an internationalized approach for all students. Indeed, this section has highlighted that Australian university internationalization has been heavily focused on many IaH practices that pertain to the university students themselves: on recruitment of diverse students, on student-directed internationalization objectives, and on expectation that diversity will lead to interaction and cross-cultural skill-building. This trend underlines the premise of this thesis that investigating students' experience through the IaH lens can provide insight into challenges facing IaH.

As mentioned in Chapter 1, consistent challenges to IaH have arisen in relation to this changing university context, including those pertaining to student resistance and social tensions. The following section discusses those and other prominent challenges in more detail.

2.3 Challenges with implementing internationalization

The main challenges to internationalization that were mentioned in Chapter 1 pertaining to social tension, political influence, and student resistance were presented as justification for investigating the student experience of an internationalized university. In addition, research has identified other factors that can help or hinder certain IaH initiatives. This section discusses some of the known factors that influence the implementation of IaH strategies in institutions of higher education, highlighting gaps in our current understanding of how those factors interact and a lack of knowledge pertaining to students' expectations of and approaches to an internationalized learning environment.

As has been mentioned frequently in this thesis, students are the key actors of many IaH aims, because a prime avenue for meeting various IaH objectives is students learning from and interacting with each other, either in groupwork or through the inclusion of diverse perspectives in the classroom. Furthermore, "the ultimate beneficiaries (of internationalization) are the students" (Beelen & Jones, 2015b, p. 63) in the sense that students are the ones gaining the cross-cultural and global skills intended through IaH. Therefore, this section includes a strong emphasis on factors that affect student-facing IaH initiatives and intercultural interaction specifically. It considers factors pertaining to the greater sociocultural influence, the institutional level, and those associated with individual traits and differences.

In the discussion of the literature presented in this section, the focus is on the circumstances and challenges experienced in Australia specifically and in the U.S. and U.K. tangentially. While Australian examples are included where possible, the amplest sources of scholarship in this area come from the U.S. and U.K; hence, literature in this section focuses on literature primarily from these areas. Not only are these the three largest destinations countries for international students, but they are the settings of most research on university internationalization. While countries like China and India are becoming increasingly present actors in international education (Altbach & de Wit, 2018), the contexts are vastly different from the Australian context. On the other hand, in the U.S. and U.K., similarities allow for some transferability and collation of findings: English is both the language of instruction and the dominant language of the host community; the proportions and numbers of international students are large and growing; and the internationalization approach tends to be aligned. Indeed, a large body of growing

research in internationalization focuses predominantly on the contexts within these three countries.

2.3.1 Sociocultural factors

Because the university environment is intricately related to the community environment in which it is situated, students' university experience cannot be isolated from cultural or societal influences. Some authors (Lantz-Deaton, 2017; Ritter, 2016) have highlighted, for example, that certain racial tensions and social challenges may seep into student relations, especially as the number of international students increases (Ritter, 2016). For example, Lee (2007) mentions how some international students may believe they must accept discrimination as an inherent price of studying at an American university. Lee suggests that this may explain why even students who experience blatant discrimination often give positive responses about their study and still recommend that others study in the U.S.

Specific examples in these studies show how a student's appearance can lead to acts of discrimination, specific to the social climate of the context. For example, three international students in Lee's (2007) study in the U.S. had independent experiences in which bottles were thrown at them when they were simply walking down the street. There would be no way for the strangers to know if these participants were international or not; the discriminatory act was based solely on assumptions about the students' appearance. This is not exclusive to the U.S. study experience. Khawaja and Stallman (2011) describe a similar incident in Australia when a South Korean student was yelled at by people in a passing car. Then, because international students often feel as if they do not have the same rights as domestic students, they are less likely to seek help or to respond to such discrimination in the same way a domestic student might (Lee, 2007). With the recent upsurge in negative media attention regarding international students in Australia, as mentioned in Chapter 1, it is possible that such instances will continue and may even increase.

Assumptions based on appearance can also result in unrealistic expectations geared towards particular groups. Ritter (2016) found that Asian international students in the U.S. held stereotypes of Asian Americans and expected that they would relate more to each other. Then, when those expectations were not met, many international students went as far as to express pity at the Asian Americans' isolation and disappointment that bordered on anger at the lack of interaction between them.

A handful of studies have looked at the ways that different groups of students perceive and hold stereotypes of each other. With Jourdini's (2012) research, there is additional evidence that an international student's ethnicity can lead to negative judgment by domestic students. In this study, domestic students in the U.S viewed Middle Eastern and Hispanic students the most negatively, regardless of the domestic student's own ethnicity. Ritter (2016) looked more specifically at stereotypes held by and of Asian Americans. He found that East Asian international students in America tend to hold stereotypes and racial hierarchies established as children and then they bring these concepts with them upon entering university in the U.S., including particularly negative stereotypes and prejudicial attitudes towards African Americans and Southeast Asians. These racial and status hierarchies both influence their decision to study in the U.S. and color their experiences once they arrive. Ritter (2016) argues that first understanding international students' racial stereotypes is necessary for promoting multicultural learning environments that are racially tolerant. Racial stereotypes held by domestic students, as the majority student population, are equally as important to understand. This idea supports the work by Jon (2012) and Colvin, Fozdar, and Volet (2013) regarding the desirability of certain cultural capital that advantages certain students over others.

In another example from the U.S., Halualani (2010a) explains how students may define the "culture" in "intercultural interaction" in varying ways, depending on the people involved in the interaction. They might use nation as the definition of culture for some (e.g. Norwegian students), race as culture for others (e.g. Black students), and general geographic region for still others (e.g. Middle Eastern students). This supports previous research that domestic students tend to only individualize European or otherwise familiar countries (Harrison & Peacock, 2010). This type of pattern has been documented in both the U.K. (Harrison & Peacock, 2010) and the U.S. (Halualani, 2010a). More worrisome was that half of the students in Halualani's (2010a) study admitted to having had no interaction with Middle Eastern students and yet they held the strong sense that interactions with Middle Eastern students would be "doomed" (p. 259). Halualani (2010a) suggests that "what could potentially be a cultural difference in communication style between Middle Eastern students and other students is instead interpreted solely as a judgment about how that cultural group is and what kind of attitude those members have toward others" (p. 259). The tendency to group some students by race and others by region seems to be influenced by sociopolitical and historical contexts, perpetuating negative societal constructs and creating a cycle of stereotyping behavior (Halualani, 2010a).

It is also essential to comment on the potential societal norms that encourage such contradictory student behaviors. Halualani (2008) suggests both that diversity can become so overemphasized that students start to take it for granted and that societal preference toward colorblindness can lead to a refusal to acknowledge cross-cultural experiences. The participants in Halualani's (2008) study showed a strong eagerness to appear neutral, open-minded, and race-blind, and, so, by refusing to acknowledge that intercultural interaction even took place, they subsequently lost opportunities to learn from their intercultural exchanges. While this tendency might be heightened in this specific U.S. region, Halualani also acknowledges that the potential existence of such a tendency has consequences for the way researchers approach the topic of intercultural interaction. It not only affects the way students engage with other students, but it also affects the way that they respond to questions about intercultural interaction, and, as a result, the way that researchers need to define, address, and approach such issues.

Though U.S.-specific racial tensions may not manifest in the same ways in the Australian context, research in Australia as well supports the idea that those from some racial backgrounds may experience different challenges, more challenges, or more experiences of racism than others (e.g., Blair et al., 2017; Mansouri et al., 2009). In addition, many students in Australia may reject the idea of white privilege (Hollinsworth, 2016). Similarly to American students in Halualani's (2008) study, Australian university students may also prefer to be colorblind and to refuse to acknowledge racial difference (Hollinsworth, 2016; Warmington, 2009). These tendencies pose direct challenges to IaH practices at Australian universities where a critical exploration of different perspectives and experiences would be desired.

Lantz-Deaton (2017) asserts in general that "evidence suggests the cultural challenges seen in the wider society also impact students on university campuses" (p. 3). These examples from the U.K., U.S., and Australia demonstrate that students' experiences are influenced by the cultural biases and norms of the context and time. For the purposes of this thesis, those norms seem to influence how students define culture, how they approach their intercultural interactions with other students, and how they themselves are perceived by their classmates. Specifically, students from particular backgrounds experience unique prejudices due to the social environment of the time. It also seems that societal influences on the student experience have the potential to both spread biases and discrimination and simultaneously to reduce students' willingness to acknowledge diversity. Both of these influences would affect interactions between diverse student groups, which remains a fundamental aspect of IaH practices.

2.3.2 Institutional contexts

In addition to research on the sociocultural influences on student interaction, a large pool of research focuses on identifying ways that the university environment may support or inhibit student interaction. The institution's composition, efforts, and policies can inhibit interaction, both academically and socially, with such factors as the existence of degree programs that are almost entirely made up of international students (Pham & Tran, 2015).

Likewise, the percentage of students from the same (or similar) origins can play an influential role in students' likelihood to either integrate or associate mostly with students from similar cultural backgrounds (Gareis, 2012). In their study of international students' perspectives in rural Australian universities, Edgeworth and Eiseman (2007) found that integration with the domestic Australian students is universally challenging for international students; yet, attempting to fit in was more common with international students who arrived when there were only "very small numbers" (p. 5) of international students at that university campus. In other words, when the number of international students grew, it was less common for the international students to try and fit in with the domestic students. This finding is supported by the research of Ellis et al. (2005) whose international student participants in Australia commented on the "necessity" (p. 72) of interacting with students from other cultures when there was a small number of students from their home countries, but not when there were many. Conversely, at larger universities with more significant international student numbers, students claim that it is simply easier to stick with co-nationals (Gareis, 2012). This pattern can also be manifested in differences across departments at the same university. An example of this was referenced by Peacock and Harrison (2009) in their study in the U.K. The authors pointed out that the program with a larger percentage of international students, the business program, had much more crystallized co-national groups than the one with a much smaller percentage of international students, the creative arts program. Students in the business setting also showed stronger feelings of academic threat and fear of being marked collectively. It seems then that increasing the number of international students may sometimes inhibit integration between international and domestic student groups rather than encourage it. This is especially noteworthy for Australia, where the percentage of international students is already high and continuing to get higher, particularly in business and economics programs, and yet where intercultural interaction is expected.

Another related concept in the literature is that the "size and urbanization of the environment" (Gareis, Merkin, & Goldman, 2011, p. 165) may influence how students

approach intercultural interactions. For example, some studies show that being in a large, urban, and diverse community can affect students' conceptualizations of diversity (Halualani, 2008), need for or number of cross-cultural friendships (Edgeworth & Eiseman, 2007; Gareis, Merkin, & Goldman, 2011), and likelihood of initiating cross-cultural interaction (Halualani, 2008; 2010b; Kostareva, 2006). Importantly, diversity in these instances refers to the presence of students from different cultural, religious, and linguistic groups, including those from within the local community (Knight, 2004). As the composition of students continues to change at Australian universities, it seems fundamentally important to consider the contrary way that "demographic shifts that present greater intercultural contact opportunities may, in fact, stifle such contact from occurring" (Halualani, Chitgopekar, Morrison, & Dodge, 2004, p. 369). In other words, it seems contrary to the aims of IaH if increasing the diversity of the student population (whether internationally or locally) effectively reduces students' likelihood of engaging in intercultural interaction. This is not to say that diversification of the student body is undesirable, but that it is essential to understand the way that such shifts in the learning context will affect how students respond within that context.

Halualani (2008) further adds to the discussion on the risks of diversifying by mentioning two notable findings from her study in the U.S. First, domestic students tended to believe that they were engaging in intercultural interaction simply by being part a diverse campus. They seemed to hold the notion that interaction was happening even in passive and indirect forms, such as listening to other languages being spoken or even walking alongside culturally different classmates. Halualani (2008) labels this explanation as "interaction as presence" (p. 7). The danger of this, as Halualani (2008) describes, is that it seems to exempt students from seeking out genuine interaction and exchange. Second, her participants defined intercultural interactions as occurring only between strangers and they "adamantly refused" (p. 14) to acknowledge that some of their friends were culturally or ethnically different from them. Kostareva (2006) similarly points out the irony that students can value diversity, have supportive attitudes towards international students, and be "relatively comfortable" (p. 108) with cultural differences, but simultaneously not be very proactive in seeking out intercultural interactions.

These studies highlight two key issues that are most pertinent to the Australian context where both the size and proportion of the international student population is notable. First, a large enough co-national base means that there is less inherent need for international students to reach out to domestic students because they have a safer option readily available that does not involve risk of humiliation or embarrassment. Likewise,

when diversity is overemphasized and seemingly ubiquitous, it may possibly result in more passive interaction and further reason for students to justify their lack of engagement. What is not yet known is how Australian students conceptualize these issues, whether they also view passive forms of interaction as sufficient, and how the proportion of international students in Australia specifically affects students' interactions.

On a smaller scale, classroom-based factors may also affect the level and quality of students' interactions. Arkoudis and colleagues (2010) and Etherington (2014) note that some teachers, though specialists in their subject areas, may not be knowledgeable in educational theory. These teachers, as a result, may not be prepared to adapt their teaching style for students who have come from different cultures of learning or who are English language learners. Teachers may also be skeptical of the relevance of internationalization to their field (Leask, 2013). It may be additionally difficult for teachers of quite content-heavy courses to incorporate more time for groupwork or discussion into their lessons (Arkoudis et al., 2010; Arkoudis & Baik, 2014; Etherington, 2014), just as it would require more of their time to add intercultural competencies to their lesson aims and learning objectives (Etherington, 2014). Heffernan and colleagues (2019) also suggest that examples from business subjects, of which there is an overrepresentation in the literature, do not necessarily generalize to effective practices in Arts or Humanities classrooms. These classroom-related challenges have particular consequences for efforts to promote interaction, as the classroom would offer prime opportunity for planned activities, discussion, and multicultural engagement. Indeed, Beelen and Jones (2015a) comment that one large, remaining challenge to internationalization is supporting academics in planning assessments and designing learning environments that achieve these intended learning outcomes.

The nature of a group task and emphasis in assessment can also shape students' responses. In multicultural groupwork, not all students have equal opportunities to practice the intended skills (Héliot, Mittelmeier & Rienties, 2019). Instead, multicultural groupwork and learning tasks that are not carefully considered regarding social learning relationships or learner identities may "trigger perceived discrimination/bias between groups" (Héliot, Mittelmeier & Rienties, 2019, p. 13). In addition, students seem to be even less likely to recognize the value of diversity and more likely to emphasize the importance of oral English skills when groupwork is assessed (Colvin, Fozdar, & Volet, 2015), highlighting tensions and biases that may already exist latently among students. This is likely because competitive environments without intentional interventions tend to "produce or exacerbate students' uncertainty, anxiety and fear," (Kudo, Volet, and

Whitsed, 2017, p. 112). These circumstances then have the potential to further divide students and foster intolerance between international and domestic students (Harrison & Peacock, 2010).

As Beelen and Jones (2015a; 2015b) emphasize, IaH requires a change in institutional systems that provide for multicultural tolerance and appreciation, not just the creation of a diverse student body. Some of the ways that universities attempt to instigate such change may not actually create systems of multicultural equality and may, instead, continue patterns of inequality. Of particular note is the extent to which power is unevenly distributed at universities, highly favoring the Anglo, native-English speaking local student (Colvin, Fozdar, & Volet, 2013). Despite Pettigrew and colleagues' (2011) finding that equal status is not necessary for a reduction in prejudice, strategies that position the domestic students as the informed party perpetuate the imbalance of power that currently disadvantages international students in many university settings. This is specifically exhibited in the way partnership/peer programs tend to be framed, establishing the domestic student as the mentor. When it comes to the discussion on interaction, the "onus on the development of intercultural relationship is [still] on the individual student, and often more on the international student" (Kudo, Volet, & Whitsed, 2017, p. 102). Harrison (2015), though, did identify some internationalized curricula in which the international students are considered a valuable "resource" (p. 420) and positioned as experts in the classroom. This often revolves around structured, well-facilitated groupwork where multiculturalism is inherently necessary to complete the task well. In such cases, as Montgomery (2009) also supports, students felt that "the thought of not having mixed-nationality groups seemed to be a bit 'contradictory' given the subject they were studying" (p. 263). In that study environment, students accepted, expected, and embraced the multicultural nature of the assignment. Likewise, language difficulties seemed to be less prevalent or given less weight and the inability to understand certain ideas did not tend to be conflated with a lack of intelligence, as it has in other studies (e.g. Harrison & Peacock, 2010).

It becomes clear, then, that an institution's strategic approach to internationalization must consider not only the institution's goals and priorities, but also its internal and external context, its curriculum and assessment design, and its overall culture. Consequently, it becomes increasingly difficult to research the ways that so many variables interact, especially since each university would be situated within a unique set of institutional and societal factors, making generalizations extremely limited, if not impossible. However, this complexity is one of the reasons why it is necessary to gain a

more comprehensive understanding of the factors that influence students' experiences of an internationalized university.

2.3.3 Individual factors

These societal and institutional factors do not affect all students equally, as there is not one single student experience that would adequately represent the universal student experience (Flynn, 2015). Likewise, individual students may both respond to initiatives differently and be responded to differently by their peers. There is evidence across the literature that a range of individual variables not only affect students' university experience, but that they also affect students' responses to that university experience and propensity to engage with diverse classmates. The following discussion of the literature supports the importance of acknowledging the heterogeneity of the student population when investigating students' responses to IaH practices and whether those practices will be successful.

As mentioned in Section 2.3.1 above, a student's nationality may affect how others in the university community respond to that student. Importantly, however, the nationality and cultural background of a domestic student, not just of an international student, also affects the quality and quantity of interaction. For example, when Colvin, Volet, and Fozdar (2014) looked at bicultural Australian students, they found that the cultural distance within an Australian student's bicultural background related to that student's amount of intercultural engagement.

Other studies have identified certain traits as being indicative of or correlating to pro-interaction behavior, including one's conception of culture (Colvin, Volet, & Fozdar, 2014), gender (Harrison & Peacock, 2010), and open-mindedness (Williams & Johnson, 2011). At the same time, studies have also identified certain attitudes as being factors that reduce a person's level of intercultural engagement, such as intercultural communication apprehension (Williams & Johnson, 2011). However, the influence of such variables is still unclear. For example, Williams and Johnson (2011) found that racist attitudes were not necessarily higher in students without intercultural friends than in those with some, but racist attitudes were instead associated with the quality and amount of that contact. Another example of the inconsistency in the research is the concept of ethnocentrism, with some researchers showing that it limits students' willingness to interact (Colvin, Volet, & Fozdar, 2014; Harrison & Peacock, 2010) but others showing that related characteristics, such as cultural empathy, may not (Williams & Johnson, 2011).

Harrison's (2015) review helps assess which traits might predict if domestic students interact or not. The review identifies overlapping variables in ten studies, including: multicultural upbringing, agreeableness, open-mindedness, curiosity, cultural interest, and being female (p. 417-418). Harrison (2012) supported this point earlier by claiming that some domestic students are simply better prepared and more predisposed to intercultural interaction even before entering university. There is also not yet sufficient evidence that changes to these traits or attitudes also result in corresponding changes in intercultural interactions.

Some of the variables that affect others' responses to a particular student include that student's appearance, accent, and lifestyle (Colvin, Fozdar, & Volet, 2015; Dunne, 2009; 2013; Liu, 2016; Pham & Tran, 2015; Trice, 2007). A couple of variables seem to affect both one's own response and the responses of others, including perceived English language proficiency, ethnic background, and nationality (Gareis, 2012; Halualani, 2010b; Harrison & Peacock, 2010; Jourdini, 2012; Rienties, Luchoomun, & Tempelaar, 2014). Kudo, Volet, and Whitsed's (2017) systematic review supports that "the development of positive intercultural relationships may be hampered by students' backgrounds and dispositions" (pp. 110-111), such as age/maturity, economic situation, alcohol consumption, and physical dissimilarity. This supports previous claims that students' background variables will likely lead to different interaction experiences; however, it goes further by reinforcing the concern that such variables may preclude interaction from happening in the first place or may prematurely minimize any positive outcome that may take place (Halualani, 2010b; Harrison, 2012).

In a recent study of domestic students at English-speaking universities in the U.K., Belgium, and Germany, Spencer-Oatey and Dauber (2019) highlight how two particular elements are needed to stimulate students' intercultural skills: a student's attitude towards diversity and their experiences with it. As the researchers explain, previous literature has tended to focus on one or the other of these aspects—and within either the domestic or international student populations—but rarely both, and even more rarely to consider both attitudes and experiences of both domestic and international students.

The literature in this section has highlighted the range of various individual factors that influence a student's approach to and experience of an internationalized university, their likelihood of engaging in or benefiting from intercultural interaction, and the ways other students at the university will perceive and respond to them in turn. It is necessary, therefore, to acknowledge the heterogeneity of both the international and domestic

student populations and to explore the nuance that shapes an individual student's experience of an internationalized university.

2.3.4 Summary of challenges

This chapter has so far provided a background on the motivations for and challenges to implementing IaH strategies at Australian universities. Section 2.3 has shown that there are intersecting and overlapping spheres of influence on the success of IaH practices, specifically regarding student-centered practices and intercultural interactions. Those influences range from the more sociological to the individual. In addition, this review of the literature has clarified that many objectives associated with the internationalization of Australian higher education heavily depend upon students interacting, learning, and collaborating with classmates who are different than them. Yet, the likelihood of that intercultural interaction taking place depends on a range of interacting variables.

Intercultural interaction is fundamentally interwoven into the framework of internationalization in three main ways:

- it is a desired objective of IaH,
- it is simultaneously a common medium for achieving other internationalization objectives, and
- it is through intercultural interaction that some of the potential negative consequences may be either born or exacerbated.

Therefore, while this thesis is not solely about students' intercultural interactions, it is important to acknowledge the immense role that intercultural interaction plays in advancing—or inhibiting—internationalization practices. Given the importance of intercultural interaction in shaping and fostering students' experience of an internationalized university, the following section clarifies what is meant by "intercultural interaction" in relation specifically to the internationalization of higher education.

2.4 Understanding intercultural interaction

Within IaH practices, university students are often expected to engage in intercultural interaction with their peers. Such interactions are intended to provide students with the opportunity to practice groupwork skills, to be exposed to diverse perspectives, and to gain intercultural skills necessary for working in a global market (Arkoudis et al., 2010; Baker & Clark, 2010; Sweeney, Weaven, & Herington, 2008; Teo et

al., 2011). Importantly, many of the challenges associated with IaH implementation pertain specifically to challenges with intercultural interaction: it is difficult to encourage students to interact, there seems to be much student resistance to the idea, and even when it takes place, it does not always lead to positive or desired results (Arkoudis et al., 2010; Burdett, 2014; Leask, Simpson, & Ridings, 2008). Intercultural student interaction is therefore an important component of student-centered IaH practices. Understanding the complexities of that intercultural interaction is subsequently necessary for understanding the student experience of an internationalized university.

This section presents discussion on what intercultural interaction comprises and how it can benefit an internationalized university. It then presents known research on when intercultural interaction leads to positive outcomes or negative outcomes. Next, it includes more detail about the intricacies of intercultural communication and efforts to improve students' competence in this area.

2.4.1 What is intercultural interaction?

Discussion around intercultural interaction, as with internationalization, may pertain to many related topics, including but not limited to intercultural communication, intercultural friendships, or multicultural groupwork. In order to better understand how, why, and when intercultural interaction can facilitate internationalization goals, it is important to first clarify what is meant by "intercultural interaction" and its relationship to the internationalization of higher education.

In their book *Intercultural Interaction: A Multidisciplinary Approach to Communication*, Helen Spencer-Oatey and Peter Franklin (2009) define *intercultural interaction* by first defining each word separately. They mention that each person is part of multiple cultural spheres, so virtually all interactions can be considered intercultural—or "between cultures" (p.3)—to some extent. Thus, defining a situation as distinctly intercultural rather than intracultural requires some type of culturally related difference to have been specifically notable in the interaction. They, therefore, adopt a definition of intercultural, as such:

> An intercultural situation is one in which the cultural distance between the participants is significant enough to have an effect on interaction/communication that is noticeable to at least one of the parties. (p. 3)

That definition revises a similar one by Žegarac (2007) that necessitated the effect be "adverse" (p. 41). Spencer-Oatey and Franklin (2009) instead suggest that some type of

effect is exhibited, but not necessarily an adverse one. They also specify that at least one, if not both individuals notice that effect. Thus, the culturally derived difference must be both notable and noticed.

Then, in using the word “interaction”, the authors clarify that the instance at discussion is about the activity the two (or more) people are engaging in, such as talking to each other; it is not about comparisons between two cultures, which would be considered cross-cultural instead (Koester & Lustig, 2015). Spencer-Oatey and Franklin (2009) further clarify that “interaction” connotes the “dynamic nature” (p. 4) of behavior, and is influenced by, but different than, the sum of both individuals’ behavior. An intercultural interaction according to Spencer-Oatey and Franklin (2009) is therefore some type of occurrence involving two or more people which comprises a culturally related difference effect that was noticed by one or more of those people.

Furthermore, “interaction” is used to differentiate the activity from the more exclusive term “communication” as the latter implies the intent to communicate an idea and the former may involve some unintentional interpretation of specific behavior (Spencer-Oatey & Franklin, 2009, p. 4). It is likely that an interaction would include some type of conversation or verbal exchange, but it might alternatively be based on non-verbal communication and body language, aspects “more frequently employed than verbal communication” (Yang, 2015, p. 83). An intercultural interaction may involve challenges associated with intercultural communication, but these remain distinct, though related, concepts.

Intercultural interaction is therefore a broad concept that can include many types of exchanges and occurrences. It is partially for this reason that it is a component of so many different internationalization practices. It is another umbrella term that includes a range of several types of interactions that cover many contexts and relationships. As such, intercultural interaction can exhibit varying levels of superficiality and intensity, ranging from a quick conversation in the library to a close and intimate friendship. Some common examples in the internationalization literature include in-class discussions and non-assessed in-class groupwork, as well as the existence of friendships and social networks. To describe them in more detail, such interactions are further divided into in-class and academic interactions on one hand and social out-of-class interactions on the other.

Intercultural interactions that take place in the academic sphere can also range from quick and superficial to sustained and deep. Some of the less intense measurements of interactions include whether students sit next to co-nationals or not. The inherent short-

term conversation that would derive from that proximity is also a type of interaction. Whole-class discussions in tutorials are a slightly more involved example, where students can potentially hear of other perspectives, but might not be engaging directly with the speaker(s); they can listen and observe, as well. They might witness a back-and-forth exchange of ideas, but not necessarily contribute to it publicly. Then, middle-of-the-road intensity interactions can include one-on-one conversations with a classmate which may or may not have been prompted by the instructor. The students might also be involved together in a small in-class problem-solving activity that does not extend passed that class time and is not assessed. Perhaps the most demanding type of academic interaction involves working together on a semester-long assignment that will receive an assessment mark. This one interaction type itself includes multiple, literal interactions, such as different meeting times, planning occurrences, and conversations that each have a beginning, middle, and end. Intercultural groupwork is also one of the most researched of these academic interactions.

On the other hand, non-academic, social interactions with diverse peers are primarily described in terms of intercultural friendships. Such friendships are sometimes defined by number of total intercultural friendships or number of friends one would consider close (which itself is defined either by frequency of contact or subjective impression of closeness). Other examples of social, non-academic interactions that still pertain to university student relationships could include conversations outside of class with a classmate or participation at a club or student society event.

There are also many scenarios in which the line between academic and social is blurred. A conversation in class can start about the course material and then transition into being about more casual, personal topics. Likewise, in-class discussions about the course can include mention of personal experiences. Working together on a group assignment can turn into a friendship that extends beyond meeting up at university.

Nonetheless, these are a few of the more common ways that intercultural student interaction is likely to take place at an internationalized university and, in turn, how it is often present in the literature. Some of these interactions are more frequent, more intimidating, or more difficult than others. Also, some types of interactions are met with much more resistance than others, the prime example being assessed groupwork. Consequently, the outcomes and benefits of each type can differ and will have various implications for the internationalization of higher education. These benefits will be discussed next.

2.4.2 Benefits of intercultural interaction

Descriptions of the benefits of intercultural interaction often refer to a specific type of interaction as described in Section 2.4.1 above. To address how intercultural interaction might be useful specifically for IaH, this subsection groups potential benefits as related to 1) international students specifically; 2) students' overall senses of belonging and wellbeing; and 3) the potential to reduce prejudice, intolerance, and bias.

Specific benefits for international students are well documented. Conversations with diverse students, and domestic students specifically, can help international students improve their English language skills (Arkoudis et al., 2010). Even for those who may have highly advanced language skills, conversations with domestic students can help international students adjust to the local accent and slang and to understand local culture and humor. These skills and understandings, in turn, support international students' academic achievement, engagement, and sense of belonging to the university community (Arkoudis et al., 2010). On a deeper level, establishing closer relationships with domestic students can lead to higher satisfaction with the university experience and to a stronger sense of belonging (Arkoudis et al., 2010).

It is not just international students who would benefit from a sense of connection to the university. For students in general, social interaction can affect their sense of belonging (Freeman, Anderson, & Jensen, 2019) and their overall sense of wellbeing (Baik et al., 2017). In turn, feeling as if you do not belong has been associated with higher levels of depression and lower levels of resilience and achievement (Cruwys et al., 2014). A student's academic engagement is jeopardized when they have no support network (Kantanis, 2000). In addition, loneliness and a lack of social integration can each lead to attrition (Thomas, 2012). Students who do not feel as if they belong in the university community are at risk of dropping out (Thomas, 2012; Tinto, 1993). On the other hand, Freeman, Anderman, and Jensen (2007), found that a sense of belonging in a subject was associated with positive motivational characteristics in first-year students, such as academic self-efficacy, intrinsic motivation, and perceptions of the value of academic tasks in that subject. At the classroom level, instructor characteristics, such as seeming to care, had a significant association with students' sense of belonging. When considering students' sense of belonging to the whole university, the authors found that social acceptance was more significant a predictor. Freeman, Anderson, and Jensen (2019) concluded that "students' sense of social acceptance, by both fellow students and university personnel, might be the most important variable in relation to the sense of belonging" (p. 216). It appears that a sense of belonging and adequate social integration

are important factors in helping students transition to university and to complete their studies (Maunder, 2017). Likewise, making initial social contacts is essential for students to feel part of university life (Maunder et al., 2013).

These influences on belonging are most relevant to IaH because they emphasize how important it is for all students to create connections with their peers. Such connections with peers, as has been discussed, are also important components of IaH efforts, such as increasing students' exposure to diverse perspectives and opportunities for intercultural interactions. Furthermore, challenges in establishing strong student relationships will likely have direct consequences on students' engagement with their learning environment. In contrast, stronger relationships between students can encourage greater levels of interaction (Arkoudis et al., 2010).

However, intercultural interaction, as described above, is not limited to contact within close intercultural friendships, and there are additional benefits for all students beyond a sense of belonging. Incorporating intercultural and inclusive learning opportunities, for example, can benefit all students, not only the international students (Leask, Simpson, & Ridings, 2008). In turn, the presence of international students can itself be "an excellent cultural resource for teaching and learning" (Sawir, 2013, p. 365) according to Australian academics. Interacting and conversing with students from diverse cultures can expose all students, including domestic students, to different perspectives (Arkoudis et al., 2010), which is a principle component of both IoC and IaH strategies. Sawir (2013) also identified specific benefits to domestic Australian students, who, for the most part, are geographically isolated from the rest of the world, and for whom international students may be a resource of diversity.

Beyond this, intercultural interaction can play a direct role in propelling IaH aims by reducing biases, prejudice, and stereotyping and increasing tolerance and respect (De Vita, 2002, Sawir, 2013; Sweeney, Weaven, & Herington, 2008). There is evidence that even superficial exposure to people who are different can lead to positive outcomes. For example, familiarity with members of an outgroup can lead to an increase in liking and has the potential for reducing biases (Bornstein, 1989, as cited in Kormos, Csizér, & Iwaniec, 2014). Studies pertaining to multicultural groupwork, specifically, have shown that positive experiences can lead to more respect for others' perspectives, and this respect can transfer outside the classroom context (Sweeney, Weaven, & Herington, 2008).

Importantly, however, none of these benefits are either guaranteed or universal; meaning, for example, that multicultural groupwork will not always lead to openness or

awareness of other perspectives (Burdett, 2014), and intercultural interaction will not always lead to better communication skills or mutual understanding (Tananuraksakul, 2012). When intercultural interaction does occur and is experienced, the benefits are not always evenly distributed (e.g., Héliot, Mittelmeier, & Rienties, 2019); those most in need are often the least likely to benefit (Harrison, 2015). Thus, there are two main reasons why the benefits of intercultural interaction may not be felt: 1) the necessary interaction rarely occurs and 2) there are a range of variables and conditions that can either foster or inhibit such positive effects. These are discussed in more detail in the following subsection.

2.4.3 When is intercultural interaction beneficial?

The most fundamental requirement for intercultural interaction to be beneficial is that the intercultural interaction take place in the first place. Research into students' intercultural interactions has consistently shown that such interaction is quite rare, that international students find it difficult to integrate into the domestic student population, that few international-domestic student friendships form, and that students generally prefer to associate with those of similar cultural and linguistic backgrounds (Arkoudis et al., 2010; Pham & Tran, 2015). In some studies, students from diverse backgrounds and in various host cultures have expressed negativity regarding the energy and time required for developing deep friendships across cultural differences, as well as the inhibiting nature of not having similar schedules, humor, or interests in common (Arkoudis et al., 2010; Dunne, 2009; 2013). Much is already known, therefore, on students' perspectives on and attitudes towards intercultural interaction. Generally speaking, they objectively understand its benefits, they think there should be more of it, but they find it difficult, daunting, frustrating, and time consuming.

There are yet other, well-established reasons for a reluctance to integrate with peers from different backgrounds. The inclination to socialize with people of similar cultural or linguistic backgrounds is a well-established, socially pervasive phenomenon. Tajfel and Turner (1979) identified in-group membership as a primary source of pride and identity building. They observed that people regularly categorize themselves into separate groups. It is not only a factor of an increased affinity for one's own group (Aronson, Wilson, & Akert, 2009), but it is also seen as safer, less tiresome, and more rewarding to interact with people of similar cultures (Dunne, 2009). As participants in Peacock and Harrison's (2009) study commented, it is also "much easier" (p. 495). Thus, there are not only contextual factors that influence the implementation of IaH practices as discussed in

Section 2.3, but it also appears that the default human response may be a preference for homogeneity rather than multiculturalism.

In addition to the factors that may make intercultural interaction unlikely to occur, the effects of student intercultural interaction may also be inconsistent. The large pool of variables makes it difficult to synthesize conditions that encourage positive outcomes. Aside from the individual studies that investigated one or two task/interaction conditions and a subsequent trait, there are meta-analyses that have helped consolidate those results. A primary example of such an analysis is that by Pettigrew and colleagues (2011), which analyzed 515 studies and has helped to clarify the ways that certain conditions may lead to or hinder positive contact results. Specifically, they found that intercultural contact can be helpful for reducing prejudices, regardless of any supporting circumstances (e.g., equal status of parties involved). They showed that 94% of the 515 studies reported a negative relationship between contact and some type of prejudice (Pettigrew, Tropp, Wagner, & Christ, 2011, p. 274). Moreover, in the samples where participants had a choice about interacting, the effect was even larger. The authors go even further to claim that there is "a remarkable universality of intergroup effects" (Pettigrew et al., 2011, p. 276), considering results across age, gender, and 38 different nations. Despite this, the analysis still supports the point that "not all intergroup contact reduces prejudices" (p. 277), as people may begin to like a particular group while simultaneously maintaining stereotypes about them (p. 275). The negative effects, they said, are most likely to occur when people feel threatened and when they did not choose to have the contact.

Indeed, literature shows that not only does intercultural interaction not always lead to positive effects, but it may sometimes result in negative effects instead. As argued in this thesis, many of these negative effects, such as increased resentment towards classmates, are directly contrary to IaH goals. For example, some of the specific studies that identified resentment among students include that by Pritchard and Skinner (2002) which found that domestic students may experience resentment towards international peers. Likewise, the study by Barron (2006), which was mentioned in Chapter 1, found evidence of a feeling of unfairness often based on the belief that the presence of international students lowers the quality of domestic students' education. Similar beliefs are that entry requirements are loosened for international students and that working with international students will result in lower marks on group assignments (Barron, 2006; Harrison & Peacock, 2010; Strauss, U-Mackey, & Crothers, 2014; Sweeney, Weaven, & Herington, 2008). At the same time, international students may feel offended by local students who seem to exclude them (Lee & Rice, 2007; Gareis, 2012). These beliefs may

conflict with the promotion of intercultural activities, groupwork, or the development of intercultural communication skills.

They further support the finding by Pettigrew et al. (2011) that there is an association between threat and negative responses to intercultural interaction. Harrison and Peacock (2010) had also previously found evidence that domestic students “perceive threats to their academic success and group identity from the presence of international students on the campus and in the classroom” (p. 877).

These feelings of threat and resentment can, in turn, lead to a second adverse effect: active avoidance of interaction. Harrison and Peacock (2010) found that a passive reluctance to interact was more common among domestic students; however, there were some students who more actively avoided interacting with international students because of worries over their marks, fears of embarrassment, or threats of interacting with those with different values. This is related to other studies that found students may be less willing to participate in multicultural groupwork after previously having done so (e.g., Burdett, 2014; Strauss, U, & Young, 2011). In such cases, students’ attitudes towards specific types of multicultural interactions became less favorable with exposure and experience.

The third adverse effect identified through this review of the literature may have larger, social repercussions: increasing inequality and segregation. Without proper preparation, discrimination and inequity can occur when attempts are made to simply put culturally diverse groups together (Leask, 2009). Students’ interactions can also exacerbate the already existing inclination to stick with those who are familiar, a response called “induced homophily” (Centola et al., 2007, p. 905). Centola and colleagues (2007) used that term to explain that social interactions with others may produce homophilic behavior as well. In other words, students’ intercultural interaction may end up encouraging students to associate only with those from similar backgrounds.

As intercultural exchange is a primary method of fostering IaH objectives (Beelen & Jones, 2015a), these three adverse responses identified in the literature review pose major threats to the advancement and implementation of IaH strategies. It seems that many researchers (e.g., Arkoudis et al., 2010; Harrison & Peacock, 2010; Leask, 2009) agree that putting individuals from diverse backgrounds in the same environment will not automatically lead to genuine interaction, but it is potentially more problematic that such circumstances can also lead to new challenges in both the academic and social realms of

international-domestic student relationships; that they may worsen social tensions and prejudices is exceptionally noteworthy.

This raises the question of why intercultural interaction is so tiring, challenging, and disagreeable for students. What does it involve and what would it look like if one were good at it? The following subsection looks at what is known about intercultural communication and, subsequently, what skills are required of students when trying to talk to or work with peers from other cultural backgrounds.

2.5 Intercultural communication and related competence

In addition to the potential benefits of intercultural interaction, one of the main IaH aims of encouraging student intercultural interaction is to improve students' *intercultural communication competence* (ICC). While the previous sections clarified that intercultural interaction does not necessarily involve communication, one argument for encouraging intercultural interaction is based partly on the premise that such interaction will lead to an exchange of ideas and mutual navigation of different approaches and perspectives. Likewise, intercultural interaction is likely to go more smoothly if students are skilled in intercultural communication (Gonzales, 2017). Thus, intercultural communication is both an assumed complement to and component of students' intercultural interactions. Becoming skilled at such communication is a primary objective of university internationalization (Knight, 2004). It is particularly important if students are to benefit from each other's different perspectives, behaviors, ideas, and ways of being, as desired through many IaH practices. Yet, as the previous sections showed, such interaction is rare, tiring, avoided, and not always successful in improving students' attitudes or skills. One of the main inhibitors to such interaction is the effort and challenge associated with communicating effectively with peers from other cultures and backgrounds. This section considers what is involved in effective and mutually beneficial intercultural communication, as well as what is known about improving students' competence in this area.

Since the 1989 special issue of *International Journal of Intercultural Relations* on intercultural communication competence, thirty years of subsequent scholarship has resulted in ample literature on what constitutes, what encourages, and what hinders intercultural communication competence. Indeed, research on ICC has investigated its role in business, relationships, organization, and healthcare, among other areas (Ruben, 2015). Scholarly understanding of ICC has, as a result, been shaped by the contributions from

various disciplines, including sociology, psychology, anthropology, and education (Deardorff & Arasaratnam-Smith, 2017). Likewise, different theories of ICC have developed over time (Arasaratnam-Smith, 2017).

This wide-ranging interest in intercultural communication has resulted in "nuanced and varied labels" (Deardorff & Arasaratnam-Smith, 2017, p. 8), as is the case with other terms so far presented in this thesis. Other overlapping terms often used to describe the learning outcome associated with university internationalization include intercultural competence, cross-cultural competence, intercultural effectiveness, global competence, and global citizenship (Bradford, Allen & Beisser, 2000; Deardorff, 2006). The initialism "ICC" itself is sometimes used in lieu of either "intercultural competence" or "intercultural communication competence". Regarding the internationalization of higher education, the two terms are often used interchangeably. While "intercultural communication competence" is used in this thesis, literature pertaining to "intercultural competence" is included equally. This thesis is concerned with the concept of ICC as a student outcome associated with the internationalization of higher education. One conceptualization of such an outcome is Deardorff's (2004) empirically derived definition of intercultural competence as a student outcome of internationalization:

> the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes. (Deardorff, 2004, p. 194; quoted in Deardorff, 2006, p. 247)

In Deardorff's (2006) empirical study investigating administrators' and scholars' conceptualizations of ICC, many definitions were considered, but the top three common elements were 1) the awareness, valuing, and understanding of cultural differences; 2) experiencing other cultures; and 3) self-awareness of one's own culture (Deardorff, 2006, p. 247). While scholars preferred a broader definition and administrators a more measurable one, there was a primary focus on communication and behavior in intercultural situations (Deardorff, 2006, p. 248). In addition, "the understanding of others' world views" received 100% agreement among the scholars as a requisite skill of ICC.

To understand how ICC is particularly relevant for the internationalization of higher education, there are three key characteristics of ICC that require elaboration and clarification: differentiating "competence" from other terms, mutuality and multi-directionality of the interaction, and expanded conceptualizations of culture.

The first characteristic of ICC to clarify is the idea of competence. It is important to differentiate between one's understanding of other cultures and the ability to successfully, efficiently, and respectfully engage in communication with people from those cultures. Ruben (2015) points out that there is "a predictable disconnect between one's knowledge, understanding, or intention and how one translates them behaviorally" (p. 23). Furthermore, being competent is subjective (Arasaratnam & Doerfel, 2005; Koester & Lustig, 2015) and that subjective impression is contextually contingent (Arasaratnam & Doerfel, 2005; Collier, 2015). Koester and Lustig (2015) offer a valuable clarification on what competence is and is not: "competence is an impression, not a behavior; an inference one makes, not an action one takes; an evaluation, not a performance" (p. 20). In this way, competent intercultural communication is perceived to have taken place when "one's motivations, knowledge, and skills lead to a context-specific impression that desirable outcomes (effectiveness, appropriateness, and perhaps satisfaction) have been achieved" (Koester & Lustig, 2015, p. 20).

In the context of higher education internationalization, then, a competent student would be one who is subjectively deemed so by the university, measured by more than their cross-cultural understanding alone but also by their attitudes and by the effectiveness and appropriateness of their interactions. Therefore, improving students' ICC would involve addressing their individual motivations and understandings, but also providing abundant opportunity to practice such interactions. It is then especially problematic if, as has been discussed, students do not take advantage of such opportunities to practice and if unsuccessful interaction is seen not as part of the learning process but as failure and indication of incompetence.

The second characteristic to elaborate on is the role that mutuality plays in making the interaction successful or effective. In such an interaction, the individuals involved will "achieve shared meaning, mutual understanding, and arrive at a mutually satisfying relationship" (Martin, 2015). Simultaneously, conversation around ICC has moved to a more constructivist perspective on the concept, emphasizing the interpretative and multidirectional nature of ICC, rather than a focus on the one-way transmission and reception of messages (Ruben, 2015, p. 23). Thus, for ICC to have been achieved, both students would walk away from the intercultural interaction feeling as if it had been appropriate, successful, and respectful. As such, the levels of effectiveness and appropriateness would determine the quality of the intercultural interaction (Wiseman, 2002). If, for example, one student leaves the interaction feeling proud and satisfied but the other feels resentful, frustrated, or unheard, it cannot be said that either student

demonstrated high levels of ICC during that intercultural interaction. The issues of resentment and lack of interaction among students are particularly contrary to this principle.

Thirdly, the general conceptualization of “intercultural” has moved away from national or ethnic-only delineations (Collier, 2015; Martin, 2015). Instead, the meaning of “intercultural” now extends to differences based on multiple factors, such as geography or religion (Arasaratnam & Doerfel, 2005). Culture is considered neither static nor homogenous (Collier, 2015; Martin, 2015). Furthermore, one’s behavior in intercultural situations is also affected by their class, race, political affiliation, gender, and sexual orientation (Collier, 2015). The relationship between the two interactants is additionally affected by the location of the interaction and the power dynamics involved, among other contextual factors (Collier, 2015; Martin, 2015). In relation to students’ experience at an internationalized university, this suggests students would engage in intercultural interactions on an incredibly frequent and variable basis, and that an interaction in the classroom would involve different dynamics than one in the library, for example. Importantly, university-based intercultural interactions would extend beyond those between international and domestic students to include interactions between students from different states, socioeconomic backgrounds, and religions, to name a few. This expanded view of “intercultural” embraces the diversity found within and across both international and domestic student populations. It also supports that differences in language, or between native and non-native English-speaking students, are only part of the many differences that influence students’ intercultural interactions.

Thus, engaging in intercultural communication is a complex but inherent occurrence at an internationalized university, even if, as in Halualani’s (2008) study, students do not regard their interactions as being intercultural. Likewise, the goal of improving students’ ICC fits within both the economic and humanistic internationalization agendas by preparing students for a global job market, for working with people from around the world, and for becoming global citizens who are tolerant, open-minded, and able to function in a globalized world (Gregersen-Hermans, 2017; Heffernan et al., 2018; Summers & Volet, 2008). More immediately, skillful intercultural communication would facilitate communication and interaction between diverse students during their time at university as well (Gonzales, 2017).

This overview of ICC further informs an understanding of the student experience of an internationalized university by highlighting that improving students’ ICC would require both frequent opportunity to practice intercultural communication and mutual

engagement of both parties. The active avoidance of intercultural interaction exhibited by domestic students in some studies (e.g., Harrison & Peacock, 2010) would therefore make it difficult for these criteria to be met. If the majority student population is avoiding intercultural interaction, whether passively or actively, the opportunities for mutual exchange would be significantly reduced. This review of ICC literature also suggests that research into the student experience would benefit from exploration of the extent to which opportunities for intercultural interaction indeed exist.

2.5.1 Measuring and assessing ICC

If improving students' ICC is a main aim of encouraging students' intercultural interactions, three questions emerge: How does one become skilled in intercultural communication? What makes a student interculturally competent? And how do we know if we have improved students' ICC? Measuring students' ICC is, therefore, a necessary requisite in facilitating its improvement. This has been an incredibly difficult task, however, primarily due to both the range in theoretical approaches to modeling ICC and the challenge of assessing it in the university context.

Firstly, deciding what to measure depends on the theoretical model of ICC, of which there are many variations. Some models focus on predictive attitudes (e.g., Wiseman, Hammer, & Nishida, 1989); some incorporate associated behaviors (e.g., Ruben, 1976); and others include cultural identity, cultural knowledge, or cultural distance into the model (e.g., Casmir, 1999; Kupka, Everett, & Wildermuth, 2007). The dominant paradigm, though not the sole paradigm, includes affective, behavioral, and cognitive (ABC) dimensions (Hammer, 2015; Martin, 2015) and, as a result, many models expand upon Spitzberg and Cupach's (1984) ABC-based model. There are also variations in how the components are visualized: there is a pyramid model (Deardorff, 2006) and a rainbow model (Kupka, Everett, & Wildermuth, 2007), among others. Current scholars stress the importance of considering degrees of competence as well (Deardorff, 2006). For example, Deardorff's (2006) Pyramid Model of Intercultural Competence considers requisite attitudes, knowledge and comprehension, skills, desired internal outcomes (e.g., adaptability and flexibility), and desired external outcomes (e.g., behaving and communicating effectively and appropriately). One's degree of competence would depend on each underlying element. In many models, and for many scholars, one's attitudes comprise the most critical element (Deardorff, 2006), including worldview and empathy (Arasaratnam & Doerfel, 2005).

However, the more complex the model, the more challenging and laborious it becomes to measure. Indeed, Hammer (2015) warns of the "general lack of consistency" (p. 13) in the 50 years of research that utilizes an ABC-like paradigm, effectively comprising a "laundry list of personal characteristics" (p. 13) that becomes difficult to validate consistently. There are indeed scales and instruments that have been designed to measure ICC or related skills, such as the Interpersonal Communication Competence Scale (Rubin & Martin, 1994), the Cross-Cultural Development Inventory (Hammer, Bennet, & Wiseman, 2003), and the Multicultural Awareness-Knowledge-Skills Survey (D'Andrea, Daniels, & Heck, 1991). However, most are not comprehensive and measure a portion of related skills that do not present a full picture of one's ICC, especially since one's behavior and the outcome of an interaction are considered important factors in one's level of ICC. There has also yet to be a scale that applies in different cultures with items that are culturally unbiased (Arasaratnam & Doerfel, 2005), and conclusions drawn from related research are often culturally ungeneralizable or not validated across cultures (Hammer, 2015; Koester & Lustig, 2015; Kupka, Everett, & Wildermuth, 2007). Based partly on these reasons, an inventory of skills alone has been considered insufficient (Deardorff, 2006) as have self-report scales (Koester & Lustig, 2015); the use of quantitative methods more generally is also divisive (Deardorff, 2006). Subsequently, many universities that currently assess students' ICC use a combination of methods to do so, including student interviews, case studies, papers or presentations, portfolios, and observations (Deardorff, 2006). In this way, universities can measure each component separately; however, some scholars argue for a more holistic approach (Deardorff, 2006).

An additional measurement issue that pertains specifically to an internationalized university is scholarly disagreement about the role of language in ICC (Deardorff, 2006), with some (e.g., Kupka, Everett, & Wildermuth, 2007) asserting foreign language competence is a necessary component of ICC. For an internationalized university, this has strong implications for how non-native English-speaking students are viewed in relation to ICC and their ability to be subjectively perceived as competent. Likewise, it challenges whether focus is placed also on domestic (or native English-speaking) students' language abilities, foreign language or otherwise, and the power dynamic that emerges between speakers in a classroom where English is the language of instruction.

The next issue is when and where to incorporate that assessment into the university curriculum. This is complicated first by the fact that different majors (and fields) might require different underlying components in ICC. Then, even within a program, there is the question of when in the course, and in what subject, to assess students' ICC. Often, ICC may

be listed as a desired learning outcome of multiple subjects while not being explicitly measured during the semester; instead, it is an assumed outcome of either the content or the other assessments, often the case when groupwork is involved. Other issues around incorporating ICC assessment into the curriculum involve disagreement about which departments, subjects, or teaching staff should add ICC assessment into their already full syllabus. An alternative suggestion is sometimes to add a separate subject specifically focused on improving students' ICC; however, this idea is strongly criticized as unrealistic, impractical, and ineffective. It further ignores the principles of IoC and IaH as discussed so far in this chapter that advocate incorporating intercultural and international aspects purposefully and thoughtfully throughout the course curriculum. Furthermore, if ICC is a desired student objective of internationalized higher education, it needs to be measured over time (Deardorff, 2006). For administrators, pre- and post-tests may be considered an efficient and ideal way to see if a specific intervention has improved students' ICC; but scholars have questioned the use of self-report instruments on which pre- and post-tests are often based (Deardorff, 2006).

In addition, any change in students' measured competence may be due to a combination of individual and contextual factors rather than to a specific institutional intervention (Deardorff, 2006). As mentioned already, a student's reported knowledge and language skills may not reflect either their behavior in, or the outcome of, an intercultural situation (Ruben, 2015; Deardorff, 2006). A highly competent person can have an unsuccessful intercultural interaction (Bradford, Allen, & Beisser, 2000). In addition, a less competent individual may perceive an intercultural interaction to have been harmonious but either might not know why or might be alone in the perception that the interaction was indeed harmonious. Therefore, measuring competence by performance alone, either observable or subjective, would also not suffice (Bradford, Allen, & Beisser, 2000; Deardorff, 2006).

Intercultural communication is a nuanced and context-dependent activity involving more than literal language translation. Furthermore, the realities of a diverse, internationalized university make for a complex and multidimensional environment in which intercultural interactions are both ubiquitous and yet sometimes unacknowledged. In Australia, specifically, where efforts to attract students from regional, low-socioeconomic, and Indigenous backgrounds run concurrently with efforts to attract a range of international students, the number and types of resulting intercultural interactions are almost limitless. As a result, the intercultural communication skills required of students will be wide-ranging, possibly subtle, and highly dependent both on

each student's multiple cultures and on the specific context of each interaction. As intercultural communication is a requisite for many student interactions—which are themselves incorporated abundantly into IaH practices—understanding the complexities of intercultural communication helps illuminate a major aspect of the student experience of an internationalized university. The next section therefore elaborates on this complexity by detailing what such university-based intercultural communication comprises and what it requires of students at an internationalized university.

2.5.2 Intercultural communication at an internationalized university

When students move to another country, they need to adjust to the culture of their new surroundings. The same is true for students moving interstate, or from regional to urban environments. This adjustment involves more than just language acquisition or regional slang, and includes a range of differences that can hinder communication, including different ideas about familiarity, space, distance, touch, and humor (Straker, 2016). Often, students transfer the norms of their home environment onto the local context (Straker, 2016). As explained so far in Section 2.5, intercultural communication is more complex than direct language translation; two English speakers may also find themselves navigating different communication manners, behaviors, and cultures. While such adjustments would also be required of transplanted domestic students, the differences for international students may be larger. Misunderstandings regarding "tone of speech, eye contact and body language" can have "dire consequences" for international students' interactions with teachers and students (Hellstén, 2007, p. 83).

Many researchers (Akanwa, 2015; Bianchi, 2013; Roberts, Boldy, & Dunworth, 2015; Zhang & Mi, 2010) agree that perceived lack of English language skills poses one of the largest and most necessary threats to international students' academic and social lives. International students have reported a realization that their English language skills will not necessarily improve simply by studying in Australia, but by the student's own investment, time, and effort (Hellstén & Prescott, 2004). In fact, many do not significantly improve their English skills while studying in Australian universities (Yates & Wahid, 2013). In Son and Park's (2014) study, many international students suggested explicitly that future international students should make significant effort to improve their English skills before studying in Australia. This is consistent with reports in other studies that doing so would help international students interact more openly with domestic students, participate more confidently in class, and find potential employment (Pham & Tran, 2015; Yates & Wahid, 2013).

Not only in the classroom, but in the community as well, international students often feel that locals have little patience with other accents or with slower communication patterns (Pham & Tran, 2015; Trice, 2007). Domestic students specifically may be conflating language skills with other factors, such as personality. Peacock and Harrison (2009) found that native English-speaking domestic students may make a range of specific interpretations about their international classmates based on a combination of that international student's language and personality, specifically in their level of introversion or extroversion. International students with good spoken English are seen to be "just like us" and most likely to be socialized with, but others with low English skills who want to socialize are seen as wanting attention and requiring energy and concentration (Peacock & Harrison, 2009, p. 490). Though, importantly, "credit is given for trying", as those who both have low English skills and do not initiate interaction are seen as rude, distant, arrogant, and quiet (Peacock & Harrison, 2009, p. 491). Not only do domestic students often interpret the motives of these students differently, but they also sometimes express a bit of anger themselves at the international students who fall into this last category and mention no desire to ever interact with such students. The literature does not yet provide comparable data from other student populations, nor does it offer a comparison of how the international students categorize the domestic students in such a way. It is no surprise, then, that non-native English speakers would fear speaking up in the classroom, especially as intellectual ability and language ability are often conflated in people's minds (Harrison & Peacock, 2010) and academic ability is not seen as a separate indicator of a foreign student's ability to contribute. Rafferty (2013) also suggests that such hesitancy might be due to a lack of professional experience and, thus, less experience with groupwork in general.

In reality, it is not just international students who prefer to speak in their first language. Rather, everyone is more comfortable in their native language and can feel excluded in settings where any other language is being spoken. This is evidenced by looking at environments where English is the second language for all students but is still used as the medium of instruction, such as in Finland (Rasi, Hautakangas, & Väyrynen, 2015) and Belgium (Kondakci, Van den Broeck, & Yildirim, 2008). In such settings, the expectation remains that English will be used, but it is the local students who may demonstrate a preference for their first language instead, since it is easier and more comfortable (Kondakci, Van den Broeck, & Yildirim, 2008). Interestingly, there is still evidence in these settings that blame is placed on the international students' level of English, rather than on the exclusionary behavior of the local students.

Yet, domestic students too are often ill prepared to deal with intercultural communication in the classroom and on campus (Leask, 2009) and can often experience high levels of anxiety when engaging in intercultural contact (Dunne, 2009). For example, Irish students felt they could not joke as informally with international students because it was done in a way that looked like making fun of each other (Dunne, 2009). Both native English speakers and English language learners have expressed concern over language issues, including understanding different accents, familiarity of slang (Akanwa, 2015), the effort involved with modifying one's language when communicating (Dunne, 2009), and the inability to share personal or humorous conversations due to limited language skills of some international students (Arkoudis et al., 2010). Thus, for all students, there exists a need to increase their ability to "relate and communicate effectively when individuals involved in the interaction do not share the same culture, ethnicity, language, or other salient variables" (Hains, Lynch, & Winton, 2000, p. 2).

It would be helpful instead for all students, whether first-language English speakers or otherwise, to improve their communication skills during their university studies. Arkoudis and colleagues (2012) recommend that English language proficiency for all students be a specific objective of all degree programs. At the moment, both international and domestic students enter university with varied English language skills and "it is possible for students with poor communication skills to graduate from Australian universities" (Arkoudis, 2014, p. 4). Taking and passing an English proficiency test does not always mean that a student enters university with the necessary English skills, specifically of oral English ability (Akanwa, 2015; Yates & Wahid, 2013). Developing English language skills is still generally considered to be separate from discipline-specific class time (Arkoudis & Tran, 2010) and is seen, instead, to be dependent upon students' own self-guided learning (Rochecouste & Oliver, 2014).

These issues bring up a few particular points in regard to an internationalized university. First, it is not only international students' English language ability that inhibits student intercultural interaction, but also all students' intercultural competence, discomfort, prejudices, and assumptions being made about one's classmates. All of these factors influence how students approach those from different backgrounds and how they engage with each other during their interactions. Second, it is clear that the social and academic contexts can influence students' confidence to speak English, to speak up in general, and to instigate interaction with peers from different backgrounds. As these activities are important for student interaction, which itself is a fundamental IaH strategy,

understanding students' intercultural communication skills and circumstances is also important for understanding the student experience of an internationalized university.

2.6 A theoretical perspective on the background literature

In order to consolidate the background literature presented in Chapters 1 and 2 so far, a theoretical framework can be used to apply the literature to a current understanding of the student experience of internationalization. This section, Section 2.6, introduces the selected framework and its suitability in interpreting the literature in relation to the student experience and to the aims of this thesis. Then, an initial analysis is provided of the current literature through the perspective of this framework.

2.6.1 The theoretical framework

The selected framework is Volet's (2001) person-in-context adaptation of Bronfenbrenner's (1979, 1986, 2005) ecological model of human development. The person-in-context (PiC) model takes Bronfenbrenner's model, which is inherently broad, and narrows it to a focus that is both targeted and context-specific (see Figure 2.1, below).

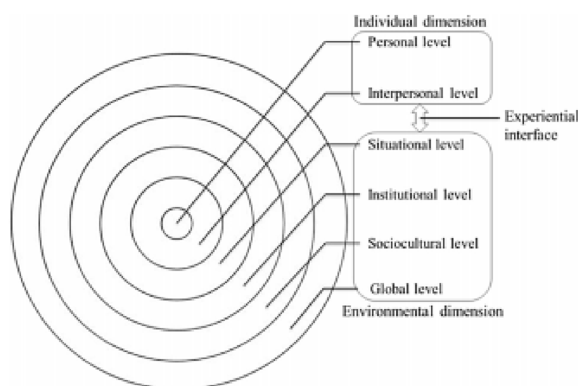

Figure 2.1. Multi-layered, ecological and person-in-context framework (Kudo, Volet, & Whitsed, 2017, p. 103)

Looking first at the foundations of the model, it is necessary to acknowledge the pieces of the ecological model that influence the PiC model. Bronfenbrenner's model considers various spheres of influence from the micro, meso, and macro. Each sphere has an effect, although some may be more salient than others. In the person-in-context model, these spheres remain; however, the attributes of each sphere are focused more on those specific to the learning context. For example, at the individual level, attributes include one's motives, preferences, and appraisals of the tasks (Volet, 2001). Specifically, the PiC model considers multiple layers and multi-directional influences on motivation and learning in context. Based on discussion in Chapters 1 and 2, it is evident that the student

experience of an internationalized university is influenced by individual, interpersonal, institutional, and greater community factors. As such, the inclusion of these multiple layers of influence on the learning environment is pertinent to the research study presented in this thesis.

The PiC model also differs from Bronfenbrenner's ecological model by incorporating a joint cognitive-situative perspective. From a cognitive perspective, the person-in-context framework focuses on "intra-individual cognitions emerging from participation in, interpretation and appraisals of social contexts and [their] distinct features" (Kimmel & Volet, 2010, p. 451). As such, it further meets the particular needs of this thesis by acknowledging the interpersonal layer that exists between diverse students on campus and by emphasizing the inherently social nature of learning. Indeed, previous applications of the framework have used it specifically to investigate students' intercultural relationships (e.g., Kimmel & Volet, 2010; 2012a; 2012b; Kudo, Volet, & Whitsed, 2019). At the same time, this framework matches these cognitive-focused features with a situative awareness, an understanding that "the *experience* and engagement in the community of practice" are also critical components of learning and motivation in context (Volet, 2001, p. 61, emphasis in the original). This is relevant for this thesis as IaH, described thus far, depends on students' interactive experiences within a changing context. It is this pairing of situative and cognitive perspectives that is most unique to this framework and valuable to this thesis.

Moreover, understanding the "experiential interface" (Volet, 2001, p. 57) between student-based factors and contextual factors is key to investigating students' experiences within the internationalized university environment, as the aim pertains specifically to experiences in context. The experiential interface is "at the core of a socio-cognitive perspective" (Volet, 2001, p. 60). This adaptation of the model stresses "the articulation and reciprocal influences of individual and environmental dimensions to explain real life psycho-social phenomena" (Kudo, Volet, & Whitsed, 2017, p. 103). When applying this framework from a cognitive perspective, "the most critical aspect is the interface between an individual's effectiveness and the (affordances of the) context—whether perceived, observed or inferred" (p. 61). This framework allows for the subjective nature of socially constructed variables by focusing on how those variables are interpreted, rather than their quantified influence.

Most pertinent to this thesis, the framework would give perspective on the phenomenon of mismatch, or incongruence, at the experiential interface. This would exist when "students are unwilling or unable to benefit from the opportunities provided by the

learning environment" or "when the instructional approach does not support the special needs or circumstances, and ends up inhibiting their motivation, engagement and learning" (Volet, 2001, p. 62). As a key challenge of IaH identified in Chapters 1 and 2 is manifested by student resistance, the inclusion of analysis around incongruent or unproductive learning behaviors would be helpful in reviewing the known literature on the student experience of an internationalized university.

Thus, the PiC framework is particularly suitable for the research reported in this thesis as it focuses on the interface of 1) individual/interpersonal dimensions and 2) an amalgam of contextual factors (the situational/institutional/sociocultural levels). Furthermore, it is particular to motivation and interpretation of the learning environment, establishing that, if there is alignment between these dimensions, learning will be effective and engagement will be present.

2.6.2 Interpreting the literature through the person-in-context lens

The PiC framework provides a helpful initial interpretation of the existing literature as it applies to the student experience of an internationalized university. The application of literature to the framework suggests that student resistance to intercultural interaction may be an indication of incongruence between the individual variables and the environmental ones. Figure 2.2 below presents an application of this model to the existing literature, which suggests the following influences within each ecological layer.

The framework identifies groups of variables at different ecological levels and emphasizes the place where the individual and environmental dimensions meet: the experiential interface. For example, the personal attributes (e.g., one's expectations and appraisals of the environment) and the interpersonal variables (e.g., a student's intercultural interactions) would likely interact with identified influences in the situational, institutional, and sociocultural layers (e.g., the specific classroom activity, assessment type, and sociocultural context of the university). Likewise, literature that describes examples of student disengagement, difficulty, lack of motivation, or ambiguity can be positioned within the experiential interface as descriptions of how the student experience of the internationalized learning environment is manifested. When positioned this way, it seems as if common descriptions of the learning environment demonstrate instances of incongruence, where students' experience could be characterized by a misalignment between the individual and the environmental dimensions.

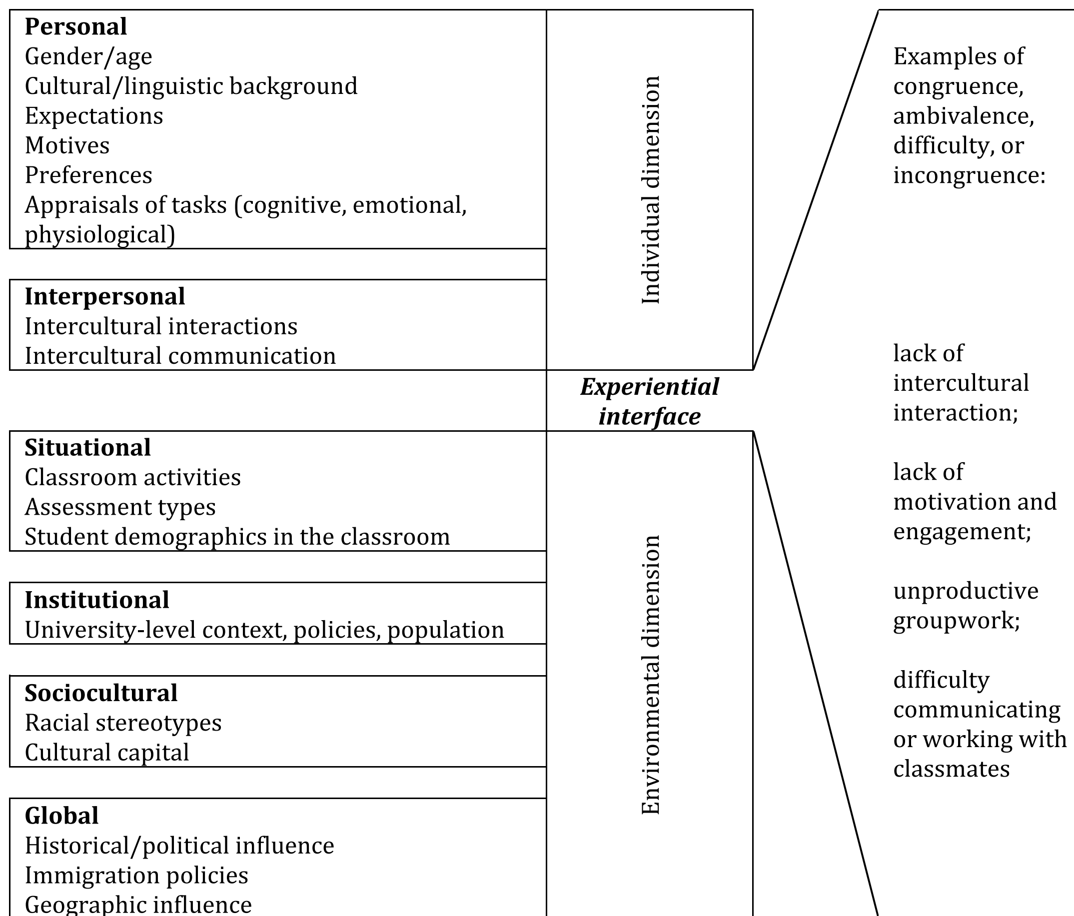

Figure 2.2. Initial application of literature to PiC theoretical model

The framework identifies groups of variables at different ecological levels and emphasizes the place where the individual and environmental dimensions meet: the experiential interface. For example, the personal attributes (e.g., one's expectations and appraisals of the environment) and the interpersonal variables (e.g., a student's intercultural interactions) would likely interact with identified influences in the situational, institutional, and sociocultural layers (e.g., the specific classroom activity, assessment type, and sociocultural context of the university). Likewise, literature that describes examples of student disengagement, difficulty, lack of motivation, or ambiguity can be positioned within the experiential interface as descriptions of how the student experience of the internationalized learning environment is manifested. When positioned this way, it seems as if common descriptions of the learning environment demonstrate instances of incongruence, where students' experience could be characterized by a misalignment between the individual and the environmental dimensions.

Application of this framework, however, does not identify which aspects of either the individual or environmental dimensions would create such incongruence, nor does this initial analysis provide clarification on the extent to which different ecological layers

affect each other. Instead, this application of the literature provides a useful starting point and direction for research. As the existing literature suggests an immense number of variables that influence the student experience, consolidating variables by ecological layer helps pinpoint where research could focus. For example, the importance of the experiential interface in shaping students' experiences means that it would be necessary for research investigating the student experience of an internationalized university to consider multiple variables within each of the two dimensions.

Another critique of the framework is its emphasis on students' subjective interpretations of the learning environment (Wosnitza & Beltman, 2012). However, the aim of the research study presented in this thesis is to develop an understanding of students' experience of an internationalized university and the influences on that experience. Students' subjective impressions of the internationalized learning environment are therefore pertinent to that aim. It would mean, though, that generalizability and reliability would be limited in favor of detail and exploration.

In addition, it is difficult to define context within such broad models (Wosnitza & Beltman, 2012). As understanding students' experience in context is an objective of this thesis, bounding the context is essential. Previous applications of this model (e.g., Kimmel & Volet, 2012a; 2012b) have investigated specific aspects of the situational layer (e.g., assessment group format). However, those applications were also focused on the relationship between that contextual variable and a certain individual variable (e.g., students' attitudes towards intercultural interactions). The research study in this thesis, on the other hand, includes students' intercultural interactions as one piece of the student experience. It also seeks specifically to explore influences, both known and unknown, rather than to investigate the influence of only specific variables. Thus, framing research within a single university context would be preferable, because it would allow for the exploration of both known and unknown variables but would also be constrained enough to allow for deep analysis and contextualization of the data.

It is also important to remember that each learner is different. As discussed, each student will respond to IaH practices differently and be responded to differently by their peers. Likewise, congruence in the learning environment, as demonstrated through the PiC framework, will vary "across groups and individuals, task purposes and subject matter" (Volet, 2001, p. 62). In addition, alignment would vary for the same student "over time and across situations, although some consistency is expected overall" (Volet, 2001, p. 62). What this variation means for the aims of this thesis is that it is not possible to identify a static, universal level of congruence; nor, subsequently, would it be possible to identify

environmental variables that would guarantee an aligned experience for all students. Instead, it would be helpful to observe overlaps between students' descriptions of their experiences (as indicators of what takes place at the experiential interface) as well as patterns in the other contextual or individual variables.

In sum, the application of literature to the PiC framework suggests that research into the student experience of an internationalized university would need to

- consider multiple aspects of both the individual and environmental dimensions,
- explore examples where students describe what goes on in the learning environment (i.e., their descriptions of the experiential interface), and
- constrain the research to a specific context, such as a single institution.

2.7 Gaps in the literature

This chapter has presented an introduction to scholarship on the student experience of an internationalized university by providing an overview of literature on the purposes of internationalization, the significant role students play in IaH practices, and the complexities involved in one widespread IaH component, student intercultural interaction. However, there are notable gaps in the current understanding of these topics, with three main, identifiable issues: a limited range of students included, issues in methodology, and a lack of understanding around students' conceptualizations and expectations of the internationalized university.

The first set of issues in the literature pertains to a lack of diversity in the students whose experiences have been researched. Literature on the student experience of internationalized universities has tended to focus on international students' experiences. An ever-growing collection of research has looked into the challenges they face, their adjustment to the university, supporting their transitions, and their perspectives on intercultural interactions and relationships with domestic students. The limited attention to domestic students' experiences, as has been mentioned already in this thesis, is significant. Domestic students are a critical part of the internationalized university environment, their attitudes and behaviors are often indicators of resistance, and they are an equal requisite in interactions with international students; their experiences and attitudes therefore deserve more exploration.

In addition, research does not often consider the heterogeneity of either the international or domestic student populations despite such incredible linguistic and cultural diversity within the student population as described throughout this chapter. The international/domestic dichotomy is predominant in the literature, but it is a flawed dichotomy (Jones, 2017). Exceptions tend to focus on a similar dichotomy: native English speakers and English language learners. Recently, however, research has explored the specific experiences of students of different nationalities or religions; for example, of Chinese students in America (Ruble & Zhang, 2013) or Muslim students in New Zealand (Gardner, Krägeloh, & Henning, 2014). This is a start and further distinction should continue in research into the student experience. The literature presented in this background chapter has supported that characteristics of both parties involved in an interaction can affect the type, quality, and perception of that interaction. The application of the literature to the PiC framework additionally suggests that each student's individual background, motivations, and approach will influence how they experience the university environment. Both the limited range of students whose experience is explored and the lack of acknowledged diversity severely limit a thorough understanding of the range of ways students experience an internationalized university.

The second gap in the literature relates to limitations in the methodology of relevant research studies. A predominance of studies come from business-related subjects (Chan, 2011). As mentioned earlier, pedagogies in business subjects are not necessarily usable as exemplars for other disciplines (Heffernan et al., 2018). Furthermore, the proportions of students from various backgrounds in business programs tends to differ greatly from those in the Arts and Humanities. The application of the PiC framework discussed in Section 2.6 highlighted the significant influence that the affordances and constraints of the learning context can have on students' engagement and motivation in the learning environment. Exploring and considering the contexts in other fields would therefore provide an additional and necessary perspective to scholarship on internationalization.

When it comes to research on specific IaH strategies, the strategies explored tend to be limited to groupwork, peer mentoring, or extracurricular engagement. Also underexplored is the effect that these practices may have on changing students' intercultural attitudes and skills. This is partly because most strategies are designed and applied using top-down processes, but also, as Leask (2009) explains, because it can be incredibly difficult to measure subjective responses to interventions. She continues that "it is vitally important that we find ways to do this" (p. 218). In alignment with commentary above on a lack of diversity in research participants, fewer studies in general have

investigated the effects that internationalization has had on domestic students (Arkoudis & Baik, 2014; Dunne, 2009), even though "the attitude of home students to international students is of critical importance in improving interactions between them" (Leask, 2009, p. 218).

Beyond students' attitudes towards each other, it is important to understand how students approach and conceptualize the internationalized university experience, as their expectations and motivations seem to be important pieces of the individual dimension as identified through the PiC framework. While previous studies have explored what students think of their classmates or what they expect of their intercultural interactions, few studies have asked students what they expect of an internationalized university more generally. While student intercultural interaction is a significant strategy for and aim of IaH practices, it is only one component of the internationalized university context. In addition, students' expectations have been explored primarily in relation to their transition from high school, such as in their expectations for university teaching and assessment, motivations for studying in their chosen field, and expectations of the university's culture (e.g., Brinkworth, McCann, Matthews, & Nordström, 2009; Crisp et al., 2009; Surgenor, 2013). Such literature tends to focus not on the impact of students' expectations on their experiences of internationalization specifically, but on their transition and adjustment to university life more generally. However, scholarship into students' expectations does support the ideas that a disparity between a student's expectations of the learning environment and their experiences can lead to negative academic experiences, that diverse students conceptualize university differently, and that one's attitudes and ideas about study can influence their experiences of it (Jones, 2018).

Similarly, few studies have asked students how they define, conceptualize, or imagine the internationalized university, if they do at all. The exceptions include those that ask students about their conceptualizations of particular components of internationalization, such as intercultural interaction (Halualani, 2008) or international perspectives (Leask, 2007). Understanding how students approach an internationalized university context would likely benefit from greater understanding of students' initial conceptualizations of and expectations for that internationalized environment.

2.8 Chapter summary

The first chapter presented the premise that investigating the student experience of an internationalized university can provide insight into current challenges facing IaH

practices, including student resistance to intercultural interaction. The literature presented in this chapter has supported that students are a pivotal component of IaH and that challenges associated with social tension among the student body are therefore particularly contrary to IaH. This chapter has thus supported the importance of understanding students' experience of an internationalized university in relation to IaH practices.

In addition, the literature in this chapter highlights the significant role of student intercultural interaction in shaping students' internationalized university experience. It is not only a prime strategy for encouraging certain IaH outcomes but is often a desired objective itself. This chapter therefore elaborated on the characteristics of student intercultural interaction and on intercultural communication specifically, because intercultural interaction is central to IaH efforts and communication is in turn pivotal to beneficial interaction. By considering what comprises these activities at an internationalized university, it is clear that there are abundant factors that influence intercultural interaction on university campuses and that affect how students respond to each other. Such influences include a combination of psychological, sociocultural, and contextual factors. Furthermore, these factors are both influenced by and shape the context upon which such intercultural interaction is contingent. Therefore, understanding how students perceive and relate to peers from diverse backgrounds and cultures would be an important component of research that explored the student experience of an internationalized university. Importantly, understanding domestic students' experiences and perspectives would be of key importance as it is not only lacking in the current literature but domestic students comprise the majority of the Australian university student population.

The person-in-context lens also consolidated an understanding of the literature discussed in this chapter. Through this framework, it seems that better understanding students' experience of an internationalized university would require both international and domestic students' perspectives, along with an understanding of the nuances within and across those populations as well, and consideration for the relationship between the interpersonal and environmental dimensions of an internationalized university.

The discussion in this chapter has clarified that current practices in IaH are limited at least partly due to student resistance to intercultural interaction. Yet, such resistance seems to be a consequence of intricate relationships between institutional, historical, and personal factors. It is therefore necessary to investigate both the institutional and individual factors that influence students' experiences of an internationalized university.

Doing so would increase understanding—and hopefully mitigate the likelihood—of potential negative consequences such as active avoidance, fear, and cultural misconceptions. Subsequently, the research question guiding the study described in this thesis is “What influences students’ experience of an internationalized university?” The next chapter outlines the design of the research study conducted to address that research question.

Chapter 3 Research design to approach the problem

To investigate the student experience of an internationalized university, the background literature described in Chapter 2 underscored the need to explore both domestic and international students' perspectives and to consider both individual and environmental influences on students' experiences. The main purpose of this chapter is to explain the design of this research study, including the research approach and the selection of the single-institution case study. The chapter then discusses the forms and methods of data collection; the participants, their recruitment, and their demographic profile; and the data analysis process. Considerations of trustworthiness and ethics are also provided.

3.1 Research aims and question

As described in Chapter 1, the research aim of this thesis is to develop an understanding of what influences students' experiences of an internationalized university. To meet this aim, the research question guiding this study is, "What influences students' experience of an internationalized university?" The study was designed in light of the perspective gained from the person-in-context (PiC) framework (see Section 2.6), which suggested that examining the experiential interface between individual and environmental influences would be helpful in understanding students' complex psycho-cognitive responses within the learning context. With that PiC framework in mind, and with insight from the background literature presented in Chapter 2, the study was designed to

- investigate both domestic and international students' experiences,
- consider students' experience in context, and
- explore both individual and environmental influences.

3.2 Research approach

In approaching the research question and designing the study, it is helpful to first acknowledge the researcher's worldview which undoubtedly shapes the way the research is carried out and how the data are interpreted (Lambert, 2012). This research is shaped by a sociocultural perspective, and, in investigating the student experience, an interpretivist perspective has been taken, holding that a student's beliefs and subjective

interpretations create the truth that the student lives (Lambert, 2012). However, while this perspective implies that "different realities can co-exist" (Lambert, 2012, p. 20), these realities can also differ based on well-documented social constructs, such as culture, race, and background, as well as historical and environmental circumstances. A social constructivist perspective, therefore, fits well as the more specific interpretivist perspective. It supports that truth is interpreted subjectively by the individual, but also that it is constructed through social and historical lenses (Kim, 2001).

The research approach was pragmatic, allowing for "comparison of different perspectives drawn from quantitative and qualitative data" (Creswell, 2014, p. 218) and was well-suited to the exploratory aim of the study which included both known and unknown variables. In addition, a pragmatic approach has been found to be helpful in revealing "the significance of subjective, culturally and experientially based interpretations of educational practices" (Volet, 2001, p. 62), which aligned with the aims of this research.

In order to understand students' experiences of an internationalized university, it was necessary to understand the relationship between students' socially constructed realities and contextual features of the institution. As a result, a mixed-methods approach was ideal for this project because it allowed for investigation of both the known variables that exist in the literature as well as the previously unknown relationships between variables that needed to be explored. Because of the large number of unknowns within this context, a combination of quantitative and qualitative methods was utilized so that data could be triangulated, compared, and viewed from a range of variables (Creswell, 2014).

A case study of one institution offered the best opportunity to analyze how these variables relate to Internationalization at Home (IaH) strategies and how students' experiences are situated within a specific context. A single-institution focus also aligned with the perspective gained from the PiC application to the literature which highlighted the importance of understanding the environmental dimension in shaping students' experiences. Constraining the study to a single institution further allowed for exploration of other environmental influences within a specific context. Details of that choice are discussed next.

3.3 Research design

A case study design was utilized specifically because it is well-suited to exploratory studies, especially in which the relationships between variables are unknown (Lambert, 2012) and in which the boundary is shaped by an organizational or institutional context (Cohen, Manion, & Morrison, 2011), as was the case with this research. Importantly for this thesis, which aims to explore what students' experience entails, a case study methodology was appropriate as it strives to portray what a particular situation is like (Cohen, Manion, & Morrison, 2011) and allowed for the use of a pragmatic set of methods, developed to answer the potentially nebulous "how" questions of the research study (Yin, 2003).

A single-university focus was selected for the case study because it would address many of the known variables identified in the literature (e.g., the number of international students), but would also be constrained enough to allow for the deep analysis that is desirable in case study research. In addition, the background literature and the PiC framework (Volet, 2001) both highlighted the significance of certain personal-level variables. It was therefore important that the case study be sized in a way that included the personal level and then expanded outwards to subsequent ecological levels. The three subsequent levels were thus included: interpersonal, situational, and institutional. By including these four levels, it ensured that two levels of the individual dimension and two levels of the environmental dimension would be included. Aspects of the sociocultural level were woven throughout the instrument design in order to address relevant variables, such as linguistic, social, and cultural influences. The global level was considered out of scope, as its inclusion would detract from deep exploration of the personal and institutional-level variables.

Thus, the single-university case study was chosen, and three faculties were included to provide a range of disciplinary perspectives through which to explore that single institution. It would then be possible to understand different students' responses to both the same greater university context and to differing, more program-level contexts. It would also be possible to explore the roles of individual characteristics, task types, university contexts, and faculty approaches. As the literature suggested that each of these may individually affect the success of IaH strategies—and that students respond differently depending on each of these variables—the case study approach was further suitable because it allowed for exploration of the relationships between each of these factors.

3.4 Case study overview

The specific institution selected is a large metropolitan university in Australia. It is internationally recognized and utilizes a comprehensive internationalization strategy emphasizing international ranking, international research partnerships, and IaH strategies. It is internationally competitive and attracts students and scholars from around the world. In alignment with the aims and scope of this thesis, the selected university fits the internationalization profile of universities discussed in Chapter 2: large, English-medium universities in English-speaking countries with a diverse student population, IaH aspects in its approach, and a significant proportion of international students.

In 2017, the year this research study was designed[3], the university had a higher percentage of international students studying on campus (33%) than the national average (20.9%) (Department of Education and Training, 2018). It also had one of the largest numbers of international students studying onshore compared with all other Australian universities, with over 20,000 international students in 2017 (Department of Education and Training, 2018). A large international student population also suited exploration of whether the size of the international student population could lead to less interaction between international and domestic students and resentment on the part of domestic students (Gareis, 2012; Edgeworth & Eiseman, 2007; Parsons, 2010), as the departments within the university have a range of different international student proportions that could be considered.

In addition to having a large international student population, there were over 140 nationalities represented by students at the university. Having a student population from different countries and regions was desirable because it would allow for exploration of students' individual background variables and for investigation of diverse students' perspectives outside of the international/domestic student dichotomy.

Three faculties within the institution were then selected that had differing types of teaching practices, cohort sizes, and proportions of international students. Inclusion of these specific faculties would allow for the possibility of exploring any potential influence of two key contextual variables identified in the literature: 1) a high proportion of international students and 2) the variation in cohort size. This purposeful selection of participants was chosen to "best help the researcher understand the problem and the research question" (Creswell, 2009, p. 178) because it provided an informative

[3] This was also the most recent full year from which data were available before conducting the study in 2018.

representation of the university and offered a sample size that supported both in-depth analysis and larger quantitative surveys. Figure 3.1 below provides a visual representation of how the three faculties were selected with these two variables in mind.

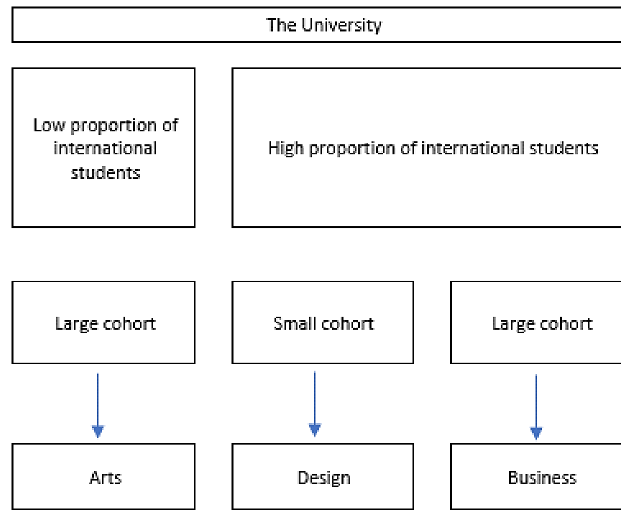

Figure 3.1. Case study sample design

Both of the considered variables (size of the cohort and proportion of the international student population) were relative to the institution. In other words, whether a faculty was considered to have a smaller or larger cohort was based on the common faculty size within the case study institution, with the smaller cohorts having fewer than 1,000 students and the largest having more than 2,000. Likewise, based on the average enrollment figures for all faculties at the university, those with close to a 50-50 split between domestic and international students were considered to have a high proportion of international students. Those with comparatively lower proportions of international students were those with approximately one quarter or fewer international students[4]. The proportions of international students and size of the undergraduate cohort for each selected faculty are shown below in Table 3.1.

Table 3.1. Faculty internationalization snapshot

Degree	Faculty undergraduate enrollment, 2017		Cohort size[a]
	Domestic	International	
Arts	79.99%	20.01%	2,300
Design	53.17%	46.83%	700
Business	47.30%	52.70%	2,200

[a] Cohort size has been rounded to the nearest 100

[4] There are individual programs with much larger proportions of international students, but these tend to be graduate degree programs and the focus here was on undergraduate numbers only.

Table 3.1, above, provides a snapshot of the three faculties' differing contexts. It first provides the proportion of domestic and international student undergraduate enrollments from 2017, the figures that were used at the time of faculty selection and the numbers most recently available at the time the research was conducted. "Cohort size" then refers to the total number of undergraduates in the faculty.

The first faculty, that with a low proportion of international students (20%), is part of the humanities and is referred to within this thesis as "Arts". The second faculty has a high proportion of international students (47%), but a smaller cohort size (700). It is in a more technical field and will be known as "Design". The faculty with both a larger cohort (2,200) and a high proportion of international students (53%) is related to the fields of business and applied social sciences, and, so, will be referred to in this thesis as "Business".

From within each faculty, one core first-year subject was selected from which the student participants were recruited. The decision to use a first-year subject was purposeful so that participating students would be more likely to remember the expectations they brought with them to the university. While not all the students enrolled in those subjects would necessarily be first-year students, most were. The diagram below shows the two participant groups and the data collection methods for each (Figure 3.2).

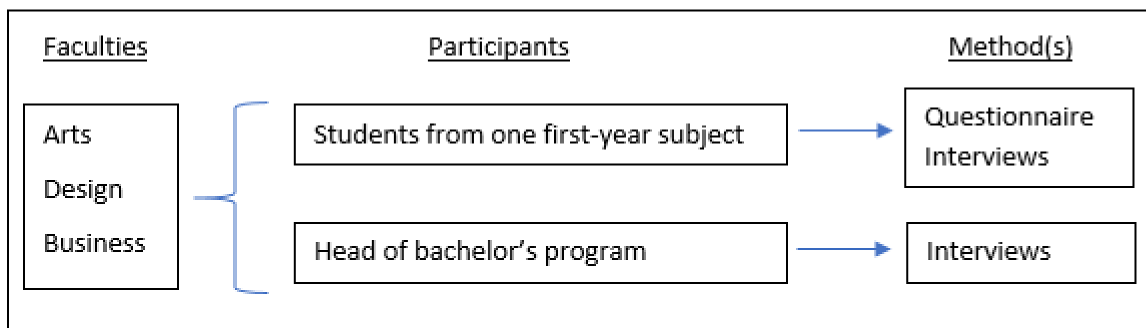

Figure 3.2. Participants and associated methods

3.5 Participants

There were three groups of participants: the heads of each bachelor's program, the students who responded to the electronic survey, and the students who participated in one-on-one interviews.

3.5.1 Heads of each bachelor's program

Once the three faculties were selected, the coordinator of each of the associated bachelor's programs was contacted by the researcher via email. In the email, each of these Heads-of-Program (HoPs) were provided with information about the study. They were asked whether they would support the students in their faculty participating in this study, and, if so, whether they would themselves participate in a one-on-one interview. All three agreed to their students participating and to participating personally in an interview. Each HoP further suggested a suitable first-year subject that was core to the bachelor's program in that most, if not all, undergraduates in the program would take the subject.

3.5.2 Student survey respondents

A total of 1,211 students were invited by the three subject coordinators to participate in the survey. Of these, 170 students completed at least 50% of the survey, including necessary demographic information[5]. This resulted in a total response rate of 14%. Table 3.2 provides an overview of the profiles of the international and domestic student participants. (The profile of survey respondents broken down by faculty can be found in Appendix A.)

From this point in the thesis and onward, the distinction between international and domestic students is referred to as one's residency status. Participants self-identified as being enrolled as either an international or domestic student, and, domestic students, for enrollment purposes, can include Australian citizens, migrants with permanent resident status, humanitarian visa holders, and New Zealand citizens. International students at the university have higher tuition fees and likely hold a student visa, but not necessarily. Thus, for the purposes of this research study, a student's residency status was determined by self-reported indication of whether they were enrolled as either a domestic or international student, regardless of visa type, citizenship, or fee type.

[5] 163 of these 170 respondents completed 100% of the survey.

Table 3.2. Survey participant profile by residency status

	International	Domestic	Total
n	99	71	170
Age			
18-24	100.0%	97.0%	98.6%
25-34	0.0%	3.0%	1.4%
Gender			
Female	75.8%	56.3%	67.6%
Male	23.2%	42.3%	31.2%
Non-binary/Third gender	0.0%	0.0%	0.0%
Prefer not to answer	1.0%	1.4%	1.2%
Faculty			
Arts	40.4%	28.2%	35.3%
Design	15.2%	29.6%	21.2%
Business	42.4%	40.9%	41.8%
Other	2.0%	1.3%	1.7%
How long have you been in Australia		n/a	
less than one year	50.5%		
1-2 years	40.4%		
3-4 years	7.1%		
more than 4 year	2.0%		
Previous study in Australia		n/a	
No	57.6%		
Yes	42.4%		
Total languages spoken			
1	19.6%	47.1%	31.1%
2	48.5%	35.7%	43.1%
3	24.7%	15.7%	21.0%
4	5.2%	1.5%	3.6%
5 or more	2.0%	0.0%	1.2%
First language[a]			
English	11.1%	83.1%	41.2%
Mandarin	62.6%	5.6%	38.8%
Cantonese	8.1%	5.6%	7.1%
Vietnamese	4.0%	0.0%	2.4%
Other	14.2%	5.7%	10.5%
Race/ethnicity[b]			
White[c]	10.1%	66.2%	33.5%
North or East Asian	60.6%	12.7%	40.6%
South or South-East Asian	35.4%	21.1%	29.4%
Other	7.1%	7.0%	7.1%
Prefer not to answer	4.0%	2.8%	3.5%

[a] Participants selected from a list of the 21 most common languages in the state, plus a 22nd choice of "Other, not listed". These are the answer choices that were selected by 2 or more participants, with the others combined into the percentage for "Other".
[b] As worded in the survey. Participants could select more than one, so percentages do not add to 100. Responses selected by fewer than 2% of participants were combined under "Other" in this table.
[c] The term "White" was used instead of "Caucasian" or "Anglo" because the latter two emphasize geographic origins (Bhopal & Donaldson, 1998), and because the American Psychological Association (APA, 2019) explains that "Caucasian" was first used to position White people as the favorable race and its use is now discouraged. While acknowledging that the appropriateness of racial terms is everchanging (APA, 2019), and that the whole concept of race itself has a history of "misuse and injustice" (Bhopal, 2004, p. 441), this thesis is written with the subsequent belief that "White" is the most suitable term to use at the point of writing.

3.5.3 Student interview participants

Survey participants had the option of participating in follow-up interviews. Of the 170 survey respondents, 42 completed the Interview Interest Form at the end of the survey that asked participants four simple questions: their contact information, faculty, general experience so far ("generally good" or "generally poor"), and first language. Each of these respondents was contacted either by phone or email to arrange for the interview, with 17 eventually participating in an interview, either in person or over the phone. Table 3.3, below, provides an overview of the 17 participants.

Table 3.3. Overview of interview participants

Student[a]	Gender	Age	Residency status	Faculty	Nationality	1st language[b]	Semester of study	General experience[b]
Abigail	Female	18	Domestic	Arts	Australian	English	2nd	Good
Adele	Female	18	International	Arts	Singaporean	English	2nd	Good
Alice	Female	18	Domestic	Arts	Australian	English	2nd	Good
Amanda	Female	22	Domestic	Arts	Australian	English	1st	Good
Amy	Female	20	International	Arts	Chinese	Mandarin	2nd	Good
Anh	Male	18	International	Arts	Vietnamese	Vietnamese	1st	Good
Annie	Female	19	International	Arts	Vietnamese	Vietnamese	3rd	Poor
Beatrice	Female	19	International	Business	Indonesian	Indonesian	3rd	Good
Bela	Female	20	International	Business	Russian	Russian	2nd	Good
Ben	Male	22	International	Business	Vietnamese	Vietnamese	3rd	Good
Bhavini	Female	20	Domestic	Business	Australian	English	4th	Poor
Brian	Male	20	Domestic	Business	Australian	English	2nd	Good
Bruce	Male	22	International	Business	Singaporean	English	1st	Good
Dahlia	Female	18	International	Design	Myanma	Burmese	1st	Good
David	Male	22	Domestic	Design	Australian	English	1st	Good
Diana	Female	21	Domestic	Design	New Zealander	English	1st	Good
Oliver	Male	19	International	Business[c]	Belgian	Dutch	1st	Good

[a] Pseudonyms are uses; [b] As indicated on the Interview Interest Form; [c] On exchange

There were seven interview participants each from Arts and Business, but only three from Design. The breakdown by residency status was more even, with ten enrolled as international students and seven as domestic students. At least one international and one domestic student was interviewed from each faculty.

However, while seven of the 17 participants were enrolled as domestic students, none were from the local city area[6]. Of the four who were born in Australia, one grew up between Perth and Europe (Abigail), one was from rural Queensland (Alice), another grew

[6] The significance of this is mentioned in Chapters 5 and 6.

up in Abu Dhabi (Amanda), and the fourth was born in Sydney but went to boarding school in India (Bhavini). A fifth domestic student was born in Sweden and another in the U.S. The seventh was from New Zealand.

Participants' ages were predictably consistent; the youngest was 18 years old, the eldest was 22. However, there were almost twice as many female participants (11) as male participants (6). There was a relatively even split between English first language (9) and non-English first language (8) participants, with all domestic students plus the two international students from Singapore as the English first language speakers. The remainder of the international students were mostly from Asia (China, Vietnam, Indonesia, Myanmar) and Europe (Russia, Belgium). One, Oliver, was an exchange student from Belgium, enrolled primarily in the Business program but also taking classes in other faculties. Importantly for the purposes of this research, 13 of 17 were in their first year of study and almost all (15) felt their overall experience so far had been positive.

3.6 Methods

To consider variables across the four included ecological levels, four collections of data were utilized: a student survey, student interviews, interviews with the three associated HoPs, and analysis of university webpages. The design, collection, and analysis of these four data sets were primarily convergent, initially occurring separately and independently for each method (Creswell, 2014, p. 230). However, the project can be considered semi-sequential, as the initial survey was used to help select the participants for the student interviews, and the initial survey analysis led to minor tweaking of the interview questions (Creswell, 2014). Likewise, responses from the HoPs about the perceived student experience also warranted student follow-up and thus informed some questions in the survey. In this way, the four independent sources of data allowed for triangulation of data and simultaneously combined to create a more comprehensive, contextualized understanding of students' experiences.

Importantly, this concurrent design meant that each collection of data provided a different perspective on the same phenomena; they were not used to explain each other, but, rather, to provide additional insight from multiple directions. Therefore, although the student interviews took place after the student survey, the interviews were not used to elaborate on the survey, but rather to provide a separate set of data. This is especially the case as not all survey participants also participated in an interview; the interview participants came from the survey participants, but they were not equal to the survey

participants. As a result, these two sets of data could not be entirely merged and, instead, were used to provide insight into the research question from different directions. In this way, more factors could be explored, as some were more suited to quantitative methods and some to qualitative ones.

Keeping in mind both the need to address four ecological layers of influence and to triangulate mixed methods, the purpose of each collection of data was distinct. The university website analysis offered information on the university-level context. The HoP interviews provided contextual insight into the students' program-level experiences and each faculty's approach to internationalization. The student survey reached a broader sample of students and collected information on students' attitudes and feelings about specific known variables. The student interviews provided more detailed data from a smaller sample of students and allowed for exploration of unknown variables, ideas, and relationships. The details of each of these collections of data are discussed next.

3.6.1 Student survey

The student survey was a predominantly quantitative, closed-choice questionnaire that served to more broadly gauge students' initial expectations and experiences. Importantly, the closed-choice nature allowed for the comparison of responses throughout the survey and across different participants, in different faculty contexts. While the number of participants was too small for statistical comparison, the survey data nonetheless allowed for the measurement and comparison of responses at both the individual and environmental dimensions.

The questionnaire was divided into five main parts: demographics, conceptions, expectations, experiences, and suggestions. The first part collected demographic and background information, including language background, nationality, and age. The second section focused on students' conceptions of what an internationalized university should look like and included questions on the importance of certain attributes of an international university (e.g., a diverse student body) and what attributes a graduate should have (e.g., the ability to work well in a group). The third section asked students about their expectations of their classmates, the classroom activities, and the university context, including how much they expected of each activity. The fourth section asked participants to rate their experiences so far and included the same variables as in section three so that analysis could be done between students' expectations and experiences. Specifically, it asked students about their thoughts on the amount and frequency of their classroom activities, whether their classmates embodied the previously-asked-about characteristics,

and how well their faculty met certain internationalization attributes (e.g., content from diverse cultural perspectives). In addition, it also asked students about their level of comfort communicating with their classmates. The last section asked students to rate how much they would like to see of certain activities and characteristics in the future, including groupwork and cross-cultural content. By including questions on expectations and experiences in a single survey, it was possible to analyze the relationship between a particular student's expectations and subsequent experiences. To view the full survey, see Appendix B.

The survey was designed to be efficient and easy to answer, hence the use of close-choice options. It included a maximum of 32 questions/question sets, depending on the logic thread. It took participants an average of 25 minutes to answer, with half of participants completing the survey in under 8 minutes. The purposeful emphasis on efficiency was intended to gain a wider sample of responses rather than a large amount of detail per participant, with the qualitative data from the student interviews providing that detail instead.

A survey draft was designed and created using the online survey platform, Qualtrics. The electronic delivery meant more students could participate in the given timeframe, that it would not interrupt class time, and, most importantly, that students could complete the survey in private and away from the gaze of either the instructor or the researcher. It was not based on any existing questionnaire as none were found that addressed all the constructs and variables identified for this study. Subsequently, the survey's reliability and clarity had not previously been tested and a pilot test was necessary.

The first test of the survey was completed by a student in a faculty outside the scope of the study (Education), during which the student went through the survey and talked aloud simultaneously as thoughts and questions came up, with the researcher taking notes as this was happening. This slow and simultaneous "walk-through" of the survey was done to address potential issues of ambiguity or vagueness that can exist in new surveys (Lambert, 2012). At that time, there were a few issues about word choice, mostly around identity-related topics; for example, there was an issue around the complexities of ethnic identity, and changes were made to allow for the selection of multiple ethnicities, rather than one.

The second version of the survey was piloted by six students from two faculties outside the scope of the project (Education and Psychology). The pilot participants included both international and domestic students, both native and non-native English

speakers, and had an age range from 22 to 40. Each participant completed the survey electronically in their own time. Then, they provided emailed commentary on both how long it took them to complete the survey and any issues they encountered. It took the pilot participants less than 10 minutes on average to complete the survey, ranging from 7-14 minutes, with everyone finishing in less than 15 minutes. Responses were reviewed to ensure that analysis would be possible with the way the questions were designed and the responses were formatted. After the pilot, the survey was adjusted slightly to allow participants to select more than one answer for certain questions and to clarify any still-ambiguous wording.

A link to the finalized survey along with an invitation to participate was sent out through the three subject websites by the subject coordinators. Rates of participation were monitored, and reminder emails were sent through the subject websites. The survey was closed after one month for Business and Design students and six weeks for Arts students to account for slower response rates in Arts and a delayed reminder sent from the subject coordinator.

3.6.2 Student interviews

The student interviews were designed to provide the in-depth, qualitative, and open-ended data that could not be collected through the electronic survey. The interviews helped to uncover more detail about students' conceptualizations of an internationalized university and their expectations and experiences of the case study institution. Interviews with individual students allowed the researcher to collect qualitative data focusing on "individual meaning, and the importance of rendering the complexity of a situation" (Creswell, 2009, p. 4). Interviews were semi-structured because they allow for discussion of topics and details that arise that are not planned in advance (Lambert, 2012), a highly likely occurrence in these interviews as each student's response was predictably different to another's. It was, therefore, not possible to anticipate all topics in advance; nor would this have been desirable, as the purpose of the interviews was to uncover the unknown details of each student's own experiences and interpretations.

The basic structure of the interviews remained the same. Students were presented with the Plain Language Statement and Consent form (Appendices C and D) and given the opportunity to ask questions and/or withdraw participation in the interview. When the interview commenced, they were first asked to discuss what they imagined an internationalized university to be like and what characteristics that would include. Then, they were asked about their expectations of their classmates, the teaching staff, and their

learning activities. Next, they were asked about their experience so far and the extent to which their classmates, the staff, and the university have each met their expectations. Lastly, participants were asked to reflect on what they wished they had known, what they would advise to incoming students, and what they would like to see more of in the future. For the interview protocol, see Appendix E. During the interviews, the interview protocol was followed in the manner of semi-structured interviews: the pre-planned questions were supported by intermittent follow-up questions that probed for more information, sought explanations, and asked for examples (Lambert, 2012).

Student interviews lasted approximately 30-45 minutes each, some of which were conducted in person and others over the phone, depending on the participant's preference. Interviews were audio-recorded and later transcribed for analysis. Participant numbers (e.g., Student 4) and pseudonyms were used in file names and documentation in lieu of identifiable information, and the pseudonyms will be referred to in the presentation of findings in Chapter 5 onward.

3.6.3 Heads-of-Program interviews

Interviews with the HoPs of each of the three affiliated bachelor's programs provided more information on the learning context within each faculty. The HoPs were asked to elaborate on the following topics: the faculty's overall approach to internationalization; its intended internationalization objectives; the level and type of interaction it expects of the students; the level of influence the faculty has in managing the diversity of the student cohort; and the policies and approaches to assessment.

The interviews were necessarily one-on-one in order to maintain confidentiality and, therefore, represent the response of the individual HoPs, not staff or students in their programs. Because of the experience and roles of these highly experienced individuals, it was possible to gain a glimpse of the attitude of each faculty towards internationalization. The interviews were semi-structured because of the exploratory nature of the study. Specifically, the nature of each faculty's approach was unknown, and it was necessary to allow for flexibility in questioning in order to gather detail on these previously unknown approaches. The interview questions for the HoP interviews can be found in Appendix F, with the Plain Language Statement and Consent form in Appendices G and H, respectively.

Each HoP interview took approximately 45 minutes. As with the student interviews, they were audio-recorded and then transcribed for later analysis. The transcripts were used to inform the contextual information about the situational and institutional layers of

students' experiences, as would be positioned in the PiC framework (Volet, 2001). They were additionally used to provide information on the context within which students' experiences take place and to offer insight on the environmental factors emphasized by the PiC theoretical model.

3.6.4 University website messaging

The university's student-facing website was analyzed to understand what aspects of the student experience the university promotes to prospective students and which, if any, relate to IaH practices. While the principal data for this study came from the student survey and interviews, the inclusion of website analysis allowed for better contextualization of the students' responses. Specifically, it provided information on

- what the university imagines that students will experience;
- what aspects of the student experience the university promotes, emphasizes, or advertises;
- which aspects of the expected student experience, if any, are related to IaH practices; and, conversely
- which aspects of IaH are present in the university's outward-facing representation of the student experience.

University website messaging does not portray the entire culture of the university, the expectations of all administrators or the student experience within each program of study. However, the purpose of analyzing the website messaging was not to generalize the overall student experience, but to provide complementary insight into data gathered on students' expectations and experiences. In other words, analyzing the website messaging was done to offer additional insight into students' responses. The inclusion of website analysis therefore aligned with the concurrent design of the study, as stated above, in which each source of data would provide a different perspective on the same phenomena.

3.6.5 Aligning methods with the framework

As discussed in Chapter 2, reviewing existing literature through the PiC adaptation (Volet, 2001) of Bronfenbrenner's (1979, 1986, 2005) ecological model emphasized the importance of exploring factors in both the individual and environmental dimensions. Table 3.4, below, shows the way that the four data sets addressed the constructs of the theoretical framework.

Table 3.4. Addressing the ecological levels in the study design

		Student survey	Student interviews	HoP interviews	University website messaging
Personal	Individual dimension				
Student expectations		✓	✓		
Cultural/linguistic background		✓			
Gender/Age		✓			
Interpersonal					
Intercultural interactions		✓	✓		
Intercultural communication		✓	✓		
	Experiential interface				
Situational	Environmental dimension				
Classroom activities		✓	✓	✓	
Assessment types			✓	✓	
Student demographics in the classroom		✓		✓	
Institutional					
University-level context, policies, population			✓	✓	✓
Sociocultural					
Racial stereotypes			✓		
Cultural capital			✓		
Linguistic/cultural differences		✓	✓		
Global					
Historical/political influence		Out of scope			
Immigration policies					
Geographic influence					

Information on the individual dimension was gathered through the student survey and student interview data. Specifically, students' responses provided the key information related to students' personal and interpersonal influences: their expectations, ideas, and appraisals of their internationalized experience. The student survey and interviews also collected information on students' impressions of the environmental dimension, including the situational characteristics, such as classroom activities, and the institutional aspects, such as the curriculum and student population. This information was complemented by the information gathered through the HoP interviews and the university website analysis, which allowed for a more comprehensive picture of the situational and institutional layers.

Then, as mentioned in Section 3.3, the student survey and student interviews both incorporated aspects of the sociocultural layer into their design. For example, many of the interviewees explicitly addressed cultural differences that exist between students, including commentary on how power dynamics based on culture and language seem to play out in the learning context.

In sum, these four sets of data together allowed for exploration of both known and unknown variables across the four selected ecological layers (personal, interpersonal, situational, and institutional), with sociocultural factors also arising in the student responses, and global issues out of scope. Students' descriptions of their experiences would also be used to characterize the way the experiential interface is experienced.

3.7 Data analysis

The methods described above were designed in order to provide different insight into the same research question. In line with that concurrent research design (Cohen, Manion, & Morrison, 2011), each data set described above was analyzed independently from the others, with key findings identified separately from each. Then, information and key findings from each method were analyzed in relation to each other in order to provide insight into what influences students' experience of an internationalized university.

3.7.1 Survey analysis

Pre-analysis of the survey first required exclusion of participants from whom not enough information was gathered; for example, those that only provided demographic data. As mentioned in Section 3.5.2, responses were included from participants who had completed at least 50% of the survey, including the necessary demographic information at the beginning of the survey. These partially complete responses were kept in order to provide more insight specifically into students' expectations, even though these responses would not be included in analysis that would compare individual students' responses about expectations with their responses about experiences. This exclusion process resulted in the 170 responses reported in this thesis, 163 of which (96%) completed the full survey.

Initial analysis of the survey was then undertaken using the Qualtrics internal data analysis features. It included descriptive analysis for overall responses as well as aggregation of responses by faculty, residency status, and other factors. Other factors were explored for any patterns, including age, gender, language, and previous study abroad experience.

After initial patterns were explored, detailed analysis of the survey was completed using SPSS. Some variables were reformatted, for example with numerical responses grouped into categorical variables (e.g., ratings of in-class interactions). Additionally, some derived variables were created from the original data, including a variable for whether a

student selected any language other than English as their first language, and one for whether they selected more than one ethnicity, since both language competence and bicultural backgrounds had been identified in the literature review as influencing students' intercultural interactions. Descriptive statistics were used predominantly as the method of analysis to get a "snapshot" of overall trends and patterns (Lewin, 2005). While the number of responses was small, the survey data provided measurable responses on consistent variables across different demographic groups (Lewin, 2005). As such, the survey presented data on central tendencies and indications of "how things are" (Lewin, 2005, p. 215) at the case study institution. This offered different insight from the qualitative interview data. Details of the survey analysis are reported in Chapter 4.

3.7.2 Student interview analysis

The student interviews were transcribed and uploaded into NVivo so that patterns between responses and patterns between groups of students would be more easily identified and tracked. Transcripts were reviewed and relevant chunks of responses were first coded into prior categories consistent with the concepts present in the research questions and interview protocol (Cohen, Manion, & Morrison, 2011): conceptualizations, expectations, experiences, and suggestions. It was possible for a segment to be coded under multiple categories, depending on the complexity of the piece of the response (Cohen, Manion, & Morrison, 2011). Text was coded under these categories if any part of the text referred to that particular concept category; meaning, it was not necessary for text to have been part of a response to a specific question on expectations, for example, to be coded under "Expectations" if that student still made some reference to an expectation in that text. Likewise, a specific segment might not have been grouped into any of these four categories if it did not relate to the scope of the research.

Some categories were further divided into subcategories. For example, text that was classified under "Suggestions" was further divided by the question the participant was answering (what they would like to see in the future, what could improve student relationships, and advice they would give future students). For the "Experiences" category, the text was divided by the location of the interface between individual and environment, i.e., whether the experience was curricular, co-curricular, extracurricular, part of the greater university community, or outside the university (e.g., housing, culture shock). Additional subcategories included whether the experience was about the divide between students, the relationship between students in general, or a statement about the distribution of student backgrounds. These additional subcategories were chosen because

they were either key areas of interest as identified in the literature review (e.g., the divide between students) or they would allow for comparison with themes uncovered in "Expectations" (e.g., student backgrounds). These subcategories successfully covered all comments that were categorized under "Experiences" and no "Other" subcategory was required. This subdividing was done for three reasons: to make the large amount of text more manageable (Cohen, Manion, & Morrison, 2011), to align the analysis with the person-in-context framework (Volet, 2001), and to ensure there was connection between responses under "Expectations" and "Experiences". Table 3.5, below, summarizes this initial division of text, before the iterative coding process.

Table 3.5. Precoding categorization of student interview text

Concept category	Precoding subcategories
Conceptualizations	--
Expectations	--
Experiences	Curricular Co-curricular Extracurricular Greater university Segregation General student relationships Student backgrounds
Suggestions	Want to see in the future/general Improving relationships Advice for future students

After each category was satisfactorily subdivided, the text in each category was explored individually and a process of iterative coding was followed for each. At this stage, a combination of inductive and deductive codes was applied in order to both relate findings back to previously identified concepts in the literature and to expand upon new understandings emerging in the data. After coding the texts within a category, those texts were reviewed again to ensure consistency and exhaustiveness of the codes (Cohen, Manion, & Morrison, 2011). During this re-reading, some codes were revised to consolidate or clarify certain concepts. The reclassification and consolidation of codes is easily done in NVivo and allows for an intuitive coding process that can itself be analyzed, organized, and further refined after the initial coding is done. This process of "coding and then reviewing" was repeated for each category, after which emergent themes were identified within each category.

Given the exploratory nature of the study, it was not necessary for the codes to be mutually exclusive (Cohen, Manion, & Morrison, 2011). In fact, identifying multiple codes within each piece of text was desirable as it allowed for exploration of overlap and

relationships between ideas (Cohen, Manion, & Morrison, 2011); for example, where a student's expectations related simultaneously to both the classroom and their classmates. The exception was around the location of an experience, wherein a piece of text was coded as pertaining to only one of the following: a curricular, co-curricular, or extracurricular experience. However, it could be identified as pertaining to one of these locations as well as one or more of the additional subcategories. For example, a piece of text could be coded with both "curricular" and "student relationships". This allowed for analysis of how expectations, concepts, and interpretations overlapped. For the full list of first- and second-level codes compiled after the iterative coding was completed, see Appendix I.

After the iterative coding and consolidation of codes was completed for all categories, main patterns were identified first for each individual category, with summaries written up for each (Bazeley, 2009). Then, overarching themes were found for the full set of codes (Bazeley, 2009). This was done by reviewing patterns across the different summaries and the full tree of codes, and then by using matrix coding and crosstabs to establish relationships between codes and respondents (Bazeley, 2009). Predominant patterns that arose from this interview analysis are discussed in Chapter 5.

3.7.3 Faculty profiles

The creation of the faculty profiles required reviewing each HoP transcript and identifying data relating to

- the approach to internationalization;
- the diversity of the student cohort;
- common teaching practices in the classroom, including the approach to, frequency of, and intended purpose of groupwork;
- where in the formal and/or informal curriculum students' intercultural opportunities are positioned;
- the emphasis placed on development of students' global skills, including intercultural communication and cross-cultural skills; and
- the level to which staff and/or the faculty actively facilitate inter-student interaction.

This information was synthesized to create a profile of each faculty context and an indication of which IaH practices were present across the three faculties. Those profiles

were then used to understand what might be expected within the situational and institutional layers of students' experiences, as positioned in Volet's (2001) PiC model. The student data from the survey and interviews were then analyzed with these contextual descriptions in mind.

3.7.4 University website messaging analysis

Analysis was conducted on the messaging present in three levels of the university's student-facing website. If a prospective student went to the university website and wanted to know what their experience might look like, the paths presented in Table 3.6 would be relevant to the student experience.

Table 3.6. Three levels of student-facing webpages

First level	Second-level options	Third-level options
Homepage	**Study**	**Study with us**
		Find a course
		How to apply
		Your experience
		Connect with us
	Research	(not explored)
	Engage	(not explored)

The pages in bold were included in the analysis.

Of the second-level options, only one, "Study", was relevant to the student experience. The third-level options for the other two ("Research" and "Engage") were therefore not explored. The analysis thus included the following four pages: the university home page, the second-level page on "Study", and the third-level pages called "Study with us" and "Your experience".

For each page, the descriptions of the student experience were all pulled out and each phrase was separated. For example, the second-level page on "Study" included a paragraph and infographics of the university's rankings. The topics of each of the sentences and the focus of each infographic were identified. Then, a code was assigned that related to the message, or the aspect of the university, that was emphasized in each item, such as the quality of the education, the diversity of the student population, or the university's ranking. Codes related to internationalization were highlighted. This analysis was consolidated into one table so that patterns could be observed (Bazeley, 2009) and

insight could be drawn about how the university imagines and/or portrays the student experience to future students (see Section 4.1).

3.7.5 Merged analysis

After each of these data sets was analyzed separately, a merged analysis was conducted to address the main research question, “What influences students’ experience of an internationalized university?” This step in the analysis process looked at patterns and findings across all data to see whether different pieces of evidence provided corroboratory, complementary, or conflicting details (Yin, 2009). Key findings were collated from across the data sets, patterns were identified, and then salient influences were classified. Conclusions, implications, and patterns arising from this merged analysis are discussed in the last chapter of this thesis, Chapter 6.

3.8 Trustworthiness and ethical concerns

In addition to the constraints due to the scope and context of this thesis, as described in Section 1.3, there were also aspects of the research design that influenced the trustworthiness of this research. As an exploratory study that utilized data primarily from participants’ subjective responses, the generalizability of this study was limited. The interview participants were not representative of each faculty’s population or the greater university. Their responses represented the subjective experiences of each individual participant, as interpreted through a lens of their own sociocultural and historical biases. On top of this, the researcher’s own lens added an additional layer of subjectivity to the analysis. As such, the researcher acted as the instrument in qualitative research to both benefits and limitations in trustworthiness (Poggenpoel & Myburgh, 2003). To help make the analysis of these subjective responses more transparent, direct quotes are provided and decision-making around the analysis is provided throughout.

These issues of subjectivity are common in studies that incorporate qualitative data, which face issues in trustworthiness and replicability. Triangulation is a typical strategy for improving the credibility and reliability of qualitative data (Golafshani, 2003), and the inclusion of the student survey, faculty interviews, and website messaging analysis provided such triangulation. In addition to offering different information about the same research question, such concurrent methods also better suited the single-researcher limitation of the project (Creswell, 2014).

The study was also limited by the small sample size. For example, only three faculties were included, and only one subject within each faculty. It was decided that the purposeful selection of these different faculties would mitigate this issue and offer some generalizability regarding the student experience. A similar limitation was the small sample size of staff interview participants, as this included only one administrator's perspective on each faculty context. In addition, the HoPs' experience and roles made them well-suited to describing the program-level approach but may have influenced their perspectives on the classroom circumstances. Their responses were complemented by the website analysis, but that analysis, too, was limited in size and scope. Constraining the application of these data sets to their intended purposes helped address this limitation; meaning, the analysis of the HoP interviews and website messages were used to provide contextual insight into the students' responses rather than to speak for the whole university. Nonetheless, with the concurrent design of this research, deeper exploration was prioritized over generalizability.

The study was granted approval from the ethics committee of the researcher's university. The approved Plain Language Statements and Consent forms can be found in Appendices B (at the beginning of the survey), C, D, G, and H. There were no known risks to participants, and participation was neither obligatory nor tied to any academic mark or performance. The topic questions were designed to be personal, but not sensitive. Students' anonymity was maintained using multiple mechanisms: an anonymous survey link; a lack of identifiable information asked in the survey; an external link for interview interest; the aggregation and de-identification of participant responses; and the use of pseudonyms for student interview participants.

The student interviews were the most sensitive collection method because the interviews were mostly face-to-face, and, consequently, concerns over identifiability would be greater. Simultaneously, the potential for more personal and detailed responses also increased the possibility of evoking emotional or personally difficult memories; sensitive or controversial responses; or worry over providing negative feedback on staff, faculty, or university practices. However, participants were able to withdraw their participation at any time, to request any information not be included, or to simply choose not to answer any specific question.

3.9 Summary of research design and methodology

The research design was most broadly guided by a social constructivist perspective within an interpretivist paradigm (Kim, 2001; Lambert, 2012). Through this lens, the PiC framework (Volet, 2001) and the previous literature presented a situation with both known and unknown variables that interact in currently unidentified ways within contexts that are both fluid and complex. Case study methodology was well suited to the exploratory nature of the research topic, and multiple collections of data would provide a comprehensive picture of students' expectations and experiences within the bounded context. Ultimately, the research design prioritized exploration over generalizability, as is not unusual with qualitative research. Data triangulation and a pilot survey were employed to mitigate issues of trustworthiness and reliability, and conscious effort was put towards ensuring the transparency of decision-making. The subsequent findings from this study are, therefore, most helpful in their ability to illuminate previously unexplored relationships between students' conceptualizations of, expectations for, and experiences at an internationalized university. Based on the design of the study discussed in this chapter, the findings provide opportunity for exploring students' experiences of an internationalized university. These findings are discussed in the subsequent two chapters.

Chapter 4 Faculty contexts and student survey results

This is the first of two chapters presenting results from the study described in Chapter 3 for which the main research question is, “What influences students’ experience of an internationalized university?” First, this chapter discusses results from the analysis of university webpages, Head-of-Program (HoP) interviews, and the student survey. Then, Chapter 5 presents the results from the more detailed data gathered from the student interviews. In analyzing the website messaging, faculty context, and student survey results, this first results chapter provides a contextual overview of students’ experiences at an internationalized university. In the first section, website messaging about the student experience is analyzed. The next section presents a description of each faculty, including their typical learning environment, the makeup of the student cohort, and the faculty’s internationalization approach. In doing so, the first two sections provide important contextual understanding about the university and the context within which the student responses are positioned. Then, results from the student survey are presented, providing a quantitative overview of what students think of their experience at the internationalized university. Overall, analysis presented in this chapter reveals that many students’ experiences of the internationalized university do not match their expectations, particularly around aspects of intercultural interaction and their appraisals of their classmates. It also supports that a student’s experience of an internationalized university is influenced by both the individual and environmental dimensions, and that there is indication of potential misalignment between these two dimensions.

4.1 The environmental dimension

The person-in-context (PiC) framework (Volet, 2001) emphasizes that understanding the environmental dimension is a necessary component in understanding students’ experiences of their learning environment. This dimension includes the situational, institutional, sociocultural, and global ecological levels. This section presents analysis of the university website messaging and the HoP interviews in order to provide insight into the environmental dimension of students’ experiences. This information also provides necessary contextual insight into students’ survey and interview responses. Analysis indicates evidence of practices that would support Internationalization at Home (IaH) within classroom activities, curriculum, and course objectives; and that the

university expects the student experience to include much intercultural interaction, both inside and outside the classroom.

4.1.1 University website messaging about the student experience

Initial analysis was conducted of messaging about the student experience visible on three levels of the university's webpages geared towards prospective students. The purpose of this analysis was to better understand the university context, to explore what the university expects the student experience to look like, and to identify aspects of internationalization in the university's messaging about its mission. Patterns in the initial website analysis suggest an emphasis on the diversity of the student population and on the university's international ranking and reputation. A summary of the initial webpage analysis is presented in Table 4.1 below.

Table 4.1. Initial analysis of university website messaging

Webpage level	**Page name**	**Topic focus**	**Feature being emphasized** (*internationalization-related)
First	University homepage	Balance of research, teaching, and engagement	Comprehensive university
		International ranking	Rankings*
Second	Study	"real world problems"	Global skills*
		"forming powerful networks as you study"	Connections/reputation
Third	Study with us	"a world standard education"	Rankings* Quality of education
		"creating lifelong friendships with peers from all over Australia, as well as more than 10 countries"	Intercultural friendships* Student diversity*
	Your experience	"creating lifelong connections with peers from 170+ countries"	Intercultural friendships* Student diversity*
		Highest degree-completion rate in Australia	Quality of education
		"the world's most ambitious minds"	Inward mobility of students and staff*
		"engaged and gifted researchers from across the globe"	Inward mobility of staff* High-quality teaching staff
		"collaborate with world-leading organisations through internships"	Global employment readiness*
		Become a "thoughtful and skilled professional, ready to make a positive impact and tackle some of the world's most challenging problems."	Graduate outcomes* Global citizenship* Global skills*

This analysis supports the university's position as an internationalized university. As Table 4.1 above shows, the university's three-level website messaging includes reference to both economic and humanistic motives for internationalization, as discussed in Chapter 2. From the economic perspective, the webpages highlight the university's

ranking, reputation, and ability to provide graduates with skills and connections needed for employment in the global market. At the same time, the websites promote the humanistic motives of developing global citizenship, social connections and friendships, and learning from diversity. The presence of both economic and humanistic drivers supports that the university incorporates a comprehensive approach to internationalization, as discussed in Chapter 2. The analysis additionally indicates aspects of IaH in the university's approach, including an expectation that students will learn from and with diverse peers. Likewise, such messages characterize the student experience as having frequent intercultural interaction both inside and outside the classroom.

Even though these messages pertain to the university-level approach, they suggest what students' classroom-level experiences may look like. For example, they imply that teaching practices will include problem-based learning, that teachers will be engaged, and that classmates will have "ambitious minds". The idea that students will solve problems together and build networks while they study puts much emphasis on the interpersonal aspects of learning. It is possible that this imagery would influence prospective students' expectations of the student experience as well. More detail regarding the environmental dimension—and the university's expectations for what that dimension includes—can be gathered from looking at the faculty contexts in more detail, which are provided next.

4.1.2 Faculty profiles

The three faculty profiles are provided below and are based primarily on the data collected through the three HoP interviews. Additional information was gathered from university, faculty, and program-specific websites, and from internal data and enrollment figures. Information from these sources has been synthesized together to provide an overall indication of each faculty's approach to internationalization, which includes but is not limited to the following details:

- the diversity of the student cohort;
- the approach to, frequency of, and intended purpose of groupwork;
- the amount of emphasis placed on development of students' global skills, including intercultural communication and cross-cultural skills; and
- the level to which staff and/or the faculty actively facilitate inter-student interaction.

Importantly, this section is intended only as an initial guide and window into these learning contexts. The purpose is to add clarity to the students' experiences by looking at the context in which those experiences take place. Specifically, they provide information on aspects of the situational and institutional context of students' experiences of the internationalized university. According to Volet's (2001) PiC model, students' appraisals of these layers would influence whether their learning experience was congruent or not. It is possible, as well, that aspects of the faculty context might influence students' experience of the internationalized university. The profiles suggest that the three faculties have different approaches to internationalization, but that all three expect much intercultural interaction to occur.

The first faculty, referred to as "Arts", is part of the humanities and offers a bachelor's degree that encompasses different aspects of social, cultural, and creative fields of study. As evidenced in Table 3.1, the cohort size is larger, but the proportion of international students is smaller than average for the university, at 20%. The acceptance process was described as having "some flexibility, some leeway" (Arts HoP) in the number of accepted applicants from diverse backgrounds, as the faculty has a "keen eye for creating a diverse cohort" (Arts HoP). Specifically, this means that there may sometimes be more applicants who have met the minimum academic standard for entry into a course than there are places available, in which case the faculty may consider an applicant's personal statements, athletic record, or background. Still, as with most faculties, the numbers of international students in the faculty are influenced partially by external factors, such as financial constraints and some dependence on the existence and prevalence of scholarships from other governments. In addition to the presence of international students, the HoP expressed an awareness of the need for "diversity in the staff who are teaching a very diverse international cohort too".

According to the Arts HoP, the usual teaching structure of each subject includes a once-per-week lecture with all students enrolled in that subject, supplemented with smaller-group tutorials. The HoP indicated that the predominant activity in the tutorials is in-class discussion during which students are expected to engage with and discuss the reading material. Pair work and small-group activities are common in this setting.

The HoP preferred that groupwork be unmarked because students seem to get hesitant when assessed as part of a group. While group assessment is used in some subjects, the HoP mentioned that there is not a faculty-level mandate in place around how teachers should use groupwork. The HoP expressed the personal impression that

groupwork is often used as an in-class activity and medium for discussion, particularly to facilitate required and structured interaction in unassessed in-class activities.

Of the nine intended learning outcomes for the Arts program, two relate directly to internationalization: communicating effectively and/or speaking another language and respecting its cultural context; and articulating the social, historical, and cultural contexts that produce diverse forms of knowledge. The other seven focus primarily on aspects of students' disciplinary knowledge, thinking skills, self-reflection, and independence. In addition, one of the three expected graduate attributes, active citizenship, includes aspects of internationalization, including a focus on working well across diverse cultural groups and gaining a deep respect for other cultures and values, including local Indigenous knowledge. The presence of internationalization in the learning outcomes demonstrates some evidence of IaH in the curriculum design.

However, from the HoP's perspective alone, the extent to which IaH is incorporated into the formal curriculum is unclear, as the HoP suggested that there is no consistent practice for whether intended student outcomes are made explicit for the students. At the same time, the HoP suggested there is "almost an assumption that we will teach, broadly, content that is both local and international and global as well, and the importance of that content too". The idea that teaching global content would be assumed but not explicit adds to lack of clarity around the extent that internationalization has been incorporated into the curriculum. The HoP noted that there is a teaching team in the Arts faculty that will assist teaching staff in redesigning subjects, including any efforts to internationalize the curriculum, but that is not the main focus of the team. Likewise, there is also a sort of internationalization-focused academic who is responsible not for the internationalization of either the curriculum or the program, but for supporting international students and helping them feel welcome and included. It appears that, while IaH might be present to some extent in the content and curricular decisions, it may not be a major focus in the faculty.

The faculty does, however, seem to invest time and effort in supporting international students' social inclusion and academic success. For example, the HoP pointed to co-curricular efforts that promote interaction between diverse students, such as the Peer-Assisted Study Scheme (PASS) program which allows past students of a subject to help current students in that subject. In addition, the HoP mentioned the presence of interest-based and culture-based clubs, as well as the School's attention to providing formal and non-formal spaces for students to be, to learn, and to interact. The focus on co-curricular and extracurricular opportunities for interaction suggests that the

Arts HoP places much emphasis on students' social opportunities outside the classroom as avenues for intercultural interaction and international students' inclusion in the community.

Indeed, the HoP wanted international students to know "that they're welcome. But unfortunately, that's not always the case, as we know that they don't feel that they're welcome. But they should know that they are." The interview concluded with a quote that mirrors the university website message about intercultural friendships:

> Amazing experiences can come out of the relationships that [students have] created during their degrees. Or at least even lifelong friendships, longer term friendships as well. Nobody mentions that, and the value of that, and the transformative aspects of connecting with students in your class, during class, and then after class and after graduation. (Arts HoP)

This quote emphasizes the HoP's focus on student interaction and the importance of peer relationships in students' university experience. It not only supports the previous discussion in Chapter 2 about the importance of student interaction in promoting internationalization outcomes, but it also suggests that there is an inherently relational aspect to one's university experience. Specifically, it implies that interaction would, could, or should happen both in the classroom and outside of it. While this is one administrator's perspective, it is an idea that will recur often in the results presented in subsequent sections.

This brief description of the HoP's perspective on the Arts program suggests that this faculty context is one in which internationalization efforts are focused on the inclusion and support of international students, on facilitated groupwork and discussion in the classroom, and on co-curricular activities that provide intercultural opportunities. The HoP interview also emphasizes the importance of peer relationships, both intercultural and generally speaking.

The second bachelor's program, "Design", was developed in 2017. While the program was built on existing traditions within the School in which it is situated, its recent creation meant there was more opportunity to design a program without the limitation of existing structures, which appeared to be the case with the Arts program. The effects of that freedom are most evident in two ways. Firstly, there is a team-based approach to planning for cross-cultural skill development, the internationalization approach, and development of groupwork skills. Secondly, the HoP interview suggested that cross-cultural groupwork has been made inherent in the program and integrated into the

curriculum over the course program. While the nature of Design work is inherently more team-based, the HoP interview also suggests a conscious effort to incorporate inter- and cross-cultural aspects into multiple layers of the curriculum.

While this bachelor's program is newer, it is built upon a history of design-related teaching in the larger School. In this sense, the HoP suggested that the program is influenced by "a long history" of internationalization, with recruitment of overseas staff and students at the School since the 1950s. The HoP described alumni who now play key roles in international firms and mentioned that current students attend the program "expecting [it] to play an international role in their career". Thus, the international aspect is seen as having been "inherent to the student experience here for a very long time". When asked what they think internationalization is, the HoP's response was that "internationalization is us opening up to others and allowing people to absorb all of the good and sometimes the bad—and how we deal with the bad—things that we do here". Through this quote, the HoP suggests that internationalization is understood as a reciprocal and multifaceted idea, rather than a one-directional exchange between the institution and its international students. This perspective contrasts to the impression given by the Arts HoP and suggests that the internationalization approach—and the student experience—might differ across these two faculty contexts.

Regarding the international student population, the Design HoP mentioned that they are not in the financial position to turn away fee-paying students who have met the criteria for enrollment, and the resulting cohort is the smallest of the three but has a high percentage of international students (see Table 3.1). Instead of focusing on the diversity of the student population, the HoP envisioned that the internationalization of the student experience came in the form of exposing students to different ways of thinking and doing. Some of that is intentional, the HoP mentioned, such as the presence of academics who work specifically on aspects of cultural competence, incorporating community involvement into project tasks, and facilitating mixed project groups. The high amount of fieldwork in the program requires more frequent interpersonal—and often cross-cultural—interactions with different local groups. In addition, the HoP indicated that there is a lot of effort in the faculty that is geared toward both the inclusion of groupwork and the inclusion of diverse perspectives into the projects. This includes local diversity and inclusion of communities into the project phase. These examples suggest that, in the HoP's perspective, intercultural interaction and cultural competence have been made part of the formal structure of the course. While the descriptions above derived primarily from the HoP's interview, more evidence of internationalization in the formal curriculum is found in

the intended learning outcomes for the program. Of the 21 intended learning outcomes, four relate to internationalization objectives, such as applying knowledge to global contexts and communities, and working effectively in multicultural environments.

In addition to including diversity of the community into field work and projects, the HoP also mentioned efforts to purposefully mix students during groupwork as well. The HoP explained that sometimes the distribution of students across tutorials and workshops may be uneven, resulting in a higher concentration of students from one background. Some tutorials or studios may suffer more, the HoP suggested, if students are not more evenly distributed. As a result, the HoP mentioned that there is sometimes an active attempt to mix up native-English and non-native-English-speaking students in groupwork. While it can be “a surprising amount of work”, the HoP believes that mixing the students in this way can enhance students’ opportunity to “really embrace what a world-standard university should be about in terms of all those other intangibles that you get out of it in going somewhere else”.

This quote highlights the Design HoP’s characterization of internationalization as an underlying aspect of the formal curriculum, including in the design of assessments, course structure, and teaching approaches. From the HoP’s interview, it seems that the internationalized student experience in the Design program is likely shaped by the inclusion of IaH within the formal curriculum. Aspects of IaH also seem present in the HoP’s emphasis on learning from diversity and an openness to teachers actively facilitating multicultural groupwork in the classroom. This perspective differs slightly from that of the Arts HoP, in which the internationalization approach was described primarily as support for international students and as the inclusion of diverse perspectives through in-class discussion.

The third faculty, referred to as “Business”, has both the largest student cohort of the three bachelor’s programs and the largest proportion of international students of the three as well. According to the Business HoP, there is no faculty approach to the internationalization of the course material or formal curriculum. Instead, they have “a clear approach with regard to managing the sort of international or intercultural mix of students” within the program. Specifically, that means managing “the number and diversity of international students” that are accepted in order to meet and promote the faculty’s “high expectations about the importance of diversity, inclusiveness, and intercultural interaction”. The HoP mentioned trying to avoid having “one dominant ethnic group” which might lead to a classroom environment with “a lack of inclusiveness”. There is an aim to end up with a 50-50 split between international and domestic students, with

the international half likewise divided among students from a variety of nationalities. This differed from the circumstances of the other two programs, in which there seemed to be less flexibility in turning away fee-paying students who met the eligibility criteria.

The Business HoP explained that cohort diversity is managed only at the admissions level, not at a subject level. This mix is supported by documented metrics, particularly as a risk-management strategy to prevent being "over-reliant on one particular country" (Business HoP). Then, that diversity is left to sift naturally into the programs, majors, and subjects as students desire; meaning, the mix of students is not managed after the program cohort-level admissions process. Subsequently, as in Design, there may end up being majors, subjects, or tutorial streams with higher concentrations of students from one particular country, despite the diversification efforts during admissions.

In promotion of intercultural interactions, the HoP mentioned the importance of understanding "how important it is to embrace different cultures and to understand different cultures and be aware of the sensitivities around intercultural communication". However, the HoP suggested that the faculty does not build that interaction explicitly into the formal curriculum. This does not mean that individual teachers or subject coordinators might not do so, but that the HoP, as the coordinator of the bachelor's program, did not believe this was facilitated at the program level. Instead, the HoP said, they look at ways that extracurricular and social activities can encourage such skills and awareness. The HoP specifically mentioned the presence of outside initiatives and national organizations that promote cross-cultural collaborations, entrepreneurship, inclusivity and "the importance of diversity and cultural connectivity". According to the HoP, the faculty supports participation in such endeavors, as well as in co-curricular opportunities such as studying abroad, exchange, and internships, and in extracurricular opportunities such as social clubs or other student-run networks. Yet, there was also some acknowledgement by the HoP that these extracurricular activities can exhibit the same social divisions as the classrooms, but in settings that are harder to make inclusive or safe as they are not regulated by the faculty. This focus on extracurricular activities seems to differ from Arts, where the HoP positioned intercultural interaction in co-curricular activities, and Design, where the HoP positioned it within the curricular efforts.

However, despite the Business HoP's indication that there is no faculty-specific approach to internationalizing the curriculum, four of the 19 intended learning outcomes for the program relate to internationalization objectives. These include the ability to analyze issues in an international context, and to work collaboratively in groups and effectively in multicultural and diverse environments. In addition, two of the intended

graduate attributes are highly relevant to internationalization objectives, including the intention for graduates to be conscious of cultural diversity and to be active global citizens. The inclusion of global skills and cultural awareness in the intended learning outcomes and graduate attributes suggests that there is indeed some internationalization of the formal curriculum within the Business program.

It is possible that the HoP's impression that there is no faculty-specific approach to internationalizing the curriculum was based more on classroom practices; for example, the HoP mentioned that there is little top-down mandate given to individual instructors about how or when to incorporate groupwork in the classroom. Instead, there is much variation in both the use and type of groupwork, either as marked assessments or in-class activities. The HoP insisted that the individual subject coordinators and instructors have full control over how and when groupwork is used in their subjects and that maintaining the instructors' autonomy in such decisions was an intentional aspect of the program. While the autonomy of subject coordinators is quite common across the university and is not exclusive to the Business program, this perspective does differ from that of the Design HoP, for example, in which purposeful intercultural interaction within the classroom seemed more actively encouraged.

At the time of the study, the Business faculty was seeking to improve the student experience by looking at ways to address feelings of isolation among students. While isolation was not a focus of these HoP interviews, the Business HoP believed such isolation influences students' intercultural interactions and the divide between students. The Business HoP specifically mentioned potential consequences to the learning experience of such a sentiment, such as students not coming to tutorials because they feel disconnected. Additionally, the HoP recognized that such feelings are not exclusive to international students but are often felt by domestic students as well, in particular those who do not live on campus and are not part of such an intense bonding experience. (These observations were indeed mirrored in some student interviews and will be discussed again in Chapter 5.)

One piece of advice the Business HoP would give to incoming students was to "just embrace everything":

> Have a really good look at everything because it is an amazing time in your life and it doesn't come around all that often when you've got such freedom of choice and opportunity and access to things and people and places that you wouldn't get as much for the rest of your life, and I think it's good to go out and experiment.

This quote expresses the idea that the university experience is one that is not exclusive to the formal curriculum; in a similar sense, it mirrors the way the HoP described the internationalization context of this program, emphasizing the importance of extracurricular activities and individual autonomy for creating one's own experience.

4.1.3 Summary of the contextual insight

Each of the three HoPs described a faculty context with an approach to internationalization that differs from the other two. While these are the perspectives of only one administrator per program, the interviews suggest that each faculty may have a different IaH context than the others. These differences may manifest in a range of admissions practices, curricular structures, and classroom practices. In summarizing the HoPs' perspectives, one faculty seems to take a more deliberate approach in shaping the demographic makeup of its cohort but places less emphasis on influencing classroom practices. Another has "some flexibility" in shaping the cohort and focuses internationalization efforts on supporting international students. The third seems to focus more on active facilitation of multicultural groupwork in the classroom and inclusion of diverse perspectives into the curriculum.

In addition to the differing perspectives of the three individual HoPs, the intended learning objectives of each program include some internationalization-related aspects. However, the three faculties may differ in whether associated intercultural opportunities are facilitated more through the formal or informal curriculum. From the HoP interviews, it is not clear whether the learning objectives are explicit or act more as guidelines for the curriculum. Only the Design HoP implied that cross-cultural opportunities, diverse perspectives, and active facilitation of interaction are incorporated purposefully into the formal curriculum. While there may be differences in implementation across and within these three faculties, all three HoPs stressed both the importance of student diversity and the challenges associated with facilitating opportunities so that students may benefit from that diversity.

Indeed, there is likely much overlap and variation among and between the subjects within each program. However, it seems that the consistent expectation is that students will benefit from various cultural perspectives throughout their program. At the same time, these faculty descriptions indicate that a range of IaH strategies are utilized within the university, including internationalized learning outcomes, multicultural groupwork, and a diverse student cohort. The shape of students' internationalized experiences, and

the places where they find opportunities for various cultural perspectives, may likely vary widely.

Together, the faculty profiles and analysis of university website messaging have provided insight into the situational and institutional layers of students' experiences, as outlined by Volet's (2001) PiC model. Specifically, discussion in this section indicates that the situational layer would involve varying degrees of intercultural interaction in the classroom and a range of different types and amounts of IaH practices. For some students, they may find more opportunities for intercultural interaction within co-curricular or extracurricular situations, rather than in the classroom. The institutional layer of students' internationalized experience is portrayed as comprising smart, diverse peers with whom one could expect to learn, grow, and engage. The combined analysis portrays a learning environment in which much emphasis is placed on the intercultural and interpersonal aspects of the internationalized student experience. However, it also suggests that the locations, types, and amounts of students' intercultural interactions may vary. The PiC framework would suggest then that students' experiences of the learning environment would be influenced also by how they appraise these situational and institutional layers; and, as intercultural interaction seems to be prevalent throughout these two layers, it is possible that students' appraisals of their intercultural interactions will play a significant role in their impressions of the learning environment as well. This contextual information informs the analysis of the student survey responses which is presented next.

4.2 Student survey responses

This section presents the results from the electronic student survey, the purpose of which was to gather information from a broader group of students about known variables present in the literature. The 170 survey responses included in this analysis comprised 35% from Arts, 21% from Design, 42% from Business, and 2% from other faculties; 58% were international students and 42% were domestic. (See Table 3.2 and Appendix A for more detail on the profile of survey respondents.)

Responses discussed here provide insight into the participants' ideas about, expectations of, and experiences in an internationalized university. The survey asked participants about the following: how important they believed certain internationalization aspects to be; their expectations for interaction, groupwork, and their classmates; and ratings of their current experience so far in relation to certain internationalization

characteristics. Survey responses and analysis related to each of these topics are presented here in this section.

4.2.1 How important are internationalization characteristics?

One aim of the survey was to investigate students' perspectives on the importance of certain characteristics of internationalization. This was important for understanding the ideas and attitudes that students bring with them to the university experience, aspects that the PiC framework suggested would influence how students approach the learning environment. Specifically, participants were asked to rate the importance of five characteristics of an internationalized university on a five-point scale from 1- *not at all important* to 5- *extremely important*.

Quite consistently, participants rated each of these characteristics as being important for a university to have, as shown in Table 4.2. The largest percentage of participants (76%) rated "internationally-minded courses and subjects" as being *very* or *extremely important*, followed by "clubs and cultural events" with 64% of participants saying the same. Notably, though, four of the five characteristics were all rated *very* or *extremely important* by 60-75% of participants. Only "lecturers and staff from different backgrounds" was rated *very/extremely important* by less than half of participants (42%), and even that characteristic was considered at least moderately important by 80% of participants. These ratings were relatively consistent both between international and domestic participants and across faculties. These responses indicate that participants may have entered the university with a relatively positive attitude towards the internationalized university environment.

Table 4.2. Survey participants' ratings of the importance of certain university characteristics

How important do you think the following characteristics are for a university to have? (n=169)					
	Rating on 5-point scale				
University characteristic	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Internationally minded courses and subjects	1%	4%	21%	40%	36%
Cultural clubs, events, activities, etc.	2%	7%	27%	36%	28%
Course material that considers additional cultural contexts	2%	8%	24%	43%	23%
Students from many different cultural/national backgrounds	7%	8%	26%	42%	18%
Lecturers and staff from different backgrounds	7%	12%	38%	28%	14%

Survey participants were also asked to similarly rate the importance of four graduate attributes commonly associated with internationalized learning outcomes: the ability to communicate with people from other cultures, the ability to work well with people from other cultures, the ability to work well in a group, and the ability to consider someone else's perspective. As with university characteristics, participants rated each of these as being important (Table 4.3). Each of the four attributes was considered *very* or *extremely important* by 86-89% of participants and none were considered *not at all important* by any one participant. There were no major differences between faculties or between international and domestic participants.

Table 4.3. Survey participants' ratings of the importance of certain graduate attributes

How important do you think the following skills are for a university graduate to have? (n=170)					
Graduate attribute	Rating on a 5-point scale				
	Not at all important	Slightly important	Moderately important	Very important	Extremely important
The ability to consider someone else's perspective	0%	4%	8%	31%	58%
The ability to work well in a group	0%	2%	8%	29%	61%
The ability to work well with people from other cultures	0%	4%	8%	34%	55%
The ability to communicate with people from other cultures	0%	3%	11%	36%	51%

These ratings of university and university graduate attributes indicate that participants likely entered their internationalized learning environment with some attitudes that were potentially conducive to and positive towards the internationalized context. The closed-ended nature of the questions inhibits a deeper understanding of participants' attitudes towards internationalization; however, negative ratings might have suggested that there would be an incongruence between the students' attitudes and the institutional approach (i.e., between the personal and situational ecological layers as positioned in the PiC framework). Such incongruence would potentially lead to lack of engagement or motivation in the learning environment (Volet, 2001). While positive attitudes are not a direct indication of congruence, they at least suggest that congruence is possible.

4.2.2 Expectations

To understand what influences students' experiences of an internationalized university, the next step required further exploring the expectations students bring with them to that university experience. As discussed in Chapter 2, little prior research has explored students' expectations specifically for internationalized universities (rather than for each other or for specific activities). For this reason, participants were asked both about expectations for their university and related academic expectations, as well as expectations of their classmates and non-academic student life.

Participants were relatively consistent in their expectation that there would be a lot of opportunity to interact with students from different backgrounds, with 86% of survey participants saying they had expected "a lot of opportunity" and only 14% expecting "not a lot of opportunity" (see Table 4.4 below). Responses were similar for expectations of "a lot" of interaction across faculties, by residency status, and by gender. However, there was less agreement when it came to expectations of specific types of in-class interaction. For example, almost three quarters of survey participants (74%) said they expected there to be a lot of classroom discussion, but they were split approximately evenly on whether they expected "a lot" of required groupwork (47%) or not (53%).

Table 4.4. Survey participants' level of expected interaction, groupwork, and classroom discussion

Before commencing my studies, I expected there would be…	Arts (n=58)	Design (n=36)	Business (n=70)	Int'l (n=97)	Domestic (n=71)	Total (n=168)
A lot of opportunity to interact with students from different backgrounds	95%	89%	76%	92%	78%	86%
Not a lot of opportunity to interact with students from different backgrounds	5%	11%	24%	8%	22%	14%
A lot of groupwork	35%	50%	54%	45%	49%	47%
Not a lot of groupwork	65%	50%	46%	55%	51%	53%
A lot of classroom discussion	69%	81%	73%	68%	82%	74%
Not a lot of classroom discussion	31%	19%	27%	32%	18%	26%

As groupwork has been identified both as a common avenue for facilitating many IaH objectives and simultaneously as a common source of frustration for students, it is notable that approximately half of the participants approached the university not expecting there to be a lot of groupwork. Additionally, the HoPs in all three programs emphasized the importance of some type of groupwork in the classroom. It is possible therefore that, for those who did not expect a lot of groupwork, this expectation will misalign with the circumstances found in some classrooms. The PiC framework (Volet, 2001) suggests that such misalignment between a student's expectations and the

affordances in the learning environment may lead to a learning experience that is characterized by a lack of engagement. To have half of students experience such misalignment might be significantly challenging for the groupwork itself, the effectiveness of which would depend on all students being engaged.

While these responses were relatively consistent across faculties, there were notable differences between domestic and international participants' expectations of these activities. That domestic participants were more likely (82%) than international participants (68%) to expect "a lot of classroom discussion" reflects previous literature that has highlighted the importance of talk in Australian university classrooms and that native-English speaking students often put much value on the amount of oral communication rather than its content (Harrison, 2012; Strauss, U-Mackey, & Crothers, 2014). Given the number of survey respondents, it is important to note that these responses are not representative of all domestic and international students. However, these differences are worth addressing because literature has suggested that domestic students' expectations for discussion can be problematic if, when not met, the domestic students believe that international students are to blame. In addition, this expectation may lead to domestic students' disappointment in classmates who may, for myriad reasons, prefer to listen rather than speak or to consider quietly before speaking. In turn, the third (32%) of international participants who said they expected "not a lot" of classroom discussion may indeed be unprepared to engage in discussion in the same ways that domestic students expect them to. This would pose a stronger potential challenge in Arts classrooms than Business classrooms, however, as discussion seems to be a primary aspect of Arts tutorials. It is possible that differences in domestic and international participants' expectations of discussion, though not conclusive, are indicative of potential conflict in the learning environment.

Participants' expectations of their classmates were also explored. One of the hypotheses derived from the literature review in Chapter 2 was that there may be unwanted repercussions of modern-day internationalization contexts, including negative social tensions and attitudes among the student body (e.g., Barron, 2006; Burdett, 2014; Strauss, U, & Young, 2011). Thus, understanding the factors that affect students' relationships was pertinent to this thesis, and it was necessary to ask participants specifically about their expectations of their classmates. Participants were asked about the expected backgrounds of their classmates as well as certain personality traits.

Survey responses indicated that more participants (57%) expected there to be classmates "from many nationalities" than those who expected there to be either students

"mostly from a particular (non-local) background" (34%) or "mostly local students" (9%) (see Table 4.5, below). However, differences existed between domestic and international participants' expectations. The largest percentage of domestic participants (51%) expected there to be mostly students from a particular non-local background, while the largest percentage of international participants (71%) expected that there would be students "from many nationalities". For the 51% of domestic participants and 21% of international participants who expected classmates "mostly from a particular (non-local) background", an open-ended follow-up question asked participants which background they expected. Almost all of those responses were an iteration of "Chinese" or "Asian". This difference between domestic and international participants' expectations of classmates' backgrounds was also consistent within each faculty, with most international participants expecting "many nationalities" and most domestic participants expecting mostly Chinese or Asian students.

Table 4.5. Survey participants' expected backgrounds of classmates

Before starting my studies, I expected my classmates to be…	International (n=98)	Domestic (n=71)	Total (n=169)
From many nationalities	71%	37%	57%
Mostly from a particular (non-local) background	21%	51%	34%
Mostly local students	8%	12%	9%

These differences between domestic and international participants' reported expectations of classmates' nationalities could indicate that participants came into the university with different sets of expectations of their classmates. It is also possible that they defined and visualized "nationality" differently. Similarly, participants may have found the phrasing of the question confusing, as the expectation for classmates "from many nationalities" may not necessarily conflict with an expectation that there may also be "mostly local students". These possible explanations, and the differences in expectations, might not necessarily cause difficulty in the learning experience; however, the PiC framework suggests that a mismatch between expectation and experience has the potential to result in negative appraisals of the learning environment. As participants seem to have expected different pictures of the diverse student cohort, it is possible that some may find that their expectations do not match the circumstances.

Responses specific to the faculty context would be more indicative of that potential misalignment. Indeed, participants' expectations varied little across faculties, despite the different proportion of international students in each faculty. This supports the possibility

that some participants had less accurate expectations of where the other students in their faculty would come from. For example, none of the Arts participants, international or domestic, thought there would be mostly local students in their course, even though domestic students make up almost 80% of that cohort (see Table 3.1). There is therefore potential for some participants' expectations to clash with the realities of their faculty cohort. As such, incongruence may occur between the individual and environmental dimensions when participants' expectations for their classmates do not match what they experience in the learning environment. Volet's (2001) PiC framework explains, however, that such incongruence would also depend on other factors such as participants' later appraisals of their classmates. In other words, a mismatch between expectations of classmates' backgrounds and classmates' actual backgrounds might not alone result in an unaligned, disengaged learning experience. However, as with expectations about groupwork, findings suggest that incongruence may at least be possible.

In addition to being asked about the backgrounds from which they expected classmates to come, participants were also asked to indicate whether, before commencing their studies, they expected their classmates to have certain characteristics in relation to personality and in-class behavior (see Table 4.6, below). Five characteristics were chosen from among common descriptions that international and domestic students use to describe each other in the literature on students' intercultural interactions.

All but one of these traits were expected by over half of participants. Only "young" was expected by fewer (34%). The traits that most participants said they had expected their classmates to be were "intelligent" and "hardworking", with over 60% of participants expecting each. The significance of these responses is in whether participants later said these expectations had been met, and in difference across subpopulations.

Table 4.6. Expected classmate characteristics

Before commencing my studies, I expected my classmates to be…[a]	Arts	Design	Business	Int'l	Domestic	Total
n	59	36	71	98	71	169
Hardworking	61%	69%	61%	60%	65%	62%
Multicultural	56%	47%	62%	62%	49%	57%
Young	29%	33%	39%	29%	42%	34%
Intelligent	53%	81%	70%	58%	77%	66%
Interesting	54%	58%	56%	60%	49%	56%
Engaged in the subjects	58%	39%	52%	52%	49%	51%
Easy to talk to	56%	61%	56%	67%	41%	56%

[a]Participants were able to select all that applied.

Indeed, differences between international and domestic participants' responses were quite noticeable and indicate potential tensions in participants' future intercultural interactions. For example, the percentage of international participants who said they expected their classmates to be "easy to talk to" (67%) was considerably larger than the percentage of domestic participants (41%). On the other hand, the percentage of domestic participants who expected their classmates to be "intelligent" (77%) was higher than the percentage of international participants (58%) who expected as such. These responses could indicate international and domestic participants' different motivations for engaging with each other; for example, more social reasons or more academic reasons. In addition, the domestic participants' expectation for intelligence could align with the expectation for a lot of in-class discussion, as mentioned above. However, the emphasis on intelligence is additionally notable because the literature review in Chapter 2 showed that domestic students sometimes conflate intelligence with other factors such as language ability (Harrison & Peacock, 2010). How these 77% of domestic participants later appraise their intercultural interactions with their classmates will likely influence their response to their learning environment.

This analysis presented in Section 4.2.2 on survey participants' expectations indicates that international and domestic participants came into the university experience with different ideas about what they would see when they arrived. While this, in itself, is not a new finding, this analysis has identified some specific areas where the differences may exist: that domestic survey participants seemed to expect a lot of in-class discussion with a cohort that was predominantly "Asian", and that international survey participants seemed to expect a lot of cross-cultural interaction with a cohort of students from many different nationalities. These responses provide only a small window into these participants' ideas and expectations, but they also indicate that there is some potential for incongruence between expectations and realities of the internationalized environment.

4.2.3 Experiences so far

Participants were next asked about their experiences of the university so far. Responses to these questions provide the initial snapshot of how students experience an internationalized university.

The first set of questions about their current experiences asked participants to indicate their view of their course in relation to seven common characteristics of IaH: the amount of student interaction in the classroom; the amount of groupwork; the multicultural content of the course; the attention paid to additional cultural perspectives;

the variety of assessment types; the amount of opportunity for discussion outside of the classroom; and the diversity of the student population.

Roughly half of survey participants rated each of these IaH aspects as being 4-*good* or 5-*excellent* (on a 5-point scale) except for the two aspects related to interaction (see Table 4.7). Only 36% of participants said the amount of student interaction in the classroom was *good*/*excellent*, while 27% said the same about the amount of opportunity for discussion outside of the classroom. There were no major or statistically significant differences between international and domestic participants' responses on any of these seven aspects. Similar responses suggest that international and domestic participants' appraisals of these situational-level characteristics may have been similar. At the least, they indicate that survey participants generally had positive appraisals of these internationalized characteristics of their courses, with the exception of ratings of interaction. This consistently low rating of interaction is not surprising and confirms claims in literature presented in Chapter 2 that the presence of international students does not guarantee that intercultural interaction will occur.

The responses, however, do contrast somewhat with participants' expectations for "a lot of opportunity to interact with students from different backgrounds", as reported in Section 4.2.2. They also differ with the image of students learning and working together with diverse peers, as was identified in the analysis of university website messaging regarding the student experience (see Section 4.1.1). While participants generally rated the other aspects highly, it is notable that the aspect rated the least positively was also the one that 86% of participants said they had expected. It is possible that there may be misalignment specifically between participants' expectations for and appraisals of their intercultural interactions with classmates.

Analyzing these responses through the PiC framework (Volet, 2001), they suggest that intercultural interaction may not occur as frequently within the situational and institutional layers as was suggested by the discussion on the website messaging and HoP interviews above. In other words, survey responses suggest that opportunities for intercultural interaction are not as abundant as was indicated by both the university's and the participants' expectations. The PiC model suggests that students' expectations and appraisals of their environment will influence whether their learning experience is aligned or not. However, survey responses suggest that it may not be students' appraisals of frequent interactions that would so significantly influence their experiences, but their appraisals of the absence of that expected interaction.

Table 4.7. Ratings of some current course characteristics

		Arts	Design	Business	Int'l	Dom.	Total
	n	55	35	69	92	67	159
The amount of student interaction in the classroom	Good / Excellent	42%	37%	31%	40%	31%	36%
	Average	44%	49%	46%	46%	46%	46%
	Poor/ Terrible	15%	14%	24%	14%	24%	18%
	Mean out of 5	3.42	3.39	3.17	3.30	3.13	3.23
The amount of groupwork	Good / Excellent	41%	47%	46%	42%	48%	44%
	Average	53%	41%	39%	46%	41%	44%
	Poor/ Terrible	6%	13%	14%	12%	11%	12%
	Mean out of 5	3.36	3.39	3.44	3.34	3.38	3.35
The multicultural content of the course	Good / Excellent	61%	60%	38%	53%	48%	51%
	Average	35%	31%	41%	38%	36%	37%
	Poor/ Terrible	4%	9%	21%	10%	16%	12%
	Mean out of 5[a]	3.84	3.58	3.29	3.60	3.42	3.53
The attention paid to additional cultural perspectives	Good / Excellent	56%	60%	32%	47%	49%	48%
	Average	38%	31%	45%	40%	37%	39%
	Poor/ Terrible	6%	9%	23%	13%	14%	13%
	Mean out of 5[b]	3.69	3.61	3.08	3.46	3.43	3.45
The variety of assessment types	Good / Excellent	52%	63%	54%	57%	54%	56%
	Average	43%	29%	31%	35%	34%	34%
	Poor/ Terrible	6%	9%	15%	9%	12%	10%
	Mean out of 5	3.58	3.65	3.59	3.59	3.54	3.57
The amount of opportunity for discussion outside of the classroom	Good / Excellent	30%	20%	27%	32%	21%	27%
	Average	26%	46%	23%	27%	32%	29%
	Poor/ Terrible	44%	34%	50%	41%	48%	44%
	Mean out of 5	2.96	3.03	2.80	2.95	2.68	2.84
The diversity of the student population	Good / Excellent	57%	53%	65%	58%	60%	59%
	Average	26%	32%	25%	32%	22%	28%
	Poor/ Terrible	17%	15%	11%	10%	18%	13%
	Mean out of 5	3.60	3.55	3.86	3.66	3.60	3.63

[a]Significant correlation between faculty and mean response ($p<0.05$)
[b]Significant correlation between faculty and mean response ($p<0.01$)

Responses across faculties were relatively consistent, with a few notable exceptions. Participants in Business seemed to rate many of these aspects less positively than did their peers from Arts and Design. In particular, a smaller percentage of Business participants indicated that the multicultural content of the course (38%) and the attention paid to additional cultural perspectives (32%) were *good/excellent*. Interestingly, there was no major difference in ratings of "the diversity of the student population" by faculty, despite faculty differences in student proportions, suggesting that perhaps participants' responses were based on the overall university student population rather than the faculty-specific context. It is also possible that similar ratings of student diversity indicate satisfaction (e.g., "good" as an indication of quality rather than amount), or that participants were hesitant to rate this aspect negatively.

Responses to these seven aspects in Table 4.7 suggest that perhaps the student experience is not as internationalized as the university may intend, or, rather, that some students may experience different internationalized aspects than others. It is also possible

that some students perceive the same environment quite differently than others. That differences in these perceptions were larger across faculties than between international and domestic participants suggests that the classroom context plays some role in students' appraisals of their interactions with peers. It also suggests that, while all three HoPs believed that interaction and awareness of different cultural perspectives are important, participants have not necessarily experienced these aspects frequently in the classroom.

Participants were next asked more about their interactions with classmates in order to get a rough indication of the state of students' relationships at the university. They were asked to indicate whether any of six statements about interactions with classmates were *true*, *false*, or *neutral or N/A*. Responses are shown in Table 4.8.

Unsurprisingly, most participants agreed that students tended to associate only with others from similar backgrounds, with almost three quarters of participants (74%) saying so. Likewise, more than 70% responded "true" that "there should be more interaction between students of different backgrounds". More than half of survey participants responded "true" to statements that they would prefer there to be more in-class discussions, that they wanted classmates to participate more, and that it was hard to make friends on their course.

It is not the existence of these responses that is noteworthy, as these sentiments have been well documented in the literature (see Chapter 2). Instead, it is notable that these figures varied by both faculty and by residency status. The most prevalent "true" response among domestic participants was that they would prefer their classmates participate more in class (75%, compared to 52% international participants). The most common "true" response among international participants, however, was that there should be more interactions between students of different backgrounds (74%, compared to 63% of domestic participants). Yet, by faculty, this was less consistent. For example, more than half of domestic participants in Design (55%) said their classmates were indeed "easy to talk to", but only 11% in Business said the same. This variation in responses supports the hypothesis drawn from the application of the literature to the PiC framework (see Section 2.6) that students' likelihood of engaging in intercultural interaction is dependent on variables within both the individual and environmental dimensions.

Table 4.8. Responses to True/False statements about interactions with classmates

		Arts	Design	Business	Int'l	Dom.	Total
	n	57	35	70	97	68	165
My classmates are easy to talk to	True	44%	54%	31%	48%	29%	41%
	False	28%	20%	39%	23%	41%	30%
	Neutral or N/A	28%	26%	30%	29%	29%	29%
I would prefer that my classmates participate more in class	True	56%	51%	70%	52%	75%	61%
	False	9%	20%	4%	9%	9%	9%
	Neutral or N/A	35%	29%	26%	39%	16%	30%
I would like there to be more in-class discussions	True	49%	37%	59%	47%	56%	51%
	False	19%	23%	13%	18%	16%	17%
	Neutral or N/A	32%	40%	29%	35%	28%	32%
There should be more interactions between students of different backgrounds	True	74%	74%	64%	74%	63%	70%
	False	4%	3%	11%	2%	13%	7%
	Neutral or N/A	23%	23%	24%	24%	24%	24%
Students tend to associate only with others from the same or similar backgrounds/ ethnicities	True	65%	77%	80%	70%	79%	74%
	False	14%	14%	13%	14%	12%	13%
	Neutral or N/A	21%	9%	7%	15%	9%	13%
It's hard to make friends on my course	True	56%	46%	66%	49%	69%	58%
	False	18%	26%	13%	21%	13%	18%
	Neutral or N/A	26%	29%	21%	30%	18%	25%

One particularly important aspect of these responses pertained to domestic participants being more likely to indicate that it was hard for them to make friends, as developing a better understanding of domestic students' experiences was an aim of this study. Not only was the overall percentage of domestic participants (69%) who said, "it's hard to make friends on my course," higher than that of international participants' (49%), but this was consistent within each faculty as well. These responses also support the argument that the lack of integration and interaction among students may not only hurt international students' learning experience, but domestic students' as well. These sentiments were similarly expressed by the Business HoP (see Section 4.1.2), who commented on the feelings of loneliness felt by domestic students who do not live on campus. With the HoP's commentary in mind, it is noteworthy that Business participants were more likely than those in Arts or Design to indicate difficulty making friends. It is possible that the specific context in Business exacerbates these challenges. As Business has a similar cohort size to Arts and a similar proportion of international students to Design, the differences may be due to the combination of these factors, or, instead, to differences in teaching practices and classroom context.

Nonetheless, results presented in Table 4.8 suggest that differences pertaining to both faculty context and residency status may influence a student's experience of friendship and/or isolation. Variations in responses by both faculty and residency status support that participants' perceptions of their interactions with classmates might be influenced by a range of factors, including both personal characteristics and aspects of the learning context. They further support that experiences of the learning context affect student groups differently and that a student's experience of the internationalized learning environment will depend on an alignment between both individual and environmental dimensions.

To further explore participants' attitudes towards their classmates, true-or-false questions were asked about participants' attitudes towards the presence of both local and international students. Participants' responses to these statements, as shown in Table 4.9, indicate that there were more international students than 68% percent of participants expected, and that there were too many international students according to 38% of participants.

Table 4.9. Attitudes towards the numbers of local and international students

		Art	Design	Business	Int'l	Dom.	Total
	n	57	35	70	97	68	165
There are too many international students on my course	True	25%	29%	51%	30%	49%	38%
	False	30%	29%	21%	26%	25%	25%
	Neutral or N/A	46%	43%	27%	44%	26%	37%
There are too many local students on my course	True	16%	3%	3%	11%	1%	7%
	False	44%	65%	77%	47%	85%	63%
	Neutral or N/A	40%	32%	20%	41%	13%	30%
There are more international students in my course than I expected	True	56%	76%	73%	51%	91%	68%
	False	25%	12%	6%	21%	3%	13%
	Neutral or N/A	19%	12%	21%	28%	6%	19%
There are fewer international students in my course than I expected	True	16%	9%	9%	18%	1%	11%
	False	56%	71%	71%	49%	90%	66%
	Neutral or N/A	28%	20%	20%	33%	9%	23%

While the responses in Table 4.9 are not necessarily surprising, the proportions of participants who agreed that there were too many international students are significant. Most noticeably, it is striking that almost half (49%) of domestic participants agreed that there were too many international students on their course, with 91% saying there were more than they expected. As only 12% of domestic participants expected "mostly local" classmates (see Table 4.5), it is surprising that 49% later said there were "too many"

international students. Interestingly, there were also too many international students according to 30% of international participants, and more than expected by 51% of international participants. This is also surprising, since only 8% of international participants said they expected their classmates to be “mostly local students” (see Table 4.5). One possibility may pertain to participants’ conceptualizations of “nationality”, as almost half (49%) of those who expected classmates from “many nationalities”, later said there were “too many” international students. On the other hand, it is also possible that there was some aspect of the learning environment that led participants to appraise the presence of their international peers negatively, despite a previous expectation for there to be students from many nationalities. They may have expected that there would be many international students and then felt that the circumstances in the classroom did not quite “work”, leading participants to feel that there were “too many”.

This last possibility is supported by the observation that responses to whether there were too many international students also differed across faculties. This might not seem surprising initially, given the differences in proportions of international students in each of the three faculties; however, the proportion of international students was not directly correlated with these responses. The percentage of Business participants saying that there were too many international students on their course (51%) was double the percentage of Arts participants (25%) and much higher than the percentage of Design participants (29%), even though Business and Design each have approximately the same percentage of international students. The number of international students in Business, however, is approximately four times larger than that in Design (approximately 300 compared with 1,200). Interestingly, 45% of international Business participants also said the statement was true. This analysis supports the possibility that a specific aspect of the learning environment, such as teaching practices or in-class activities, may have influenced whether participants believed there were “too many” international students.

These responses are significant, because they support the premise posed in Chapters 1 and 2 that there is the potential for negative attitudes among the student population, either because of or despite a diverse student population. To explore the possibility of negative feelings towards the presence of international students, analysis was done that looked specifically at the responses of those who felt that there were “too many” international students on their course. A response of “true” to “there are too many international students” was correlated with agreement that it was hard to make friends, preferring that classmates participated more in class, and the belief that classmates were not easy to talk to. At the same time, indicating that there were more international

students than one expected was not associated with any of these other statements. Instead, it was an evaluation that there were "too many" that seemed to be associated with other statements about interaction or about classmates. This supports the suggestion above that it may have been an aspect of the learning experience that influenced participants' appraisals of their international classmates, rather than participants' expectations. The influence could still comprise an aspect of the individual dimension, such as one's appraisals of their environment, but analysis nonetheless suggests that there is some misalignment between the way many participants approached the learning environment and how they have experienced it.

Then, in looking at responses across both Tables 4.8 and 4.9, there were evident differences between domestic and international participants' responses across most of the ten classmate-and-interaction-related statements. More specifically, associations were statistically significant between residency status and responses to seven of the ten statements in Tables 4.8 and 4.9. Domestic participants were statistically more likely ($p<0.01$) to say, "there are too many international students on my course", "there are more international students in my course than I expected", and "I would prefer that my classmates participate more in class". This finding contrasts somewhat with the suggestion that it was the learning experience that led participants to say there were too many international students. Instead, it emphasizes the potential influence of both personal and contextual factors and the importance of alignment between both the individual and environmental dimensions.

These differences between international and domestic participants' responses about interaction with classmates further support the potential for incongruence between individual and environmental variables; they highlight the two groups' different expectations for, appraisals of, and attitudes towards the intercultural interactions on their course. Furthermore, they support that the lack of interaction and the difficulty in overcoming that barrier affect domestic students, as well, and are not exclusive to faculties with high proportions of international students.

The last set of questions about current experiences asked participants to again consider their classmates' personal characteristics. While Section 4.2.2 discussed which characteristics participants expected, this section discusses the characteristics participants believed their current classmates embodied. In response to the prompt "I feel that my fellow students are…", participants were asked to select all that applied from the same traits as before: hardworking, multicultural, young, intelligent, interesting, engaged in the subjects, and easy to talk to. Table 4.10 below shows that three quarters of survey

participants (75%) selected “multicultural”, and approximately half selected “intelligent” (56%) and “hardworking” (54%). The remaining characteristics were each selected by less than half of survey participants, with “easy to talk to” as the least-frequently selected response at 26%.

Table 4.10. Survey participants' beliefs about current classmates' characteristics

I feel that my fellow students are…	Arts	Design	Business	Int’l	Dom.	Total	Difference compared to total % expected
n	59	36	71	98	71	169	
Hardworking	53%	56%	56%	62%	42%	54%	-8
Multicultural	66%	72%	83%	69%	82%	75%	+18
Young	27%	44%	51%	34%	52%	41%	+7
Intelligent	53%	61%	55%	55%	56%	56%	-10
Interesting	39%	42%	34%	42%	30%	37%	-19
Engaged in the subjects	42%	36%	38%	52%	20%	38%	-13
Easy to talk to	31%	28%	23%	34%	15%	26%	-30

The last column of the table, “Difference compared to total % expected”, reports the number of percentage points that differed between the percentage of participants who said they expected a trait (see Table 4.6) and the percentage that said their fellow classmates demonstrated that trait. Most markedly, the biggest difference was seen for “easy to talk to”, with 56% of participants expecting their classmates to be easy to talk to and half as many (26%) indicating that their classmates were indeed easy to talk to. The second-largest difference was between the percentage who expected their classmates to be “interesting” (56%) compared to those who said they found that to be the case (37%). The next difference, however, was an increase from the percentage of participants who expected their classmates to be “multicultural” (57%) to those who said they thought their classmates were indeed multicultural (75%). These differences, particularly the drops for “easy to talk to” and “interesting”, suggest that there were sizeable portions of participants whose expectations for their classmates may not have matched their perceptions of those classmates.

However, differences were more pronounced for domestic participants than for international participants (see Table 4.11, below). In domestic participants’ responses, there was a noticeable difference in percentage for each of the seven characteristics between those that expected a characteristic and those that saw that characteristic in their classmates. For five of those characteristics, the percentage dropped by 19 or more, indicating that one fifth to one third of domestic participants appraised their classmates differently than they had expected. In contrast, international participants’ responses only

differed considerably with their expectations on two characteristics ("engaged in the subjects" and "easy to talk to"). These responses indicate more support for the idea that domestic participants' learning experiences, or appraisals of their experiences, might not align with their expectations.

Table 4.11. Comparison of the % of survey participants who expected certain personality characteristics in their classmates and the % who believed their classmates had those characteristics, by residency status

Characteristic	International (n=98)		Domestic (n=71)		Total (n=169)	
	Expected it	Saw it	Expected it	Saw it	Expected it	Saw it
Hardworking	60%	62%	65%	42%	62%	54%
Multicultural	62%	69%	49%	82%	57%	75%
Young	29%	34%	42%	52%	34%	41%
Intelligent	58%	55%	77%	56%	66%	56%
Interesting	60%	42%	49%	30%	56%	37%
Engaged in the subjects	52%	52%	49%	20%	51%	38%
Easy to talk to	67%	34%	41%	15%	56%	26%

Specifically noteworthy is that 56% of domestic participants believed their classmates were intelligent after 77% said they had expected as much. This difference may be related to the finding that domestic participants were more likely to prefer their classmates participate more in class. As mentioned above, language skills and verbal communication are sometimes conflated with intelligence in domestic students' minds (Harrison & Peacock, 2010). Responses in Table 4.11 support the possibility mentioned above that domestic participants' appraisals of their classmates may not align with their expectations for them. These responses further suggest that the potential for misalignment at the experiential interface may be greater for domestic participants than for international participants. The literature review in Chapter 2 suggested that domestic students' negative attitudes towards peers would be particularly challenging for all students' intercultural interaction; these responses are therefore significant indications of potential difficulty in students' intercultural interactions at the case study institution. Furthermore, as intercultural interaction was identified as a primary expectation of the student experience (through the website messages, the HoP interviews, and student survey responses), challenges pertaining to intercultural interactions might significantly influence students' experiences at the internationalized university.

Importantly, though, differences between expectations and appraisals also varied by faculty (see Appendix J). Participants in Design and Business demonstrated more notable differences between the characteristics they expected and the characteristics they saw.

This adds further support to the notion that students' experiences of the learning environment are influenced by both individual and environmental factors.

This analysis of participants' expectations and experiences has provided support for the possibility that, for a small but notable group of participants, there may be a mismatch between expectations and experiences. Such mismatch may not itself lead to a negative learning experience, but three particular findings indicate potential concern: that the majority of participants expected a lot of intercultural interaction in the classroom but that the opportunity for interaction was not rated positively; that fewer participants believed their classmates were intelligent, interesting, or easy to talk to than had expected as much; and the prevalence of the belief that there were too many international students. Together, these findings suggest that there may indeed be a "significant minority" (Barron, 2006, p. 18) of students, and particularly of domestic students, for whom the internationalized learning environment is disappointing and about whom resentment is a possible concern.

4.2.4 Barriers to interaction

The survey results so far have touched on participants' expectations for and experiences of their internationalized university. It was also important to get an idea of other attitudes participants held about their intercultural interactions with classmates, as exploring intercultural relationships was of strong importance to this thesis. In the survey, therefore, participants were also asked to select any of seven items that they considered to be barriers to getting to know a fellow classmate: cultural background, language differences, religion, gender, introversion/extroversion, age, and "other". As the lack of interaction between students was considered a primary source of tension in the literature review, understanding participants' beliefs about such barriers was valuable.

Overall, almost 80% of survey participants selected "language differences" and 75% selected "personality (introversion/extroversion)" as something that would be a barrier to getting to know a fellow classmate (see Table 4.12). Almost 60% said "cultural background" would get in the way. The remaining options ("age", "religion", and "gender") were selected by 14% or fewer. Six participants selected "other", with five specifying in an open-ended question what the "other" barrier was: a lack of enthusiasm for the course, biases and lack of cultural understanding, lack of opportunity, and no time to interact. Specifically, one participant mentioned that they are "only in [tutorials]/lectures for a while and then [they] all have to rush off elsewhere". (The idea that opportunity is limited

by time pressures was repeated in the student interviews and will be discussed again in Chapter 5.)

Table 4.12. Barriers to getting to know a fellow classmate

	Arts	Design	Business	International	Domestic	Total
n	60	36	71	99	71	170
Cultural background	53%	47%	69%	67%	49%	59%
Language differences	75%	72%	87%	77%	82%	79%
Religion	7%	14%	10%	14%	3%	9%
Gender	7%	17%	8%	10%	8%	9%
Personality	70%	72%	83%	72%	80%	75%
Age	13%	28%	7%	9%	20%	14%
Other	5%	6%	1%	3%	4%	4%

Table 4.12 above also shows some differences by both residency status and faculty. Statistically, there were significant associations between one's faculty and a response that "cultural background", "language differences", and "age" were barriers. For example, Business participants were more likely to say both "cultural background" and "language differences" were barriers, but less likely to select "age" as a barrier. At the same time, by residency status, there were statistically significant associations with responses that "cultural background", "religion", and "age" were barriers to interaction. It is interesting that international participants were more likely than domestic participants to say cultural background was a barrier, as this is a feature often discussed by domestic students in the literature. Nonetheless, differences by both residency status and faculty support that how one approaches intercultural interactions is influenced by both individual and environmental factors.

4.2.5 Summary of survey responses

Participants' survey responses provided an overview of what they expected of an internationalized university and how they have experienced it. Findings show that participants' appraisals of their learning experiences differed by both residency status and faculty. In addition, international and domestic participants differed not only in their experiences of the learning environment but also their expectations of it. Analysis shows that domestic participants found it difficult to make friends, were more likely to believe there were too many international students, and were more likely to feel their classmates did not participate enough in the classroom. Furthermore, it is notable that domestic participants' responses supported the potential for incongruence more frequently than international participants' responses.

This analysis also supports the emphasis on the relational and intercultural aspects of learning, as suggested by the university website analysis and HoP interviews, and it provides preliminary support for the following ideas:

- that some participants have had a more internationalized university experience than others;
- that some participants, particularly domestic participants, may believe that their experiences have not matched their expectations;
- that participants' appraisals of their learning environment may relate to their appraisals of their classmates; and
- that there may indeed be potential for growing negative attitudes toward fellow students as suggested by Barron (2006) more than a decade ago.

4.3 Chapter summary

Analysis in this chapter has provided insight into potential influences on the student experience of an internationalized university. Both individual and environmental aspects have been highlighted. On the individual dimension, it seems one's residency status (e.g., being a domestic student) influences their expectations for classmates, appraisals of classmates, and ideas about barriers to interactions. Expectations about in-class discussion, groupwork, and classmates may also be influential. At the same time, the faculty context also seems to influence participants' appraisals of both the classroom and their classmates. More importantly, however, is the alignment between these two dimensions, as one's expectations, residency status, or faculty did not always seem to directly explain differences in participants' responses. Instead, it is possible that a specific aspect of the learning experience may lead students to appraise their environment negatively, or, rather, that some interaction between a personal characteristic and environmental characteristic may lead to a particular response. Findings support that a student's experience of the internationalized university is influenced by both individual and contextual factors, and, importantly, by the relationship between these. Looking at the data through the lens of the PiC framework, there seems to be potential for incongruence at the experiential interface, particularly regarding intercultural interactions and students' appraisals of their classmates.

For more exploration of students' expectations and experiences, the qualitative, open-ended responses from the student interviews are discussed next in Chapter 5.

Chapter 5 What students say about their expectations and experiences

This chapter analyzes the responses from the student interviews, the purpose of which was to examine how students themselves describe their ideas about and experiences within an internationalized university. While the survey questions were designed to efficiently address some known variables and circumstances that had emerged from the literature review, the interview questions were intentionally open-ended to allow for more detailed, qualitative responses and exploration of unanticipated concepts. The interview protocol was designed as described in Section 3.6.2 (see Appendix E for the full interview protocol), and interview data were analyzed in the manner described in Section 3.7.2. This chapter presents the main findings from that analysis. Findings suggest that aspects of both the individual and environmental dimensions seemed to influence participants' intercultural interactions and, importantly, that perceptions of these interactions seemed to influence participants' experiences of the internationalized university.

The main findings presented below address the main research question: What influences students' experience of an internationalized university? Findings are grouped into two sections: 1) expectations of the internationalized university before commencing and 2) descriptions of experiences so far. The former offers insight into the attitudes and ideas participants brought with them to the university and the latter provides the core data of this research: detailed, student-driven accounts of their experience of an internationalized university.

Table 5.1, below, provides a reminder of the profiles of the 17 interview participants. For the full table, see Table 3.3.

Table 5.1. Abbreviated profile of interview participants

Pseudonym	Gender	Age	Residency status	Faculty	Nationality	1st language[a]
Abigail	Female	18	Domestic	Arts	Australian	English
Adele	Female	18	International	Arts	Singaporean	English
Alice	Female	18	Domestic	Arts	Australian	English
Amanda	Female	22	Domestic	Arts	Australian	English
Amy	Female	20	International	Arts	Chinese	Mandarin
Anh	Male	18	International	Arts	Vietnamese	Vietnamese
Annie	Female	19	International	Arts	Vietnamese	Vietnamese
Beatrice	Female	19	International	Business	Indonesian	Indonesian
Bela	Female	20	International	Business	Russian	Russian
Ben	Male	22	International	Business	Vietnamese	Vietnamese
Bhavini	Female	20	Domestic	Business	Australian	English
Brian	Male	20	Domestic	Business	Australian	English
Bruce	Male	22	International	Business	Singaporean	English
Dahlia	Female	18	International	Design	Myanma	Burmese
David	Male	22	Domestic	Design	Australian	English
Diana	Female	21	Domestic	Design	New Zealander	English
Oliver	Male	19	International	Business[b]	Belgian	Dutch

[a] As indicated on Interview Interest Form; [b] on exchange

5.1 What expectations do students bring with them?

Interview participants were asked to describe what they expected of their learning experience before commencing their studies, including expectations of their course and of their classmates. Volet's (2001) person-in-context (PiC) framework suggests that students' attitudes, ideas, and expectations will influence the way they approach and interpret the learning environment. The consistent challenge of student resistance to intercultural interaction adds to the need to understand how students approach the internationalized environment, and how they approach each other. Analysis indicates that participants' expectations for the internationalized university pertained predominantly to the social and intercultural aspects of learning and that the two were often connected.

As these interviews were conducted after participants had begun their courses, commentary on expectations naturally referenced current experience as well, especially when the two were different and used as points of comparison.

5.1.1 Associating an internationalized experience with a social experience

By far, the most common theme about expectations related to the idea that one's internationalized university experience would be a highly social experience. Within this theme, there were two predominant patterns, the most prevalent of which associated an internationalized university with diversity and intercultural interaction. The second was

based on the idea that an internationalized university with a high international ranking would include interactive learning practices.

The ideas for a social and an intercultural experience were often interrelated, and one quote that encapsulates both the relational and cross-cultural natures of such expectations came from an international participant in Design:

> I'll explain what I thought of [the university] before I came. So, I would imagine people mingling together despite their language differences, culture differences, and they would be having fun, they would be sharing ideas, reading books together, on the courtyard or something. (Dahlia)

This quote also expressed the expectation that student life would take place on campus and with others, rather than with each person in isolation in their own space. In contrast to Dahlia, Amy, another international participant, did expect the experience to be slightly lonely at first when transitioning to a new place and subsequently needing to make new connections. This sentiment was also felt by another participant who expected culture shock to happen and anticipated a period of difficulty communicating with people "without being lost" (Bhavini). Still, the pattern throughout participants' expectations was that socializing would be an inherent part of the experience, even if it took a little while to get to know peers.

One of the recurring ideas throughout participants' expectations for a social experience was that friend-making and frequent interaction would be a natural part of the university campus experience. Participants imagined that an internationalized university was a place where people would be "mingling together despite their language differences [or] cultural differences" (Dahlia). Several references were made to student life being like the movies, in a "dynamic environment" (Ben) with a lot of festivals, societies, and clubs, where one could go both to meet others and to experience cultural activities. It appeared that for some of the participants, the university being internationalized meant having people from everywhere, and that such a diverse campus would inherently result in a vibrant campus experience. In other words, the expectation was that attracting people from all around the world meant that people would also be drawn together. In this sense, then, the university's internationalized nature, the diversity of its student cohort, and the opportunity for friend-making were connected in many participants' expectations.

Other participants expected that frequent interaction would take place because of classmates' natural, reciprocal desire to get to know each other. This idea again developed from the internationalized nature of the university and the expectation that students who

would attend such a university would be open to being friends with new people and would be interested in getting to know each other. Importantly, all interview participants had relocated to the city for their studies. While a few had some friends from previous experiences, most did not have an existing friend group, and instead expected that they would make their friends at, and through, the university. Their expectations for classmates to be looking for friends may be related.

The expectation for a highly social, intercultural experience aligns with responses from the student survey, the imagery identified in the analysis of university websites, and the three HoP interviews. It also aligns with key characteristics of Internationalization at Home (IaH). Such alignment, when viewed through the PiC framework (Volet, 2001), would suggest that most participants approached the internationalized university with expectations that would likely align as well with the environmental dimension. While the framework suggests that participants' experiences would also be influenced by their future appraisals of that environment, alignment of participants' expectations with the university's portrayal of the environment at least suggests that congruence between the individual and environmental dimensions would be possible. It also suggests that participants approached their intercultural interactions with classmates positively, and, indeed, that they expected them to take place frequently.

However, analysis through the PiC framework would also suggest that a lack of intercultural interaction might be appraised particularly negatively. If interaction was a key aspect of participants' expectations, and that interaction was imagined as cross-cultural and inherent to the university experience, then it would follow that a lack of such cross-cultural interaction would be disappointing and problematic. One interview participant, Bruce, poignantly expressed this view, which was mirrored by other participants:

> Most of us come to this university to—other than for the degrees—to get a chance to experience what it's like to interact with students from all over the world, but if you cut that down and if you keep that to a minimum and there isn't a culture of getting to know one another, then I think it defeats the purpose of coming to the university.

Intercultural interaction was a fundamentally important aspect of Bruce's expectations of his university experience and one of the main reasons he chose to come from Singapore to Australia to study. This emphasis on diversity and intercultural interaction in participants' expectations suggests that students' experience of the internationalized university may be

influenced considerably by the way they appraise their opportunities for and experiences of intercultural interaction.

The second pattern related to participants' expectations for a social experience pertained to the idea that this university was ranked highly internationally and, therefore, must offer a high standard of education. That high standard was most commonly associated with interactive learning practices and high levels of engagement in the classroom, supporting the overall theme in which participants expected their internationalized university experience to be a social one. For example, most comments in this category referred to the expectation that the classroom activities would be "practical [and] interactive" and "focusing on the modern world" (Alice). This, they suggested, was to be expected of an institution with such a strong international reputation. Responses mirrored some of the messaging on the university's website which promoted a "world standard education" (see Table 4.1), and it is noteworthy that many participants associated that "world standard" with interactive and globally relevant classroom practices. Responses under this pattern suggest that perhaps the distinction was ambiguous between what some participants believed an internationalized university experience would look like and what they thought a high-quality university experience would look like. Responses were not as prevalent under this subtheme as those that associated the internationalized university with intercultural interaction, discussed above; however, they were noticeably more prevalent among domestic, European, and native-English-speaking participants than among the participants from Asian countries.

In addition, many participants who referenced the university's international reputation also commented on what it would imply about their future classmates. The common expectations were that an internationalized university with a world-class reputation would draw together students of mutual interest, experience, and engagement; and that classmates would be both interesting and interested. There was an overlap, then, between ideas about the university's international rank, the perceived quality of the other students, and types of learning practices in which students would engage together. These ideas were also mirrored in the university's website messages about "forming powerful networks" and problem-solving with "the world's most ambitious minds" (see Section 4.1.1). What is particularly relevant for this study is that participants who made comments under this subtheme about international ranking associated the quality of the internationalized experience with the interpersonal aspects of the learning experience. Through the PiC lens, this association supports that participants' appraisals of their

intercultural interactions will be influential in their experiences of the learning environment.

5.1.2 Expectations about IaH practices in the classroom

As one of the key challenges facing Internationalization at Home (IaH) practices is student resistance to IaH classroom practices, such as multicultural groupwork, it was important to understand how participants approached IaH classroom practices and what they expected of them.

Consistent with the survey responses, many domestic participants expected there to be a lot of in-class discussion, which was described in Section 4.1 as a common avenue for encouraging intercultural interaction, particularly in Arts. Of the international participants, only the native English speakers commented on any expectation for in-class discussion. In the interview responses, however, participants were not asked explicitly about discussion, and, instead, domestic participants' reference to in-class discussion suggests some importance placed on the activity. For example, a couple of domestic participants considered discussion a nonnegotiable aspect a high-quality education: "Discussion should take place in tutorials. It should happen" (Amanda).

It is important that an expectation for classroom discussion was more prevalent among domestic participants than international participants, because previous literature has shown that domestic students may conflate international students' oral communication skills with intelligence (Harrison & Peacock, 2010); meaning, domestic participants' emphasis on discussion may heighten or support their likelihood of judging their international classmates' intelligence based on their perceived language skills. This possibility was also evident in the way many domestic (and the two European) participants described the expected behavior of classmates during in-class discussion, with much emphasis on oral participation and on a perceived eagerness to talk. Indeed, half of the interview participants made comments that suggested participation and discussion would be an indication of classmates' motivation and engagement. Such comments suggest that participants' experience of the internationalized university would also be influenced by their classmates' perceived engagement within the subject, not only their social interactions.

Most of these participants did not explicitly associate in-class discussion with the internationalized nature of the university; however, a few did comment that they expected such a high-ranking university to have students who would be interested in "talking about

what's going on in the world now" (Bela). In this sense, it was not the practice of in-class discussion that was related to internationalization in some participants' minds, but the "standard of people" (Diana) that would attend a university with such a strong international reputation. This association supports the emphasis placed on oral participation in university classrooms (Harrison, 2015; Strauss, U-Mackey, & Crothers, 2014) and further supports the idea that participants' appraisals of their classmates' behavior may influence their own experience of the internationalized learning experience.

What is noteworthy is the implication that the quality of the academic experience, not just the social experience, would depend on the behavior of one's classmates. The importance that domestic participants placed on their classmates' oral participation and engagement therefore supports the potential for tensions between international and domestic students around matters of in-class discussion.

Participants' expectations about groupwork similarly indicate how they approached the internationalized university and the internationalized classroom, as groupwork is a common avenue for IaH objectives but also a common source of tension for students. In alignment with previous literature, attitudes and experiences of groupwork were varied, and not all participants were opposed to groupwork. While some participants, like Abigail, had seen a lot of social media references to how a group project can be difficult or that "it's very time consuming" (Bruce); others, like Alice, said, "It didn't bother me if there was or wasn't" groupwork. The survey responses analyzed in Chapter 4 showed that half of participants did not expect a lot of groupwork, and it was suggested that this might lead participants to be ill-prepared for the amount of groupwork expected of them in the classroom. However, interview responses suggest that feelings about groupwork (e.g., "It didn't bother me") may not be directly related to expectations about the amount of it. In addition, most interview participants seemed aware that groupwork would vary by faculty. For example, in Design, groupwork might be more common "when things got more complex" (Diana), would be required "all year" in Business (Annie), and Arts might involve needing to "engage in a group and communicate with other cultures" (Amy). These interview responses about groupwork highlight participants' varied expectations about the activity and indicate that some participants may indeed approach the task with apprehension, supporting what has been reported in previous literature.

Together, participants' comments about groupwork and in-class discussion highlight their expectations for a highly social learning experience and indicate an overall attitude conducive to IaH practices. However, findings also indicate important differences between domestic and (most) international participants' expectations for in-class discussion. The

emphasis domestic participants placed on discussion seems significant when considering that participants' appraisals of their interactions seem to play a predominant role in their appraisals of the learning environment.

5.1.3 Other expectations of classmates

In addition to participants' ideas about the internationalized university and IaH-related teaching practices, there were also numerous comments that provided further insight into participants' expectations of their classmates. Specifically, comments included expectations pertaining to classmates' backgrounds and to their characteristics, offering more detailed, parallel insight into survey results presented in Chapter 4.

Regarding expectations of classmates' backgrounds, 15 (of 17) interview participants commented on what they expected. The most common expectation was that there would be students from everywhere and from various backgrounds, supporting the expectation in Section 5.1.1 that the university experience would include a diverse student body. It also aligns with results from the survey that most participants expected their classmates to be from many nationalities (see Table 4.5). Nine interview participants made a comment relating to this idea, including that there would be "a variety of cultural backgrounds" (Amy), students "from different cities and different countries" (Abigail), and an overall "mix of" (Alice) and "good range of students" (Bruce).

The remainder of interview responses, however, differed somewhat from survey responses. In the interviews, eight participants, both international and domestic, mentioned some expectation for "more domestic students" at one point in their interview, with five explicitly saying they expected there to be more domestic students than international students. This was not a common expectation in the survey responses. On the other hand, there were three interview participants who expected there to be "lots of people from Asia" (Amanda) or "a large number of Chinese" (Amy), which had been a more common expectation in the surveys, particularly from domestic survey participants. Importantly, though, almost all of the 15 participants who commented on expected backgrounds of classmates expressed multiple ideas consecutively, including seemingly contradictory statements such as "I had no expectation" and "I thought there would be more domestic students". This expression of multiple different ideas could suggest that participants did not quite know what to expect, that they had not previously thought about their expectations on the matter, or that there was some other unexplored reason. Regardless, this expression of multiple ideas does imply, however, that caution should be

taken in drawing conclusions from these responses, as they might not have been the most salient or cemented expectations.

What is most notable instead is the presence of explicit statements that something was not as was expected, as they indicate some misalignment at the experiential interface (Volet, 2001). Most such comments pertained specifically to the presence of Chinese students. Many interview participants, both international and domestic, mentioned that they did not expect there to be as many Chinese students as there were. They expected "more of a mix" (Alice), as was consistent with international survey participants' responses. This suggests that the "mix" participants expected may have been a mix of international students' nationalities, rather than the proportions between international students and domestic students. Specific attention to Chinese students was a recurring aspect of many interviews and will be addressed again throughout this chapter.

Participants were also asked to describe the personal characteristics they expected their classmates to hold in order to explore any potential differences with participants' later appraisals of their classmates. This was done to explore the potential for negative attitudes towards classmates to be an adverse effect of the internationalized context and to be a challenge in meeting IaH objectives, as identified in the literature review in Chapter 2. In alignment with the concurrent design of the study, it was important to look at the same phenomena from different perspectives through the different research methods (Cohen, Manion, & Morrison, 2011). This question therefore mirrored the questions on classmates' characteristics asked in the student survey (see Chapter 4), but it was open-ended, and no pre-established characteristics were provided. It is therefore noteworthy that interview responses were consistent with survey responses. Interview participants implied that they expected their classmates to be hardworking, intelligent, and, importantly, to be engaged in the course material. Again, descriptions of active, engaged classmates included multiple examples of talking, such as participating in class discussion, talking about the course material between classes, and discussing issues relevant to the world. These expectations may influence the way participants approach each other and how they appraise their intercultural interactions.

5.1.4 Summary of key expectations

Section 5.1 presented the main patterns and recurring themes in how participants described their expectations for an internationalized university. As suggested through the PiC framework, students' expectations and ideas about the university make up part of the personal ecological layer; and, combined with their attitudes, appraisals, and motivations,

are likely to interact with the environmental dimension to influence their experiences. While Section 4.2.2 presented findings on students' expectations as shown in the student survey, the responses from the interviews provide more detail about how students conceptualize the internationalized university and what their expectations entail.

Findings suggest that participants' expectations for the internationalized university experience most commonly included expectations for intercultural and interpersonal interaction. Participants further expected that frequent interaction would take place inside the classroom in the form of intercultural interactions with classmates, in-class discussion, or interactive teaching practices. These findings support the importance of the intercultural and relational aspects of learning in participants' expectations, as suggested by the survey analysis in Chapter 4.

In addition, both in-class and out-of-class interactions were expected to occur as a natural part of being at an internationalized university. While participants differed in whether this was due to the university's international reputation or its diverse student body, almost all participants imagined that they would have many opportunities to interact with diverse and interesting classmates simply by being part of an internationalized cohort. The expectation that such interaction would be inherent to the learning experience might imply potential for greater disappointment if not met. Importantly, analysis of participants' expectations also supports the suggestion that how participants appraise their classmates and their interpersonal interactions will likely influence participants' experiences of the internationalized university.

5.2 How do students describe their experiences?

This section analyzes participants' responses about their experience at an internationalized university. Interview participants were asked to describe their academic experiences so far, the relationship between students, the extent to which their experiences met their expectations, and what, if anything, they would change about their university experience. The analysis reveals a strong focus on participants' relationships with their peers, even in the topics meant to address their academic experiences. It was not the intention of this thesis to focus solely on the lack of intercultural interaction among students, which was considered only one of many current challenges to IaH; however, it was a recurring topic in participants' responses. The analysis presented below, therefore, includes multiple references to the division between students and to the interpersonal nature of students' responses.

5.2.1 Barriers between students

When participants were asked to describe the relationship between students, comments focused predominantly on difficulties making friends and the perceived divide between student groups. The analysis below includes discussion of both ideas together in order to present insight into the way participants perceived the barriers to students' intercultural interactions. Analysis supports that participants' appraisals of the interpersonal aspects of the learning environment influenced their overall experience at an internationalized university.

One of the most common reasons given for a lack of intercultural interaction was that students were simply seeking familiarity. This idea was mentioned by the majority of participants, explaining that the issue was not necessarily a purposeful avoidance of others, but a preference for comfort and convenience. The sentiment was that such a tendency was natural and understandable, considering "we are all quite adverse to change" (Bruce). Similar ideas were that people "stick to what they know" (Amanda) and would not necessarily "want to step out of the comfort zone" (Amy). Within these comments, the issue was about being "more comfortable" (Bhavini) with some people than with others, rather than being specifically opposed to the out-group members. This sentiment aligns with Harrison and Peacock's (2010) finding that passive avoidance of interaction is more prevalent than active avoidance.

In a similar line of thought, three participants felt that it was scary or risky to get to know other people. Anh described it generally as a "safe choice" for everyone to avoid "getting to know anyone at all", but Amy and Bhavini felt it was the Australians who were intimidating, perhaps unintentionally because "they are focusing on other things" (Amy). For Amy, this perception made her "a little bit afraid to talk to them"; for Bhavini, her assumptions about and past experiences with Australians made her "unintentionally avoid interactions with local students" so that she did not have to experience the same negative interactions as before. She further explained that she felt she would "never click" with Australians, a sentiment that suggests the divide fell along a "cultural barrier" (Annie).

This idea of a cultural barrier was shared by two other participants; Oliver, for example, believed Asian students had different values than him and that his values were "quite similar" to Australians' and other Europeans'. As with the idea that students simply sought the familiar, these comments about a cultural divide implied that it was easier and more natural to stick with those of similar cultures. Similarly, many participants mentioned that a common barrier was that people already had their friendships, often

described as being cliques that seemed hard to integrate into. There were some examples of groups formed by common experiences, for example in the observation that "college people stick together" (Amanda), a reference to those who live at one of the residential colleges on campus. However, the most recurrent description was that groups were formed along nationality lines and that these groups were pre-determined and pre-established. As Diana observed, "everyone was already in the groups, probably from the places they came from." Even Amanda's comment about college groupings was clarified with the point that "colleges are predominantly, like 90% White Australians[7]. They stick together." Therefore, even when the initial bond seemed to be experience-based, or when a friendship was seen to have formed over something other than nationality, it still seemed to Amanda that "people from different backgrounds stick together".

The suggestions above that the barriers to students interacting were natural and understandable emphasized the influence of the personal layer of the PiC framework (Volet, 2001), which includes participants' attitudes and cognitions. When it comes to participants' relationship with diverse peers, a preference for comfort or a desire to avoid risk may outweigh situational or institutional factors aimed to encourage interaction.

However, while the comments above suggested that participants found the divide understandable, other responses suggested that it was caused by more frustrating factors. For example, more than half of interview participants commented on the influence of linguistic barriers, with eight suggesting explicitly that communication challenges led to the divide between students. Yet, the perceived root of the language issue varied among participants. With responses that reflect existing literature, Ben explained "it's hard to share the same tastes if we cannot [know] the background or language." Likewise, this blend of language and cultural differences was found in Dahlia's description of "communication problems" getting in the way when students could not share jokes and that the resulting silence made one feel as if the others were unfriendly.

Also in alignment with the literature, other participants felt that it was the international students' "English fluency" (Dahlia) or level of comfort with English (Alice) that got in the way. Annie suggested that perhaps international students "were just really insecure about their accent", were not familiar with Australian slang, or spoke too slowly.

[7] The American Psychological Association (APA, 2019) recommends using the racial and/or ethnic terms that participants themselves use and that racial and ethnic groups should be designated as proper nouns and subsequently capitalized. These two guidelines have been followed in this thesis to the extent possible. In addition, the use of "White" to describe the majority student population was explained in the note below Table 3.2.

Yet, for four participants, it was not the level of English that was the problem, but the use of languages other than English, which was seen to push others away and lead to isolation of specific groups. Hearing people "talking Chinese or whatever" would make Oliver not want to introduce himself. It was similarly off-putting for Bhavini, David, and Ben, when "they kind of form groups and talk in either Chinese or Malay or whatever language they speak in" (Bhavini). The implication in this group of comments was that it was the behavior of some students that led to negative responses by others.

Similarly, there were five participants who felt that international students' exclusionary behavior was responsible for the division between students. Interestingly, these comments were made by both international and domestic participants, including two domestic participants who had lived and studied abroad. For example, David's study experiences in Germany taught him that "it is the responsibility of someone in a foreign country to engage with their best ability with the people of that country", though he understood that it was difficult "maintaining that connection with their own identity" at the same time. Other related responses were that "Asian people sitting together" (Alice) or Asian students "grouping together" (Oliver) were specifically problematic, as were "Asian students who don't communicate with other students" (Bhavini). These comments again called attention specifically to Asian international students. Only two participants mentioned that domestic students should be more open and welcoming. As with participants' comments about the importance of discussion, many of these comments suggested it was international students' responsibility to adjust to Australian expectations, to engage, and to be more vocal.

Analysis of the interview data suggested that some comments about language differences may have been related to examples of racism or stereotyping, which a couple of participants blamed for the division among students. Most explicitly, four participants expressed the idea that "stereotypical assumptions" (Dahlia) were the problem for the divide between students and three participants explained that they inhibited friendships from developing. The most common examples of stereotypes pertained specifically to Asian students who were assumed to be a) Chinese and b) not very good at English. This seemed particularly problematic for Dahlia, who was from Myanmar:

> But, unfortunately, I can't speak Chinese, and I look Asian, so it might be like one of those stereotypes: because I look Asian, I can speak Chinese. But I can't. It's just, like, in between. I can speak English, but people might think I speak Chinese and I might not be able to speak English well. So, it's just like I can't…I don't really make friends

> with Chinese people either because they don't talk to me because I can't speak Chinese.

In Dahlia's case, not being able to speak Chinese was a barrier into one group, but it was the assumption that she cannot speak English that created the barrier with another group. With both groups, stereotypes worked against Dahlia, creating a situation where she felt people were less likely to even attempt to engage with her.

The presence of stereotypes is supported by previous literature, but examples from these interviews emphasize how the perception of stereotypes may be used to justify one's own lack of effort in initiating cross-cultural interaction. A quote from Annie exemplifies this idea:

> Asian students, we just think, "White students, they are all Australians, I couldn't talk to them." And the White students they will just perceive Asians like "Oh, everyone is just Chinese and then they are together so why should we talk to them?"

She described a situation where all students made assumptions about others' behavior and then used that as justification for their own lack of cross-cultural initiative. It also supports that the divide, though sometimes due to an unintentional preference for comfort, may also be influenced by stereotyping and racism, as suggested by some of the literature presented in Section 2.3.1. This example suggests that the line between active avoidance and passive avoidance of interaction may be blurred.

Another important aspect of Annie's quote was that she focused on only two groups of students: White/Australian students and Asian/Chinese students. The description of the divide as being between two distinct groups of students was quite common, with six participants describing the situation as such. While some more generally described the "quite obvious segregation between international students and local students" (Adele), others described the groups being "Asian students and then domestic students, or European students" (Oliver). Asian students were assumed to be international; White students were assumed to be domestic. Likewise, domestic students were assumed to be White. Yet, comments by Asian-but-not-Chinese international participants suggested that the two groups were more nuanced than Asian-or-local, and that "the Chinese students will stick to the Chinese students, the Australian students will stick to the Australian students, and then whoever is not in any of these groups I guess are left on their own." (Bruce). For some Vietnamese participants, though, they felt that they were both part of the "Asian group", but also not entirely because that group was predominantly made up of

Chinese students and so they still had no one with whom to speak in their own language or about their own country.

What is notable about the comments here that division happens along a two-group divide is that participants from many backgrounds made the same observation. Additionally, it was perceived by both those who had a sense of belonging and/or a close friend group and by those who did not. These comments may relate to participants' explicit attention to the presence of Chinese students on campus and how there were more than many participants expected (see Section 5.1.3).

This possibility was evident in two participants' suggestions that the division was caused not by the behavior of international students, but by the number of them. David suggested more generally that "the international student percentage may have something to do with [the divide]". However, Ben, a Vietnamese participant, suggested it was specifically the number of Chinese students that was problematic:

> They are a real large amount number of Chinese students here. So, basically, they really don't have to use much English. In this environment, because, for example, they could easily see some Asian and it's a high chance it's going to be a Chinese student…So I think that in some way it's not a good effect. Yeah, it's not their fault, it's just a much larger number of students who [are] causing this situation.

The idea that division was the result of the number of international students mirrors survey responses that said there were too many international students. While this view was expressed explicitly only by two participants, it elaborates on responses from the survey by emphasizing that there are indeed sometimes negative associations with such beliefs, such as the perception that the presence of so many international students—or Chinese students, specifically—is the cause of other unwanted aspects of the learning experience.

Importantly, Ben was not the only participant who felt the division among the student population negatively affected one's learning experience. Ten total participants made such a comment. The problem was described as quite bad and as something that the university "really needs to try and fix" (Brian). "It does kind of affect the morale of the university," said Amanda. She elaborated, "more of an immersion between groups of people that exist for sure would be so good, because that would just bridge the divide that exists here, for sure, that definitely exists." Brian felt the divide was "one of, if not the biggest problem" for him in his program, specifically because he felt "like an outsider" in tutorials. He elaborated on his experience of the divide:

> I feel like the university could do a better job of integrating students. The university has done very little for me, to introduce me to the international student base. So, I feel like there is kind of segregation there that the university has done very little to overcome. I feel like it kind of ignores it in a way, how they say, "Hey we've got international students" and that's kind of the end of the discussion.

For him, the division problem was simultaneously a problem of not integrating international students, and the university was responsible for fixing it. Importantly, he felt this directly influenced his learning experience.

Interestingly, the barriers described so far in this section comprise aspects of multiple layers of both the individual and environmental dimensions in Volet's (2001) PiC model. For example, on the individual dimension, one's preference for comfort would be within the personal layer, and the challenges of cross-cultural communication fall within the interpersonal layer. In the environmental dimension, the institutional layer includes the university-level population and the sociocultural layer comprises racial stereotyping and cultural differences. This supports the idea that students' intercultural interactions would be influenced by both individual and contextual variables. At the same time, a consistent link between the descriptions presented above is the idea that these factors, while comprising different ecological layers, influence the students' relationships by influencing students' motivations for interacting.

On the other hand, four participants suggested instead that the divide was due not to a lack of motivation but to a lack of opportunity caused by the university's size and structure. Amanda mentioned that "the class, lecture sizes, aren't really conducive to making friends". Adele elaborated on this idea by describing the situation as one of infrequent meetings, where students only saw each other once a week at their tutorial, an idea reflected in some of the survey responses. She said the divide existed "because we all take different subjects and there's a lot more tutorial timeslots, so you don't get as much interaction with the same person". The idea that students did not see each other outside of class was repeated by a couple of other participants, with Bhavini adding that it was also an issue that students stopped seeing each other after the semester finished: "You meet people 12 times [the number of weeks in the semester] and then you kind of never see each other again. So, you don't really have time to make friends." According to Ben, his lack of close friends was "inevitable" given that students all had different subjects and did not go from class to class together. This structure was also understandable to him because of the sheer size of the university.

There was also a subset of these comments that focused not only on the challenges associated with having different schedules, but on the challenges to make friends even within the same class. These participants mentioned that, often, one could not make friends in the tutorials because the in-class activities did not encourage or require interaction with others. Not making friends in tutorials was disappointing to these participants as they had explicitly expected the tutorials to be a place where they would make friends. These comments echoed responses in the survey to "other barriers", that said there was no time or opportunity to get to know other students. This suggests a potential conflict between some participants' expectations and appraisals of the situational-level context.

The final set of comments pertaining to the divide between students related less to the cause of the divide and more to the consequences. Four participants mentioned that there were issues around loneliness and isolation at the university, which could be seen to some extent as consequences of not making friends or fitting in. Such comments were made by both international and domestic participants. Amanda felt that, because of the large size of the university, "a lot of people get really isolated in university". For Amy, this was an understandable effect of moving to a new country. For Dahlia, though, an international participant from Myanmar, her loneliness stemmed from there not being a lot of people from her country with whom she could associate. Her comment demonstrates perhaps one of the more extreme examples:

> I don't have people who would…because I come from a country…not a lot of people come from my country, so, I don't have a group to stand up with or I just, you know, I just walk around alone, I just eat alone, I just study alone. I'm that kind of person. I'm used to it, but I would really, really wish people would start talking. (Dahlia)

For her, the lack of inherent social group made it even more disappointing when students did not interact or engage on campus. This feeling that isolation and loneliness were a problem was repeated by three others who had relocated from other places, including domestic participants who had moved for study. Likewise, while Dahlia explained that her personal loneliness was a factor of not having an in-group, she originally commented that loneliness was not an uncommon sentiment in the university as a whole and that such a feeling was an overarching experience of the university environment.

While this was one participant's experience, there were a couple of other participants who felt that they did not fit in and who mentioned that it was difficult for them to make friends specifically because there were not many other similar students. The

participants who most expressed this idea were international students from Asian countries other than China: Beatrice (Indonesia), Dahlia (Myanmar), and Ben (Vietnam). There was either not a main presence of other co-nationals, or no one who spoke their first language. For some, it was more than just about having an inherent in-group; for Ben, for example, having someone around from his country would have given him someone with whom he could "chat about [his country]" and would make him not seem so "outstanding in a negative way" to other students, co-national or otherwise. In many ways, comments in this vein also related to ideas mentioned earlier that people were biased by stereotypes, that they already had their friend groups, and that a lack of language or cultural understanding would inhibit friend-creation. It seemed, then, as if the participants in this category were at a particular disadvantage and were affected by all the other four previously mentioned barriers.

What is most significant about comments on division between students is that many implied that such a divide negatively affected one's learning experience and that many participants' experiences contrasted with their expectations for attending a university with people from all around the world. Another excerpt from Dahlia's interview encapsulates direct reference to how the situation was not as many participants expected:

> When I first came to uni, I thought I'd be making friends, you know, like lifelong friends. You know the usual what people say, that when you go to college or uni you kind of make friends that would last a lifetime. That's what I thought was gonna be able to find, but I don't think that that's really possible. I think that's a really far-fetched idea and that maybe the only way to do that is maybe if you live around students and just see them all the time.

For Dahlia, and for many of the other participants, making friends was a fundamental expectation of the internationalized university experience, so, by not meeting that expectation, there is potential for strong incongruence with the learning environment. These ideas were shared by Bhavini, who "expected to come to [university] and have people around [her] that [she'd] see quite often". It is noteworthy that participants from all backgrounds commented on the difficulty of making friends, particularly in making friends from diverse backgrounds. It is also important that participants seemed to have had an explicit goal of making diverse friendships and, subsequently, that the challenge in making cross-cultural friendships was contrary to what they had expected of such an internationalized university.

5.2.2 Connections between students

In addition to considering what participants said about factors that pull students apart, it was also important to explore what they indicated about how students were connected. Comments in relation to this were noticeably less prevalent than those about barriers and the division between students, but they are important for understanding what the student relationship looks like at an internationalized university. They included commentary on where students can make friends, on the relatively acceptable relationship between students, and the importance of personal initiative.

The majority of participants believed that clubs would be a good place for students to get to know peers. For example, seven participants mentioned that they had made friends through extracurricular clubs such as the German language club, Singaporean society, and Vietnamese society. Four other participants agreed that clubs were “maybe where a lot of people find their friends” (Amanda) but they had not personally done so. Even for those who did not attend such events, clubs were seen as “a really good way to bond people together” (Dahlia). Participants felt there were a lot of clubs, societies, and events, and that this was one of the benefits of being part of a big, multicultural university. It is important to note that most participants acknowledged that the presence of various extracurricular activities was valuable for the internationalized university experience, but that many participants did not attend. Some did not attend because of time restraints (Bhavini) or conflicts with lectures (Amy), and others had not yet joined a club but intended to (Ben). This supports the “interaction as presence” idea mentioned by Halualani (2008, p. 7); being part of a multicultural campus seemed important to many participants, even if they did not actually participate in the multicultural activities themselves. It also supports the idea by Beelen and Jones (2015b) that locating opportunities for intercultural interaction in only optional settings will make it unlikely for students to experience them.

Yet, despite the impression that making friends was quite difficult, the overall relationship between students was not described as one of animosity. This is noteworthy because negative feelings towards fellow students were identified in the literature review in Chapter 2 as a potential adverse consequence of the internationalized environment, and participants’ emphasis on the divide (above) suggested that some negative feelings might exist. However, the relationship between classmates, generally, was more often described as “quite superficial” (Bruce). According to comments by eight participants, the student relationship was based on “an exchange” (Bruce) if students needed anything from one another, but that it was not any deeper than that. Classmates were described as

"acquaintances" (Abigail) who saw each other during class and were "very nice and approachable" (Anh), but with whom the relationship was "quite formal" (Bhavini). This was not necessarily seen as a problem, but instead as a result of people coming to class and then leaving on their own way (Bela). For example, it was seen as "fine" (Abigail), according to five participants, because one could make closer connections elsewhere. These comments suggest that the student relationship at an internationalized university may not necessarily be a negative one, but that it may not match participants' expectations for a highly social, intercultural student experience either, as described in Section 5.1.

In addition, three participants mentioned that if a person did want to branch out and get to know more people, they could. Initially, this seems contrary to the consensus in Section 5.2.1 that friend-making was related to larger sociocultural or institutional barriers; however, it also suggests a belief among some participants that personal initiative could supersede most barriers. The idea that personal initiative was influential was reflected in the responses of six other participants who suggested that they, as individuals, needed to "just start talking" (Dahlia). David believed "people generally are often quite shy" and Dahlia explained that it was "a bit awkward" to strike up casual conversation. Bhavini suggested that this was the case "especially in tutorials where everyone's kind of awkward and nobody really knows how to strike up a conversation". However, as someone told Annie, "When you go to the university, if you are not the first to initiate the conversation, or make friends with other students, then you will not have friends." She heeded that advice and would strike up conversation actively, even asking "simply, like, 'How was your week?' and 'What did you do?' That's all." In a sense, then, the form of barrier might be irrelevant; regardless of language, accent, or awkwardness, Annie said, one will make friends if they actively take the initiative to strike up conversation. Five other participants agreed, and while some, like Dahlia, might have preferred that others were more talkative, she understood that "people won't talk unless you go and talk" to them first. Likewise, Bruce thought "actively calling" people was helpful, as was making free time.

The analysis in this section supports that interaction may not take place naturally at the case study institution and that there is little perceived need for students to get to know each other. These comments emphasize the importance of the personal layer of the PiC model (Volet, 2001), such as one's sense of initiative and motivations for interacting in improving students' opportunities for and experiences of intercultural interaction. However, responses also support the suggestion in Section 5.2.1 that situational and contextual factors may in turn influence participants' motivations for interacting.

5.2.3 Experiences of IaH practices in the classroom

As with asking participants about their expectations for IaH-related practices, it was important to explore how participants described their experiences of IaH within the classroom, including with the common IaH classroom practices of in-class discussion and groupwork. Previous literature emphasized tensions around multicultural groupwork, and participants' expectations mentioned above highlighted the importance placed on in-class discussion. Interview responses would indicate both how participants experienced these IaH aspects in the classroom and the extent to which they felt their expectations had been met. Analysis indicates that participants often described their experiences by describing their classmates' behavior and that, for many participants, these impressions did not match their expectations.

These patterns were particularly noticeable in how participants described their in-class discussions, in which 13 of 17 participants made comments that classmates did not engage to the level they would like or had expected. To some, like Amanda, this was "something that really needs to be addressed". She continued, "most of my tutorials, no one will speak. I'll be the only one that answers questions—or like me or two people will be the only people who answer questions—and there's not really a discussion." The resulting environment was described as one of "silence" (Amanda, Dahlia) and "awkwardness" (Dahlia, Bela, Bhavini). This was explicitly said to be contradictory to four participants' expectations, such as in Amanda's observation that "people aren't really that good at discussion in tutorials, which is what my expectation was".

Importantly, the interviews revealed that classmates' perceived lack of engagement in the discussion seemed to negatively affect the participant's own learning experience; yet, reasons for this varied. For example, Bhavini mentioned,

> During tutorials, it's very quiet. Like nobody talks at all, so it's really awkward when you want to ask a question because you don't know if you're like lagging behind or sometimes you don't want to ask questions because you think they might be stupid.

She felt the lack of participation by classmates inhibited her own confidence and understanding of where she stood in relation to others. Others suggested that the lack of participation in discussion was equal to classmates not "putting their ideas forward" (Brian) or sharing information, and that it reduced the opportunity to learn from each other. A similar comment about the reduced quality of discussion was expressed by Amy, an international participant in Arts, who said,

> Sometimes the discussion is a little bit useless, because maybe, for example, in the assignment week, there's too many assignments to do; none of us in the group do the readings, so it will be really embarrassing, and we just won't say anything.

Subsequently, although the frustration with classmates' perceived lack of engagement was relatively consistent, there was variation in what that lack of engagement looked like, in the reasons attributed to it, and in the consequences that participants associated with it. Some felt the lack of engagement was due to a lack of effort, lack of time, or lack of confidence. Others felt it was an issue of motivation or educational experience. Similarly, some participants felt this resulted in an "awkwardness" (Bela) while others felt it made discussion "less fulfilling" (Brian) and was something more serious that could be "really upsetting" (Dahlia). Still, these sentiments were expressed by both international and domestic participants across all three faculties, which suggests the predominance of this sentiment and the importance of such behavior in the construction of participants' appraisals of their learning experiences.

In relation to IaH objectives, the cross-cultural aspect of participants' comments is noteworthy, because it suggests a belief that international students are not capable of participating in discussion to the standard expected at an Australian university. It might also imply a belief that cross-cultural discussion would not be possible or beneficial, attitudes that would seem to contradict IaH objectives. For example, some participants suggested that international students may be "more conservative" (Bruce) and "more shy" (Brian) in speaking publicly or engaging in public discussion. Brian suggested the lack of participation was due to international students and how they may be "either nervous about cultural change in Australia, they might not know the language very well, [or] they might be nervous to speak in front of other people." Bela suggested that some international students might not be experienced with such learning activities and might not have expected that such discussion would be a part of the learning context. Either way, the idea that the lack of participation was due to international students' limitations was quite common, as it is in the literature.

This was a conclusion commonly based on the impression that those who did most of the talking were apparently the domestic students; for example, as Amanda said,

> I just think that, um, in terms of like tutorials, uh – I don't want to sound racist, but, the predominant discussion is from, like, Australians…Obviously, people are much more inclined to talk to one person, one individual, however, in front of everyone—and I can imagine this because if I was in a position in which English was not my first

> language, and I wasn't comfortable speaking in front of everyone, I would not speak. I can so empathize. It's just, I would prefer much more discussion in tutorials. Um, from everyone. I think that that is really important.

The observation was often that domestic students spoke in class and international students did not, and while Amanda's comment suggests such a response may be considered understandable for either cultural or linguistic purposes, such lack of vocal participation was still disappointing to Amanda, and to many of the other interview participants.

Interestingly, however, many of the participants who commented on international students' frustrating lack of participation were, themselves, international students. Bela, for example, would refer to international students as "they" and "them", as if she herself were not one. For example, she believed the "language barrier is also another [factor] for international students" as was the idea that "a lot of them…haven't gone to school where they were expected to participate as much in class," whereas she had studied in English before and had done so in a similar learning environment to Australia. Consequently, she did not place herself in the same category of international student. Like her, Bruce was an international student with highly advanced English skills—a second-sphere English speaker from Singapore, in fact—who felt that the cultures of this city and his home were similar and that the adjustment to the academic culture was not as difficult for him as for the Chinese students, for example. He, too, commented on how international students from certain backgrounds were less comfortable or adept at participating in class discussion. These examples support that a student's perceptions of their peers, and their interactions with them, are influenced by a combination of factors within multiple ecological layers of the PiC framework (Volet, 2001), including the personal, interpersonal, and sociocultural.

For all the participants who commented on (some) international students' specific lack of engagement in discussion, they expressed both an understanding of cultural differences, but also a simultaneous preference for more discussion. For many, international students' apparently inadequate discussion skills reduced the participant's own opportunity to learn. For example, Brian suggested that international students were "much more shy in a tutorial situation", but continued:

> It's a bit frustrating, because I want to be able to discuss ideas and learn from other people, and if these people aren't confident in their language or just come from a

> background where I guess it's less outspoken, it just makes it less fulfilling for me to be in a tutorial.

He felt that it would be much more intellectually beneficial to be "in a tutorial with people who [he] would be able to just converse with". The idea that classmates' behavior reduces the quality of one's own education is worrisome as it exacerbates reasons for division among students. It further supports the likelihood that students' experience of their learning environment may negatively influence their feelings towards their classmates.

Interestingly, most participants did not attribute this lack of discussion to the efforts of the teaching staff. The tutors tried to get people to participate, participants frequently said, but were often "met with silence" (Amanda). Instead, the more common belief was that remedying the situation required action or change on the international students' part. Lively discussion with engaged and eager classmates was apparently so important to the participants that classmates were perceived negatively when it was not done, and tutors who encouraged it were considered uniquely gifted teachers. When asked what they would like to see more of at university, a couple of participants, like Amanda, explicitly requested more discussion: "I'd like to see much more discussion in tutorials, that's my number one. For sure." It was a priority, and yet the blame for a lack of engaging discussion seemed to fall not on those who were hired to facilitate it, but on fellow classmates.

Yet, importantly, there were a couple of descriptions of positive in-class cross-cultural discussion. In particular, five participants believed that tutorials were engaging and that they could be a good opportunity to "break the bubble" (Beatrice) between students. Feeling comfortable was very important for successful participation in tutorials, according to four participants. Adele, for example, an international participant in Arts, felt "the local students [were] actually quite interested to listen to your experience", especially if you were an international student. "They would be interested in knowing how life is for you here," she said. As one of four international participants from Arts, it is important to point out both that Arts has the lowest proportion of international students of the three faculties, and that Adele was from Singapore and was both comfortable and experienced making academic conversation in English. The other three international participants in Arts were from China and Vietnam, and their descriptions of the intercultural exchange in class were that it did not occur that often, but that when it did, it was friendly enough. There was no description of such interactions in Business or Design.

The value of these responses lies not so much in the finding that participants wanted classmates who were engaged, as this was not surprising, but that they frequently described their curricular experiences by describing their classmates' behavior. This suggests that a student's perceptions of their classmates are a key influence in their experience of an internationalized university. The association between curricular experience and perceptions of classmates aligns with findings from the survey that suggested there was some relationship between participants' interpretations of their learning experience and their attitudes towards their classmates. It also supports the importance of interaction in participants' descriptions of their learning experience as well as the cross-culture nature of learning, as established in the discussion of participants' expectations in Section 5.1.

In addition, as groupwork is a primary method of encouraging cross-cultural interaction and skill development in the IaH classroom, understanding participants' actual experiences of groupwork, rather than the ideal outcomes of groupwork, was relevant to this research. In alignment with the literature, a few participants explicitly referenced the benefits of groupwork, with five saying groupwork was "okay" or "fine", five believing groupwork had value, and four saying that mixing up the groups introduced students to different people and ideas. For some, like Anh, facilitated mixing of groups was desirable because, without it, "people do not really find the need to get [to know] other people", and, as Ben agreed, "we need some change". Yet, the largest group of comments reflected what is present in existing literature: that participants were frustrated with how groupwork was conducted in practice, particularly groupwork as assessment.

While these sentiments about groupwork are well documented in the literature, what is important for this thesis is that they support that the design of the task can affect the cross-cultural dynamic between classmates. Multiple participants mentioned that group assignments—often, but not always, essays—were easily divided up so that either each person did a different part, or one person did all of it. Either way, there appeared to be no inherent need to work together. When an assignment was "a bit of a binary, yes-or-no, right-or-wrong kind of assignment", Brian said, it lent itself to people going off to work on one piece each and then coming back together once they had gotten the answers. When different perspectives were reflected in the quality of the assignment, people tended to discuss more and "value working as a group" more (Brian). Discussing and collaborating, he said, seemed "less intuitive with the kind of groupwork you get given" in Business, for example. Brian's comments reflected the idea in Section 5.2.2 that the student relationship was superficial and that students only interacted when they needed something from each

other. Yet, other than Brian's comments, the other participants directed their frustration either at the inherent unfair nature of groupwork: "It is unfair, but what can you do?" (Amanda); or at other students: "It depends on your partner and if they do their work or not" (Abigail). While Brian acknowledged that the structure of the assignment might be the cause of one's response to groupwork, most other participants felt that the main issue was classmates who did not meet expectations, often described as international students from China with English skills that were perceived as less than adequate.

The presence of stigmas about working with people from a particular country works against the IaH goal for increased understanding and openness. It also contradicts participants' expectations to collaborate with peers from around the world. As in their expectations for discussion, participants wanted student interaction, discussion, and exchange of ideas; they did not want to be the only ones contributing. Thus, in this way, the issues expressed about groupwork mirrored those about in-class discussion; that it did not work in practice the way participants imagined it would at an internationalized university.

In addition to experiences of specific in-class activities, participants' impressions of the global relevance of their course were explored in order to understand how participants perceived this IaH aspect and the extent to which participants' perceptions matched their expectations (see Section 5.1 above). Analysis indicated that participants' impressions were mixed and not all participants had the same impressions of the IaH nature of their course.

Seven participants across all three faculties made comments that their course content was indeed global and included examples other than from the Australian context. Some international participants were also appreciative of the inclusion of examples from either their own region or of regions that they were not previously familiar with. On the other hand, five participants, both domestic and international, said at one point that the content was not global, or not global enough. Some, like Adele and Brian, gave an example of one subject that included perspectives from other cultures or countries but explained that this was an exception, that the rest of their subjects had been "mostly Australian based" (Adele). This was not necessarily an indication of negative feelings but of the observation that "we can still integrate more" (Anh) or that "there could be more" (Brian) inclusion of examples from outside Australia. As Anh said, "I don't think that there's a lot of problem having the majority of [examples] from an Australian point of view because that's maybe one of the reasons that we came here for…but we could still have more

internationally integrated materials." For a couple of participants, however, it was indeed disappointing that their course did not seem to include more international examples.

Similarly, a couple of participants felt that there was too much theory and not enough application in the course content, which contrasted with their expectations. For example, Diana, a domestic participant in Design, was surprised that they were not doing more creative tasks. Likewise, Alice in Arts was frustrated that her peers at another university in the same city seemed to be more engaged in modern platforms of media creation, like blogging, rather than writing essays. These comments reflect participants' expectation for a learning environment that was dynamic, relevant, and interactive. As in their expectations discussed in Section 5.1, the implication was that a university with such a high international reputation must be more innovative and less theoretical in its teaching methods. These comments indicate a misalignment between some participants' expectation that a university with a high international ranking would include interactive, globally relevant material and the sentiment that the university was, consequently, not necessarily living up to its international reputation.

Another common aspect of the internationalized experience that participants mentioned was about co-curricular offerings. These comments, understandably, varied quite a bit by faculty. While not all of these comments pertained to the internationalized experience, a few were quite poignant, in particular those that addressed perceived unequal opportunities between international and domestic students and those that highlighted the desire for a relational and cross-cultural experience. For example, one international participant, Beatrice, felt she was often allocated to groups with other international students during case competitions (in which groups of students devise solutions to particular case studies) despite wanting to utilize those opportunities to interact with domestic students. Likewise, she found getting full-time internships "at big firms", something she would "wish to do", was not often open to international students because it required citizenship or a permanent resident visa.

Participants' comments about the global and cross-cultural aspects of the course emphasized an internationalized experience that did not necessarily match their expectations. Specifically, their academic experience included less collaboration with diverse peers than most participants expected. These comments also supported the finding that participants' social and academic experiences seemed intertwined, and that participants' perceptions of their classmates seemed to influence their experience of the IaH classroom. In addition, participants' comments seemed to place much emphasis on the personal, interpersonal, and sociocultural layers of the PiC model (Volet, 2001) as

influences on their IaH experiences. There was some acknowledgement of the influence of situational factors, such as the design of a group task, but these comments were much less prevalent than those that emphasized the importance of classmates' behavior.

5.2.4 Comments on the diversity of the student cohort

The literature review in Chapter 2 suggested that the number of international students on campus may affect the interaction and integration between student groups. Some participants' responses regarding division supported the presence of this perception. Thus, it was important to investigate participants' thoughts about the proportion and presence of international students at their university. Participants were further asked if they thought the proportions of international and domestic students mattered.

It is first helpful to consider participants' estimates of the proportions of international and domestic students; such estimates offer a way of understanding how participants describe, appraise, and perceive their learning environment and the sociocultural ecological layer of that environment. Ten participants at one point made such an estimate, with the common response overestimating the number of international students, and the number of Asian students specifically. Only two participants, both in Arts, described their cohort as being made up mostly of Australian students, which is indeed the only of the three faculties to have clearly more domestic than international students. Unsurprisingly, participants from Business and Design thought the majority of their cohort was international, but the specific estimates varied remarkably. On one end, David felt there were "maybe 60% international students" but Oliver said it felt as if "almost everyone is an international student". Beatrice said it seemed there were "more Asian people rather than local people in the [university]". Only two Business participants (Brian and Bruce) accurately guessed that there were approximately 50% international and 50% domestic students in the cohort. This variation supports that participants' impressions of their learning environment may be influenced by subjective impressions of that environment.

Overestimating the number of international students might not itself be alarming. These participants may simply have been making non-judgmental observations, or they might not have been very skilled at visual estimations. In addition, it could also be that these participants have been enrolled in subjects and tutorial sections in which international students indeed made up most of the section. As both the Design and Business HoPs mentioned, such imbalance between tutorial enrollment is often the case,

as tutorial enrollment is left to individual students. Indeed, three participants themselves mentioned that the proportions depended on the subject, with one of Bhavini's tutorials, for example, seemingly made up of 90% Chinese students but another of 90% students from Australia.

What is significant, however, is that examples of negative sentiments were visible in participants' responses on whether the proportions mattered at all. There were 11 participants who referenced the effects of the proportions of international students, ten of whom believed that they had negative effects. Specifically, two participants believed it affected students' lack of engagement, five participants felt it affected morale, and six participants said it affected their learning in some way. For example, Oliver described a subject that seemed to be made up entirely of international students—including himself—and said "you feel like something is not right" even if the tutor tries to make it interactive. In comparison, he said, a subject he had with "a very special mix" of students was "very interactive". Likewise, David felt that there was "a little bit of an imbalance" that "does impact the study experience of everyone". Other participants used stronger words than "imbalance", with Alice saying "it can get a bit outnumbered" with the number of international students and Bruce saying international students "are dominating" the proportions. This phrasing suggests that the sentiment associated with the perceived proportions may sometimes be a negative one. It further resembles responses in the survey in which some participants believed there were too many international students. What is worrying, therefore, is not the accuracy of one's estimation of the number of international students, but the potential for negative appraisals to be associated with that estimation.

In a similar vein, six participants commented specifically on the large number of Asian students, five of whom mentioned the number of Chinese students explicitly. Interestingly, these participants were from a mix of countries, including China and Australia, but four of the six were from Asian countries other than China: Indonesia, Vietnam, Singapore, and Malaysia. The number of Chinese students was particularly surprising to these participants. "I mean I expected like there will be majority of English-speaking people but there are so [many] Chinese speakers, a lot of them," Dahlia said. Ben agreed, saying, "there are seriously a lot of Chinese students here".

This observation was reflected by those who felt that the international student population needed more diversity within it. Such participants felt that there "shouldn't be really a clear majority" (David) of one nationality and that there should be "a huge international group from everywhere, not primarily one place" (Amanda). Amanda felt

that recruiting more students “from everywhere” would help improve both the learning experience and the relationships among students. At the same time, seven participants described the student population as diverse, saying that the student population was made up of people with “different backgrounds” (Ben), “a mix of cultures” (Alice), and “an array of experiences and ages” (Bela).

The sentiment that there was not enough diversity was, therefore, not a universal one, but its existence was worrying enough. Combined with participants’ emphasis on international students’ behavior during class discussion, there seemed to be a considerable amount of responsibility placed on the international student population—both to offer the “right” type of diversity and to make sure interaction happened as it should. This analysis suggests that some participants believed the number of international students or the number of specific international students influenced their own experience of the international university. It further supports that participants’ appraisals of their classmates and appraisals of their learning environment are related. Furthermore, participants’ experience of the internationalized university may be influenced more by their perceptions of and interactions with their classmates than the actual diversity of the student cohort.

5.2.5 Improving the student relationship

As negative tensions among the student body was presented in Chapter 1 as a main challenge for IaH practices, the relationship between students was of fundamental interest to this research. Also, the literature review and PiC framework both suggested that students’ appraisals of their peers would influence how they approach the learning environment. As such, it was important to hear what participants believed would help improve their relationships. Such suggestions also revealed more about how participants appraised their interpersonal interactions, their individual motives and preferences, and their perceptions of where the locus of responsibility lay in the facilitation of these relationships. Analysis suggests that participants believed avenues for improving the student relationship lay in aspects of both the individual and environmental dimensions, as positioned in Volet’s (2001) PiC framework. While more suggestions related to the context than to individual students, most individual participants made suggestions under both dimensions, indicating the need for alignment between the two.

Suggestions related to the individual dimension were made by ten participants and comprised three main groups: that it was up to each student if they wanted to engage or not; that it was everyone’s responsibility to be more friendly, to reach out, and to talk; and

that international students needed to improve their confidence, their language, or their academic skills. It was surprising that more comments did not relate to the role of the individual as earlier responses indicated a belief that individual students' behaviors and motivations negatively influenced the relationship between students.

Regarding the environmental dimension, twelve participants made situational-level suggestions, many of which focused on changes tutors could make. It is interesting that many of the situational-level suggestions pointed to things tutors could do because interview responses about in-class discussion above seemed to indicate that international students were primarily responsible for the perceived lack of engagement in the classroom (see Section 5.2.3). However, there was an implication that the changes tutors would make would be important because they would increase students' motivations. For example, suggestions were that tutors could make the students feel more comfortable, be friendlier, provide more individualized feedback to international students, and put more effort into encouraging participation. In this sense, the suggestion may have been related to the situational layer, but the implication was still that individual students needed to feel comfortable. This supports the importance of an alignment between the individual and environment dimensions, as suggested by Volet's (2001) PiC model.

Another common situational-level suggestion was to add or improve unmarked groupwork. For example, participants suggested more optional excursions, increasing opportunities for discussion, including more games during class time, and establishing a class environment that "isn't kind of competitive" (Brian). Generally, these suggestions were for "more opportunities for people to engage with each other" (Anh) in the classroom specifically. Similarly, there were also four suggestions for changes to marked coursework, such as using marks to incentivize participation in discussion and marking people individually on groupwork. Four participants felt it would be helpful if groups were actively mixed up. These suggestions about groupwork and opportunities for more in-class interaction support the idea that the way interaction is facilitated may influence the way students approach each other.

Lastly, fourteen participants made suggestions that would fall in the institutional level of the PiC framework, with half suggesting that changes could be made to extracurricular activities in order to better facilitate interaction between students. These participants suggested there should either be more activities to include more people or "making everyone participate" so that people could "mix with different students" (Bruce). Specifically, Annie felt that sporting events would help international students relate to and bond with Australian students since "people in Australia, they really love sports".

Similarly, orientation was seen by three participants as a way of "breaking down those barriers" (David), as would giving students more contact hours in which to get to know each other. Similarly, Ben felt the transition program (a pre-university program designed for those who have narrowly missed certain entry requirements) would be helpful in giving international students "a really good opportunity to make friends with the locals". It is interesting that seven participants made such suggestions, as the majority of interview participants themselves did not participate in clubs and societies.

These suggestions indicate that some participants believed the student relationship would be improved if intercultural interaction were more strongly facilitated, for example by mixing groups up randomly or requiring students to attend extracurricular events. They also support that, as Bruce said, policies "at the top" can change the way the university supports students as a whole, and, as a result, can influence the overall dynamic of the university. Furthermore, they emphasize participants' impressions that aspects of both the individual and environmental dimensions influence students' intercultural relationships, and, as such, influence their experiences of the internationalized university.

5.2.6 Summary of how students describe their experiences

Analysis of findings presented in Section 5.2 has illuminated a variety of different experiences of an internationalized university which seem both to be influenced by and to influence one's relationships with their classmates. In terms used within the person-in-context framework (Volet, 2001), many of the participants' descriptions involved individual appraisal, sociocultural influence, and immediate environment factors that seemed to play predominant roles in how participants perceived their learning experience. The influence of factors within both the individual and environmental dimensions was emphasized, however much emphasis was placed on the perceived behavior of one's classmates in influencing participants' experiences of the internationalized university. Specific attention was paid to the perceived influence of Chinese students, and the experiences of participants who were Asian but not Chinese seemed to be uniquely challenging.

There were, however, important through-lines in participants' responses that spoke to some common, unifying characteristics of the internationalized university experience: the association between one's perception of their classmates and their experience of the learning environment; description of an experience based on its relational and/or cross-cultural aspect; the perceived lack of interaction both inside and outside the classroom; and the observation that the divide between students negatively influenced one's own

learning experience. Analysis highlighted the importance of intercultural and interpersonal interaction in influencing participants' perceptions of the learning environment.

5.3 Chapter Summary

This chapter has highlighted the importance participants seemed to place on the relational aspects of the learning environment, including the difficulty associated with getting to know their classmates and perceptions regarding the way their classmates' behavior affected the perceived quality of the learning experience. Findings also emphasized that participants' conceptualizations of an internationalized university, student diversity, and intercultural interaction were often interrelated. However, many of the participants' expectations were not supported by the environmental context, namely in a lack of both active, facilitated intercultural interaction and engaging class discussion with peers.

Together, analyses of findings from Chapters 4 and 5 have suggested that participants seemed to experience their university through the relational and interpersonal aspects, even within the academic realm. However, participants often described the interpersonal aspects with frustration, surprise, and disappointment. In Chapter 6, key conclusions are drawn based on the findings presented in Chapters 4 and 5 regarding students' experience of an internationalized university through the lens of IaH practices.

Chapter 6 **Learning from students' experiences of an internationalized university**

This thesis has investigated students' experience of an internationalized Australian university through the lens of one dimension, Internationalization at Home (IaH). The purpose of this investigation was to provide insight into the challenges facing IaH, including student resistance to intercultural interaction. The study reported in this thesis investigated both domestic and international students' experiences and considered both individual and environmental factors to address the main research question, "What influences students' experience of an internationalized university?" The findings from the study were presented in Chapters 4 and 5. This final chapter discusses how the merged analysis of those findings addresses the research question, and it explains what the findings indicate about the student experience of an internationalized university. It then presents conclusions that can be drawn about the student experience and implications for making progress with Internationalization at Home.

To first address the research question, four factors were identified as salient influences on students' experience of an internationalized university. Most of these pertain to the individual student: their expectations, perceptions of classmates, and sense of belonging. At the same time, these individual-based factors also seem influenced by structural factors, such as the learning structures, curricula, and timetabling systems. There are numerous additional variables that affect how a student experiences their university and how others perceive them within that university environment. Such variables include a student's nationality, perceived language proficiency, gender, and appearance, among numerous others described in Section 2.3 and supported by findings from this study. The four influences presented below were those that arose most predominantly through the investigation in this thesis and that relate specifically to the aims of IaH: a student's ideas about the internationalized university, perceptions of their classmates, and sense of belonging, and the university's learning structures and timetabling. Together, they demonstrate how, for the majority of student participants in this study, the student experience is often characterized by a misalignment between students' expectation for frequent and inherent interaction at an internationalized university and their appraisals of the interactions they experience there.

6.1 Students' ideas and conceptualizations of an internationalized university

The most prominent influence on students' experience of the internationalized university pertains to the way students' conceptualizations and expectations of the internationalized university revolve around intercultural and interpersonal interaction. Exploring students' conceptualizations of an internationalized university was an objective of this study because the literature review in Chapter 2 suggested students' ideas and expectations would influence how they approach and experience the learning environment. Findings from this thesis show that students' conceptualizations and expectations of an internationalized university pertain principally to intercultural and interpersonal aspects of the learning environment: student diversity, intercultural interaction with peers, and interactive teaching practices in the classroom. These ideas then influence how students approach the internationalized university and how they appraise their experiences within it. In other words, because students expect the internationalized university to have highly frequent intercultural interaction with peers and interactivity in the classroom, a lack of either of those two aspects likely results in a misalignment at the experiential interface as suggested by the person-in-context (PiC) framework.

This finding heightens the already established importance of interaction at an internationalized university by adding its predominant role in shaping students' conceptualizations of the internationalized university experience. First, interpersonal interaction, generally, is a fundamental human need; loneliness and isolation are detrimental for students' academic adjustment, achievement, and wellbeing (Baik et al., 2017; Thomas, 2012; Tinto, 1993). Second, intercultural interaction, specifically, is a well-documented aim of IaH and of internationalization strategies. Intercultural interaction between peers can foster students' cross-cultural skills, awareness of diverse perspectives, and preparedness for a global workplace, (Arkoudis et al., 2010; Beelen & Jones 2015a; 2015b), among additional benefits described in Section 2.4.2. Now third, as shown in this thesis, interpersonal interaction (both generally and interculturally) is important for the internationalized student experience specifically, because it comprises how students imagine an internationalized university and what they expect of it.

This study contributes to greater understanding of both domestic and international students' ideas and expectations for an internationalized university. The few related studies in existing literature have tended to focus on different country contexts or on more

specific aspects of internationalization, such as students' intercultural competence or whether they view internationalization positively (e.g., Guo & Guo, 2017; Heffernan et al., 2018). This thesis, therefore, expands current understanding about the student experience of an internationalized university by showing that it is influenced by students' expectations for frequent amounts of both intercultural and interpersonal interaction, and that they expect this interaction to take place both inside and outside the classroom.

Findings from this thesis support those in previous studies that students are not necessarily resistant to IaH practices in principle, that they believe a diverse student body is important, and that they understand the benefits of improving their cross-cultural skills (Barron, 2016; Jourdini, 2012). Indeed, survey responses support that many students believe university and graduate characteristics of internationalization are important. In addition, interview responses show that many students expect and desire various IaH attributes: learning through diversity, intercultural interaction, and inclusion of global perspectives in the curriculum. Furthermore, the case study institution's website emphasizes many of the same IaH aspects that are present in students' expectations, including learning with peers from diverse backgrounds (see Section 4.1). Alignment between students' expectations, university messaging, and IaH aims is significant for the purposes of this thesis, because it suggests that the student resistance to IaH as discussed in Chapters 1 and 2 is not necessarily due to a resistance to the aims of IaH. In other words, findings suggest that the incongruence suggested by the initial application of the PiC framework in Section 2.6 may not be due to differences in the students' and the university's expectations of IaH, but between what is expected and what is experienced.

In addition to the importance of intercultural and interpersonal interaction in all students' expectations, findings of the thesis are also significant in expanding an understanding specifically of domestic students' expectations of an internationalized university. The findings presented in this thesis support literature that indicates domestic students want highly engaged in-class discussion, that they desire more intercultural interactions with peers, and that they generally believe internationalization is positive (e.g., Arkoudis & Baik, 2014; Barron, 2006; Khawaja & Dempsey, 2008). This thesis expands upon that existing understanding by clarifying that these expectations are central to domestic students' expectations for a university that is considered internationalized, and that a perceived lack of high-quality discussion poses direct challenges to their experience of that internationalized university. It may also influence tensions between international and domestic students and may lead to negative attitudes towards or placing

blame on one's classmates, particularly the international students, when those expectations are not met.

This thesis therefore expands upon the established importance of interpersonal interaction by suggesting that it is more than either a desired objective of internationalization or a medium through which IaH aims can be achieved; it is also a key component of how both international and domestic students imagine an internationalized university. Yet, despite students' expectation that the internationalized university will offer both intercultural interaction with peers and more frequent interactivity in the classroom, students do not often experience either.

6.2 Perceptions of classmates

The second salient influence was that students' perceptions of their classmates influence their perceptions of their academic experiences. This is particularly important for IaH because learning from classmates' diverse backgrounds and perspectives is a pillar of IaH practices. Two points are therefore most significant: that students' appraisals of their classmates often seem negative and that students seem to describe the academic environment by describing its interpersonal aspects, even in contexts where interaction is not the explicit aim.

To the first of these points, it is especially noteworthy that students' appraisals of their classmates are often negative, because negative feelings about fellow classmates (either their presence or their behavior) work directly against multiple IaH aims, including developing all students' intercultural competencies (Beelen & Jones, 2015b), enhancing students' understanding of equality (De Vita, 2000), and appreciation of other cultures (Volet & Ang, 1998). The most significant examples of negative attitudes towards classmates in the findings are the beliefs among both domestic and international students that there are too many international students in the course, that the proportions of international students negatively affect the learning experience, and that the lack of interaction among students negatively affects the learning environment. These beliefs indicate that social perceptions and perceptions of the learning environment are related. Importantly, they also indicate that students' perceptions of the learning environment may be influenced by the perceived quality of interaction within that learning environment. Findings further support that students' resistance to and lack of engagement with IaH practices may be partly due to a misalignment between the individual student's

expectations for their interpersonal interactions with peers and their appraisals of those interactions.

Additionally, the proportion or number of international students has been proposed in previous literature as a reason for a lack of student intercultural interaction (e.g., Edgeworth & Eiseman, 2007; Ellis et al., 2005). Indeed, this possibility influenced the multi-method case study design and faculty selection for this research. Findings from this research simultaneously support and challenge various aspects of that idea. This thesis supports the idea that the number of international students appears to be influential in shaping students' experience of the internationalized university because students themselves pointed to the number of international students, or the number of students from an individual country or region, as a potential reason for ineffective and frustrating learning experiences. Likewise, the presence of sizeable populations from individual countries or regions was provided by individual students as explanation for why they, themselves, do not fit in and have not felt valued or welcomed at the university. However, findings simultaneously question the extent to which the specific proportion of international students is significant, particularly because the belief that there are too many international students appeared to be a held by some students in all three faculties in this study, including the faculty with the smallest percentage of international students. More research would therefore be necessary to understand why some students hold this belief but not others.

Nevertheless, findings from this thesis support the idea which emerged from the literature review (see Section 2.4.3) that negative attitudes towards classmates may be one adverse effect of poorly facilitated intercultural student interaction. Specifically, findings support the presence of resentment towards classmates, particularly that domestic students may feel resentment towards international students (Prichard & Skinner, 2002). More than ten years ago, Barron (2006) noted that a small but significant percentage of domestic Australian university students may believe there are too many international students, and it is noteworthy that the sentiment is evident in the study presented in this thesis as well. That this belief has remained since 2006 emphasizes how immense the obstacles for IaH may be. What is still not clear is which aspects of the IaH experience are responsible for these negative attitudes; specifically, what leads some domestic students to blame the number of international students but not others?

The second point to highlight about the influence of students' perceptions of classmates is that, at an internationalized university, students seem to experience the academic environment through the interpersonal aspects of that environment, even in

contexts where interaction is not necessarily an explicit IaH intention. Describing tutorials by describing their interactions is not surprising as they are contexts in which interaction is understandably expected. However, it is notable that students also seem to describe other contexts, such as lectures, based on the quality of interaction as well. This attention to the interactive quality of contexts in which interaction is not normally expected further strengthens the idea presented in Section 6.1 above that students expect interaction to take place within the internationalized classroom, either as interactive teaching practices or as collaboration with peers from diverse cultural backgrounds. It was proposed in Chapter 5 that some students' expectation for interactive, practical learning activities may suggest that their conceptualizations of "internationalized" and "world-class" universities may be interrelated.

What this suggests for the student experience of an internationalized university, however, is that students' tendency to focus on the interpersonal aspects of the learning environment may also lead to more situations where expectations for interaction are not being met. If students are looking for and responding to interactions in settings where it has not been actively facilitated, this may lead to increased feelings of disappointment and frustration. It may also exacerbate any negative feelings towards classmates. These tendencies, therefore, may not only reiterate the challenges for IaH, but also demonstrate support for the idea proposed in the literature review in Chapter 2 that IaH contexts may sometimes lead to unwanted consequences instead.

6.3 Sense of belonging and being valued at the university

A student's sense of belonging was identified as the next salient influence on how students experience an internationalized university, and many students seem to interpret whether they belong based partly on responses to interactions, both inside and outside the classroom. While the conclusions presented here about belonging also reflect existing research on the university experience generally, analysis indicates additional ways that a sense of belonging may influence a student's experience at an internationalized university.

Analysis indicates that, despite the expectation that an internationalized university would include casual, easy relationships with peers from around the world, most students seem to find it difficult to make such relationships with their classmates, intercultural or otherwise. As mentioned in Chapter 5, it was not an initial goal of this thesis to examine students' non-academic relationships; however, the consistency with which participants mentioned how surprisingly difficult it was to make friends should not be overlooked.

Such attention to friend-making is understandable when considering that students' expectations for an internationalized experience include high-frequency interaction and casual, easily developed intercultural relationships with fellow students of diverse backgrounds. It is not surprising then that, for some students, a lack of those relationships would lead to a less positive university experience or that difficulty in making friends would be important to talk about. It is also another example of how students' expectations for an internationalized university may not match their perceptions of their experiences within the internationalized university context.

Thus, in an internationalized university, making friends, and feeling valued and welcomed, may take on a slightly different significance than it might otherwise. In many students' minds, the internationalized university should be one within which they would be inherently welcomed, and where diversity would be appreciated and valued. As is the case also among administrators and policy makers, many students believe that bringing together students from all around the world would mean diverse students would naturally form relationships and work easily and comfortably with one another. It seems to be a principle component of students' conceptualizations of an internationalized university that everyone is welcomed regardless of, or because of, their unique background. It can therefore be particularly contradictory to feel as if you do not fit in or that your uniqueness is not appreciated. While belonging, social inclusion, and intercultural friendships have been long established as important for the student experience generally (e.g., Arkoudis et al., 2010; Baik et al., 2017; Krapp, 2005; Thomas, 2012), this thesis adds to existing research by highlighting the importance of students feeling that their cultural background, their unique experiences, and they as individuals are valued, important, and welcomed components of the internationalized university community.

More notable, though, is that interactions within the classroom also seem to influence the extent to which a student feels valued, welcomed, and important. Previous literature has tended to focus on how either students' out-of-class relationships or their interactions during groupwork may influence their intercultural attitudes and experiences (e.g., Burdett, 2014; Gareis, 2012; Williams & Johnson, 2011). The findings of this thesis suggest that all experiences within the internationalized university classroom can influence the extent to which a student feels their unique cultural identity is valued, even when intercultural interaction is not the focus of the activity. For example, instances of being ignored by classmates and talked to condescendingly during groupwork were sometimes provided by international participants as examples of how they were not appreciated by their domestic peers. The importance of in-class activities in shaping a

student's sense of being valued supports the finding by Freeman and Li (2019) that teachers, too, can shift students' perceptions about their ability to contribute, particularly when teachers invite students to share their cultural perspectives or unique experiences. In the IaH approach, the awareness of diverse perspectives is a central objective (Altbach & Knight, 2007), and, importantly, this thesis suggests that the inclusion of a student's own unique perspective is also influential in the student's perception of their internationalized learning experience.

Another example of how in-class interactions seem to influence a student's sense of whether they belong or are valued within the internationalized classroom are the rare-but-notable comments that domestic participants sometimes feel like the outsiders in their classes. As discussed in Section 5.2.4, the suggestion posed by some domestic participants is that international students sometimes seem to dominate the class and domestic students, consequently, do not feel comfortable in the classroom. Such comments could be indicative of feelings of threat to one's own sense of belonging and importance, especially if one's sense of belonging had previously been based on the comfort of being part of a majority—an indirect kind of belonging and power, perhaps. Students' descriptions of their academic experiences are therefore influenced partly by the extent to which they feel they are a welcomed and included part of the internationalized classroom. This finding supports that by Harrison and Peacock (2010) that domestic students "perceive threats to their academic success and group identity from the presence of international students on the campus and in the classroom" (p. 877).

As with feelings of resentment mentioned above in Section 6.2, the feeling of threat was identified in the literature review in Section 2.4.3 as a potential adverse effect of unfacilitated or poorly facilitated intercultural interaction, and its presence in the findings of this thesis is therefore noteworthy. It is significant that such feelings of threat have remained since 2010. As explained in Chapter 2, IaH depends heavily on students interacting and learning together with diverse peers. Having a small but notable portion of domestic students that feel international students threaten their own academic performance may therefore partially explain why IaH has continued to face such persistence challenges such as a lack of intercultural student interaction. It is important to reiterate that there is diversity across and within both the international and domestic student populations and that learning from diverse peers would not exclusively require the presence of international students or domestic-international student friendships (Beelen & Jones, 2015b). However, feeling threatened by the presence, number, or behavior of international students suggests that there is a portion of domestic students

who may not be open to cross-cultural interaction and may be otherwise adverse to the IaH aims of appreciating other cultures (Volet & Ang, 1998), learning from diversity (Beelen & Jones, 2015b), and understanding equality (De Vita, 2000).

An additional example from the findings regarding the importance of feeling valued is demonstrated in the commentary that the relationship between students is superficial. The descriptions given by interview participants in Chapter 5 characterize interactions with classmates as "an exchange" (Bruce) in which a classmate only engages with you if it were academically necessary, when you are important to their academic objectives. This circumstance is then interpreted by some as an indication that classmates have no interest in getting to know them as people and that they are not considered an important part of the university community. That sentiment, that one is not valued within the university community, again conflicts with many students' expectation for learning through diversity at an internationalized university.

The finding that belonging and feeling valued and welcome would affect a student's university experience is not surprising and it was discussed in Chapter 2 that having a strong and supportive social network helps students academically by supporting their transition to university and their overall academic success. Likewise, previous research has established the influence of both in-class and out-of-class belonging on the quality of one's university experience (Freeman, Anderman, & Jensen, 2007). For internationalized universities specifically, literature highlights the importance of belonging and intercultural friendships for international students' academic adjustment, achievement, and satisfaction (e.g., Arkoudis et al., 2010). Students' desire for deeper relationships is also documented in previous literature, predominantly in international students' aspiration for more intimate relationships with domestic students (e.g., Arkoudis, Dollinger, Baik, & Patience, 2019; Gareis, 2012). What this thesis adds to that scholarship is that such a desire is not unique to international students, but to all students, most clearly demonstrated with the finding that domestic survey participants were more likely than international survey participants to say it was difficult to make friends. The findings additionally clarify that the quality of interactions inside the classroom also influences students' sense of feeling valued, important, and welcomed; and, subsequently, that feeling one's unique cultural perspective is not valued would likely conflict with most students' conceptualizations of an internationalized university experience.

6.4 University learning structures and timetables

The final identified influence on the student experience of an internationalized university is the way the university's learning structures and timetabling system seem to inhibit interaction from taking place. As reiterated in this discussion so far, students seem to expect that an internationalized university would provide frequent, natural, and inherent opportunities for interaction with their classmates, often in the form of intercultural interaction specifically or as highly engaged in-class discussion. Yet, in alignment with numerous previous studies (e.g., Arkoudis et al., 2010; Burdett, 2014), students feel that such opportunities are either not as frequent or not of the same quality as expected. For some students, it seems particularly contradictory that a university that is considered internationalized would not provide consistent opportunities for active, engaging interaction, and, as such, the salient institutional influences on their experience are those that act as barriers to interaction: the university learning structures, schedules, and timetables. This influence poses a significant challenge to IaH as IaH practices aim to provide intercultural opportunities for all students on the home campus (Beelen & Jones, 2015a; 2015b). If the learning structures and schedules themselves inhibit interaction from taking place, then even those who might like to take advantage of IaH opportunities may not be able to.

The most frequent example of this influence mentioned by students is the lack of learning cohort, i.e. a consistent group of students with whom one takes classes. For some faculties, this is due to each student choosing their own subjects, meaning one could go through their three-year program and not have the same subjects as any other student in the same program. In other faculties, the large number of students means that even if two students are enrolled in the same subject, they may be placed in separate tutorials and essentially not see each other for that semester. Disappointment in a lack of learning cohort mirrors comments by Business students in Kimmel and Volet's (2012b) study who pointed to the non-cohort characteristic of their course as a reason for inefficient and unsatisfactory groupwork, both in diverse and nondiverse groups. Put simply, the students in their study did not know each other well, so groupwork was less efficient or enjoyable. As both Kimmel and Volet's (2012b) study and the research study in this thesis included participants from Business programs at Australian universities, the similar comments are not necessarily surprising. In this thesis, however, the lack of consistent learning cohort appears to influence more than students' groupwork experiences; it also seems to conflict with students' expectations for their learning experience at an internationalized university. Specifically, findings reiterate the importance of intercultural

and interpersonal interaction with peers in shaping students' expectations of an internationalized university. In looking at these two studies together, it appears that a lack of consistent learning cohort can affect students' experience at both the microlevel (individual groupwork task) and more meso ecological level (program-level experience).

In addition to the expectation for a learning cohort, some participants seemed to have explicitly expected that the university's learning structures would provide opportunity for regular, frequent interaction in the classroom (as discussed in Section 5.1), and finding that the learning structures actively inhibit interaction instead would be especially contradictory. It seems the learning structures create an environment that interview participants describe as superficial, interactions that seemed rushed, and friendships that do not develop naturally through consistent contact. Thus, according to the findings of this thesis, the format of students' learning environment directly affects students' opportunities and motivations for engaging with one another, and, as such, directly contrasts with many students' expectations for the internationalized university.

This lack of inherent student interaction in the classroom also contrasts with the university's website messaging that it provides an internationalized environment where students learn from and with the diverse high-caliber classmates around them (see Section 4.1). If the learning structures do not often allow for this type of learning to take place, it is understandable then that some students would be disappointed to find that they do not necessarily share the same classes with their peers. This contrast—between the image of a university where student interaction takes place freely and the experience that the university's learning structures do not allow for it—might seem especially disappointing for the students who relocate for study. These may also be the same students who are less familiar with the university before attending, who do not know anyone who had previously attended, or who have little on which to base their expectations besides the university's website or its international reputation. These students would also likely be those without a pre-existing friend group at the university and who would more strongly depend upon the expected inherent interaction of the learning environment. While it is not within the scope of this study to say that the university's messaging is misleading, it is important, nonetheless, to recognize that some students' expectations align with that messaging and that those expectations are not always met upon arrival at the university.

More significant than the idea that the university learning structures do not create interaction is the idea that they directly inhibit it, as this in turn inhibits the common IaH aims of learning from diversity, development of cross-cultural skills, awareness of other

cultural perspectives, and gaining effective groupwork skills. Additionally, when the university learning structures inhibit intercultural interaction from taking place, they may unintentionally exacerbate feelings of loneliness; and, as impressions of the environment and one's classmates seem to be related, this may also increase resentment between students. In this way, the learning structures of the internationalized university may also influence the three, more personal influences mentioned above.

6.5 Summary of the four salient influences

The four influences described above emphasize the importance of interpersonal and intercultural interaction in shaping students' expectations and experiences of a university that is considered internationalized. They further demonstrate that many students' expectations of an internationalized university align with both university website messaging and with IaH aims. However, the way students experience the internationalized university is often misaligned with those expectations, messages, and aims. Of specific importance are the perceived lack of frequent, inherent student interaction and the way the university learning structures inhibit interaction from taking place. To further expand upon what these findings indicate about both the student experience and the challenges of IaH, the findings are viewed next through the person-in-context framework.

6.6 Incongruence at the experiential interface

The person-in-context (PiC) framework (Volet, 2001) has been utilized in this thesis to provide insight into the literature review in Chapter 2 and to guide the study design as described in Chapter 3. In addition, using the PiC framework as a lens through which the main findings are considered, the student experience of an internationalized university appears characterized by a mismatch between the individual and the environmental dimensions, particularly around the interactional aspects of the learning environment.

As discussed in Section 2.6, the person-in-context framework as described by Volet (2001) suggests that a student's experience of the learning environment is shaped by what occurs at the experiential interface, which is the intersection between the individual-level and the environmental-level influences. Volet proposes that a student's learning experience is positive, productive, and motivated when there is alignment, or congruence, between the individual dimension (e.g. the student's motivations, expectations, and cognitions) and the environmental dimension (e.g. classroom activities, learning structures, and the university context). In other words, students are productive and

engaged learners when their individual cognitions, motivations, and emotions related to learning are supported by or tuned to the affordances and practices of the learning context. On the other hand, a misalignment between a student's expectations and appraisals of the learning environment can result in the student's confusion, maladaptive learning behavior, and lack of engagement with the learning environment.

When the findings pertaining to individual influences are viewed in relation to those about the environmental influences, students' conceptualizations and expectations for high-frequency intercultural and interpersonal interaction do not align with how students perceive either of those within the learning environment. Figure 6.1 presents the application of main findings to the PiC framework and is discussed in more detail below.

Findings	Dimension
Personal	Individual dimension
Conceptualizations of internationalization as equating to diversity	
Expectations for intercultural interaction with peers, within the classroom and on the university campus	
Expectations for high-quality education, exhibited as interactive learning and personal relationships with classmates and staff	
Sense of agency and initiative, confidence, and personality	
Linguistic challenges, level of comfort with one's own accent and language ability	
Interpersonal	
Intercultural interactions in class are limited	
There is less interaction with teachers than expected	
Interactions with peers outside of class are limited	
Interactions with peers seem superficial or rushed	
	Experiential interface
Situational	Environmental dimension
Classroom activities do not often include interaction	
Assessment types can either exacerbate tensions between students or encourage inclusion of additional perspectives	
Tutors may or may not be good facilitators of in-class discussion	
Classmates' behavior seen to influence learning experience	
Presence of international students seen to reduce quality of learning experience	
Learning is not as practical, innovative, or interactive	
Institutional	
No opportunity for cohort-based learning	
Little overlaps with other students' subjects	
Timetables inhibit opportunity for interaction between classes	
Sociocultural	
Racial stereotypes of Asian students and conflating of all international students with Asian students	
Cultural capital preferences White, European, domestic students, and those with previous experience in Australian or Western educational settings	
Differences in humor, cultural references, and lifestyle	

Examples of congruence, ambivalence, difficulty, or incongruence:

lack of intercultural interaction in class;

lack of interpersonal interaction with staff;

difficulty making friends;

lack of motivation and engagement;

unproductive groupwork;

difficulty communicating or working with classmates

uneven participation in class discussion

frustration with classmates' level of engagement

surprise over autonomous nature of study

surprise over lack of relationships with teachers

feeling unwelcomed and unvalued

Figure 6.1. Application of main findings to the person-in-context framework

In mapping the main findings in this way, the overarching importance of interaction is visible as a through-line from the individual to the sociocultural layers. Section 6.1 discussed how interaction predominates the individual layer by comprising students' expectations and appraisals of the internationalized university environment. The next layer, the interpersonal layer, is understandably characterized by interactional aspects, but what is notable is that the descriptions are often focused on the negative (e.g., the lack or limitations of such interactions). Then, in looking at the environmental dimension, it is evident how students' descriptions of the situational and institutional layers pertain to their interactional quality as well; for example, in the role of tutors in facilitating quality discussion, assessment types that may increase social tensions, and the lack of cohort-based learning. The consistent presence of interactional aspects in the various ecological layers supports the finding in Section 6.1 that interaction (whether interpersonal or intercultural) has added and heightened importance to students' experience of an internationalized university.

More notable than what exists at each layer, however, is the way students describe their experiences of what takes place at the experiential interface. Students' descriptions of their learning experiences are often characterized by what is missing: interaction, motivation, engagement, and participation. Such characterizations themselves suggest that there is a lack of alignment at the experiential interface. They also reiterate that many of the challenges for IaH that were discussed in Chapters 1 and 2 are still present today, such as difficulty in cross-cultural communication, stereotyping, frustration with groupwork, and a barrier between student groups. Moreover, regarding these challenges as demonstrations of "incongruence", as presented in Figure 6.1 above, supports that students' experiences of the IaH environment are different than they expected, despite approaching the IaH environment with relatively conducive expectations.

Previous applications of this framework (e.g., Kimmel & Volet, 2010; 2012a; 2012b) have tended to constrain, define, and investigate the influence of certain contextual factors, such as diverse or nondiverse assessment groups. Others (e.g., Kudo, Volet, & Whitsed, 2019) have used a person-in-context perspective to explore the relationship between specific contextual and individual variables, such as between environmental affordances and student agency. In addition, the Kimmel and Volet (2010; 2012a; 2012b) and Kudo, Volet, and Whitsed (2019) applications of a person-in-context perspective focused exclusively on students' intercultural relationships. The application in this thesis expands that scope to consider students' intercultural relationships as one aspect of many within students' experience of an internationalized university. As such, the exploratory

nature of the research in thesis has also allowed for a mapping of the various ecological layers as they inform the student experience of IaH practices. Rather than investigating causal relationships, the multi-method and case study design of this research has identified numerous influences and facets of the student experience that relate to IaH, of which the most salient four were discussed in Sections 6.1-6.4 above.

In addition, this broader application of the PiC perspective also allowed for identification of aspects of the three major content elements of context as defined by Wosnitza and Beltman (2012): physical, social, and formal (p. 180). The authors' critique of previous research on learning and motivation in context emphasizes that such research tends to focus on the social aspects of context, such as student-teacher and student-student relationships. Indeed, the findings in this thesis explicitly highlight the importance of the interpersonal and social aspects of the learning environment in students' experience of an internationalized university. However, the exploratory design of this research and inclusion of multiple methods has also helped identify aspects of the physical and formal context that would not have been identified otherwise. The formal content of the context is especially salient, including the non-cohort learning structure (described in Section 6.4), the time allocated to interaction in the classroom, the inclusion of students' unique cultural perspectives into the curriculum, and the way timetabling inhibits interaction between subjects.

Wosnitza and Beltman (2012) also argued that research on learning and motivation should consider the complex relationship in which the context both influences and is influenced by the learner. Of specific importance, based on the findings of this thesis, is the way the individual level interacts with the others. Specifically, it seems each individual student's cognitions, expectations, and appraisals can influence the overall environment by changing the interpersonal and situational layers. Domestic students' responses seem especially significant in this way. As the majority student group, their attitudes and responses may be both a telling indication of students' perceptions of the internationalized context and a powerful influence on that learning environment. In other words, the feelings of resentment and threat held by some domestic students may in turn influence other students' perceptions of the learning environment, even if only a small portion of domestic students hold such beliefs. This interconnected and interdependent response therefore supports Barron's (2006) assertion that having a group of domestic students who feel resentment towards international students is significant even if that group is small. To better understand just how significant it is, future research could explore the source, predominance, and consequences of these attitudes.

Importantly, the ecological layers of such models are interdependent and nested within each other (Nolen & Ward, 2008). The above findings therefore support those in previous research that there are a range of both individual characteristics and institutional factors that influence the success of IaH practices. Indeed, students themselves pointed often to aspects of each of these layers as influential to their experiences of the internationalized university. The interconnected nature of the PiC framework stresses the complexity of designing learning experiences that will foster productive IaH practices in which students are motivated and engaged. In other words, changes to either the environment or to the individual could result in an entirely different experiential interface between the two. For example, when a student's conceptualizations of an internationalized university do not include high-frequency interaction, they may better align with the learning environment. Conversely, academic environments that are better suited to encourage student interaction or to include students' different cultural perspectives in the classroom may better align with most students' individual approach to the internationalized university.

This analysis of findings through the PiC framework additionally illuminates much about the role of the individual and environmental dimensions in shaping students' experiences of the internationalized university. The role of the individual dimension appears especially considerable. Not only do students' ideas and expectations of the internationalized university influence how they approach the internationalized environment, but their perceptions of that environment influence how they respond to it, and to each other. Furthermore, as mentioned above, students' responses are likely to influence their classmates' perceptions and responses to the environment as well. There is, in essence, a powerful ripple effect that originates with each individual student.

Importantly, though, the significant influence of the individual dimension may have been partially heightened by the approach of this thesis. The PiC framework and the methodological design of this research study both emphasize students' subjective impressions of the environment. While the program coordinator interviews and website messaging analysis add important additional perspectives on the context, the core data come from students' subjective impressions, collected through both the student survey and the interviews. It is not surprising then that students' expectations and perceptions arose as prominent influences. However, students' impressions of the learning environment also indicate much about which aspects of the environment they respond to. In addition, students' individual attitudes and perceptions are influential, but they are not independent; the students' response to the learning environment is a factor of how those

individual students approach and then interact with the environment context. Given the importance placed on interpersonal and intercultural interaction, a predominant role of the environmental dimension therefore seems to be to provide opportunities for and to purposefully facilitate such interaction.

However, it is the alignment between the individual and the environmental dimensions that matters most, according to this application of the findings to the PiC framework. According to the framework, an environment that conflicts with a student's expectations and conceptualization of an internationalized university environment may result in a student experience characterized by a lack of motivation or minimal engagement (Volet, 2001). As student resistance to multicultural groupwork and intercultural interaction have been identified as key challenges for IaH practices, this incongruence at the experiential interface may help illuminate reasons why students do not seem to engage with the internationalized learning environment in intended ways or why IaH practices continue to meet student resistance. While students' experience of the learning environment is understandably shaped by innumerable influences, the findings of this thesis suggest that the main source of incongruence is the importance of interpersonal interaction in shaping students' expectations, appraisals, and perceptions of the internationalized university.

6.7 Drawing conclusions about the student experience of an internationalized university

The research aim of this thesis was to develop an understanding of students' experiences of an internationalized university and the influences that shape those experiences. This section discusses what the findings from this thesis illuminate about the student experience.

Findings first suggest that students' experience of the internationalized university, and of IaH, may not match either the university's website messaging or the students' expectations. One of the reasons for investigating students' expectations was the potential that student resistance to IaH practices may be an effect of students' expectations not matching either the university's expectations or the aims of IaH. Yet, findings suggest the opposite. Students' expectations often align with both the university's website messaging and with many IaH aims. This alignment suggests that examples of resistance as mentioned in Chapter 1, such as a lack of intercultural interaction and negative attitudes among the student body, are an indication instead that expectations do not align with

experiences. Importantly, this suggests that it is not only the students' expectations that are misaligned with experiences, but also the university's and the aims of IaH.

Second, it seems not all students have opportunity for frequent intercultural interaction despite the overarching IaH aim of offering intercultural opportunities for all students on the home campus (Beelen & Jones, 2015b). Instead, findings reinforce the ideas that the responsibility is often still on the individual student to create their own international or intercultural experiences (Kudo, Volet, Whitsed, 2017) and that the benefits of internationalization are felt only by a portion of students (de Wit & Jones, 2018; Harrison, 2015). Previously, those select few students who benefit were considered either the mobile minority who could study abroad or engage in international internships, or, in the case of IaH efforts, those who were already predisposed to cross-cultural interaction, activities and openness (Harrison, 2015). The findings of this thesis support and add to the understanding that IaH is not benefitted from equally. Findings have illuminated that even within opportunities that exist "at home", the benefits are not evenly felt. This seems to be the case for multiple reasons: not all students have access to frequent interpersonal and intercultural interaction; of those who do, not all participate; and, of those who interact, not all leave the interaction feeling it was beneficial. These limits mean that not all international students necessarily get an internationalized experience even though they have been able to study abroad in Australia. Likewise, the domestic students who would ideally benefit from the IaH activities of cross-cultural groupwork or exposure to different perspectives often do not, because the interaction necessary for that to occur does itself not often take place.

Limitations in opportunity for and effectiveness of interaction emphasize the important role of the formal curriculum and the formal context in ensuring that all students may benefit from IaH practices. Beelen and Jones (2015b) explain that IaH practices may be incorporated into either the formal or the informal curriculum, but that they will be less effective if only incorporated into elective and extracurricular opportunities. This thesis supports the idea that elective opportunities do not reach all students, but it also emphasizes that positioning IaH in the formal curriculum is especially important. Findings specifically stress the importance of including interactive and interpersonal aspects into the classroom and of incorporating students' own unique cultural perspectives into the curriculum. It is also significant that the formal context and the university learning structures may actively inhibit interaction, as this effectively inhibits students' opportunities to benefit from IaH as well.

More significant than the university learning structures and classroom environment inhibiting interaction, however, is that contextual factors may inadvertently lead to adverse effects such as negative attitudes among the student body. As discussed in Chapter 1, negative feelings towards classmates pose significant challenges to the achievement of IaH aims. It is therefore important to find that these negative responses are present in this thesis as well, and that they are felt even by students who explicitly want and expect intercultural interaction to take place. This finding suggests that an aspect of the way the interaction takes place, or the constraints placed on the interaction, may exacerbate tensions between students. In addition, most of the feelings of threat and resentment pertained to aspects of the classroom context, including multicultural groupwork and in-class discussion. This further reinforces the importance of the formal curriculum and, specifically, the importance of ensuring that students' intercultural interactions are effective, purposeful, and well facilitated.

Another reason to incorporate more interaction into the formal curriculum is because interaction is prominent in students' conceptualizations of the internationalized university regardless of whether they focused on the economic or humanistic motivations for study. IaH has generally been associated with the social, cross-cultural, and attitude-focused aspects of university internationalization (see Knight & de Wit, 2018; Maringe & Woodfield, 2013). It is noteworthy that the distinction is not necessarily evident in students' expectations. Even the students whose expectations are based on the university's international reputation and their future employment prospects connected that reputation with images of learning together with peers from diverse backgrounds, engaging in-class discussion, and highly interactive teaching practices. This suggests that active and purposeful facilitation of interaction within the formal and informal curriculum would not only help facilitate IaH aims but would also align with most students' approach to the internationalized environment.

This overlap between the economic and humanistic motivations leads to the last conclusion drawn about students' experience of an internationalized university: that internationalization may now be so mainstream that there is little distinction between universities that are internationalized and those that are not. The case study institution was selected and identified as internationalized because it has a comprehensive internationalization strategy (as defined in Section 2.1), hosts a large international student population, emphasizes its international rankings, and promotes the international and intercultural aspects of its programs. For the purposes of this thesis, therefore, it is considered an internationalized university, and from a research perspective, it has

provided effective insight into the contexts in which many common challenges of IaH are demonstrated. However, students do not necessarily think of the university as internationalized when deciding to attend, even though many of the aspects of the university that they describe as desirable are also core to IaH (e.g., diversity of the student body and exposure to different cultural perspectives). In other words, internationalization may have arrived at a point where it is mainstream enough that characteristics of internationalization, and of IaH specifically, are also synonymous with students' conceptualizations of a high-quality university. If this is the case, understanding students' expectations and experiences through the lens of IaH practices is more widely applicable.

6.8 Implications for policy and practice

Findings related to the student experience and conclusions drawn from those findings have direct implications for future directions of policy and practice. In particular, if institutions seek to improve the student experience at their internationalized institution or would like to better facilitate the aims of IaH, findings from this thesis suggest that focusing on increasing students' opportunities for purposefully facilitated intercultural and interpersonal interaction within the formal curriculum would be key.

That said, the finding that students' expectations align with many of the aims of IaH suggests that efforts to promote the benefits of cross-cultural interaction and motivate students to interact may be misplaced. As most students already want and expect interaction to take place, it may be more important to reshape the environment to allow for and facilitate intercultural interaction. While findings indicate the importance of students' attitudes and motivations, they also emphasize that those cognitions may be influenced by aspects of the task design, classroom context, and university learning structures. Thus, instead of motivating students to interact, efforts may be better directed towards ensuring that the university learning structures no longer act as barriers to interaction or that they do not exacerbate feelings of threat between students.

Multiple aspects of the university context and formal curriculum have been identified as possible avenues for such change. These include the current timetabling system, non-cohort learning structure, and lack of time dedicated to interaction in the classroom. As mentioned in the conclusions drawn in Section 6.7 above, the formal curriculum seems to be an important place in which to include opportunities for students to learn from their peers and to incorporate students' own cultural perspectives. This seems especially important given the conclusion that not all students seem to have

opportunity for frequent interaction, even "at home". Such inclusion of interaction within the formal curriculum could comprise structured in-class activities for interaction that introduce the process gradually. In offering frequent, but staged, opportunities for interaction, students may not only be more likely to participate in intercultural interaction, but also to feel that they have benefited from it.

Another aspect of the formal curriculum worth addressing is assessment format. Findings from this thesis are also consistent with literature presented in Section 2.3.2 that found assessment design can exacerbate tensions between students (Héliot, Mittelmeier & Rienties, 2019), especially when marked (Colvin, Fozdar, & Volet, 2015; Kudo, Volet, & Whitsed, 2017). As demonstrated by Montgomery (2009), assignments in which the multicultural nature is explicit and inherent can result in students believing that multicultural groups would be a benefit rather than a hindrance and that language difficulties are less important. Thus, to encourage more intercultural interaction, teachers and staff could consider the way various perspectives are incorporated, explicitly expected, and assessed in assignments.

Such changes to the formal curriculum would also have implications for the way teaching staff are supported and the resources they are given. The challenge remains, as mentioned in Chapter 2, to support academics in designing assessments and learning environments that achieve desired internationalization outcomes (Beelen & Jones, 2015a). Professional development might help with this, as would recognition of constraints to teachers' workloads. Staff may not teach the same subject from year to year and, more significantly, they may not be given time or compensation for making such changes. Policies around workload and recognition of work in this area might provide a helpful complement to additional training and the expectation for teachers to revise their curriculum design. The university would benefit from considering these challenges when establishing support systems for future IaH processes.

Next, there are important implications that derive from the presence of resentment and threat among a small group of domestic students. Through 2019, the number of international students at Australian universities was projected to continue increasing and to even surpass the number in the U.K. (Hunter, 2019). An increasing number and proportion of international students would possibly exacerbate any existing negativity among this small group of domestic students. Attention to purposefully facilitating effective intercultural interaction in the classroom would have heightened importance under such circumstances. This thesis not only reinforces findings by previous researchers (e.g., Arkoudis et al., 2010; Cruickshank, Chen, & Warren, 2012) that purposeful facilitation

of interaction is necessary for it to be successful, but also suggests that it may additionally help mitigate feelings of resentment and threat. In this sense, purposeful facilitation would involve designing learning activities and assessment tasks in which the inclusion of multiple cultural perspectives would be advantageous to the task. Additionally, it could include establishing learning structures, classroom norms, and activities that actively encourage collaboration rather than competition.

However, the travel restrictions imposed worldwide due to the COVID-19 crisis have drastically changed international student projections. The current situation therefore leads to additional questions about how universities would address the presence of negative feelings towards classmates. If there are fewer international students, for example, will feelings of resentment and threat be reduced? On the other hand, if students have less interaction with diverse peers, will stereotyping and discomfort with cross-cultural communication remain more persistent?

The current COVID-altered circumstances raise additional questions about how universities can move forward with IaH in this context. For example, how can universities utilize the finding that students expect frequent interpersonal and intercultural interaction if face-to-face learning remains so strongly restricted? How will students' expectations change as a result of this crisis? The implications for Australian universities prompted by the COVID-19 crisis are likely immense and only beginning to be visible. However, as travel is currently restricted both domestically and internationally, the "at home" aspects of internationalization may face further challenges and simultaneously pose auspicious opportunities.

6.9 Contributions and limitations

This was a small-scale study at one Australian university, and, as such, the conclusions drawn from this research can only be directly applied to this specific context. Likewise, the beliefs and experiences of the interview participants cannot be said to represent all students in Australia or even all students at the case study institution or within their specific faculties. That said, as an exploratory study, the analysis identified the most salient patterns among participating students' experiences and subsequently revealed influences on the student experience that deserve deeper attention and more comprehensive exploration.

One particular limitation of the participant sample is the focus on first-year students' perspectives, which cannot be assumed to represent the perspectives of later-

year students. It is possible that participants' experiences in later years would influence their perceptions of internationalization. However, while 18.8% of participants were not in their first year of study (see Appendix A), the sample size made it difficult to establish whether there were significant differences between the responses of these later-year participants and those of the first-year participants.

In addition, the self-selecting nature of interview participation should be considered. It tends to be the more engaged students who want to participate and speak up; however, this is why it is especially interesting that so many of the interview participants said they did not participate in clubs and that there were participants for whom loneliness was a predominant characteristic of their experience. It is important, then, to ask what other characteristics or shared experience led these students to participate in these interviews. Some explicitly said they wanted to give back; others wanted to share their difficult and personal experiences because they had not had any other opportunity to do so.

There are also limitations due to the selection of the person-in-context perspective as the theoretical framework for this thesis. For example, Wosnitza and Beltman (2012) critique the way such frameworks tend to overutilize students' subjective impressions of the learning environment. It was an intentional choice to use a framework that incorporated students' subjective impressions, because the aim of this study was to investigate students' experience as one dimension through which to better understand challenges to IaH. Nonetheless, such a heavy emphasis on subjective responses to the learning environment limits both the generalizability of the study and the ability to establish causal relationships.

Another limitation of the framework, and of similar uses of it, is that operationalizing context is difficult in research where the definition of context is so broad (Wosnitza & Beltman, 2012). The broader application of the PiC framework in this thesis has, however, allowed for a mapping of the ecological layers that influence the student experience of an internationalized university. This mapping was possible because of the exploratory, case-study design of the study, and because of an expanded application of the PiC perspective which moved away from a narrow focus on students' intercultural interactions and toward the student experience of an internationalized university more broadly. It has subsequently identified influences on the student experience, and on challenges to IaH practices, that may otherwise have remained unidentified.

Most significant of these influences is the importance of intercultural and interpersonal interaction in comprising students' conceptualizations and expectations of

an internationalized university. An understanding of how students imagine an internationalized university is itself a major contribution of this thesis; but, more importantly, this thesis has highlighted the significance of these ideas in shaping how students approach and appraise the internationalized learning environment. The finding that students' conceptualizations often align with IaH aims advances current understanding of students' responses to internationalized university environments. Likewise, the major finding that those conceptualizations are often misaligned with students' experiences of the internationalized university provides important insight into student resistance to IaH practices.

This thesis also contributes new insight into how domestic students specifically conceptualize and then experience an internationalized university, aspects that have largely been unexplored. As the majority of the student population at Australian universities, greater understanding of how domestic students approach and respond to the internationalized environment is necessary for advancing IaH practices and approaches. Specific contributions to an understanding of domestic students' perspectives are the findings that negative attitude towards international classmates are present, that domestic students also find it difficult to make friends, and that many domestic students imagine their internationalized university experience to be filled with frequent amounts of highly engaged in-class discussion with diverse peers.

Given the context and limitations of this thesis, the findings, conclusions, and implications will be most applicable to similar metropolitan Australian universities. The similarities in learning mode, population, culture, and internationalization style of American and British universities mean the findings would likely be useful as well to administrators and researchers in the U.S. and U.K. More generally, universities that would like to establish comprehensive forms of internationalization, that have student-centered internationalization goals, or that would like to better understand the student experience of an internationalized university would also benefit from the findings of this thesis.

From a global and historical perspective, the research presented in this thesis was conducted in 2018, within an educational context not yet affected by the global COVID-19 crisis that has consumed 2020 so far. Since then, the shape of the international education market and of the university context has changed drastically. At the writing of this thesis, that change is still ongoing, and the crisis continues to devastate the international education landscape. Future research will undoubtedly provide insight into the consequences and implications of such change.

With the methodological and historical limitations aside, the patterns identified in this research are enough to suggest the need for a revised understanding of interaction and its significance in how students approach and experience an internationalized university. In doing so, the main contribution of this thesis is that it has reframed the role of interaction by emphasizing its importance to students' conceptualizations and expectations of an internationalized university, illuminating that students seem to appraise the internationalized university environment based on its interactional quality regardless of whether that interaction has been actively facilitated. Lastly, the thesis has provided some direction for moving forward in IaH practices, primarily in the suggestions to focus efforts on reducing structural barriers to student interaction and incorporating frequent, purposeful interpersonal interaction into the formal curriculum.

6.10 Suggestions for further research

The findings and conclusions of this thesis indicate some clear directions for future research, particularly for research that helps better understand the complex relationship between various influences on the student experience of internationalized universities and challenges to IaH practices. For example, specific institutional influences that arose as prominent in this research would warrant additional investigation, including the role of cohort and non-cohort characteristics as also proposed by Kimmel and Volet (2012b). Comparison or exploration of identified institutional barriers to student interaction, such as timetabling, would likewise expand current understanding about the extent to which the institutional learning structures actively inhibit IaH aims.

Alternatively, longitudinal research that provided insight into the experiences of students at different stages of their studies would expand upon the findings presented in this thesis that primarily incorporate first-year students' responses. Such research could include longitudinal studies that explored the potential for individual students' perceptions to change or that compared the experiences of students across different years of study.

Similarly, research that considered different institutional contexts would both complement and expand upon the case study design of this study. Given that the study reported in this thesis was undertaken in one university setting, further research could consider different disciplinary and institutional contexts. For example, it would be important to understand how students' expectations for interaction might vary at rural universities, at smaller universities, at universities with a smaller number of international

students, or even in a second metropolitan area with a different student composition or academic focus. Opportunities exist for future comparison studies with this thesis which would expand scholarship into the student experience of internationalized universities by demonstrating larger patterns and potentially exposing underlying influences. Likewise, research that considered multiple institutions and multiple faculties within each institution would allow for more detailed and complex analysis of the various ways that IaH is experienced in context.

More specifically, findings from this thesis have highlighted the importance of better understanding domestic students' expectations of and responses to the internationalized university environment, including the possibility that an internationalized university may heighten certain negative attitudes among domestic students. While the conclusions and implications presented in this chapter have provided some conversation on the matter, research that explored those negative attitudes more deeply would be of great importance. A specific negative attitude that warrants further investigation is the belief that there are too many international students. Analysis of survey responses in Chapter 4 showed that the belief that there are too many international students is related to the belief that it is difficult to make friends and that there should be more in-class discussion. However, the exploratory nature and smaller scale of this thesis make concrete links and generalizations unfeasible; a larger study that explored this issue in more detail, perhaps quantitatively, would be especially well-timed to explore this attitude.

Lastly, future research will reveal the ways and extent to which restrictions due to the COVID-19 crisis will transform the composition, structure, and practices of Australian universities. It is important that future research also investigate the impact such changes will have on students' expectations and experiences of internationalized universities. Specific investigation of resultant attitudes towards classmates, including any potential change to feelings of resentment and threat would be a priority.

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Appendices

Appendix A: Student survey participant profile by faculty

	Arts	Design	Business	Other	Total
n	60	36	71	3	170
Response rate	19.9%	20.6%	9.7%	n/a	14.0%
Age					
18-24	98.8%	97.0%	100.0%	66.7%	98.6%
25-34	1.2%	3.0%	0.0%	33.3%	1.4%
Gender					
Female	83.3%	55.6%	62.0%	33.3%	67.6%
Male	15.0%	41.7%	38.0%	66.7%	31.2%
Non-binary/Third gender	0.0%	0.0%	0.0%	0.0%	0.0%
Prefer not to answer	1.7%	2.7%	0.0%	0.0%	1.2%
Residency status					
International students	66.7%	41.7%	59.2%	66.7%	58.2%
Domestic students	33.3%	58.3%	40.8%	33.3%	41.8%
Semester of course study					
First semester	50.0%	69.4%	18.3%	33.3%	40.6%
Second semester	41.7&	25.0%	46.5%	66.7%	40.6%
Third semester	5.0%	0.0%	9.9%	0.0%	5.9%
Fourth semester or more	3.3%	5.6%	25.3%	0.0%	12.9%
First language[a]					
English	40.0%	52.8%	35.2%	66.7%	41.2%
Mandarin	40.0%	30.6%	42.3%	33.3%	38.8%
Cantonese	6.7%	5.6%	8.5%	0.0%	7.1%
Vietnamese	5.0%	0.0%	1.4%	0.0%	2.4%
Other	8.3%	11.0%	12.6%	0.0%	10.5%
Race/ethnicity[b]					
White	30.0%	33.3%	36.7%	33.3%	33.5%
North or East Asian	50.0%	25.0%	40.9%	33.3%	40.6%
South or South-East Asian	23.3%	41.7%	28.2%	33.3%	29.4%
Other	1.6%	8.3%	11.3%	0.0%	7.1%
Prefer not to answer	0.0%	8.3%	4.2%	0.0%	3.5%

[a] Participants selected from a list of the 21 most common languages in the state, plus a 22nd choice of "Other, not listed". These are the answer choices that were selected by 2 or more participants, with the others combined into the percentage for "Other".
[b] As worded in the survey. Participants could select more than one, so percentages do not add to 100. Responses selected by fewer than 2% of participants were combined under "Other" in this table.

Appendix B: Electronic student survey

Start of Block: Introduction

Q1 **Project: Investigating University Students' Expectations and Experiences of their Intercultural Interactions**

You are invited to participate in a research project about students' experiences at university. This page will provide you with information about the project, so that you can decide if you would like to take part in this research. Please take the time to read this information carefully. You may ask questions about anything you don't understand or want to know more about.

About this survey
The purpose of this project is to better understand how students imagine and experience the university environment. The survey will ask you questions about what you expected your learning experience to be like, how your experiences so far may or may not meet those expectations, and what you would like going forward. The survey should take approximately 15 minutes to complete.

Your involvement will help create a clearer understanding of what students want and expect from their university experience. This research will be published in a PhD thesis. It will help inform selected faculties and university administration on how best to move forward with learning goals and outcomes. It will also serve as a voice to represent students' perspectives in the process.

There are no anticipated risks involved. Your identity will not be known to the researchers and no personal information or contact information will be collected. Survey responses will not be traceable to individual participants. The information that is requested will be entirely confidential, subject to legal limits. At the completion of the project, all remaining de-identified data will be kept securely for five years, at which point it will be disposed of.

Do I have to take part?
Participation is completely voluntary. If you would prefer not to participate, you are welcome to close this page. You can withdraw or stop participation at any time. You are also free to skip any questions that you would prefer not to answer. Your participation will have no impact on assessment or results.

Please note that you will not be able to save your response to complete at a later time.

Where can I get further information?
If you would like more information about the project, please contact Samantha Marangell [smarangell@student.unimelb.edu.au]. The researchers are:

Prof. Sophie Arkoudis (Responsible Researcher): Tel: +61 3 8344 7434 Email: s.arkoudis@unimelb.edu.au
A/Prof. Chi Baik (Co-Supervisor): Tel: +61 3 83444212 Email: cbaik@unimelb.edu.au
Ms. Samantha Marangell (PhD student)

Tel: +61 426745022 Email: smarangell@student.unimelb.edu.au

Who can I contact if I have any concerns about the project?
This research project has been approved by the Human Research Ethics Committee of The University of Melbourne. If you have any concerns or complaints about the conduct of this research project, which you do not wish to discuss with the research team, you should contact the Manager, Human Research Ethics, Research Ethics and Integrity, University of Melbourne, VIC 3010. Tel: +61 3 8344 2073 or Email: HumanEthics-complaints@unimelb.edu.au. All complaints will be treated confidentially. In any correspondence please provide the name of the research team or the name or ethics ID number of the research project, which is 1750915.1.

If you agree to participate, please click "I agree" below to progress to the survey.

○ I agree (1)

End of Block: Introduction

Start of Block: Background

Q2 What faculty are you currently enrolled in?

○ Arts (1)

○ Design (2)

○ Business (3)

○ Other (4) ____

Q3 In what subject did you hear about this survey?

Q4 Was this subject a required subject for your degree or major?

○ Yes, this subject was required for me to take (for either my degree or major). (1)

○ No, it was not required / This subject was an elective/breadth subject for me. (3)

Q5 How old are you?

▼ Under 18 (1) ... 45 and older (5)

Q6 Are you...

- ◯ Female (1)
- ◯ Male (2)
- ◯ Non-binary/Third gender (3)
- ◯ Prefer not to answer (4)

Q7 Are you enrolled as an international or a domestic student?

- ◯ International student (1)
- ◯ Domestic student (2)

Display This Question:

If Are you enrolled as an international or a domestic student? = Domestic student

Q8 Are you enrolled as a full-time or part-time student?

- ◯ full-time (1)
- ◯ part-time (2)

Q9 What semester did you begin your current course?

▼ Semester 2, 2018 (1) ... None of the above/before 2017 (5)

Q10 What country are you from?

▼ Afghanistan (1) ... Other, not listed (198)

Q11 With what race/ethnicity do you primarily identify? (Select all that apply)

- ▢ White (1)
- ▢ Pacific Islander or Oceanian (2)
- ▢ North or East-Asian (3)
- ▢ South or South-East Asian (4)
- ▢ Hispanic/Latino/Latin American (5)
- ▢ Black, or of African descent (6)
- ▢ Middle Eastern or North African (7)
- ▢ Australian Aboriginal or Torres Strait Islander (8)
- ▢ Other (9) ____
- ▢ Prefer not to answer (10)

Q12 What language do you consider your first/native language?

▼ Arabic (1) ... Other, not listed (22)

Q13 How many total languages do you speak at a native, near-native, or proficient level?

▼ 1 - only my native language (1) ... 5 or more (5)

Display This Question:

If Are you enrolled as an international or a domestic student? = Domestic student

Q14 Have you ever lived overseas for 3 or more months?

- ◯ Yes (1)
- ◯ No (2)

Display This Question:

If Are you enrolled as an international or a domestic student? = Domestic student

Q15 Have you ever studied overseas?

- Yes (1)
- No (2)

Display This Question:

If Are you enrolled as an international or a domestic student? = International student

Q16 How long have you been in Australia?

- Less than one year (1)
- 1-2 years (2)
- 3-4 years (3)
- More than 4 years (4)

Display This Question:

If Are you enrolled as an international or a domestic student? = International student

Q17 Have you done any previous study in Australia *before your current course*? (This can be for any age/degree level, including secondary school.)

- No, this is my first course of study in Australia (1)
- Yes, I had previously studied in Australia before starting my current course (2)

Display This Question:

If Have you done any previous study in Australia before your current course? (This can be for any ag... = Yes, I had previously studied in Australia before starting my current course

Q18 What type of study did you previously do in Australia (before starting your current course)? (Select all that apply)

- ☐ some early schooling (primary to secondary school) (1)
- ☐ a non-degree course at a university (2)
- ☐ a language course or academic preparatory course (3)
- ☐ some undergraduate study (4)
- ☐ some graduate study (5)
- ☐ Other: (6) ____

End of Block: Background

Start of Block: University Attributes

Q19 The next two questions ask about what you think a university experience should include. We would like to know what you think *should be*, not necessarily how it has actually been.

Q20 How important do you think the following characteristics are for a university to have?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
Students from many different cultural/national backgrounds (1)	○	○	○	○	○
Course material that considers additional cultural contexts (2)	○	○	○	○	○
Lecturers and staff from different backgrounds (3)	○	○	○	○	○
Internationally-minded courses and subjects (4)	○	○	○	○	○
Cultural clubs, events, activities, etc. (5)	○	○	○	○	○

Q21 How important do you think the following skills are for a university *graduate* to have?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
The ability to communicate with people from other cultures (1)	○	○	○	○	○
The ability to work well with people from other cultures (2)	○	○	○	○	○
The ability to work well in a group (3)	○	○	○	○	○
The ability to consider someone else's perspective (4)	○	○	○	○	○

End of Block: University Attributes

Start of Block: Expectations

Q22 The next couple of questions ask about what you *expected* your university experience to be like *before starting your current course*.

Q23 Before starting your studies, did you consider the University to be an 'internationalised' university?

○ Yes (1)

○ No (2)

○ I hadn't thought about it (3)

○ I don't know what that means (4)

Q24
Before starting my studies, I expected my fellow students to be (select all that apply):

- ☐ Hardworking (1)
- ☐ Multicultural (2)
- ☐ Young (3)
- ☐ Intelligent (4)
- ☐ Interesting (5)
- ☐ Engaged in the subjects (6)
- ☐ Easy to talk to (7)

Q25 Before starting my studies, I expected my classmates to be:

- ○ From many nationalities (1)
- ○ Mostly local students (2)
- ○ Mostly from a particular (non-local) background. If so, which one? (3) ____________________

Q26 The next three questions ask about what you expected *before starting your studies* about the types of interactions you would have with fellow students.

Before commencing my studies, I expected there would be:

- ○ A lot of opportunity to interact with students from different backgrounds (1)
- ○ Not a lot of opportunity to interact with students from different backgrounds (2)

Q27 Before commencing my studies, I expected there would be:

○ A lot of required groupwork (1)

○ Not a lot of required groupwork (2)

Q28 Before commencing my studies, I expected there would be:

○ A lot of classroom discussion (1)

○ Not a lot of classroom discussion (2)

End of Block: Expectations

Start of Block: Experiences

Q29 The following four questions ask about your experience *so far* at university.

I feel that my fellow students are (select all that apply):

▢ Hardworking (1)

▢ Multicultural (2)

▢ Young (3)

▢ Intelligent (4)

▢ Interesting (5)

▢ Engaged in the subjects (6)

▢ Easy to talk to (7)

Q30 I feel the amount of student interaction in the classroom is:

- Too high (1)
- An acceptable amount (2)
- Too little (3)

Q31 Which of the following statements are true about your current university experience so far?

	True (1)	False (2)	Neutral or N/A (3)
I would prefer more groupwork (3)	○	○	○
I would prefer less groupwork (4)	○	○	○
There are too many international students on my course (1)	○	○	○
There are too many local students on my course (2)	○	○	○
There are more international students in my course than I expected (5)	○	○	○
There are fewer international students in my course than I expected (7)	○	○	○

Q32 Which of the following statements are true about your current university experience so far?

	True (1)	False (2)	Neutral or N/A (3)
My classmates are easy to talk to (6)	○	○	○
I would prefer that my classmates participate more in class (1)	○	○	○
I would like there to be more in-class discussions (2)	○	○	○
There should be more interactions between students of different backgrounds (3)	○	○	○
Students tend to associate only with others from the same or similar backgrounds/ethnicities (4)	○	○	○
It's hard to make friends on my course (5)	○	○	○

Q33 Would you prefer that groupwork be marked individually or with one mark for the whole group?

○ Individual marks (1)

○ One mark per group (2)

○ I don't know/undecided (3)

Q34 Which of the following do you think would be a barrier to getting to know a fellow classmate? (Select all that apply)

- ☐ Cultural background (1)
- ☐ Language differences (2)
- ☐ Religion (3)
- ☐ Gender (4)
- ☐ Personality (Shy/Outgoing) (5)
- ☐ Age (6)
- ☐ Other (7) ____

End of Block: Experiences

Start of Block: Ratings

Q35 This is the last section of this survey. The final three questions ask you to rate your experiences so far.

Q36 How would you rate your university experience *so far*, based on the factors below?

	Terrible (1)	Poor (2)	Average (3)	Good (4)	Excellent (5)	N/A (6)
The amount of student interaction in the classroom (1)	○	○	○	○	○	○
The amount of groupwork (2)	○	○	○	○	○	○
The multicultural content of the course (3)	○	○	○	○	○	○
The attention paid to additional cultural perspectives (4)	○	○	○	○	○	○
The variety of assessment types (5)	○	○	○	○	○	○
The amount of opportunity for discussion outside of the classroom (6)	○	○	○	○	○	○
The diversity of the student population (7)	○	○	○	○	○	○

Q37 In the future, how much would you like to see of the following?

	None at all (1)	A little / small amount (2)	A moderate amount (3)	A lot / large amount (4)	Neutral / No opinion (5)
Discussion in the classroom (1)	○	○	○	○	○
Groupwork as assessment (2)	○	○	○	○	○
Groupwork during class time (3)	○	○	○	○	○
Multicultural perspectives in lecture topics/course material (4)	○	○	○	○	○
Inclusion of non-local contexts in lecture topics/course material (5)	○	○	○	○	○
Diversity of the student population (6)	○	○	○	○	○

Display This Question:

If Are you enrolled as an international or a domestic student? = International student

Q38 How confident or comfortable do you feel in communicating with local students?

○ Extremely comfortable (1)

○ Somewhat comfortable (2)

○ Neither comfortable nor uncomfortable (3)

○ Somewhat uncomfortable (4)

○ Extremely uncomfortable (5)

Display This Question:

If Are you enrolled as an international or a domestic student? = Domestic student

Q39 How confident or comfortable do you feel in communicating with international students?

- ○ Extremely comfortable (1)
- ○ Somewhat comfortable (2)
- ○ Neither comfortable nor uncomfortable (3)
- ○ Somewhat uncomfortable (4)
- ○ Extremely uncomfortable (5)

Q40 Is there anything else you would like us to know about your expectations of or experiences at university?

____

End of Block: Ratings

Appendix C: Plain language statement – student interview

Plain Language Statement (Student Interviews)

Centre for the Study of Higher Education,
Melbourne Graduate School of Education

Project: Investigating University Students' Expectations and Experiences of their Intercultural Interactions

Prof. Sophie Arkoudis (Responsible Researcher)
Tel: +61 3 8344 7434 Email: s.arkoudis@unimelb.edu.au

A/Prof. Chi Baik (Co-Supervisor)
Tel: +61 3 83444212 Email: cbaik@unimelb.edu.au

Ms. Samantha Marangell (PhD student)
Tel: +61 426745022 Email: smarangell@student.unimelb.edu.au

Thank you for your interest in participating in this research project. This page will provide you with information about the project and the interview process, so that you can decide if you would like to take part in this research. Please take the time to read this information carefully. You may ask questions about anything you don't understand or want to know more about.

About this project
The purpose of this project is to better understand how students imagine and experience the university environment. During the interview, you will be asked about what you expected your learning experience to be like, how your experiences so far may or may not meet those expectations, and what you would like going forward. The interview should take approximately 45 minutes to complete.

Your involvement will help create a clearer understanding of what students want and expect from their university experience. This research will be published in a PhD thesis. It will help inform selected faculties and university administration on how best to move forward with learning goals and outcomes. It will also serve as a voice to represent students' perspectives in the process.

There are no anticipated risks involved. Interview participants will be identified only by pseudonym and no identifiable information will be used. The information that is requested will be entirely confidential, subject to legal limits. The interview will be audio-recorded. At the completion of the project, all remaining de-identified data will be kept securely for five years, at which point it will be disposed of.

Do I have to take part?
Participation is completely voluntary. You can withdraw or stop participation at any time. You are also free to skip any questions that you would prefer not to answer or to request that your participation be withdrawn retroactively.

Where can I get further information?
If you would like more information about the project, please contact Samantha Marangell [smarangell@student.unimelb.edu.au].

Who can I contact if I have any concerns about the project?
This research project has been approved by the Human Research Ethics Committee of The University of Melbourne. If you have any concerns or complaints about the conduct of this research project, which you do not wish to discuss with the research team, you should contact the Manager, Human Research Ethics, Research Ethics and Integrity, University of Melbourne, VIC 3010. Tel: +61 3 8344 2073 or Email: HumanEthics-complaints@unimelb.edu.au. All complaints will be treated confidentially. In any correspondence please provide the name of the research team or the name or ethics ID number of the research project, which is 1750915.1.

Thank you,
Samantha Marangell

Appendix D: Consent form – student interview

Consent Form (Student Interviews)

Centre for the Study of Higher Education,
Melbourne Graduate School of Education

Project: Investigating University Students' Expectations and Experiences of their Intercultural Interactions

Responsible Researcher: Prof. Sophie Arkoudis
Additional Researchers: Ms. Samantha Marangell (PhD student) and A/Prof. Chi Baik

Name of Participant: ______________________________

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
2. I understand that the purpose of this research is to investigate students' expectations and experiences of university.
3. I understand that my participation in this project is for research purposes only.
4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
5. I understand that my interviews may be audio-recorded.
6. I understand that my participation is voluntary, that my participation will not affect assessment or results, and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
7. I understand that the data from this research will be stored at the University of Melbourne and will be destroyed after 5 years.
8. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
9. I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity.
10. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant Signature: ____________________ **Date:** ____________

Appendix E: Student interview protocol

Introduction Questions

1. What is your first name and age?
2. Faculty/major?
3. Where were you born? (If not in Australia: How long have you been in Australia?)
    a. How was your transition to [the city]?
    b. Did anything surprise you about [the city]?
4. What language(s) do you speak? If multiple, when do you tend to use each?
    a. How did you become skilled in the other(s)?
5. Have you ever studied overseas? If so, for how long and/or for how long so far?

Expectation/Conceptualization Questions:

6. When you imagine a university campus that is 'internationalized', what does that imply to you?
    a. Any other aspects besides…
    b. What do you believe should be the most important characteristics of an 'internationalized' university?
    c. Had you thought about [the University] in this way before studies?
        i. If so, was that an attraction about attending or neutral?
        ii. What attracted you to attending [the University]?
    d. How well does [the University] meet these criteria?
7. What did you imagine your fellow students to be like?
    a. What would the ideal makeup of students look like?
    b. What did you expect would be the ratio between local/international students?
8. What expectations did you have about the types of interactions you would have with your classmates?
9. What did you imagine your classroom experience to be? What types of activities, lecture types, and assessments did you imagine?
    a. Groupwork?
10. What did you imagine the instructors would be like?

Experiences Questions:

11. Could you describe what your classmates are like?
    a. To what extent have your classmates met or not met your expectations?
12. How would you describe the relationship/nature of interactions between the students in your subject?
    a. How might these interactions, or lack thereof, be explained?
    b. Is there a need to improve these relationships? If so, how would you recommend this be done?
13. Could you describe the usual types of learning activities in your subject? /How would you describe your 'average' subject?
    a. Are these in line with what you expected? Why/why not?
    b. Is there anything you would change about these activities?

Future/Ideals?

14. What would you like to see more of in the future?
15. 'Ideal' balance of student backgrounds?
    a. Ideal ratio? (Or, what's most important?)
16. Anything you wish you had known before starting your studies?
17. Any advice you would give to incoming students?
18. Anything else you would like to add/say?

Appendix F: Program coordinator interview protocol

Introduction Questions

1. What is your position title and faculty?

Main Questions:

2. Does your faculty hold a particular approach to internationalization? If so, what is that approach?
3. What, if any, graduate outcomes do you expect of your students in relation to internationalization, intercultural skills, or global skills?
4. Does the faculty hold a particular approach to improving intercultural skills or intercultural interactions among the student population?
   a. What is the faculty stance on groupwork as an assessment method?
5. Have you felt that there is any student resistance to certain learning activities/goals? If yes, in what way? If no, what might explain this?
6. How would you describe the nature of interactions between students in the faculty?
7. Is there any need to improve students' relationships/interactions? If so, what would you suggest?
8. Is there anything you wish students would better understand about their university experience before commencing their studies?

Appendix G: Plain language statement – staff interview

Plain Language Statement (Staff Interview)

Centre for the Study of Higher Education,
Melbourne Graduate School of Education

Project: Investigating University Students' Expectations and Experiences of their Intercultural Interactions

Prof. Sophie Arkoudis (Responsible Researcher)
Tel: +61 3 8344 7434 Email: s.arkoudis@unimelb.edu.au

A/Prof. Chi Baik (Co-Supervisor)
Tel: +61 3 83444212 Email: cbaik@unimelb.edu.au

Ms. Samantha Marangell (PhD student)
Tel: +61 426745022 Email: smarangell@student.unimelb.edu.au

Thank you for your interest in participating in this research project. The purpose of this research is to better understand how students imagine and experience the university environment and how that experience takes shape within particular faculty settings.

If you choose to participate, information from this interview will help to give context to additional data collected from students via surveys and interviews. You will be asked about your faculty's expectations for/of its students, as well as its approaches towards internationalization, intercultural interaction, and assessment. The interview should take approximately 45 minutes to complete.

This research will be published in a PhD thesis. It will help inform selected faculties and university administration on how best to move forward with learning goals and outcomes.

The risks involved are minimal. The interview will be audiotaped for later analysis. No personal information will be requested and the interview questions will focus on faculty-level perspectives rather than those of the individual participants. While, interview participants will be identified only by position and faculty, it might be possible to identify possible participants who are in similar positions within each faculty. The information that is requested will be entirely confidential, subject to legal limits. At the completion of the project, all remaining de-identified data will be kept securely for five years, at which point it will be disposed of.

Participation is completely voluntary. You can withdraw or stop participation at any time. You are also free to skip any questions that you would prefer not to answer or to request that your participation be withdrawn retroactively.

If you would like more information about the project, please contact Samantha Marangell [smarangell@student.unimelb.edu.au].

This research project has been approved by the Human Research Ethics Committee of The University of Melbourne. If you have any concerns or complaints about the conduct of this research project, which you do not wish to discuss with the research team, you should

contact the Manager, Human Research Ethics, Research Ethics and Integrity, University of Melbourne, VIC 3010. Tel: +61 3 8344 2073 or Email: HumanEthics-complaints@unimelb.edu.au. All complaints will be treated confidentially. In any correspondence please provide the name of the research team or the name or ethics ID number of the research project, which is 1750915.1.

Thank you,
Samantha Marangell

Appendix H: <u>Consent form – staff interview</u>

Consent Form (Staff Interviews)

Centre for the Study of Higher Education,
Melbourne Graduate School of Education

Project: Investigating University Students' Expectations and Experiences of their Intercultural Interactions

Responsible Researcher: Prof. Sophie Arkoudis
Additional Researchers: Ms. Samantha Marangell (PhD student) and A/Prof. Chi Baik

Name of Participant: ______________________________

11. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
12. I understand that the purpose of this research is to investigate students' expectations and experiences of university.
13. I understand that my participation in this project is for research purposes only.
14. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
15. I understand that my interviews may be audio-recorded.
16. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
17. I understand that the data from this research will be stored at the University of Melbourne and will be destroyed after 5 years.
18. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
19. I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity.
20. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant Signature: ______________________ **Date:** ______________

Appendix I: Coding tree with first- and second-level iterative codes

Final first- and second-level codes	Comments...
Conceptualizations	on what an internationalized university should have or what would be ideal
Diverse student body	that a diverse student body would/should be part of an internationalized university
Reputation and Standards	that reference university's renown/reputation, or high standard for admittance
Global employability	that the university would provide global employment opportunities
Staff characteristics	on staff background, education, or characteristics
Diverse content	that the content should cover a range of perspectives/countries
Ideal student makeup	that describe the ideal student populations, by proportions of students from different backgrounds
Interaction	that describe ideal interactions between students
Activities and opportunities	that mention that the university should offer certain activities by type of frequency
Attitudes	that describe the ideal attitudes of students at an internationalized university
Expectations	about students' expectations of their university, faculty, and classmates
the city or country	on what they thought the city/country would be like, including local culture
student backgrounds	on expected proportions of student backgrounds
same page	that vaguely mentioned other students being on the "same page" as them
classmate characteristics	that refer to characteristics they thought classmates would have (e.g. hardworking nature, age, experience)
student experience	about expectations for student life that were not academic in nature (e.g. clubs, friendships)
academic experience	about academically-related aspects of the university (e.g. study mode, assessments, lecturers)
Experiences	about what it is currently like at the university
curricular experiences	about aspects of the course (e.g. assessments, tutorials, classmates)
co-curricular experiences	about non-obligatory academic experiences (e.g. internships, case competitions)
extracurricular experiences	about clubs, societies, and whole-university events
university community or unclear location	related to the university experience but not explicitly about study (e.g. morale, integration, policy)
outside university	related to housing, finances, or other issues not directly pertaining to the university
friendships	specifically about making friends
segregation	specifically about the segregation/barrier/divide between students and student groups
student population	that describe or estimate the current proportion of student backgrounds
student relationship other	that describe the overall relationship between students (not relating to other subcategories)
Foundation/Trinity	that reference the Foundation program
language	that refer to a matter of language, language difficulties, or language barriers
Asian or Chinese students	that specifically mention Asian and/or Chinese students
Mismatch comments	that explicitly mention that something was different than expected or surprising
study	about aspects of the course (e.g. assessments, tutorials, classmates)
student backgrounds	about the proportion of students from different countries
friendships	specifically about making friends
city	about the city/country/local culture
classmate characteristics	about what their classmates are like
Suggestions	
future or general	that mention what students would like to see fixed or see more of in the future
improving relationships	on how to improve the relationship between students
advice	about what advice they would give to incoming students
Faculty comparisons	that explicitly compare on faculty to another
different assessment modes	that compare modes of assessment across faculties
discussion similar	that mention discussion is similar across faculties
Arts aspects	that discuss how Arts compares to other faculties
Design aspects	that discuss how Design compares to other faculties
Business aspects	that discuss how Business compares to other faculties
Metaphor	when a metaphor or analogy is used to describe the overall relationship between students
Use of the term	that use 'internationalized' in a specific way (e.g. to refer to student backgrounds)
Locus of responsibility	that imply the responsibility for improving the university experience lies on a particular locus
international students	that suggest international students should make changes
individual	that mention each individual needs to be more active or that it is up to each individual to choose to participate/engage
domestic students	that suggest domestic students should make changes
staff or tutors or lecturers	that suggest staff or tutors or lecturers should make changes
diversity	that suggest the proportions of students from certain backgrounds is to blame
curriculum or structure	that the university curriculum or structure of the program is the cause of some of the difficulties
outside factors	that suggest outside factors are to blame for some of the difficulties (e.g. time of day)
both international and domestic students	that suggest both international and domestic students should make changes

Appendix J: Comparison of the % of survey participants who expected certain personality characteristics in their classmates and the % who believed their classmates had those characteristics, by faculty

	By faculty						Total (n=169)	
	Arts (n=59)		Design (n=36)		Business (n=71)			
	Expected	Saw	Expected	Saw	Expected	Saw	Expected	Saw
Hardworking	61%	53%	69%	56%	61%	56%	62%	54%
Multicultural	56%	66%	47%	72%	62%	83%	57%	75%
Young	29%	27%	33%	44%	39%	51%	34%	41%
Intelligent	53%	53%	81%	61%	70%	55%	66%	56%
Interesting	54%	39%	58%	42%	56%	34%	56%	37%
Engaged in the subjects	58%	42%	39%	36%	52%	38%	51%	38%
Easy to talk to	56%	31%	61%	28%	56%	23%	56%	26%

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