

ENIS Virtual Summer School
September 5-6 2024 * CET time



ENIS
European Network on International Student Mobility
Connecting Research and Practice

2nd Summer School

CONNECTING
RESEARCH & PRACTICE
ON INTERNATIONAL
STUDENT MOBILITY

Virtual Summer
School Connecting
ECRs in the field

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Programme Overview

September 5 Thursday	September 6 Friday
9:00-9:15 Opening Address	9:00-9:10 Opening address
9:15-9:45 Keynote	9:10-10:10 Presentation 2A
9:45-10:00 Wellness Break	10:10-10:20 Wellness Break
10:00-11:20 Presentation 1A	10:20-11:35 Deep Dive Discussion
11:20-12:00 Lunch break	11:35-12:15 Lunch break
12:00-13:00 Presentation 1B	12:15-13:15 Presentation 2B
13:00-13:15 Wellness Break	13:15-13:30 Wellness Break
13:15-14:00 Workshop	13:30-14:15 Keynote
14:00-14:15 Wellness break	14:15-14:30 Closing remarks
14:15-15:35 Presentation 1C	14:30-15:00 Networking
15:35-15:40 Closing remarks	
15:40-16:00 Networking	

* CET time

Day 1

Summer School Schedule		Link
9:00-9:05	Window for attendees to log on to the server	https://skyhi-ge.zoom.us/j/82484306810
9:05-9:15	Opening Address & ENIS Network & Introduce Keynote	https://skyhi-ge.zoom.us/j/82484306810
9:15-9:45	<p>Keynote: The portrayals of Chinese international students: A critical review through post-colonial lens</p> <p>Dr. Cora Lingling Xu, Durham University, UK</p>	
9:45-10:00 Wellness Break: Stretch, grab some water, move somewhere else, and log on for the next session in 15 minutes!		
10:00-11:20	<p><i>Presentation 1A: Employability and career development with ISM</i></p> <p>Chair: Alina Botezat</p> <p>Presentation 1 The university's role in enhancing employability development for international students through intercultural competency</p> <p>Lindsay Nygren</p>	https://skyhi-ge.zoom.us/j/82484306810

	<p>Presentation 2</p> <p>A critical analysis of Indian higher education policy discourse to understand the ISM in India from the lens of Human Capital and Human Capability Approach</p> <p>Nita Kumari</p> <p>Presentation 3</p> <p>Crowded labour markets and perceived employability: An exploratory study</p> <p>Miaomiao Jia</p> <p>Presentation 4</p> <p>International Student Mobility and Career Development</p> <p>Yasemin Tutar</p>	
<p>11:20-12:00 Lunch break (break out rooms, or take a break from the computer!)</p>		
<p>12:00-13:00</p>	<p><i>Presentation 1B: The importance of social networks and contacts in ISM</i></p> <p>Chair: Miaomiao Jia</p> <p>Presentation 1</p> <p>Chinese Sojourners' Social Network during Study Abroad: An Ecological Perspective</p> <p>Yuyao Xiao</p>	<p>https://skyhi-ge.zoom.us/j/82484306810</p>

	<p>Presentation 2</p> <p>Factors affecting the process of making friends for international degree students at Vilnius University</p> <p>Ivan Trunov</p> <p>Presentation 3</p> <p>“Proving never ends”: Foreign origin and its impact on international students’ wellbeing (18)</p> <p>Albina Marchenko</p>	
<p>13:00-13:15 Wellness Break: Stretch, grab some water, move somewhere else, and log on for the next session in 15 minutes!</p>		
<p>13:15-14:00</p>	<p>Workshop</p> <p>Enhancing Collaboration between Researchers and Practitioners in International Student Mobility: Addressing Visibility and Credibility Challenges</p> <p>Sandra Slotte & Adriana Pérez-Encías</p>	<p>https://skyhi-ge.zoom.us/j/82484306810</p>
<p>14.00-14:15 Wellness Break: Stretch, grab some water, move somewhere else, and log on for the next session in 15 minutes!</p>		

<p>14:15-15:35</p>	<p>Presentation 1C: ISM across contexts</p> <p>Chair: Rosa M. Rodríguez-Izquierdo</p> <p>Presentation 1 Measuring the economic impacts of inbound higher education mobility in Hungary</p> <p>Gabor Dobos</p> <p>Presentation 2 T: The EU Regional Actorness Crafted in the Björn Hettne Meeting Room in Bruges</p> <p>Zane Sime</p> <p>Presentation 3 Decolonizing International Student Mobility: Motivations and Experiences of International Engineering Master's Students in Canada</p> <p>Ezgi Ozyonum & Dr. Tanja Tajmel</p> <p>Presentation 4 Irish HEIs and "Internationalisation at Home": A Pulse Check</p> <p>Nidhi Piplani Kapur</p>	<p>https://skyhigh-ge.zoom.us/j/82484306810</p>
<p>15:35-15:40</p>	<p>Closing remarks</p>	
<p>15:40-16:00</p>	<p>Optional: Connecting with each other (networking time)</p>	

Day 2

Summer School Schedule		Link
9:00-9:10	Opening address	https://skyhige.zoom.us/j/81974980551
9:10-10:10	<p>Presentation 2A: Rethinking and reframing ISM experiences</p> <p>Chair: Magdalena Bielenia-Grajewska</p> <p>Presentation 1 Reframing International Students’ Experiences in China: Embracing a Critical Glonacal Perspective</p> <p>Lu Nannan</p> <p>Presentation 2 International students’ perceptions and experiences of feedback provided by teaching staff at UK universities</p> <p>Siqi Sun, Sylvie Lomer, Martyn KJ Edwards, & Miriam Firth</p> <p>Presentation 3 Enhancing Internationalization: Insights from International Students’ Academic Experiences in Indian Higher Education</p> <p>Nitika</p>	

10.10-10:20 Wellness Break: Stretch, grab some water, move somewhere else, and log on for the next session in 10 minutes!		
10:20-11:35	<p>Deep dive discussion</p> <p>Session 1 Inequalities in accessing international studies abroad: a review of the literature based on the conceptual papers</p> <p>Sahizer Samuk, Sylvie Lomer, Irma Budginaite-Mackine, Zahide Erdogan, Laura Dryjanska, Mariia Tishenina, Leticja Gusho, Cosmin Nada & Melissa Tornari</p> <p>Session 2 The importance of participating in the various ENIS initiatives: the experience in designing a research project</p> <p>Robert G. Valls-Figuera, Rebeca García-Murias, & Judith Borràs</p> <p>Session 3 Creative and participatory research with international students</p> <p>Vera Spangler</p>	<p>https://skyhi-ge.zoom.us/j/81974980551</p>
11:35-12:15 Lunch break (break out rooms, or take a break from the computer!)		

<p>12:15-13:15</p>	<p>Presentation 2B: Critical factors in ISM</p> <p>Chair: Maria Victoria Soule</p> <p>Presentation 1 Making Ends Meet: PhD Students as Gig Laborers in Academic Capitalism</p> <p>Yang Zhao, Ying Huang, & Shuling Wang</p> <p>Presentation 2 The role of linguistic identity in student mobility</p> <p>Magdallena Bielenia-Grajewska</p> <p>Presentation 3 "Critical thinking has influenced me to become a researcher": Chinese international postgraduates' conceptualisations of critical thinking and academic identity: a longitudinal study</p> <p>Luman Zhou</p>	<p>https://skyhi-ge.zoom.us/j/81974980551</p>
<p>13:15-13:30</p>	<p>Wellness Break: Stretch, grab some water, move somewhere else, and log on for the next session in 15 minutes!</p>	
<p>13:30-14:15</p>	<p>Keynote: Re-thinking 'integration' in research with international students</p> <p>Jenna Mittelmeier, University of Manchester, UK</p>	

14:15-14:30	Closing remarks	
14:30-15:00	Optional: Connecting with each other (networking time)	

Programme Book

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ENIS Virtual Summer School
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Welcome!

This two-day Virtual Summer School is supported by the ENIS Virtual Mobility Grant to provide a space for Early Career Researchers (ECRs) and Early Career Practitioners (ECPs) within and outwith the COST Action to engage in active discussions. This event promises to be a valuable opportunity for everyone to come together and share knowledge, experience and best practices. We hope you will enjoy this event!

Overview

We aim to build supportive professional networks among colleagues across the globe. As a platform for ECR/Ps to gain research insights and develop their professional skills, this virtual summer school features:

- Talks on international student experiences, mobility of students and researchers, and new directions of research.
- Reflective, in-depth discussion sessions and workshop.
- Post-Graduate Research Panel.
- Networking Opportunities.

Organising committee

Dr. Judith Borràs



Universidad de Diseño y Tecnología (Madrid, Spain) and Universitat de Lleida, where she is part of the project “University students’ global competence” (GLOCIC), funded by the Spanish Ministry of Science, Education, and Universities. She is also part of the ENIS COST Project, funded by the European Union, in which she investigates students’ (inter)cultural development and International Student Mobility. Moreover, she is the community manager of the ENIS Network and she’s in charge of informing everyone about the group’s latest updates. She is interested in being part of the organising committee of the ENIS Virtual Summer School because it is going to be a great opportunity to connect with other young scholars inside (and outside) the network. Building a supportive atmosphere in which different researchers and practitioners can share their experiences on International Student Mobility will give all of us the chance of learning from others, and reflecting on our own practices. In addition, the fact that the event is going to be held online will make it more approachable to anyone who is interested in participating.

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Dangeni

Professional Development Adviser, Newcastle University, UK
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Dr Dangeni is a Professional Development Advisor at [Newcastle University](https://www.newcastle.ac.uk), where her teaching and research focus broadly on teaching and learning provision in the wider context of the internationalisation of higher education. She is particularly interested in research and practices around international students' access, engagement and success in postgraduate taught (PGT) and postgraduate research (PGR) settings. Dangeni's research projects include [Pre-Application Doctoral Communications](#), exploring the informal communications between potential doctoral applicants and university staff from an inclusion perspective. Her [thesis project](#) examines Chinese international students' multifaceted engagement and their developmental trajectories while studying in UK master's programmes. Dangeni is on X/Twitter @[Dangeni](#)

Ani Chelishvili

Head, Development and International Relations Office, Business and Technology University, Georgia



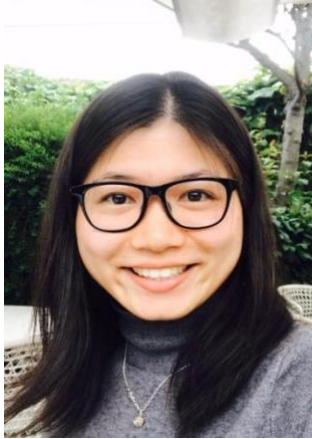
Ani Chelishvili is a highly skilled professional with over 16 years of experience in Higher Education Management. As the Head of the Development and International Relations Office, Erasmus+ Institutional Coordinator, and a member of the Strategic Development Team at Business and Technology University in Georgia, she has shown exceptional expertise in her field. She has also been honored with the title of DAAD Honorary Ambassador for her contributions to international education.

Furthermore, Ani is a member of the Management Committee for the COST European Network on International Student Mobility: Connecting Research and Practice (ENIS) and serves as the Director of Project Task Group at the European Marketing and Management Association (EUMMAS). In her role as a Head of the Development and International Relations Office, Ms. Chelishvili develops and executes the university's comprehensive development and internationalization plan, advocates for international education across campus and to external partners, facilitates the strategic development of the Office and oversees the department responsible for study abroad, international student and scholar mobility services, international agreements, capacity building and innovation projects, Jean Monnet and International Credit Mobility programs. She is a co-author of Erasmus+ ICM Handouts - 2018-1 and 2019-2 developed as an initiative of the German Academic Exchange Service (DAAD).

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Ying Yang

Post-doctoral fellow at the Centre for Higher Education Leadership and Policy Studies at The Education University of Hong Kong



Dr Ying Yang is a Post-doctoral fellow at [The Centre for Higher Education Leadership and Policy Studies](#) in The Education University of Hong Kong, Hong Kong. She is also [an Honorary Research Associate at the University of Manchester](#) and [WG2 Co-stakeholder Advisor](#) of COST ENIS project. Ying's PhD looked at the role of education agents in the marketised international higher education sector, precisely, how education agents intervene with and affect prospective international students' choice-making regarding studying abroad. Her research interests include education agents, access to international higher education, international student recruitment, and longitudinal qualitative research methods.
Email: yying@eduhk.hk; ying.yang-3@manchester.ac.uk

Abstract and bio

Day 1

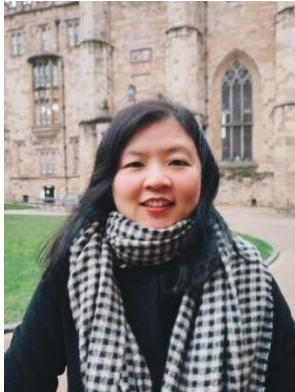
Keynote: The portrayals of Chinese international students: A critical review through post-colonial lens

Dr Cora Lingling Xu, Associate Professor, Durham University, UK

Abstract

The Chinese international students are often portrayed in a monolithic manner in popular discourse. To offer a more comprehensive and critical representation of the Chinese international students, this discusses findings of a thematic narrative review based on 128 English-language and 74 Chinese-language peer-reviewed articles published between 2015 and 2020. Drawing on post-colonial theories, this review identifies four subject positions portrayed of the Chinese international students: the (1) neoliberal, (2) political, (3) pedagogic and (4) racialised subjects. This paper celebrates heartening developments in the literature which affirms Chinese international students' epistemic contributions, legitimate pedagogic needs, notable heterogeneity and wide-ranging political, cultural and pedagogic agencies. It also highlights how aspects of these subject positions have exercised epistemic injustice on the Chinese international students. Meanwhile, it pinpoints the Chinese international students' acquiescence in exacerbating global education inequalities. Among the first to bring the dominant English-language and 'local' perspectives of Chinese-language literature in dialogue, this paper notes divergent focuses and indicates unique contributions to historicising research on Chinese international students made by the latter. This paper challenges popular perceptions of Chinese international students, questions production of knowledge, and pinpoints future research directions.

Bio



Dr Cora Lingling Xu (PhD Cambridge, FHEA) is Associate Professor in Sociology of Education at Durham University, UK. Her research interests include sociology of time, educational mobilities, identities and social theories. She has researched cross-border and transnational student and academic migration, ethnic minority and rurality topics within contemporary Chinese societies. She is an Executive Editor of the *British Journal of Sociology of Education* and sits on the editorial boards of *Cambridge Journal of Education* and *International Studies in Sociology of Education*. She is founder and director of Network for Research into Chinese Education Mobilities. Her research has been featured in the BBC Documentary '[Chinese on Campus](#)'. Her publications have appeared in high-impact journals, including *The Sociological Review*, *The Chinese Sociological Review*, *British Journal of Sociology of Education*, among others. Twitter: CoraLinglingXu / ChiEdMobilities; YouTube Channel: [Dr Xu Gazing at Academia](#).

Presentation 1A: Employability and career development with ISM

1. The university's role in enhancing employability development for international students through intercultural competency

Lindsay Nygren, University of Glasgow, UK
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This presentation explores the opportunities and challenges in ISM research and practice, focusing on employability development within universities. This presentation was developed from a study which explored the development of employability among international students in the UK within a university setting, highlighting the gap in whose responsibility it is to foster employability skills. The study highlights two primary perspectives: an individualistic approach and an integrated approach of employability within the curriculum. International students expressed a need for more assistance in adjusting to cultural nuances and values of their host country to develop relevant employability skills. These revealed tensions related to the equity and equality of services provided by university services to address the unique challenges faced by international students. Intercultural skills and competencies were identified as being crucial for the successful integration of international students into the UK workforce. Despite acknowledgment of these barriers, a unified approach to help international students develop these skills and competencies was lacking. This presentation concludes by emphasising the need to incorporate intercultural competency into employability skills development to better support international students in their graduate journey.

Bio

Lindsay Nygren is currently a third year PhD student at the University of Glasgow. Her research focuses on the employability development of international students and the role of the university. This research is examined through the concept of social network analysis and graduate capital development. Throughout her academic career, she has been involved in the international education arena, advocating for the international students voice in policy.

2. A critical analysis of Indian higher education policy discourse to understand the ISM in India from the lens of Human Capital and Human Capability Approach

Nita Kumari, O.P. Jindal Global University, Sonipat, India
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India is one of those developing countries from where thousands of students mobilize every year to attain higher educational qualifications or quality education and ensure their upward socio-economic mobility. While there is a significant number of students flying from India to other nations, the number of international students coming here for the same is comparatively low. This inequality in mobility of students in and out of India subsequently pushed policy-makers to take initiatives and increase International Student Mobility (ISM) in India. In recent education policy, the New Education Policy (NEP) 2020 and University Grant Commission (UGC)'s guidelines on "Internationalization of Higher Education" clearly aims at enhancing number of international students in Indian higher education system. However, this doesn't provide any remarkable change in the international student mobility in India except few numbers. The reason behind this is policy discourse in Indian higher education is more focused on the revenue generation framework of western context rather than decolonizing the entire framework and making Indian context the locus of their policy framework. Secondly, the traditional framework of looking at ISM from the lens of 'human capital' leaves out the internal motivations and capability of the students. In simpler terms, on one hand 'human capital' approach focuses on augmenting production possibilities while looking at agency of human beings through skillset, knowledge, and efforts. On the contrary, 'human capability' approach talks more about a human being's capability to lead a life they value while enhancing the substantive choices they have. It is crucial to understand the ISM from the lens of 'human capability' as it could reflect the primary reasons for many students' choice. The two perspectives are opposite yet connected since both put human being at the center. Drawing upon the above discussed points this paper is a critical analysis of India higher education policy discourse from the lens of above-discussed two focal points- human capacity approach and human capability approach. The paper delves deeper into the policy documents and analyses the understanding of Internationalization while reflecting upon the needs of present higher education policies to increase ISM in India.

Bio

Nita is an education professional currently serving as a research fellow. She received her Masters in education from University of Delhi. Her master's dissertation focused on the socio-philosophical nuances of 'Silence' in Higher Education. Her research interests include the interface of sociology and philosophy; school education, teacher education and mathematics pedagogy & research. Having a bachelor's in elementary education; she specializes in mathematics education and pedagogy. She has also contributed as a subject matter expert intern in a few ed-techs.

3. Crowded labour markets and perceived employability: An exploratory study

Miaomiao Jia Cardiff University, UK
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Within the global congestion of education and labour markets, this study focuses on the perceived employability of Chinese students studying a one-year Master's degree in the UK and the role of digital technology. The main contribution of this study will explore whether the development of AI technologies can be a new track, or even opportunity structure, for social mobility or immobility in an era of crowded education and employment. Using Chinese international students studying in the UK as an example, this study will explore the tensions between their perceived employability, the effects of the higher education system and its opportunity structure with the labour market, thus further exploring the relationship between their perceived employability, digital technology, the labour market and the future of work. Using Cardiff University and Cardiff Metropolitan University as examples, this study will explore the personal employability narratives constructed by Chinese students, thus exploring differences between genders, institutions and specialisations of perceived employability through digital and traditional observations, participant narratives and follow-up interviews. Going further, to explore the differences between 'leavers' on the Chinese side of the participants and stayers who wish to remain employed in the UK. Therefore, this study aims to explore the perceived, envisioned, planned and changed employability of Chinese international students and the role that digital technology plays in this.

Bio

Miaomiao Jia is a lover of culture and language, her experience is colourful. She possesses the highest level of N1 Japanese certificate and several years of global practical experiences, with exchange programmes, global volunteer and work experience in China, Japan, the UK and France. Intrigued by the impact of the COVID-19 on education, she has published independently an article: The influence of distance learning during COVID-19 pandemic on student's selfregulated learning in higher education: A qualitative study <https://doi.org/10.1145/3488466.3488492>. Global practice experiences inspired Miaomiao's interest in international higher education studies, which prompted her to pursue the Master of Education (policy and international development). In November 2022, she graduated from the University of Bristol with a distinction (2nd out of 95 people) and continued to pursue PhD in the Social Sciences School at Cardiff University fully funded by the Chinese Scholarship Council (CSC). Her current research is about employability of international students.

4. International Student Mobility and Career Development

Yasemin Tutar RTE University, Rize Türkiye
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International student mobility has become a pivotal aspect of higher education and personal growth, offering transformative experiences in cultural adaptation, multicultural competence, and career development. This study investigates how international student mobility impacts career development, focusing on the mechanisms and dynamics involved. We explore the direct relationship between international student mobility and career development, examining how this mobility fosters career advancement through enhanced multicultural competence. Additionally, we investigate the moderating role of cultural adaptation in the relationship between multicultural competence and career development, positing that varying levels of cultural adaptation influence the impact of multicultural competence on career outcomes. By employing a structured research model, our study seeks to unravel these connections, providing a profound understanding of the transformative potential of international student mobility. Our findings aim to inform educational institutions, policymakers, and international students, offering guidance on maximizing the benefits of international education experiences. This research contributes to the broader conversation about the role of global student mobility in shaping the careers of a globally mobile generation, addressing critical questions about the direct and mediated effects of international student mobility on career development and the moderating influence of cultural adaptation.

Bio

I am a PhD holder in Political Science and International Relations, and I have been engaged in academic research in the fields of international health policies and foreign policy. I currently work as an assistant professor at RTE University's Department of International Relations, and I also serve as the University Erasmus Institutional Coordinator.

Presentation 1B: The importance of social networks and contacts in ISM

1. Chinese Sojourners' Social Network during Study Abroad: An Ecological Perspective

Yuyao Xiao, University College of Cork, Ireland
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This presentation is a part of larger PhD project, which from an ecological perspective aims to understand the establishment and transformation of Study Abroad students' social network(s) during a study abroad sojourn. The primary research aim is to investigate the language learning affordances emergent in this process. Taken from this perspective, the current paper adopts a longitudinal, mixed methods approach to focus on two groups of Chinese students – group-based undergraduates (n=5) and individual-based postgraduates (n=3) and explores their social network development and concomitant language learning affordances during the course of an academic year in Ireland. It does so through means of four diachronic social network surveys; observations in/outside of the classroom; and semi-structured interviews. Through the analysis of the four social network surveys, preliminary findings suggest that group-based undergraduate participants build up social network(s) centered around their accommodation, whereas individual-based postgraduate participants constructed their core interpersonal relationships mainly in classrooms and around dinner tables. Though most participants expressed an expectation of having contact with “foreigners,” many of them did not establish any relationships with “foreigners” except for instrumental purposes. For participants who managed stable contact with non-Chinese actors to a certain degree, not all interactions were perceived as conducive language learning affordances.

Bio

Yuyao Xiao is a third year PhD candidate studying Applied Linguistics at University College of Cork, Ireland. After obtaining a diploma in Engineering in China, she jumped into Applied Linguistics three years after graduation. Her MA was done at UCC, and her research interest in Sociolinguistics as well as Second Language Acquisition germinated during this period. Under supervision of Dr. Barbara Siller and Dr. Anne Marie Devlin, her current PhD research project is about “Chinese sojourners' social network construction in English-speaking universities during abroad and its impact on self-perceived English ability” rooted in an Ecological Perspective. Moreover, she is a founding member of Transnational Mobility in Education (TramE), and an active member of Irish Association for Applied Linguistics, ENIS Action, as well as Sociological Association Ireland.

2. Factors affecting the process of making friends for international degree students at Vilnius University

Ivan Trunov
Vilnius University, Lithuania
ivan.trunov.plan@gmail.com

The tendency for international students to be more likely to find friends among other international students is observed all over the world. However, what is behind this trend and how does it manifest itself in a post-communist context? Using the perspective of symbolic interactionism and the methods of visual sociology I look at the lived experiences of making friends by 8 international bachelor degree students at Vilnius University, Lithuania. This reveals factors that affect the process of making friends, which in turn explain why it is harder for international students to make friends with local students. The factors that hinder the process include disparities of social and cultural expectations that happen when people from different social environments and cultures interact together, having to adapt to each other and learn about your mutual differences, not being able to spend time together because of poor campus life and facilities and the fact that a person might not be looking to expand their personal friends network. However, this study's findings also show how these difficulties can be overcome if people are in a context that brings them together over a prolonged period of time and creates a shared sense of togetherness.

Bio

I am a young researcher and a sociologist with an immigrant background living in Vilnius, Lithuania. I have continually been a part of various research projects and initiatives in my country, for example research on the effects of the higher education policy, romantic relationships from anthropological perspective, emigration and EU integration as well as a conducting a meta-analysis of the effect of national identity on anti-immigration attitudes. This particular study was done as a part of my bachelor thesis on processes of friendships-making by international students at Vilnius University. I am passionate about understanding how various political attitudes are constructed as well as exposing various processes of exclusion, discrimination and stigmatization and am looking forward to learning more on how I can contribute to the field of international student mobility.

3. “Proving never ends”: Foreign origin and its impact on international students’ wellbeing

Albina Marchenko

The University of Oulu, Oulu, Finland
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In recent decades Finnish universities were mobilized to implement internationalization policies aimed at further integration and employment of foreign talents. However, the present political and societal tensions around immigrants combined with the pre-existing difficulties of their integration presumably pose a significant dilemma confronting the successful barrier-free realization of internationalization programs. Critical research publications increasingly point out at the vulnerable position of international students, yet there is still a lack of empirical evidence of how the inward-looking societal climate may affect internationalization phenomena and especially international students. This qualitative case study analyses the internationalization policy and practice at the University of Oulu with embedded opinions of international students on their comprehensive wellbeing and perceptions associated with foreign origin. The data combines interviews with 13 international students and the recently released Strategy document of the University’s internationalization plans. The findings provide the guidelines for the type of internationalization which embraces international students’ voices, recommendations for the ethically guided internationalization of the case university, as well as the areas of further research in that field. The application of pragmatism in this study enabled the positive practical changes resulting from the findings and is described in detail.

Bio

Albina Marchenko is a researcher in the field of Intercultural Education and International Development transitioning from master to doctoral level. Has two publications in the areas of Inclusive education and North-South academic partnerships in teacher education. She currently researches the internationalization of higher education policies and practices, the wellbeing of students, and international students mobility. Oriented at finding applicable solutions in DEI, community-building, HE internationalization and intercultural education fields. Promotes the ethical and compassionate international cooperation and development in theory and practice-based missions.

Workshop: Enhancing Collaboration between Researchers and Practitioners in International Student Mobility: Addressing Visibility and Credibility Challenges

Sandra Slotte, Arcada University of Applied Sciences, Helsinki

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Adriana Pérez-Encías

Universidad Autónoma de Madrid, Madrid

adriana.perez.encinas@uam.es

In ISM, collaboration between researchers and practitioners is essential for fostering innovation, addressing challenges, and maximizing impact. This session focuses on addressing visibility and credibility challenges, and aims to explore strategies for bridging the gap between these two spheres, enhancing dialogue, and facilitating meaningful collaboration. Drawing on real-world experiences and the WG5 survey on expectations and needs of practitioners and researchers, the session will delve into the unique perspectives, priorities, and constraints faced by researchers and practitioners in ISM. Through interactive discussions participants will examine: 1. Understanding the two perspectives 1.1. Exploring the distinct perspectives of researchers and practitioners in ISM, acknowledging their diverse goals, methods, and expectations. 1.2. Highlighting shared objectives and areas of mutual interest between researchers and practitioners, such as improving student experiences, enhancing institutional partnerships, and advancing policy frameworks. 2. Breaking down barriers and identifying enablers to collaboration 2.1. Addressing barriers to collaboration, including communication gaps, resource constraints, and divergent priorities, while exploring strategies for building trust and fostering productive partnerships. 2..2. Identifying opportunities for leveraging the strengths and resources of both researchers and practitioners. 2.3. Elaborating on how to break down barriers and enable collaboration with concrete examples and/or suggestions from the workshop participants.

Bio

Sandra is an ENIS WG4 member. She is a practitioner as Senior Policy Advisor for Internationalisation at Arcada University of Applied Sciences in Helsinki, and an aspiring researcher as an Applicant for the PhD programme at CHEI (Centre for Higher Education Internationalisation) in Milan. She is also an elected member of the EAIE Expert Community for Strategy & Management. During her 20 years working with administration in internationalisation of higher education she has experienced a significant gap between administrative and academic staff, with researchers operating largely in isolation. During her two years in the CHEI Doctoral Pathway Programme she has come to see the other side of the divide and now aspires to support the bridging of this gap.

Adriana is an ENIS WG1, WG3 and WG4 member and Science Communication Coordinator of the ENIS Action. She is an associate professor and researcher from the Business Organizations Department of the Universidad Autónoma de Madrid (Spain). Adriana's main research interests focus on internationalization of higher education, student mobility and service provision, employability, and entrepreneurship. She has published in indexed

journals such as *Studies in Higher Education* and *Journal of Studies in International Education*. Adriana is also member of the Spanish Research Institute for Higher Education and Science (INAECU) and Global Entrepreneurship Monitor (GEM) in Madrid. Moreover, she actively participates in European projects on topics related to employability, competences, entrepreneurship, and mobility. She is a member of the European Association for International Education (EAIE) General Council and won the EAIE's Rising Star award in 2017.

Presentation 1C: ISM across contexts

1. Measuring the economic impacts of inbound higher education mobility in Hungary

Gabor Dobos, University of Pécs, Pécs
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The main focus of this session is to present the findings of a research published by Tempus Public Foundation in 2020 and an ongoing research in 2024. The purpose of the research was to measure the local as well as systemic level economic impact of certain target groups of international students studying in Hungary; to examine their role and significance as a consumer group; to analyse their multiplier economic effects; and to analyse their role in tourism, as well their participation in the studentification process of each university city. Among others, the research concluded that international students generate a revenue of 494 000 000 EUR a year for the national economy in Hungary, creating thousands of workplaces. There is a difference between the spending patterns of the different groups of international students; moreover, the degree of their impact on different sectors and on regional development also varies. Besides, the spending of international students present an important market within the tourism sector; their consumption and the contribution of their guests are quite considerable. Using the Hungarian experience, this study contributes to the literature on the impact of international students, and the analysis of their role in economic processes.

Bio

Gabor Dobos is a practitioner and a doctoral student. Employee of the Hungarian National Agency responsible for the internationalisation of Higher Education since 2006, coordinating the flagship programme of Hungary, Stipendium Hungaricum. Also a 3rd year doctoral student at University of Pécs, his research topic is geopolitics and international higher education.

2. T: The EU Regional Actorness Crafted in the Björn Hettne Meeting Room in Bruges

Zane Sime, United Nations University Institute on Comparative Regional Integration Studies (UNU-CRIS)
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The United Nations University Institute on Comparative Regional Integration Studies (UNU-CRIS), located in Bruges, is one of the most active intellectual hubs where the future of EU regional actorness gains compelling shapes through in-depth and disciplinarily diverse analysis enriched by regular international mobility. To explore these intellectual accomplishments and bring these multifaceted insights in a joint manner to a wider readership, this study takes a focus group of internationally mobile early career researchers hosted by UNU-CRIS as the main source of empirical material. The international mobility tied to the arrival in Bruges to pursue pre-doctoral or doctoral studies related to EU regionality and external action offers an informative episode concerning situated scholarly knowledge and perceptions that will shape the future EU actorness. This study considers the current learnings and analytical findings of UNU-CRIS early career researchers as insightful accounts that these individuals will put into practice, meaning academic or policy motion, during the next stages of their academic and professional careers. The geographic mobility of individuals to and from Bruges and their cherished ideas concerning the EU transform the Björn Hettne Meeting Room into an internationally resonant and influential craft space for the next generation of post-Westphalianism.

Bio

Zane attended the first ENIS Virtual Summer School. Zane Šime is a Visiting Research Fellow at the United Nations University Institute on Comparative Regional Integration Studies (UNU-CRIS). Zane completed her PhD thesis, "The EU Science Diplomacy Towards the Southern Neighbourhood: Reappraising the EU Structural Diplomacy," at the Norwegian University of Science and Technology (NTNU). She has obtained research experience at the Academy of the Organization for Security and Co-operation in Europe (OSCE). She has acquired academic administration and research experience at the Department of EU International Relations and Diplomacy Studies (IRD) of the College of Europe (Bruges campus). She is a graduate of KU Leuven and the University of Latvia. Her previous work experience includes project implementation at the Secretariat of the Council of the Baltic Sea States and the Latvian civil service.

3. Decolonizing International Student Mobility: Motivations and Experiences of International Engineering Master's Students in Canada

Ezgi Ozyonum, Concordia University, Montreal, QC, Canada

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Tanja Tajmel, Concordia University, Montreal, QC, Canada

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This study delves into the landscape of international student experiences in Canadian engineering master's programs. Adopting a decolonial framework, the study aims to unpack the underlying power structures and colonial legacies that influence the educational experiences of international students. Through qualitative research, including Critical Discourse Analysis, the study conducted 12 semi-structured interviews, providing a comprehensive understanding of their motivations, challenges, and resilience. By foregrounding the agency of international students and challenging deficit-oriented narratives, the research seeks to inform strategies for promoting decoloniality, inclusivity and equity in Canadian universities. By amplifying the voices of international students and shedding light on their experiences through a decolonial lens, this study endeavors to advance the discourse on decolonizing international student mobility within Canadian engineering master's programs.

Bio

Ezgi Ozyonum is a part-time instructor at Gina Cody School of Engineering and Computer Science, and Ph.D. Candidate in Education at Concordia University. Her research brings critical and decolonial perspectives to the study and practice of internationalization of higher education. Her doctoral research is supported by Fonds de Recherche du Québec - Société et Culture (FRQSC) and Concordia University. She is involved in Decolonizing Light Project, which is funded by the Government of Canada's New Frontiers in Research Fund (NFRF). She presented her research at many national and international academic conferences, including the Comparative & International Education Society (CIES), the American Educational Research Association (AERA), and the Canadian Society for the Study of Higher Education (CSSHE). She has contributed to publications in both academic and public domains. She is an active member of the Equity, Diversity, and Inclusion (EDI) Lab and the EDI Research Award winner at Concordia University.

Dr. Tanja Tajmel is an interdisciplinary scholar with a broad research and teaching portfolio. Her main interest lies in investigating the politics of STEM education and how STEM education and STEM discourses impact social (in)equity. She studied linguistic barriers for second language learners in the science classroom and examined the 'diversity'-discourse in the context of STEM education in Germany from a postcolonial perspective. She found that the discourse supports binary thinking and 'othering' of migrants and that neoliberal arguments feed this discourse. Currently she is investigating 'othering' in STEM, exploring decolonizing approaches in STEM, and developing further the meaning and understanding of equity in the STEM fields. She is a long-time advocate for the human right to STEM education (Berlin Declaration 2018: The right to science/STEM education). She holds a

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Concordia University Research Chair in Equity, Diversity and Inclusion in Science, Technology, Engineering and Mathematics (EDI in STEM).

4. Irish HEIs and "Internationalisation at Home": A Pulse Check

Nidhi Piplani Kapur, South East Technological University, Waterford, Ireland
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Don O'Neill
Helen Murphy
Suzanne Denieffe

Traditionally, only a minority of students in Irish third-level education have had the opportunity to participate in international mobility experiences such as international exchanges and Erasmus programmes. This leaves most students without access to such opportunities. Internationalisation at Home (IaH) aims to address this disparity by providing students with global competencies right at their home institution. IaH is designed to offer international and intercultural learning to all students, including those who cannot take advantage of mobility opportunities due to various socio-economic, physical, personal, or other reasons. This approach is defined as 'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen & Jones, 2015). There is an increasing recognition of the importance of IaH or Internationalisation of the home curriculum in promoting 'Global Citizenship', besides international student mobility. This is evident in the Talent and Innovation Strategy 'Global Citizens 2030,' published by the Department of Further and Higher Education, Research, Innovation and Science in Ireland. While IaH is acknowledged as a valuable tool for cultivating global citizenship, the focus has been primarily on increasing revenue through recruiting international students and talent. Despite including IaH in the strategy, there is a lack of a framework or guidance for its implementation. Furthermore, there is a need for research on how IaH can be effectively integrated into the culture of Irish HEIs for the benefit of all students. To address this gap, the researcher's PhD, funded by the Irish Research Council, aims to investigate how a culture of IaH can be embedded in Irish HEIs in the evolving landscape of Higher Education in Ireland. This qualitative study is based on the interpretivist paradigm and involves conducting focus groups and interviews with different stakeholders. During this presentation, the researcher will provide an overview of their progress so far, highlighting how IaH can facilitate connections with diverse stakeholders and generate a broad impact through internationalisation. This impact includes heightened awareness of internationalisation among students and staff, innovative curriculum design, a diverse student body, and the preparation of students for global citizenship. References Beelen, J. and Jones, E. (2015), 'Redefining IaH'. In Curaj, A., Matei, L., Pricopie, R., Salmi, J., Scott, P. (Eds.) *The European Higher Education Area: Between critical reflections and future policies*. Springer International. pp. 67-80. Department of Further and Higher Education, Research, Innovation and Science (2024), 'Global Citizens 2030, Ireland's Talent and Innovation Strategy'. Government of Ireland. URL: <https://www.gov.ie/en/publication/012d7-global-citizens-2030-irelands-talent-and-innovation-strategy/>

Bio

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Nidhi Piplani Kapur is pursuing her PhD in Internationalisation at Home in Irish HEIs at the South East Technological University, Ireland (Waterford Campus). She is the recipient of the prestigious Irish Research Council scholarship for her PhD project. Nidhi has worked in the international higher education sector for over 13 years. She was the youngest and only Asian (Indian) to serve in the General Council, the highest governing body at the European Association for International Education (EAIE) in the Netherlands. Furthermore, Nidhi is also the Head of Symbiosis Centre for European Studies (SCES), Symbiosis International University (SIU) in India, where she leads the university's international engagements and projects with its European partners.

Day 2

Presentation 2A: rethink and reframe ISM experiences

1. Reframing International Students' Experiences in China: Embracing a Critical Glonacal Perspective

Lu Nannan, National Institute of Education, Nanyang Technological University, Singapore
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The increasing influx of international students pursuing higher education worldwide necessitates a reassessment of research methodologies and conceptual frameworks. Despite China's growing prominence as a study destination, prevailing discourse on international students' experiences within the country often lacks theoretical depth and critical analysis. Existing studies tend to adopt deficit perspectives, portraying international students and the Chinese education system negatively. This paper addresses theoretical/conceptual limitations in current research and proposes an innovative conceptual framework, termed the "Critical Glonacal Eye." Informed by critical and postcolonial theories, as well as the author's personal experiences as both a Chinese international student and a teacher of international students in China, this framework is guided by four core principles: treating international students as epistemic equals, contextualizing them within glonacal (global, national, and local) frameworks, recognizing uneven structural power relations, and acknowledging international students' agency. Symbolically depicted as an "eye," this framework situates international students at the nexus of local, national, and global spheres, recognizing their active engagement with structural forces. The aim is to foster a more critical, comprehensive, and nuanced understanding of international students' experiences in China and beyond, thus contributing to the advancement of equitable internationalization practices and policy formulation in the future.

Bio

Nannan Lu (she/her) is a PhD candidate in the Policy, Curriculum, and Leadership academic group at the National Institute of Education, Nanyang Technological University, Singapore. Prior to pursuing her doctorate, she earned her M.Ed. in Literacy, Culture, and Language Education at Indiana University Bloomington, USA. Subsequently, she served as a lecturer at Zhengzhou University in China, primarily instructing international students in Chinese language and culture courses. These roles have significantly influenced her research focus, which encompasses international student mobility, international students' experiences, and higher education internationalization, both within China and globally. Presently, she is undertaking her PhD dissertation titled "International students' understandings, expectations, and experiences of internationalization in China's EMI programs."

2. International students' perceptions and experiences of feedback provided by teaching staff at UK universities

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Miriam Firth, The University of Manchester, Manchester, UK

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From a sociocultural theory perspective, feedback acts as a linguistically mediated social tool that helps students understand academic and social practices necessitated in the new academic environment and build relationships with peers and academics (Olave-Encina et al., 2021). It is important to explore issues related to teachers' feedback for international students in higher education institutions, especially in the United Kingdom, a popular destination for such students (Statista Research Department, 2023). Limited research has explored individual differences among international students' group and their effects on the feedback process. This quantitative study addresses this gap by focusing on international students' perceptions and experiences of online written feedback on their assignments at UK universities. An online cross-sectional survey was used to capture data from second and third-year students undertaking undergraduate courses in the Department of Education at a Russell Group university in the UK. This project will make contributions to exploring the impacts of international students' education histories and demographical differences in their intercultural feedback communication process at UK universities. It is expected that the findings of this project will provide information to support the feedback and assessment practice for international students in higher education institutions.

Bio

Siqi Sun is a third-year PhD student in Education at the University of Manchester. Her research interests encompass international students' experiences, assessment and feedback, and the internationalization of higher education.

Dr Sylvie Lomer's research focuses on policies on international students in the UK. It adopts a critical approach, focusing on public policy discourses to examine how international students are represented. Future directions for research include how institutions and individuals interact with, respond to and resist such representations.

Dr Martyn KJ Edwards is a Lecturer in Education, in the Institute of Education, within the University of Manchester, UK. His research interests include, assessment and feedback, academic writing, etc.

Dr Miriam Firth is a Senior Lecturer in Education Management and Leadership, in the Institute of Education, within the University of Manchester, UK. Her research focuses on Vocational Education, particularly Leisure, Hospitality, Events and Tourism Education.

3. Enhancing Internationalization: Insights from International Students' Academic Experiences in Indian Higher Education

Nitika, National institute of educational planning and administration, New Delhi, India
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This qualitative study investigates the internationalization of Indian higher education by exploring the academic experiences of international students in four diverse universities in Delhi. Through thematic and descriptive analysis, it reveals varying provisions across institutions and highlights international students' overall satisfaction with Indian higher education despite their initial expectations. The study underscores the importance of university provisions such as a single window system, scholarships, accommodation, and upgraded infrastructure in attracting international students. Conversely, insufficient marketing and advertisement of university offerings pose challenges in student recruitment. Feedback from international students emphasizes the need for increased investments in infrastructure, flexible administrative structures, and multiple admission sessions. The study offers development dimensions to enhance Indian higher education, including improving teaching quality, incorporating international dimensions into course content, and enhancing communication channels for prospective international students. By addressing these aspects, universities can better serve the needs of international students and bolster their attractiveness as academic destinations.

Bio

Nitika is a PhD scholar in Department of Higher and Professional Education at National Institute of Educational Planning and Administration, New Delhi. Nitika is working on Internationalization of Higher Education. She has completed her Masters of Philosophy from National Institute of Educational Planning and Administration, New Delhi, her dissertation titled, "A Study of Academic Experience of International Students in Selected Indian Universities". She is currently working on Internationalization practices in Indian Higher Education. She has also earned a badge in "Internationalizing the Curriculum". She has also published article on "More effort is needed to Internationalise Higher Education" in University World News. She has presented several papers in the area of Internationalization of Higher Education. She is also working with Indian Institute of Public Administration, New Delhi on "Personality Traits and Subject Choice of Undergraduate Students in India".

Deep Dive Discussion

1. Inequalities in accessing international studies abroad: a review of the literature based on the conceptual papers

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Cosmin Nada

Melissa Tornari

This scoping literature review looks at 33 conceptual papers regarding inequalities in access to international higher education. The paper draws upon a dataset created while implementing a larger literature review initiative within the framework of the COST 20115 ENIS action working group 2 titled “Social inequalities in access and during ISM” under the leadership of Sylvie Lomer. The paper aims to categorise different types of inequalities that these conceptual papers focussed on: global inequalities, socioeconomic status, ethnic/racial/cultural and religious inequalities, decolonisation and indigenisation, gender inequalities, queer, psychological well-being, disability. Global inequalities in the context of ISM have been studied by many authors but gaps seem to exist in certain areas (e.g. disability, temporality, intersectionality, migration status, gender) more than others (e.g. socioeconomic background, ethnic/racial equality, epistemic equality, global inequalities promoted by ISM) in terms of conceptual papers. The gap is that those that focus on intersectionality, psychosocial well-being of students and queer are rare to find. The discourses on decolonisation also do not seem to be such a popular topic although we found some evidence that the lens of decolonisation is more recently studied. This review highlights the importance of the need for clarity in conceptual studies in regard to theorisation, definition and advancement of the conceptual discussions regarding access to international higher education.

Bio

Sahizer Samuk is a postdoctoral Marie Curie Fellow at BI Norwegian Business School, Oslo. She worked in different projects on migration, temporary migration, mobility, cultural heritage, diversity in the EU parliament and highly skilled migration. She holds a PhD degree in Political Science from IMT School for Advanced Studies and two MA studies: International

Relations at Koc University and European Studies at Luiss Guido Carli. She has diverse publications in a variety of internationally acknowledged journals on the themes mentioned.

2. The importance of participating in the various ENIS initiatives: the experience in designing a research project

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Judith Borràs Andrés, Universidad de Diseño, Innovación y Tecnología,
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In today's globalised world, it is extremely necessary to create spaces that promote the collaboration of individuals so as to achieve greater realizations. The ENIS network provides researchers and practitioners with many opportunities to connect and to share knowledge. ISM professionals are put together to work on new projects about ISM, which allows for a more transdisciplinary view. This presentation will show the relevance of the ENIS network and the value of the different activities that the network offers. In particular, this presentation will describe a new project that was created during the second ENIS Training School. A group of researchers put together a transnational and transdisciplinary project through which they aim to examine how credit mobility may impact the lifelong learning and competence development of future teachers. One of the objectives is to compare how credit mobility is perceived in different EU non-Anglophone regions (Northern, Central, and South) regarding the participants' self-assessment and perception of the development of their linguistic and intercultural competences. In sum, this presentation will show the potential of participating in the different activities proposed within the ENIS network so as to meet researchers with similar interests with whom one can collaborate.

Bio

Robert Valls is a recent assistant professor at the UB (Spain). He is an active member of ENIS since 2022, participating in the different actions and activities of WG3 and WG4. His research on ISM has focused on academic and professional transition processes in the framework of degree mobility and on the support and guidance throughout the life cycle of international students.

3. Creative and participatory research with international students

Vera Spangler, University of Surrey, Guildford, UK
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This paper argues that as researchers engaging with international students, we must cultivate more creative and participatory methodologies, allowing us to look through different lenses and capture different perspectives. It emphasises the importance of involving international students more actively as co-creators and partners in the process of the enquiry, seeking to recognise and value their individual capabilities and knowledge. Participatory research involves frameworks and techniques that facilitate direct collaboration with research participants, treating them as equal partners in the inquiry. This project is a cross-national study between the UK, Denmark, and Germany; it is anchored in ethnographic fieldwork (around 4 months in each location) and uses different qualitative methods such as participant observation in classroom, campus spaces and other social sites, life and place history interviewing, walking interviews, and zine workshops. Drawing on different empirical examples of these participatory methods, this paper provides and contributes ideas for creating research methods designs that give emphasis to international students' own practices and understandings. At the point of the summer school, I will present empirical accounts from all three locations and reflect on methodological considerations, including as well certain challenges and limitations of participatory approaches.

Bio

Vera has studied a bilingual teacher degree in English and art in Germany and has been an international master's student in Denmark. She is now an international PhD student in the UK. Trained as an educational anthropologist, Vera explores how education, learning, and knowledge are negotiated and managed in everyday life in different contexts – across national and cultural boundaries. She uses relational approaches to understand space, place, and time, taking special interest in creative, participatory methodology. Given her own experiences as an international student, Vera feels a deep investment in expanding the knowledge of experiences of other international students.

Presentation 2B: Critical factors in ISM

1. Making Ends Meet: PhD Students as Gig Laborers in Academic Capitalism

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Ying Huang, University of Warwick, UK

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Shuling Wang, University of Southampton,

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This study explores the experiences of Chinese international students who participate in a huge market of shadow education for providing consultancy and tutoring services for Chinese applicants aiming for international higher education, particularly applying for well-ranking universities in English-speaking countries like the US and UK. It specifically asks 1) why they choose to work as academic tutors in this sector, 2) their lived experiences as academic tutors offering consultancy services to potential overseas university applicants, and 3) how such employment influences their professional identity and career progression. This research will provide a critical assessment of the impact of global educational trends on individual career paths and the broader instability in the job market, thus shedding light on the personal and systemic consequences of the marketisation of higher education. The qualitative research method follows a culturally responsive interview approach called Tucao. Through interviews with 15 Chinese PhD students studying abroad and engaging in academic tutoring, we find that the marketisation of global higher education and the white-centric hierarchy of cultural capital plays a significant role in shaping participants' motivation and experience in the shadow international education industry. This study contributes theoretically to conceptualise the process of marketing academic tutoring as the performativity of cultural capital.

Bio

Yang Zhao is a PhD candidate from Antwerp Media in Society Center. Her academic interests include digital media, publics and counterpublics, and global higher education in the context of East Asian societies. She is especially interested in how marginalized groups reshape dominant discourses and create livable conditions in an inhospitable environment.

Ying Huang is a PhD researcher at the University of Warwick. Her PhD research studies informal labour in the public education sector. Trained in Women's Studies at the University of York, she has long-lasting research interest in social reproduction theory and intersectional inequality underpinned by the global neoliberal turn.

Dr. Shuling Wang is a critical anti-racist feminist scholar and educator. She is a teaching fellow at the University of Southampton and a researcher at the University of Cambridge. She is particularly interested in the intersections of race, gender, English language education, and international education.

2. The role of linguistic identity in student mobility

Magdalena Bielenia-Grajewska, University of Gdansk, Poland
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Identity as a concept is studied by researchers representing different domains. Thus, it is investigated from the perspective of sociology, psychology, economics or anthropology. In linguistics, identity is studied by discussing the role of language in the way individual or social personalities are shaped. Since language is one of the key notions determining identity and, at the same time, communication is created by identity, the paper will focus on the concept of linguistic identity, showing the strong interrelation between the way we behave and the way we communicate. The author investigates the theme of student mobility from the language perspective, showing the role of language in shaping individual identities and the group identity. Linguistic identity is discussed by paying special attention to different factors in determining communication and the process of word creation present not only in the selected languages, but also in creating the common linguistic identity which is visible in the way the representatives of the countries taking part in student mobilities communicate. Linguistic identity can be studied, among others, by taking multilingualism, linguistic rights and language policies into account. Another option is to focus on key determinants that shape linguistic identity. The mentioned linguistic identity is researched at different levels, including micro, meso and macro approaches. The examples in the empirical part come from English, Polish, Italian and German. The main role of this presentation is to show how languages determine the selection of student mobilities and how different languages shape one's foreign research stay.

Bio

Prof. Magdalena Bielenia-Grajewska is a linguist and an economist, very interested in linguistic identity and sociolinguistics. She leads the neurolinguistics and intercultural communication lab. She is also the coordinator of master internships in the SEA-EU project. She is an author of over 150 papers on linguistics, management and translation studies.

3. "Critical thinking has influenced me to become a researcher": Chinese international postgraduates' conceptualisations of critical thinking and academic identity: a longitudinal study

Luman Zhou, University of Manchester, UK
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Vaguely focusing on undefined international student experiences (Deuchar, 2022), over-generalising their experiences, and neglecting their diversity (Heng, 2018; Lomer & Mittelmeier, 2021) are critiqued by some scholars. Existing research literature frequently focuses on their difficulties while studying overseas, which leads to a stereotypical picture of them as incapable (Heng, 2018; Moosavi, 2022; Lomer & Mittelmeier, 2021). Students' identity and critical thinking both change with the environment and time (Pu and Evan, 2019) when they study overseas. This study aims to use identity as a theoretical lens to explore Chinese international students' conceptualisation and development of critical thinking. Nineteen participants were invited to participate in four rounds of data collection throughout 10 months: three rounds of interviews, and one follow-up email. Data are analysed using interpretive phenomenological analysis. Initial findings reveal that many Chinese international students are misled by CT's Chinese translation, as they regard CT as criticising and aggressively attacking others. Students' identities influence their agency to understand and apply CT; in turn, the levels of different understandings and applications of CT influence confidence, and self-achievement and finally shape their identities. Empirical research supports inequity and decolonization, and calls on scholars to pay attention to inclusion and diversity in international education.

Bio

Luman obtained her master's degree in 2016 at University of Manchester and then worked in China about five years from 2017-2021. I focused on teaching, education and advising through a wide range from primary, to senior education and higher education in both China and UK. I devoted all my five years to the frontline of teaching and education practice, and won many teaching awards to demonstrate my hardworking and commitment to my passion field. Now, Luman Zhou is a third year PhD candidate, graduate teaching assistant, and research assistant at the University of Manchester. My PhD project applied academic identity as a theoretical lens to explore Chinese international students' conceptualisation and development of critical thinking throughout the master's dissertation process in a UK university.

Keynote: Re-thinking 'integration' in research with international students

Jenna Mittelmeier, University of Manchester, UK

Research with international students frequently relies on language around 'integration', supposing a need for greater social integration of international students into their host communities. This presentation reflects on the frequent use of 'integration' as a lens for research with international students, combining a conceptual reflection with reflections on publications over the last two decades. Throughout this period, scholars have consistently called for the need to 'integrate' international students into normative social expectations of 'community' within higher education. In doing so, 'integration' is rarely defined or attached to an explicit conceptual framework. At the same time, 'integration' is a politicised discourse which is often co-opted in deficit depictions of migrant populations more generally. Indeed, migration scholars have written numerous pieces urging the discontinued use of this phrase, given its problematic history and underlying assumptions. This presentation, therefore, presents evidence for why scholars should move away from 'integration' as a conceptual lens within forthcoming critical research with international students.

Bio



Dr Jenna Mittelmeier is Senior Lecturer in International Education at the University of Manchester (UK). Her research focuses of the experiences and treatment of international students in higher education, with a particular interest in issues about intercultural pedagogies and curricula. She is the lead co-editor for the recently published book, *Research with International Students*. She is also the co-founder of the Research with International Students Network: www.researchintlstudents.com

Thank you for attending!