Welcome to the University of Plymouth

Professor John Curnow

Deputy Vice Chancellor Education and Student Experience

UNIVERSITY OF PLYMOUTH

University awarded triple gold in the Teaching Excellence Framework in 2023

Our teaching and support was highlighted by the Office for Students

UNIVERSITY OF PLYMOUTH

University ranked 5th in UK for work experience opportunities

The ranking came in Rate My Placement's Best 50 Universities for Work Experience

UNIVERSITY OF PLYMOUTH

Showcase inspired scientists of the future

Over 400 school pupils from across Devon and Cornwall visited the University for hands-on science and engineering

UNIVERSITY OF PLYMOUTH

University shortlisted for two accolades at Times Higher Education Awards

The nominations reflects the University's commitment to addressing global challenges and taking local action

UNIVERSITY OF PLYMOUTH

The Centre of Research excellence in Intelligent and Sustainable Productive Systems (CRISPS) was created to expand the University's expertise and collaborations across agriculture, aquaculture and sustainable food production
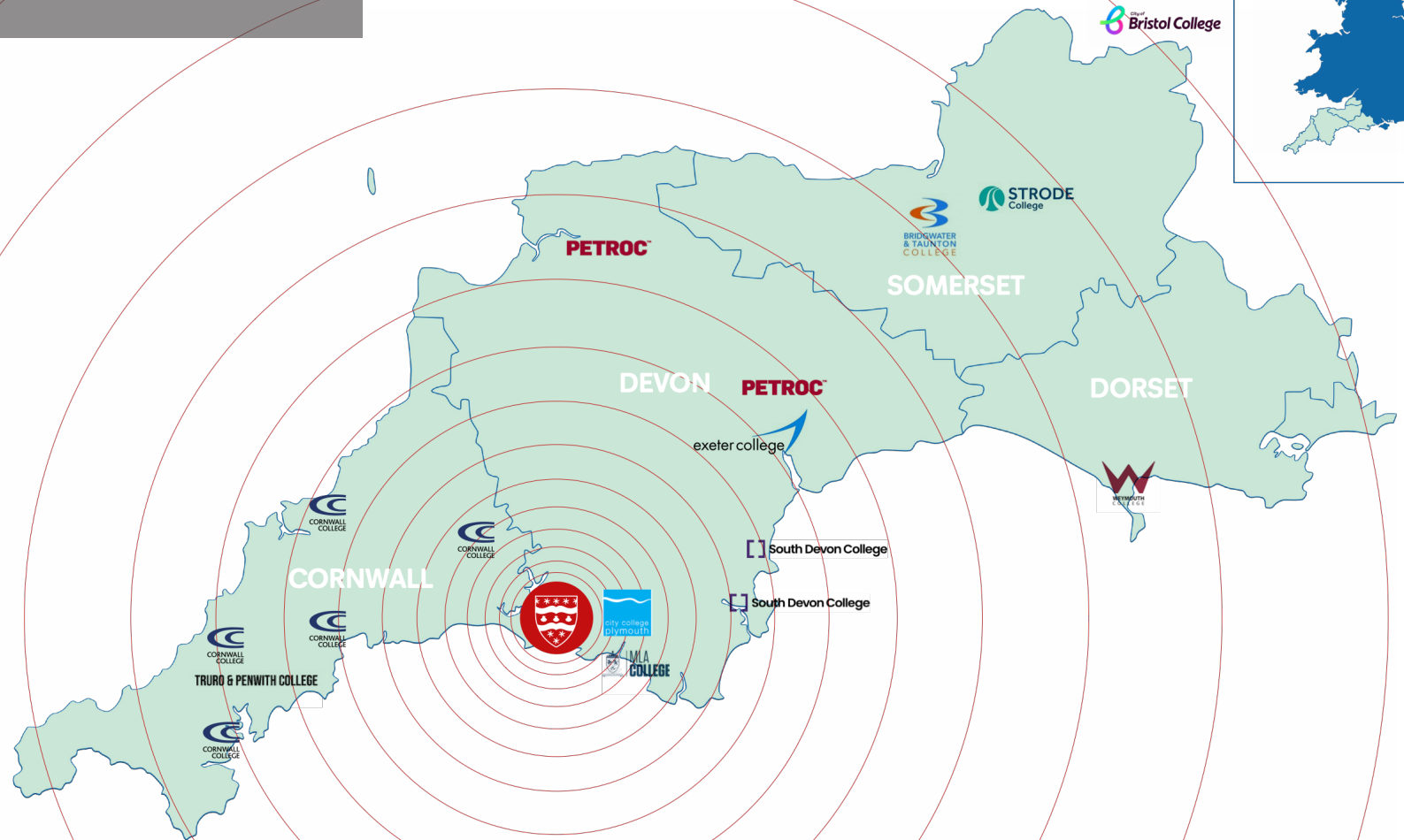
INC-4: Supporting the United Nations Treaty on Plastic Pollution

The University supported the global plastics treaty negotiations at the Intergovernmental Negotiating Committee

UNIVERSITY OF PLYMOUTH

Expanding Opportunity with Collaborative Tertiary Education

UNIVERSITY OF PLYMOUTH

City of Bristol College

STRODE College

PETROC

BRIDGWATER & TAUNTON COLLEGE

SOMERSET

DEVON

PETROC

DORSET

exeter college

WEYMOUTH COLLEGE

CORNWALL COLLEGE

South Devon College

South Devon College

CORNWALL

city college plymouth

MLA COLLEGE

CORNWALL COLLEGE

TRURO & PENWITH COLLEGE

CORNWALL COLLEGE

International Student Population
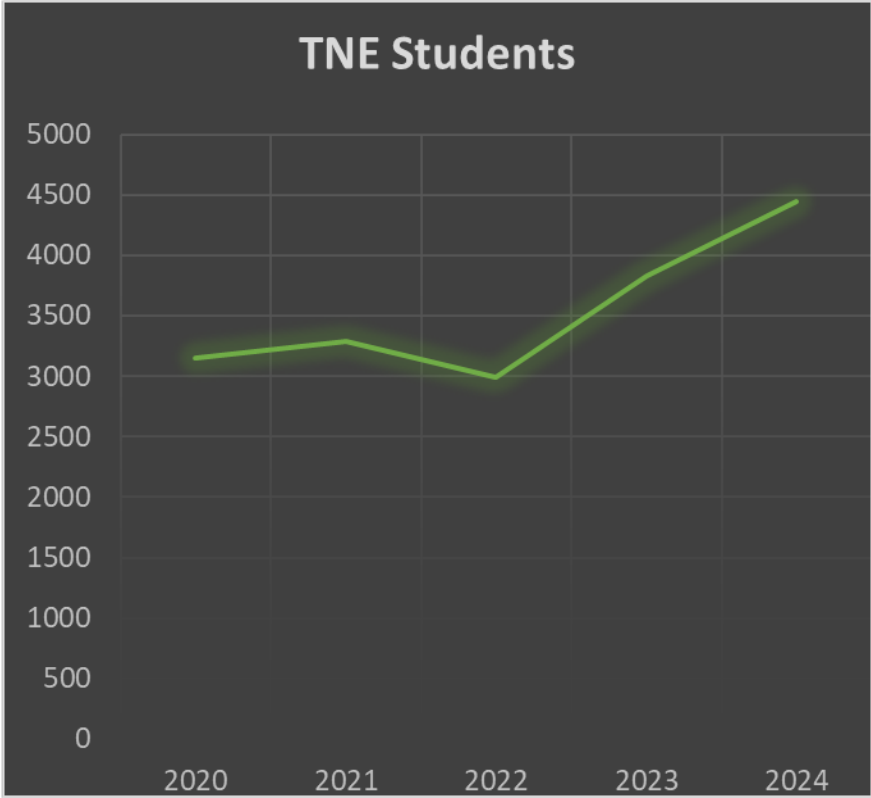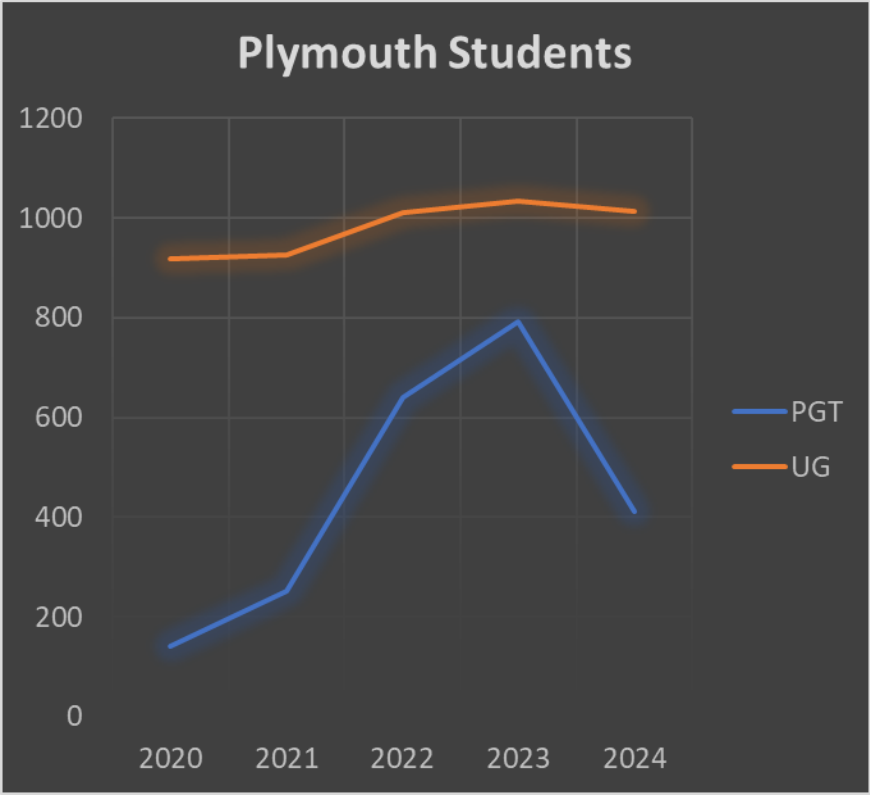
plymouth.ac.uk

Seeking kindness in our work with international students

Dr Jenna Mittelmeier
The University of Manchester (UK)
BALEAP 2025
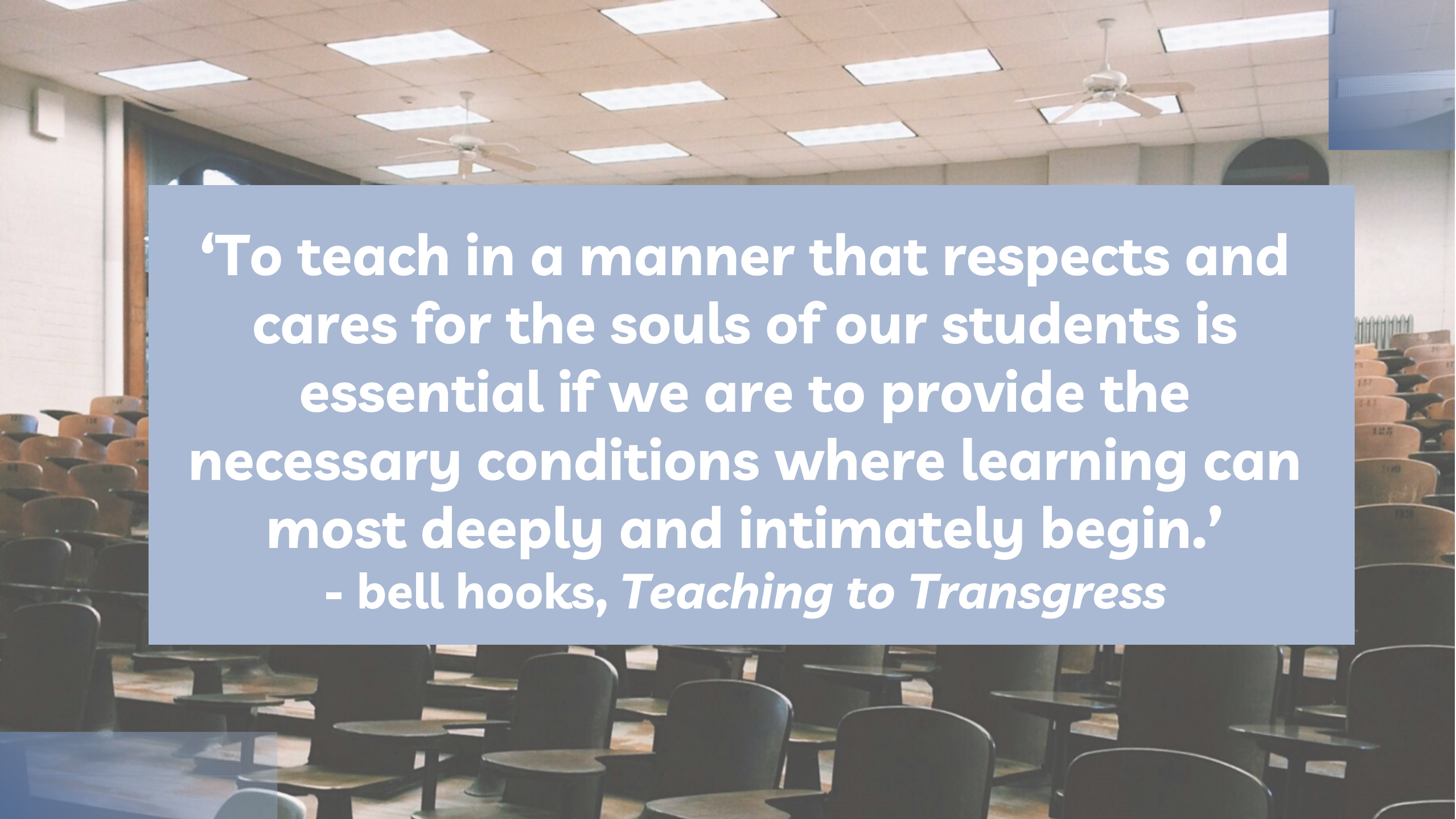
Kindness as platitude

"In a world where you can be anything, be kind"

'To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.'
— bell hooks, *Teaching to Transgress*

'An act is oppressive only when it prevents people from being more fully human.'
- Paulo Freire, *Pedagogy of the Oppressed*

International Student Visas Revoked

As of April 12, over 170 colleges and universities have identified 950-plus international students and recent graduates who have had their legal status changed by the State Department.

- Gonzaga University
- University of Idaho
- Oregon State University
- Montana State University
- North Dakota State University
- Metropolitan State University
- Dartmouth College
- Babson College
- Central Michigan University
- Gannon University
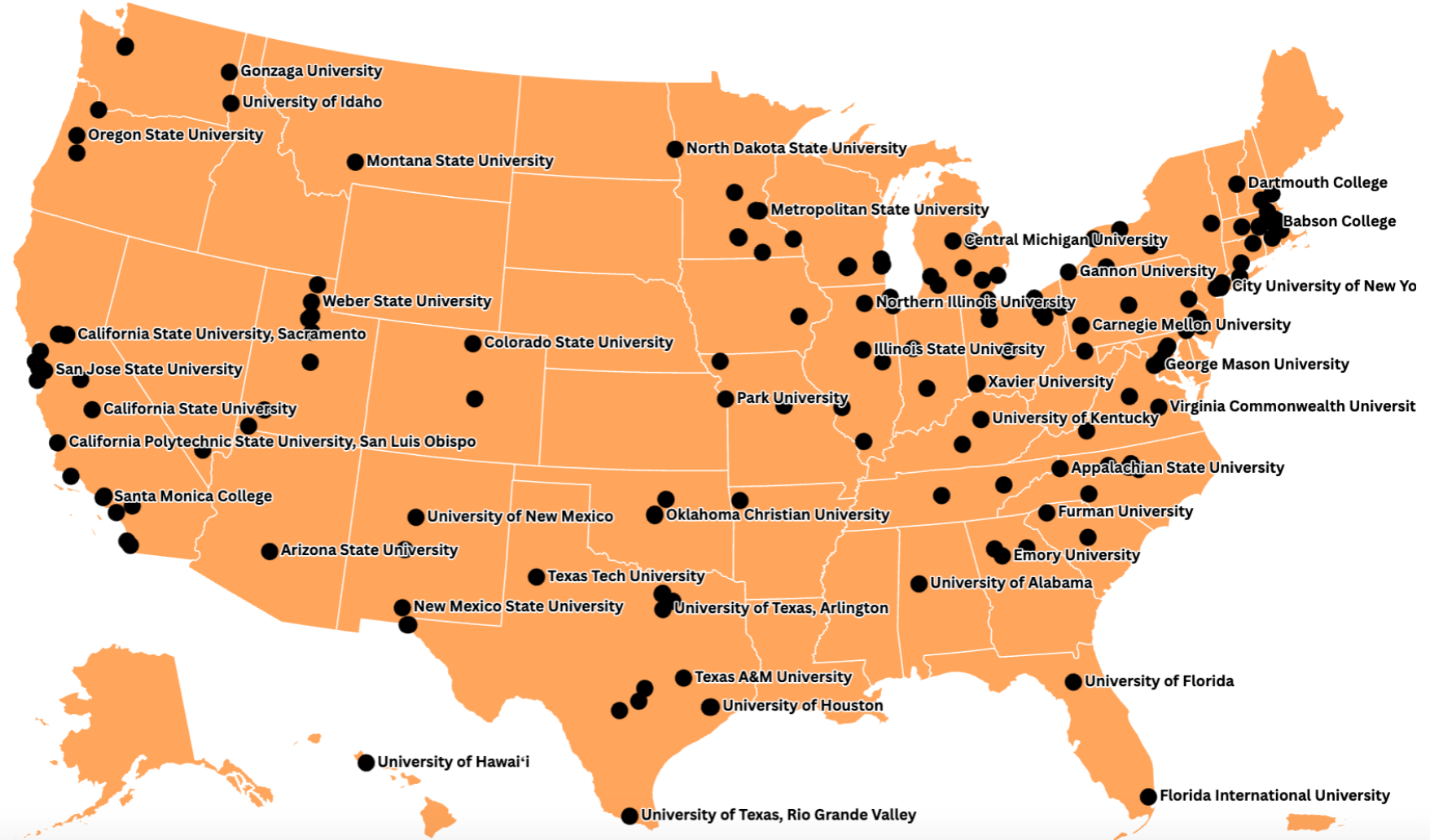- Weber State University
- Northern Illinois University
- City University of New Yo
- California State University, Sacramento
- Colorado State University
- Carnegie Mellon University
- San Jose State University
- Illinois State University
- George Mason University
- California State University
- Park University
- Xavier University
- California Polytechnic State University, San Luis Obispo
- University of Kentucky
- Virginia Commonwealth Universit
- Santa Monica College
- Appalachian State University
- University of New Mexico
- Oklahoma Christian University
- Furman University
- Arizona State University
- Emory University
- Texas Tech University
- University of Alabama
- New Mexico State University
- University of Texas, Arlington
- Texas A&M University
- University of Florida
- University of Houston
- University of Hawai'i
- Florida International University
- University of Texas, Rio Grande Valley

https://www.insidehighered.com/news/global/international-students-us/2025/04/07/where-students-have-had-their-visas-revoked

https://www.theguardian.com/uk-news/2024/feb/11/english-test-scandal-students-renew-fight-to-clear-names-after-10-years

Developing Meaningful Internationalisation that Impacts Students' Outcomes in Higher Education: A Scoping Review of the Literature 2011–2022

Jenna Mittelmeier iD , Sylvie Lomer, Said Al-Furqani, and Daian Huang iD

Mapping the research on pedagogies with international students in the UK: a systematic literature review

Sylvie Lomer iD and Jenna Mittelmeier iD

Manchester Institute of Education, University of Manchester, Manchester, UK

OPEN ACCESS

The role of internationalisation in 40 years of higher education research: major themes from *Higher Education Research & Development* (1982–2020)

Jenna Mittelmeier iD and Ying Yang iD

AdvanceHE MEMBER BENEFIT

Internationalisation and students' outcomes or experiences: a review of the literature 2011-2022

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Dr Jenna Mittelmeier (senior lecturer in international education)
Dr Sylvie Lomer (senior lecturer in policy and practice)
Said Al Furqani (postgraduate researcher)
Daian Huang (postgraduate researcher)
Manchester Institute of Education, the University of Manchester

Strategies to Address English Language Writing Challenges Faced by International Graduate Students in the US

Why Are They So Quiet? Exploring Reticent and Passive East Asian ESL Students in the U.S. Classrooms

Challenges of International Students from Pre-Departure to Post-Study: A Literature Review

Issues of International Students' Academic Adaptation in the ESL Writing Class: A Mixed-Methods Study

Contract cheating advertisements: what they tell us about international students' attitudes to academic integrity

Unintentional plagiarism and academic integrity: The challenges and needs of postgraduate international students in Australia

Undergraduate international students' challenges in a flipped classroom environment: An Australian perspective

Beyond Culture: Helping International Students Avoid Plagiarism

Shhhh! Chinese students are studying quietly in the UK

Challenges in Acculturation among International Students from Asian Collectivist Cultures

Challenges for Global Learners: A Qualitative Study of the Concerns and Difficulties of International Students

Critical Thinking-Related Challenges to Academic Writing: A Case of Indonesian Postgraduate Students at a UK University

Factors hindering socio-cultural integration of international students : a case of University of Zululand and University of Venda

Evaluating the Struggles with International Students and Local Community Participation

Missing friendships: understanding the absent relationships of local and international students at an Australian university

Asian Students Abroad: Missing the Boat of Adaptation?

Articles

Challenges home and international students face in group work at a Dutch university
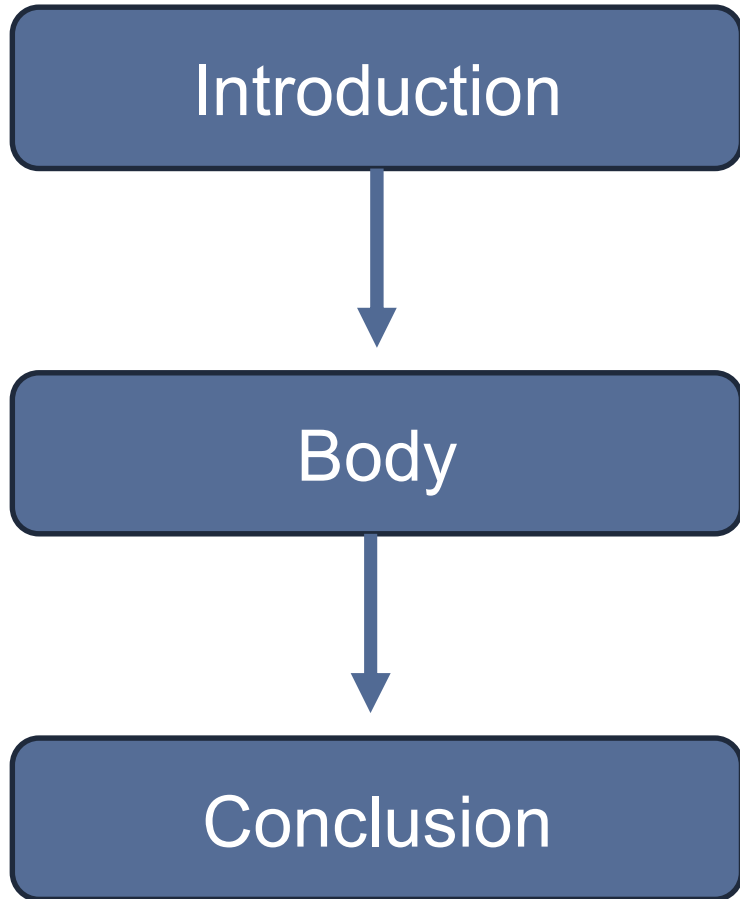
Interpersonal problems and acculturative stress over time among Chinese international students from mainland China and Taiwan.

International students' critical thinking–related problem areas: UK university teachers' perspectives
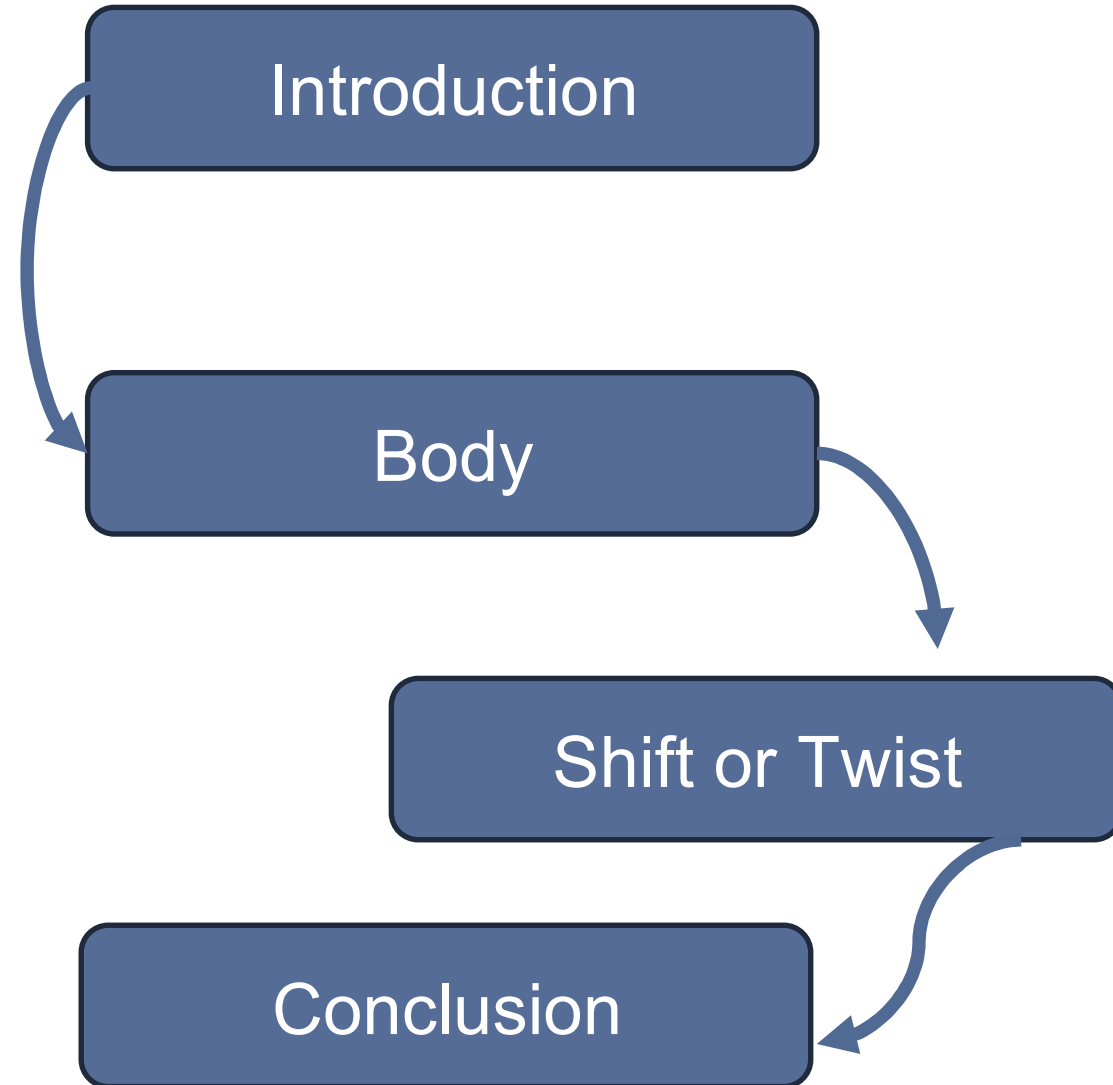
Missing intercultural engagements in the university experiences of Chinese international students in the UK

The Roles of Moral Disengagement and Learned Helplessness Towards International Postgraduate Students' Academic Procrastination

Commonly taught in UK:

Introduction

Body

Conclusion

***a purposefully oversimplified comparison

Commonly taught in China:

Introduction

Body

Shift or Twist

Conclusion

Essay by Invitation

Against 'Integration' in Research and Practice with International Students

Jenna Mittelmeier (iD)

Abstract

Integration is a commonly used term that is ubiquitous throughout research and practice with international students. This essay exposes some of the common assumptions underpinning this concept through an interdisciplinary lens, with a reflection on its conceptual history from Durkheim and Tinto. I argue that more critical and ethical approaches are urgently needed in research and practice with international students, which requires abandoning *integration* as the primary lens through which we view the field. The essay concludes with some questions that scholars and practitioners might consider for thinking beyond *integration*.

1

WORKING TOWARDS INCLUSIVE DEFINITIONS OF INTERNATIONAL STUDENTS

Reflecting, refiguring and reconceptualising as international students *and* researchers

Summer Bennett, Asuka Ichikawa, Yuqi Lin, Meena Pannirselvam, and Thornchanok Uerpairojkit

"…assimilation is encouraged under the guise of integration, where we must work to understand the local culture while there seems to be no push for understanding us in return." (pg. 15)

If you don't only see us as cash cows, it's time to prove it

Tonari Arikekpar worries that issues in the international student experience offer are being lost in the lobbying over immigration - and sets out a positive agenda for changing that

I'm an international student - we've been so demonised, no wonder Britain's losing us

Joyce Yang

Tory ministers and Nigel Farage scapegoated us as part of their anti-immigration agenda. Does anyone see us as human?

Notes from the periphery: On gaps between theories and realities in higher education

Written by An Pham

Moments of doubt: Does my knowledge count?

> "Sorry, but I *just* don't think this cultural angle is *important* enough to pursue"

The proposal text that received this comment was written shortly after my arrival at a European university for an undergraduate degree. Several years have passed since, yet, they still linger within me as a reminder of the uncertainty that is my voice in Western academia. My migration experience has given me the

**Reframing the narrative:
From individual to structure**

"International students struggle
with critical thinking"

Example reframed narrative 1:
Assessment support does not make clear the conventions expected for 'critical thinking'

| Weight	Criteria	70+	60-69	50-59	40-49	<40
25	**Criticality**	Consistent, detailed, appropriate, and relevant criticism of literature (arguments, evidence, and /or methods), either multiple sources or individual. Builds effectively to an excellent conclusion.	Consistent criticism of literature (arguments, evidence, and /or methods), either multiple sources or individual. May lack detail or relevance in places. Links to a good conclusion.	Some criticism of literature is attempted (arguments, evidence, and /or methods), either multiple sources or individual. May lack clarity or be inappropriate in places. Conclusion is attempted but unclear.	Criticism of literature is rare and focused on minor details. May lack clarity or be inappropriate or irrelevant in places. No link to conclusion.	Entirely descriptive. No criticism attempted, or is entirely inappropriate. No link to conclusion.

Reframing the narrative:
From individual to structure

"International students struggle with critical thinking"

VERSUS

Existing approaches to assessment do not value varied approaches to critical thinking
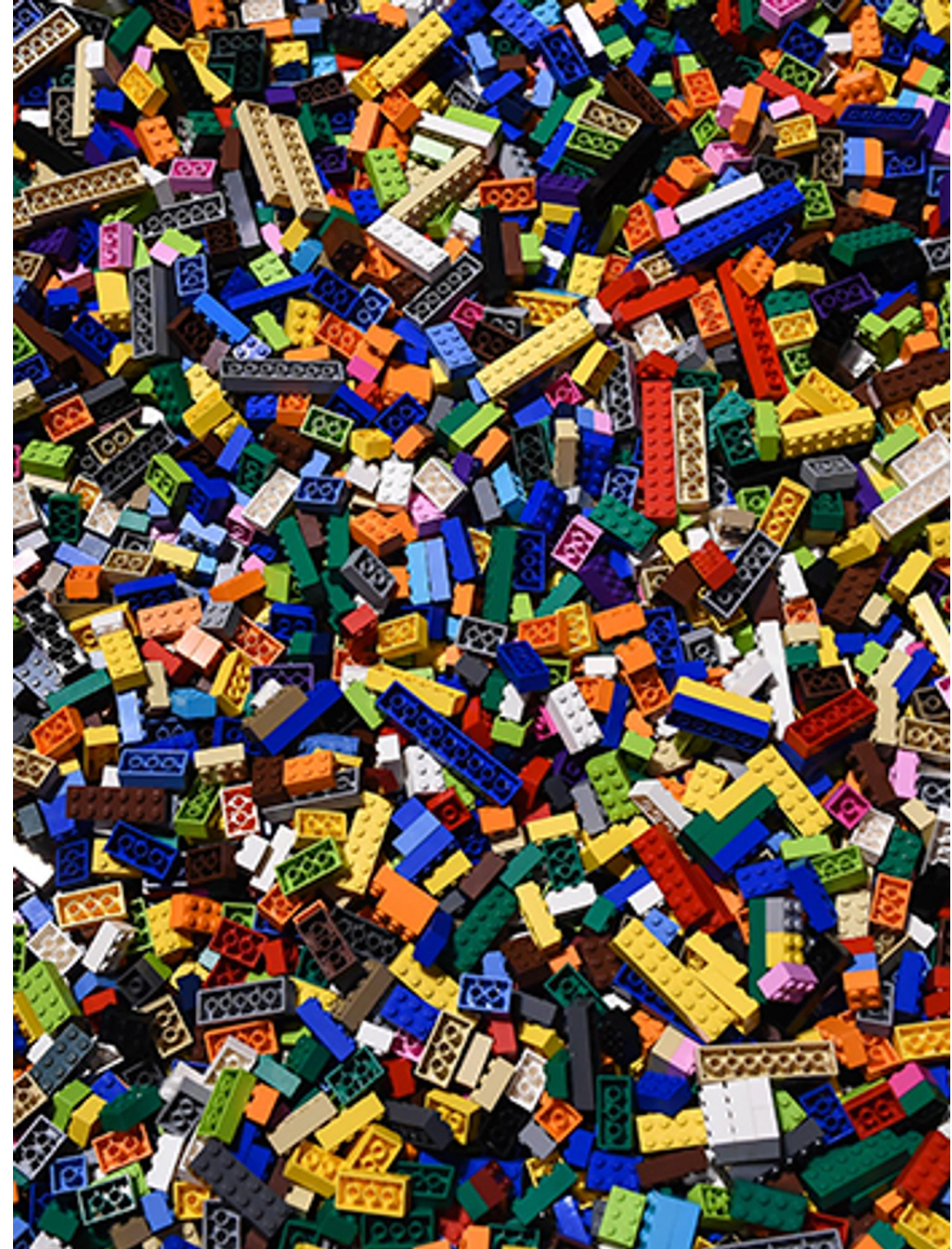
What might we ask ourselves?

01   How do we infuse more kindness in our practices with (international) students?

02   What are the most grievous unkindnesses present in our institutions and practices?

03   How do we ensure that (international) students are being seen as more fully human at our institutions and through our practices?

04   How do we move practices away from 'fixing' individual deficiencies towards dismantling structural inequalities?

# Research with International Students (RIS) network

www.researchintlstudents.com

Research with International Students

Our book   Reading lists▾   Theoretical frameworks   Events▾   Podcast
Other resources▾   2025 Conference   About us▾   Contact

Critical conceptual and methodological considerations

Research with International Students (RIS) is a community of researchers who include international students as participants or co-researchers in their work. We develop resources to support researchers in creating more critical and ethical research designs.
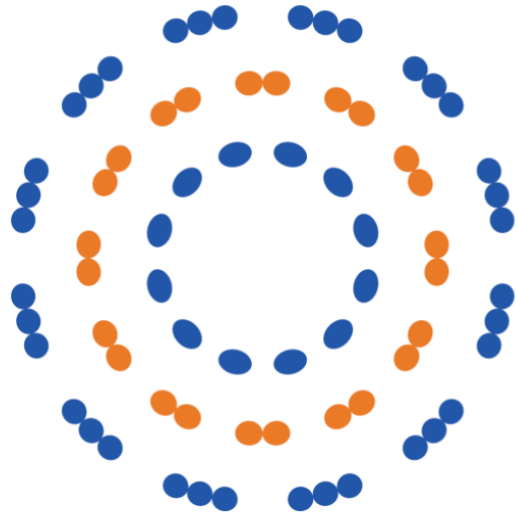
Internationalisation Practitioner Network

- An informal network of staff in all roles whose practices involve internationalisation
- Monthly online meeting to share resources or have a discussion around a specific topic or theme

Scan QR code to join listserv: