

## Collaborative Intercultural Encounters: A Case Study of Integration and Belonging at a UK Higher Education Institution

Linda Jose\*, Newcastle University, [linda.jose@newcastle.ac.uk](mailto:linda.jose@newcastle.ac.uk)

Müge Satar, Newcastle University, [muge.satar@newcastle.ac.uk](mailto:muge.satar@newcastle.ac.uk)

### Abstract

This article explores the challenge of achieving a truly integrated student body at a school in a UK university, where international students compose a significant portion of the student body (one third). In response to disparities in diversity distribution and social connections among students, the report explores the implementation of *Collaborative Intercultural Encounters for Global Educational Experiences*, offering a multilingual, multisensory space rooted in ethical values-based approaches to internationalisation at home. Through student-led encounters following the World Café method (a structured group discussion approach that encourages open and informal conversations; Brown and Isaacs, 2005) this extracurricular initiative aimed to empower all students to explore and engage with the social, linguistic, and material dimensions of an internationalised campus. The outcomes indicated increased global and cultural awareness, high levels of satisfaction, and a stronger sense of belonging and connectedness to other students and staff. The initiative is now offered to all students in the school as a zero-credit module (optional module outside degree requirements) titled *Global and Intercultural Awareness*. This report underscores the importance of holistic strategies for promoting integration and intercultural understanding in higher education, aligning with the vision of creating a truly integrated body of students within the higher education landscape.

**Keywords:** intercultural encounters, global awareness, belonging, international students, internationalisation at home

\* Corresponding Author  
ISSN 2755-9475 (Online)



This is an Open Access article distributed under the terms of the [Creative Commons – Attribution License 4.0 International](https://creativecommons.org/licenses/by/4.0/) which permits use, distribution, and reproduction in any medium, even commercially, provided the original work is properly attributed.

## Introduction

In recent years, Higher Education Institutions (HEIs) worldwide have increasingly emphasised their international standing (Tran et al., 2023). Internationalisation includes the policies and practices HEIs employ to navigate the global academic landscape (Altbach et al., 2007). While these efforts are valuable, a focus on economic goals and quantitative metrics such as incoming and outgoing student numbers often overshadows the crucial aspects of intercultural education (Robson et al., 2018; Piller and Cho, 2013). This focus can lead to the commodification of education, where international students are seen primarily as revenue sources rather than integral community members (Altbach and Knight, 2007). Consequently, essential goals like intercultural competence and genuine cross-cultural interaction, crucial for fostering global citizenship and inclusive learning environments, may be neglected (Deardorff, 2009; Beelen and Jones, 2015). This approach also risks marginalising international students, who may face integration challenges and social isolation (Schartner, 2015). Thus, there is a need for more holistic internationalisation strategies that prioritise intercultural understanding and student well-being. Moreover, it is essential to recognise that students' identities often transcend the binary of 'home' versus 'international,' representing a rich diversity of perspectives (Jones, 2017).

In this context, 'internationalisation at home' (IaH) has gained prominence. Beelen and Jones (2015) define IaH as integrating international, intercultural, and global dimensions into the curriculum for all students within domestic learning environments. IaH offers inclusive global experiences, which gained traction with the COVID-19 pandemic's travel restrictions and the rise of remote learning, making it a cost-effective way to foster global competence without requiring physical mobility (Helm and van der Wende, 2020).

Despite HEIs being increasingly intercultural, a subtle 'home-international' divide persists across UK HEIs, influencing admissions, fees, housing, and induction practices (Young et al., 2016). This division can hinder meaningful interactions between domestic and international students, often leaving the latter struggling to form social connections (Schartner, 2015). Integration, in this context, means students from diverse

backgrounds, regardless of nationality or programme, engage meaningfully to create a cohesive academic community (Deardorff, 2009).

Promoting a sense of belonging (i.e. feeling accepted, valued, and included) is essential to fostering an integrated student body. Belonging depends on connection, inclusion, and autonomy (Blake et al., 2022). It is dynamic, shaped by empathy, compassion, and intentional community-building through role-modelling, dialogue, and opportunities for self-expression (Blake et al., 2022). A strong sense of belonging enhances adaptation, satisfaction, and academic success (Jackson, 2022), while its absence increases attrition risk (Russell and Jarvis, 2019). Social connectedness further boosts motivation, engagement, and cultural acceptance (Jones, 2018).

Ward (2001) suggests most intercultural interactions occur outside the classroom. HEIs, student unions, and employers encourage extra-curricular activities (ECAs) for employability and intercultural competence, as they provide practical, experiential learning opportunities (Beelen and Jones, 2015). Therefore, strategies to facilitate integration during ECAs are essential to building intercultural relationships among diverse students. However, participation levels vary due to factors like confidence, commitments, and cultural background (Dickinson et al., 2020).

This case study explores one project in a UK HEI school with a substantial international student population (about one-third). However, diversity distribution is uneven across programmes, with some programmes composed almost entirely of international students, while others have only a few. This siloing indicates a need for integration to foster greater global and cultural awareness and belonging within a cohesive academic community.

In response, a series of collaborative intercultural encounters (CIEs) were designed as ECAs to facilitate dialogue, build social connections, foster belonging, and promote an integrated student body. In this work, a CIE is defined as an organised, multilingual space where students from diverse backgrounds engage in project-based activities on

Jose L & Satar M

global topics, promoting mutual understanding, inclusivity, and belonging within the university community.

### **Collaborative Intercultural Encounters (CIEs)**

The CIEs aimed to enrich the global educational journey through Internationalisation at Home (IaH) and foster an integrated, diverse student community where all can learn and thrive together. The planning involved a comprehensive exploration of topics, objectives, and the underlying rationale. First, a focus group was conducted with student representatives from various programmes. The dialogue highlighted the need for an ethical, values-based approach that fosters critical discussion of privilege and oppression. Two postdoctoral researchers from Discipline 3 were employed through the university's students on campus employment scheme to design a learning programme that promotes intercultural understanding and reflection on issues relevant to students. The sessions incorporated topics that emerged during the focus group and aligned closely with the CIEs' overarching aims (Valdivia-Murgueytio and Brohi, 2024).

One of the programme authors described the conceptual frameworks that underpinned the design of the programme of sessions and their pedagogical focus as follows:

Often, resources on intercultural communication focus on promoting cultural awareness and tolerance. They reflect narratives of reconciliation and the erasure of differences found in mainstream intercultural communication (Ferri, 2018). This 'soft' approach to global citizenship education (Andreotti, 2006) contrasts with more radical perspectives encouraging critical analysis of power structures both locally and internationally (Stein & Andreotti, 2021). While developing cultural appreciation and respect is a desirable outcome, it may leave learners with limited understanding of oppressive systems, such as racism and sexism, and their impact on relationships. The learning activities in the resource are designed with a critical perspective, informed by feminist, postcolonial, decolonial, and critical race theories. (Valdivia-Murgueytio, personal communication, August 19, 2024).

In the initial focus group, students expressed a desire for a balanced mix of topics. While some required complex ethical and moral considerations, students also wanted lighter topics, like world cuisines and popular culture. To meet these preferences, each session incorporated icebreakers (e.g. creating a world café menu) to explore global

Jose, L., & Satar, M. (2025). Collaborative Intercultural Encounters: A Case Study of Integration and Belonging at a UK Higher Education Institution. *Enhancing Teaching and Learning in Higher Education*, 3.Pp 81-98 <https://doi.org/10.62512/etlhe.29>

topics, ethical issues, and cultural aspects, allowing students to learn about different cultures and connect with peers. Over the academic year, a series of twelve CIE events were organised at midday (12-2 pm) on the same day of the week, as outlined in Table 1.

**Table 1** *Collaborative Intercultural Encounters Session Topics*

<b>Semester one Topics</b>	<b>Semester two topics</b>
Global citizenship: What is a global citizen?	Migration: Attitudes towards migrants
Climate change: Environmental justice	Racial privilege: What does racial privilege look like?
Toxic masculinity: Real men	Multilingualism: Why is multilingualism important?
Toxic masculinity: Locker room talk	Multilingualism: Exploring perceptions of languages and accents
Visual representation: Critical visual literacy	Gender inequality: Reimagining gender representations in Disney
Visual representation: Visual narrative	Wellbeing: Exploring comfort

Sessions began with icebreaker activities, followed by content to prompt discussion, such as a video or article. The discussion methodology loosely followed the World Café method by Brown and Isaacs (2005) - a structured, participatory group conversation process that encourages open, exploratory discussions in a relaxed, informal setting. Key principles include creating an inclusive space, exploring meaningful questions, connecting diverse perspectives, fostering active listening, making collective knowledge visible, and fully engaging participants. A café-style setting, with refreshments, was used to create a welcoming atmosphere and students were encouraged to move tables to converse with different groups to facilitate multiple intercultural encounters.

Research shows that students are more likely to engage in extracurricular activities when they are informal and student-driven (Gardner, 2009). Therefore, Postgraduate Research (PGR) students with teaching experience were recruited and funded to

facilitate the CIE sessions, using Valdivia-Murgueytio and Brohi's (2024) openly available manual to support their facilitation.

**Participants**

All students from a school with three distinct yet overlapping disciplinary areas from the social sciences across all stages and levels of study undergraduate (UG), postgraduate taught (PGT), and postgraduate research (PGR) were invited to participate in the CIE sessions. Table 2 presents the composition of the student body within the school.

**Table 2** *Composition of Student Body in the School by Home or International Registration Status, Level of Study, and Discipline*

	Discipline 1		Discipline 2		Discipline 3		Total
	Home	International	Home	International	Home	International	
<b>UG</b>	99	7	0	0	84	20	210
<b>PGT</b>	43	5	21	152	240	44	505
<b>PGR</b>	6	9	14	44	29	11	113
<b>Total</b>	148	21	35	196	353	75	828
<b>% of total</b>	17.87	2.53	4.23	23.67	42.63	9.06	100

In Table 2, students are categorised as 'home' or 'international' based on registration status. However, as discussed in the introduction, we recognise that this binary classification oversimplifies the diversity of global experiences, cultural perspectives, and multifaceted identities within the student body. Students' experiences, backgrounds and cultural affiliations often transcend this dichotomy. Our focus is on creating an inclusive and integrated educational experience beyond these categories, so home or international status is not referenced when reporting outcomes.

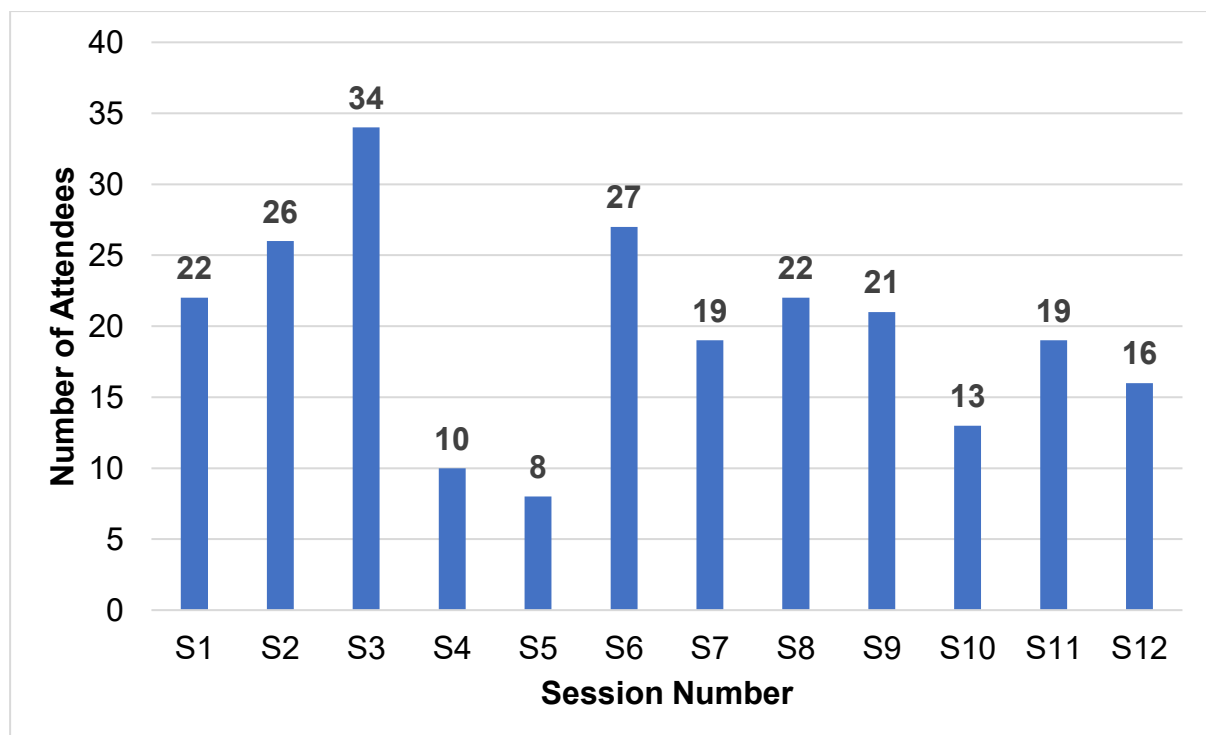
Table 3 provides the number of participants by discipline and level of study. In total, 84 students (10.4% of the school) attended at least one CIE session, with the highest attendance from discipline 3, which has a predominately international and PGT cohort.

Figure 1 illustrates attendance variation across sections, with primary barriers to attendance discussed below.

**Table 3** Number and Percentage (%) of Students Who Attended CIEs by Stage of Study and Discipline

Stage of study	School Discipline			Total (n)	Total (%)*
	Discipline 3	Discipline 2	Discipline 1		
UG	N/A	1	3	4	5
PGT	41	27	2	70	83
PGR	7	1	1	9	11
Staff	0	0	0	1	1
<b>Total (n)</b>	48	29	6	84	
<b>Total (%)*</b>	57	35	7		

\*Rounded to nearest whole number



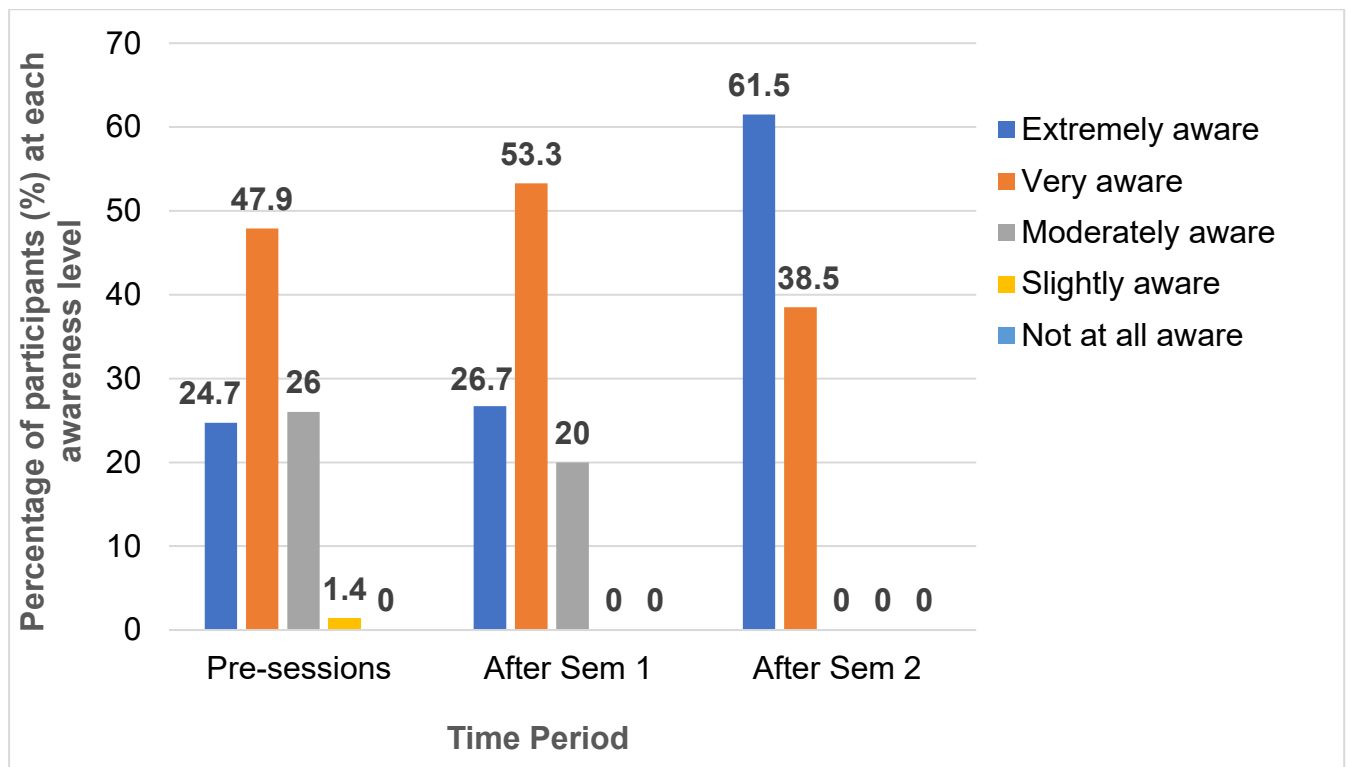
**Figure 1** Number of Participants Who Attended Each Session

## **Evaluation of Outcomes**

This project was designed as an exploratory case study, focusing on one school's approach to fostering belonging through CIEs. To evaluate the outcomes, several sources of information were collected, including surveys, participant outputs, facilitator reflections, and focus groups. This combination of multiple data sources enabled feedback collection from different angles, which aligns with this case study approach by capturing varied perspectives within a single institutional context. However, the evaluation had limitations, including low survey response rates and the possibility of self-selection bias, as participation may have attracted students already interested in intercultural engagement.

### ***Baseline Survey***

A baseline survey was administered at the beginning of the academic year, followed by a repeat survey at the end of each semester. The survey covered four areas: intercultural sensitivity, global citizenship, employability skills, and belonging. In total, 73 students participated in the baseline survey (10% response rate from the entire school), 15 in the end-of-semester one survey (20% response rate from attendees), and 13 in the end-of-semester two survey (35% response rate from attendees). The results indicated positive outcomes: for example, 24.7% of respondents reported feeling *extremely globally and culturally aware* in the pre-survey, with this figure rising to 26.7% after semester one and 61.5% after semester two (Figure 2).



**Figure 2** Percentage of Participants Reporting That They Felt Globally and Culturally Aware Before and After Each Semester of Sessions

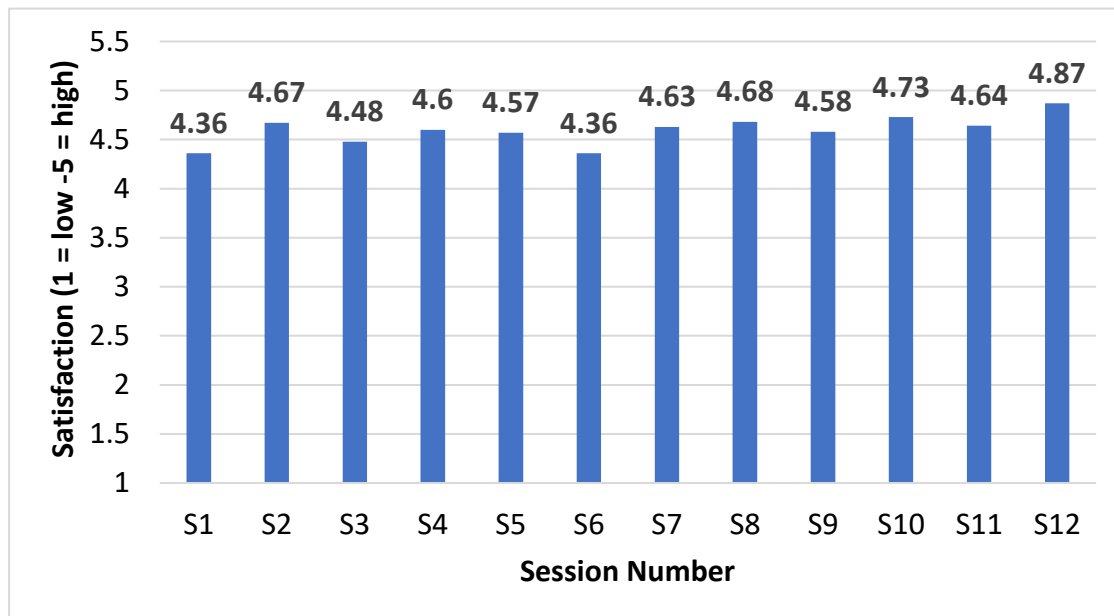
### Session Outputs and Evaluation Forms

At the end of each CIE session, students completed a brief questionnaire with questions covering the survey areas, satisfaction ratings, and open-ended comments. Student satisfaction with materials and activities was consistently high (averaging between 4.3 and 4.9 out of 5) (Figure 3). In terms of connections 50-100% of students reported strong connections (feeling very or extremely connected) to peers and staff in the school at the end of sessions. There was a general upwards trend in the percentage of students reporting they felt *extremely connected* as sessions progressed (Figure 4).

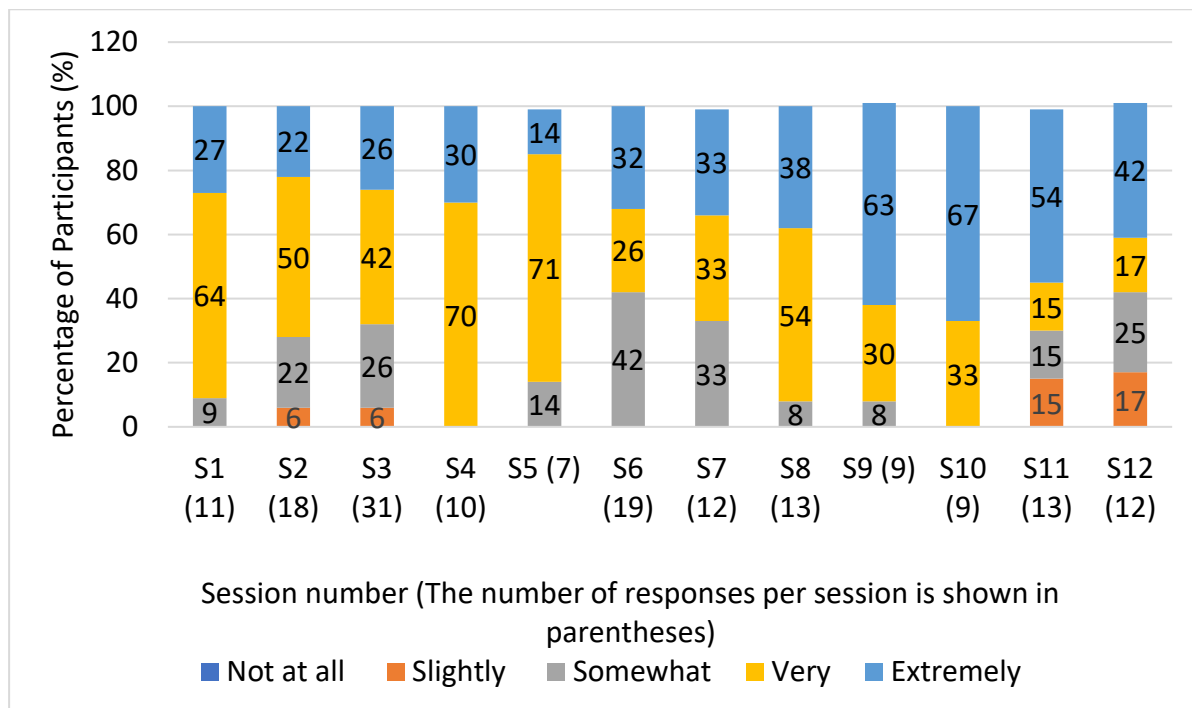
Upon submitting their responses, students automatically received a certificate of attendance and a skills passport, outlining key employability skills linked to the university's graduate skills framework. In total, 82 students received skills passports, and 20 students who attended at least six events were awarded school-approved certificates. Additionally, students were encouraged to apply for an institutional Global

Open Badge that recognise their cultural knowledge and awareness using their intercultural experiences, though exact uptake was not tracked.

Qualitative feedback and open-ended responses from VLE posts, facilitator reflections, and focus groups were reviewed thematically to identify recurring ideas, examples, and areas for improvement. This interpretive approach focused on capturing patterns in participants' experiences and perspectives. Open comments highlighted respect, openness, diverse perspectives, and global citizenship as key themes. Examples included: "I liked hearing about other people's perspectives and enjoyed how interactive it was!", "I liked sharing our stories and experiences, which brought us closer." and "I enjoyed engaging with international students and discussing what it means to be a global citizen."



**Figure 3** Average Student Satisfaction Ratings from Session One (S1) to Twelve (S12) for Session Materials and Activities



**Figure 4** Students' Reported Connection to Peers and Staff in the School Post-Session

### **Engagement on the Virtual Learning Environment (VLE) and other student outputs**

Another source of evaluation was students' outputs and posts on the virtual learning environment (VLE), which demonstrated their engagement and understanding. For example, after a session on migrant attitudes, a student shared a poem depicting a refugee father's story. In a session on critical visual literacy, students examined representations of the female body in advertising and shared reflections on societal expectations of women. During a wellbeing session, students illustrated their dream houses to explore diverse perspectives on comfort.

PGR facilitators recorded reflections after each session, noting how topics and materials were received, benefits observed, and verbal feedback from participants. Overall, their observations suggested high engagement and satisfaction. Examples included: "Students shared excellent ideas on gender equality and challenging stereotypes." and

Jose L & Satar M

“Today’s workshop, full of visual elements, was fun. Students designed unique dream houses with rich details and colour.”

### **Focus Groups**

Two focus groups were conducted (one at the end of semester one and one at the end of semester two) with student representatives, CIE attendees, and non-attendees (13 participants in total) to assess session benefits, successes, and areas for improvement. Participants appreciated the sessions’ diverse cultural lenses, interactive nature, and challenging content, as well as the skill recognition through certificates and skills passports. Suggestions to increase attendance included encouraging participation during lessons, integrating written reflections within sessions, adjusting session times, and providing more resources for engaging with new or sensitive topics. Sample quotes included: “I learned about global perspectives on common issues and challenges.”, “I was shocked to discover that my friends were unaware of crises in Muslim countries like Syria and Turkey. It’s surprising in a supposedly globalised world.” and “The certificates are valuable - they show engagement with diverse cultures and global issues, which is attractive to employers.”

### **Practical Implications**

This study contributes to the broader discourse on effective intercultural education strategies in higher education, resonating with Deardorff’s (2009) intercultural competence model. It highlights the importance of structured intercultural interactions in fostering a cohesive and inclusive academic community. The outcomes provide empirical evidence and practical insights for a holistic and intentional approach to student integration and intercultural education.

The findings suggest that CIEs using an ethical, values-based approach and World Café methodology can be effective IaH interventions in HEIs, supporting students’ cultural awareness and sense of belonging through engaging experiences. However, four key challenges and considerations can be addressed for successful implementation:

Jose, L., & Satar, M. (2025). Collaborative Intercultural Encounters: A Case Study of Integration and Belonging at a UK Higher Education Institution. *Enhancing Teaching and Learning in Higher Education*, 3.Pp 81-98 <https://doi.org/10.62512/etlhe.29>

1. Encouraging and facilitating attendance at extracurricular activities.
2. Identifying appropriate measures for skill outcomes.
3. Demonstrating skills acquisition to employers as evidence of employability.
4. Ensuring facilitator skill development to effectively support successful CIEs.

## Conclusions

The findings from the Collaborative Intercultural Encounters (CIEs) for global educational experiences indicated positive outcomes. The World Café method and programme of sessions took a critical perspective incorporating postcolonial, feminist, decolonial, and critical race theories and was found to effectively support the CIEs' aims. Through meeting new people, discussing diverse topics, and engaging in inclusive discussions, students felt more connected to their peers, gained insights from different cultural perspectives, and developed critical thinking and key employability skills.

The respect and openness demonstrated by students aligned with the foundational attitudes necessary for intercultural competence. Their engagement with diverse topics and cultural perspectives highlighted curiosity and a drive for discovery, indicating enhanced global and cultural awareness and knowledge, crucial aspects of intercultural competence (Deardorff, 2009).

Skill-based outcomes were also positive, supporting key components of intercultural competence. Using the World Café method, participants used their listening, observation, analysis, interpretation, and relational skills, all recognised in their skills passports. CIEs helped students develop an informed frame of reference, adaptability, an ethno-relative view, and the ability to integrate multiple cultural perspectives. Additionally, students communicated effectively in intercultural settings, suggesting behavioural adaptation (Deardorff, 2009). Future research could further explore accurate ways to measure these skills and assess their longer-term impact.

The outcomes suggest that the CIEs successfully created an inclusive intercultural learning environment, providing valuable experiences in line with principles of IaH (Beelen and Jones, 2015), without requiring travel. However, two main challenges of timetabling and encouraging participation were noted as barriers to attending CIE sessions, consistent with findings by Dickinson et al., (2021). This was particularly true for students in programmes with regulatory commitments or placements, as well as for PGR cohorts balancing PhD work and personal commitments. Midday sessions conflicted with many students' schedules, suggesting that more flexible session timings could strengthen belonging and integration. Additionally, some students, such as those in cross-cultural communication programmes, may have perceived the sessions as more relevant than others. Underscoring the importance of clear communication about the personal and educational benefits of participation.

### **Moving Forward**

Beyond the local context, this work contributes to the Scholarship of Teaching and Learning (SoTL) by illustrating how structured, student-led, and dialogic approaches can build belonging and intercultural competence within higher education. The CIE model offers a transferable framework for institutions seeking to embed intercultural learning through inclusive, flexible, and co-curricular design that addresses practical challenges such as scheduling and engagement.

Given the positive impact of these activities on students' sense of belonging, intercultural understanding, global citizenship, and employability skills, the implementation of CIEs has now continued with the enhancements outlined below. Other institutions may wish to consider these elements if adopting a similar CIE model.

**Introduction as a Zero-Credit Module:** CIE sessions have become a zero-credit module, *Global and Cultural Awareness* (an optional module that does not count toward degree requirements), available to all students in the school and recognised on transcripts. In the future, this offering may be extended across the faculty or institution to promote intercultural learning in line with IaH principles (Beelen and Jones, 2015).

**Alignment with Institutional-Level Recognition:** To ensure CIE sessions are not seen as intended only for international students, the module has been rebranded to

align with the University's *Global and Cultural Awareness Award* (a digital open badge that provides verified recognition of students' intercultural learning). The final session of the module supports students in applying for the institutional scheme.

**Scheduling:** Module timetables now also include twilight sessions on a weekday from 4 - 6 pm, a timing students suggested for more relaxed participation after classes. Where possible, the module is offered in both Semester 1 and Semester 2, with alternative times provided.

**Expanded Activities:** More icebreakers and games are incorporated to help students connect with peers, and additional background resources (e.g., short readings or videos) are included to encourage participation, particularly for students who may find some topics challenging.

**Facilitator Training:** Recognising the critical role of facilitators in managing sensitive topics and fostering dialogue, training in the World Café method is provided to enhance facilitators' ability to support inclusive and meaningful discussions.

**Acknowledgements:** For the purpose of open access, the authors have applied a Creative Commons Attribution (CC BY) licence to any Author Accepted Manuscript version arising from this submission. The project titled "Collaborative Intercultural Encounters for Global Educational Experiences" was supported by the Newcastle University Global Education and Community Fund. The project team members were Müge Satar, Linda Jose, Samantha Shields, Alina Schartner, and Sara Ganassin. The materials used in the sessions were designed and created by Raúl Valdivia-Murgueytio and Hanain Brohi. The sessions were led by Szu-Han (Mike) Ke, and Wenwen Zhang. Wala Almijiwl supported the project by designing posters, certificates, and producing initial reports on outcomes.

**Disclosure:** Generative AI and/or AI-assisted technologies were not used at any stage of the writing and preparation of the manuscript.

**Ethics:** Research was approved through the Newcastle University ethical review processes.

## References

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3–4), 290–305. <https://doi.org/10.1177/1028315307303542>
- Andreotti, V. (2006). Soft versus critical global citizenship. *Policy and Practice: A Development Education Review*, 3, 40–51.
- Beelen, J., & Jones, E. (2015). Redefining internationalisation at home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European Higher Education Area: Between Critical Reflections and Future Policies* (pp. 67–80). Springer.
- Brown, J., & Isaacs, D. (2005). *The World Café: Shaping our futures through conversations that matter*. Berrett-Koehler Publishers.
- Blake, S., Capper, G., & Jackson, A. (2022). *Building belonging in higher education: Recommendations for developing an integrated institutional approach*. Wonkhe. <https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf>
- Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. SAGE Publications.
- Dickinson, J., Griffiths, T.-L., & Bredice, A. (2021). 'It's just another thing to think about': Encouraging students' engagement in extracurricular activities. *Journal of Further and Higher Education*, 45(6), 744–757. <https://doi.org/10.1080/0309877X.2020.1813263>
- Ferri, G. (2018). *Intercultural communication: Critical approaches and future challenges*. Palgrave Macmillan.
- Gardner, S. (2009). The development of doctoral students: Phases of challenge and support. *ASHE Higher Education Report*, 34(6), 1–152. <https://doi.org/10.1002/aehe.3406>
- Helm, F., & van der Wende, M. (2020). The impact of COVID-19 on internationalisation in higher education. *International Higher Education*, 102, 8–10. <https://doi.org/10.6017/ihe.2020.102.10960>
- Jose, L., & Satar, M. (2025). Collaborative Intercultural Encounters: A Case Study of Integration and Belonging at a UK Higher Education Institution. *Enhancing Teaching and Learning in Higher Education*, 3.Pp 81-98 <https://doi.org/10.62512/etlhe.29>

- Jackson, A. (2022, June 20). Building students' sense of belonging needs time and energy. *WONKHE*. <https://wonkhe.com/blogs/staff-perceptions-of-belonging-and-inclusion-in-higher-education/>
- Jones, E. (2017). Problematizing and reimagining the notion of 'international student experience'. *Studies in Higher Education*, 42(5), 933–943. <https://doi.org/10.1080/03075079.2017.1293880>
- Jones, S. (2018). Expectation vs experience: Might transition gaps predict undergraduate students' outcome gaps? *Journal of Further and Higher Education*, 42(7), 908–921. <https://doi.org/10.1080/0309877X.2017.1323195>
- Kudo, K. (2016). Social representation of intercultural exchange in an international university. *Discourse: Studies in the Cultural Politics of Education*, 37, 256–268. <https://doi.org/10.1080/01596306.2015.1014881>
- Matthews, K. E., Andrews, V., & Adams, P. (2011). Social learning spaces and student engagement. *Higher Education Research & Development*, 30(2), 105–120. <https://doi.org/10.1080/07294360.2010.512629>
- Piller, I., & Cho, J. (2013). Neoliberalism as language policy. *Language in Society*, 42(1), 23–44. <http://www.jstor.org/stable/23483184>
- Robson, S., Almeida, J., & Schartner, A. (2018). Internationalization at home: Time for review and development? *European Journal of Higher Education*, 8(1), 19–35. <https://doi.org/10.1080/21568235.2017.1376697>
- Russell, L., & Jarvis, C. (2019). Student withdrawal, retention and their sense of belonging; their experience in their words. *Research in Educational Administration and Leadership*, 4(3), 494–525. <http://dx.doi.org/10.30828/real/2019.3.3>
- Schartner, A. (2015). 'You cannot talk with all of the strangers in a pub': A longitudinal case study of international postgraduate students' social ties at a British university. *Higher Education*, 69(2), 225–241. <http://dx.doi.org/10.1007/s10734-014-9771-8>
- Succi, C., & Canovi, M. (2019). Soft skills to enhance graduate employability: Comparing students and employers' perceptions. *Studies in Higher Education*, 45(6), 1834–1847. <https://doi.org/10.1080/03075079.2019.1585420>
- Stein, S., & Andreotti, V. (2021). Global citizenship otherwise. In E. Bosio (Ed.), *Conversations on global citizenship education: Perspectives on research*,
- Jose, L., & Satar, M. (2025). Collaborative Intercultural Encounters: A Case Study of Integration and Belonging at a UK Higher Education Institution. *Enhancing Teaching and Learning in Higher Education*, 3.Pp 81-98 <https://doi.org/10.62512/etlhe.29>

Jose L & Satar M

*teaching, and learning in higher education* (pp. 13–36). Routledge.

<https://doi.org/10.4324/9780429346897-2>

Tran, L. T., Jung, J., Unangst, L., & Marshall, S. (2023). New developments in internationalisation of higher education. *Higher Education Research & Development*, 42(5), 1033–1041. <https://doi.org/10.1080/07294360.2023.2216062>

Valdivia-Murgueytio, R., & Brohi, H. (2024). *Facilitator's manual: Collaborative intercultural encounters in ECLS*. Newcastle University.

<https://doi.org/10.25405/data.ncl.26779696>

Ward, C. A. (2001). *The impact of international students on domestic students and host institutions: A literature review*. Export Education Policy Project, Ministry of Education.

[https://www.educationcounts.govt.nz/publications/international/the\\_impact\\_of\\_international\\_students\\_on\\_domestic\\_students\\_and\\_host\\_institutions](https://www.educationcounts.govt.nz/publications/international/the_impact_of_international_students_on_domestic_students_and_host_institutions)

Young, T. J., Handford, M., & Schartner, A. (2017). The internationalising university: an intercultural endeavour? *Journal of Multilingual and Multicultural Development*, 38(3), 189–191. <http://dx.doi.org/10.1080/01434632.2015.1134547>

Jose, L., & Satar, M. (2025). Collaborative Intercultural Encounters: A Case Study of Integration and Belonging at a UK Higher Education Institution. *Enhancing Teaching and Learning in Higher Education*, 3.Pp 81-98 <https://doi.org/10.62512/etlhe.29>