References

Airey, J. (2011) 'Talking about teaching in English: Swedish university lecturers changing experiences of language teaching'. *Ibérica: Iberian Journal of the European Association of Languages for Specific Purposes*, 22: 35–54.

Ako Aotearoa (2008) *Tertiary Assessment & Higher Education Student Outcomes: Policy, Practice & Research – Summary Document*. Auckland, NZ: National Centre for Teaching Excellence.

Applebaum, P., Freidler, L., Ortiz, C. and Wolff, E. (2009) 'Internationalizing the university mathematics curriculum'. *Journal of Studies in International Education*, 13(3): 365–81.

Archer, W., Jones, E. and Davison, J. (2010) *A UK Guide to Enhancing the International Student Experience*. UK Higher Education International Unit Research Series/6. London: UK Higher Education Academy International Unit. Available online at: http://www.international.ac.uk/our_research_and_publications/index.cfm (accessed 18 March 2014).

Arkoudis, S., Yu, X., Baik, C., Borland, H., Chang, S., Lang, I., Lang, J., Pearce, A. and Watty, K. (2010) *Finding Common Ground: Enhancing Interaction Between Domestic and International Students*. Australian Learning and Teaching Council. Available online at: http://www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html (accessed 15 May 2014).

Arkoudis, S., Baik, C. and Richardson, S. (2012) *English Language Standards in Higher Education*. Camberwell, Victoria: ACER Press.

Arkoudis, S., Watty, K., Baik, C., Borland, H., Chang, S., Lang, I., Lang, J. and Pearce, A. (2013) 'Finding common ground: enhancing interaction between domestic and international students'. *Teaching in Higher Education*, 18(3): 222–35.

Armstrong, P. (2007) 'Cultures of silence: giving voice to marginalised communities', Paper presented at the 37th Annual SCUTREA Conference, 3–5 July 2007, Queen's University, Belfast.

Arum, P. and Rocksa, J. (2011) *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press.

ASKe (Assessment Standards Knowledge exchange) (no date) '3 The ASKe approach'. Available online at: http://www.brookes.ac.uk/aske/StrandThree/matrix.html (accessed 18 March 2014).

AUQA (Australian Universities Quality Agency) (2009) *Good Practice Principles for English Language Proficiency for International Students in Australian*

Universities. Available online at: http://www.innovation.gov.au/highereducation/ResourcesAndPublications/HigherEducationPublications/OtherPublications/Pages/GoodPracticePrinciples.aspx (accessed 14 March 2014).

Australian Bureau of Statistics (2013) 'Hitting the books: characteristics of higher education students', in Australian Social Trends. Available online at: http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features20July+2013 (accessed 18 March 2014).

Bachman, L. (1990) *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

Bailey, C. (2013) 'Negotiating writing: challenges of the first written assignment in a UK university', in S. Sovic and M. Blythman (eds) *International Students Negotiating Higher Education*. London: Routledge.

BALEAP (2012) *Guidelines on English Language Tests for University Entrance*. Available online at: http://www.baleap.org.uk/media/uploads/testing-working-party/BALEAP_Guidelines_on_English_Language_Tests_for_University_AGM_v19_May_2012.pdf (accessed 18 March 2014).

Banta, T., Jones, E. and Black, K. (2009) *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco, CA: Wiley.

Barker, M., Hibbins, R. and Woods, P. (2013) 'Bringing forth the graduate as a global citizen: an exploratory study of masters-level business students in Australia', in S. Sovic and M. Blythman (eds) *International Students Negotiating Higher Education*. London: Routledge.

Becher, T. and Trowler, P. (2001) *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines*. Buckingham, UK: Open University Press.

Becker, R. and Kulster, R. (2012) 'International student recruitment: policies and developments in selected countries'. Available online at: http://www.nuffic.nl/bestanden/documenten/actueel/nieuws/internationalstudentrecruitment.pdf (accessed 18 March 2014).

Bell, M. (2004) 'Internationalising the higher education curriculum: do academics agree?', in B. Sheeehy and B. Staugble (eds) *Proceedings of the 2004 Conference of Higher Education Research and Development*, 4–7 July, Miri, Sarawak, Malaysia, pp. 50–61.

Bender, C., Wright, D. and Lopatto, D. (2009) 'Students' self-reported changes in intercultural knowledge and competence associated with three undergraduate science experiences'. *Interdisciplinary Journal of Study Abroad*, 18: 307–22.

Bennett, M. and Bennett, M. (2004) 'Developing intercultural sensitivity: an integrative approach to global and domestic diversity', in D. Landis, J. Bennett and M. Bennett (eds) *Handbook of Intercultural Training*. Thousand Oaks, CA: Sage Publications.

Benzie, H. (2010) 'Graduating as a "native speaker": international students and English language proficiency in higher education'. *Higher Education Research and Development*, 29(4): 447–59.

Biggs, J. (1996) 'Enhancing teaching through constructive alignment'. *Higher Education*, 32(3): 347–64.

Biggs, J. (2003) *Teaching for Quality Learning at University* (2nd edn). Buckingham, UK: SRHE/Open University Press.

Biggs, J., and Watkins, D. (1996) 'The Chinese learner in retrospect', in D. Watkins and J. Biggs (eds) *The Chinese Learner: Cultural, Psychological and Contextual*

Influences. Hong Kong: Comparative Education and Research Centre and Australian Council for Educational Research, pp. 269–85.

Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University: What the Student Does*. Buckingham, UK: Open University Press.

Birrell, B. (2006) 'Implications of low English standards among overseas students at Australian universities'. *People and Place*, 14(4): 53–64.

Bista, K. (2012) 'Silence in teaching and learning: perspectives of a Nepalese graduate student'. *College Teaching*, 60 (2): 76–82.

Boud, D. (1995) *Enhancing Learning Through Self Assessment*. London: Kogan Page.

Boud, D. and Associates (2010) *Assessment 2020: Seven Propositions for Assessment Reform in Higher Education*. Sydney: Australian Learning and Teaching Council. Available online at: www.assessmentfutures.com (accessed 14 March 2014).

Bretag, T., Mahmud, S., Wallace, M., Walker, R., McGowan, U., East, J., Green, M., Partridge, L. and James, C. (2013) '"Teach us how to do it properly!": An Australian academic integrity student survey'. *Studies in Higher Education*. Available online at: http://dx.doi.org/10.1080/03075079.2013.777406 (accessed 18 March 2014).

Briguglio, C. (2006) 'Developing students' intercultural communication competence: a workshop approach', in F. Fallon and S. Chang (eds) *17th ISANA International Education Association Conference Proceedings*, Sydney, 5–8 December.

British Council (2013a) *The Shape of Things to Come: Higher Education Global Trends and Emerging Opportunities to 2020*. Available online at: http://ihe.britishcouncil.org/news/shape-things-come-higher-education-global-trends-and-emerging-opportunities-2020 (accessed 18 March 2014).

British Council (2013b) *The Shape of Things to Come: The Evolution of Transnational Education: Data, Definitions, Opportunities and Impacts Analysis*. Available online at: https://ihe.britishcouncil.org/sites/default/files/import-content/the_shape_of_things_to_come_2.pdf (accessed 18 March 2014).

Brown, L. (2009a) 'The transformative power of the international sojourn: an ethnographic study of the international student experience'. *Annals of Tourism Research*, 36(3): 502–21.

Brown, L. (2009b) 'A failure of communication on the cross-cultural campus'. *Journal of Studies in International Education*, 13(4): 439–54.

Brown, L. and Jones, I. (2013) 'Encounters with racism and the international student experience'. *Studies in Higher Education*, 38(7): 1004–19.

Brown, S. and Race, P. (2013) 'Using effective assessment to promote learning', in L. Hunt and D. Chalmers (eds) *University Teaching in Focus*. London: Routledge, pp. 74–91.

Bruce, I. (2008) *Academic Writing and Genre: A Systematic Analysis*. New York: Continuum.

Bryam, M. (1997) *Teaching and Assessing Intercultural Communicative Competence*. Bristol, UK: Multilingual Matters.

Burdett, J. (2003) 'Making groups work: university students' perceptions'. *International Education Journal*, 4(3): 177–91.

Carroll. J. (2005) 'Strategies for becoming more explicit', in J. Carroll and J. Ryan (eds) *Teaching International Students: Improving Learning for All*. London: Routledge.

Carroll, J. (2007) *A Handbook for Deterring Plagiarism in Higher Education*. Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University.

Carroll, J. (2009) 'Plagiarism as a threat to learning: an educational response', in G. Jughlin (ed) *Assessment, Learning and Judgement in Higher Education*, Dordrecht, Netherlands: Springer.

Carroll, J. and Appleton, J. (2005) 'Towards consistent penalty decisions for breaches of academic regulations in one UK university'. *International Journal for Educational Integrity*, 1(1).

CBIE (Canadian Bureau of International Education) (2013) 'Canada's performance in international education, 2012'. Available online at: http://www.cbie-bcei.ca/about-ie/facts-and-figures/ (accessed 18 March 2014).

CCI (Centre for Curriculum Internationalisation) (no date) 'Ideas for internationalizing course content'. Available online at: http://www.brookes.ac.uk/services/cci/modules/course_content.html (accessed 18 March 2014).

Chang, S. (2008) 'Facilitating local–international student interaction and integration through curriculum development', *19th ISANA IEAA Conference Proceedings*, ed. T. McGrath. Queensland, Australia, 2–5 December.

Chanock, K. (2007) 'What academic language and learning advisers bring to the scholarship of teaching and learning: problems and possibilities for dialogue with the disciplines'. *Higher Education Research and Development*, 26(3): 269–80.

Chanock, K. (2010) 'The right to reticence'. *Teaching in Higher Education*, 15(5): 543–52.

Chickering, A. and Gamson, Z. (1991) *Applying the Seven Principles for Good Practice in Undergraduate Education*. New directions for Teaching and Learning, number 47. San Francisco, CA: Jossey-Bass.

Childress, L. (2010) *The Twenty-First Century University: Developing Faculty Engagement in Internationalization*. New York: Peter Lang.

Choudaha, R., Chang, L. and Kono, Y. (2013) 'International student mobility trends 2013: towards responsive recruitment strategies'. Available online at: http://wenr.wes.org/2013/03/wenr-march-2013-international-student-mobility-trends-2013-towards-responsive-recruitment-strategies/ (accessed 18 March 2014).

Clerehan, R. (1995) 'Taking it down: notetaking practices of L1 and L2 students'. *English for Specific Purposes*, 14(2): 137–55.

Clifford, V. (2009) 'Engaging the disciplines in internationalising the curriculum'. *International Journal for Academic Development*, 14(2): 133–43.

Clifford, V. and Montgomery, C. (2011) *Moving Towards Internationalsation of the Curriculum for Global Citizenship in Higher Education*. Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University.

Cortazzi, M. and Jin, L. (1997) 'Communication for learning across cultures', in R. Harris and D. MacNamara (eds) *Overseas Students in Higher Education: Issues in Teaching and Learning*. London: Routledge.

Cotton, D., George, R. and Joyner, M. (2013) 'Interaction and influence in culturally mixed groups'. *Innovations in Education and Teaching International*, 50(3): 272–83.

Crichton, J. and Scarino, A. (2007) 'How are we to understand the "intercultural dimension"? An examination of the intercultural dimension of internationalisation in the context of higher education in Australia'. *Australian Review of Applied Linguistics*, 30(1): 4.1–4.21.

Davis, M. (2012) 'Postgraduate students' experiences of plagiarism education in the UK: student, tutor and expert perspectives'. *International Journal of Educational Integrity*, 8(2): 21–33.

Davis, M. (2013) 'The development of source use by international postgraduate students'. *The Journal of English for Academic Purposes*, 12(2): 125–35.

Davis, M. and Carroll. J. (2009) 'Formative feedback within plagiarism education: is there a role for text-matching software?'. *International Journal for Educational Integrity*, 5(2).

De Vita, G. (2005) 'Fostering intercultural learning through multicultural group work', in J. Carroll and J. Ryan (eds) *Teaching International Students: Improving Learning for All.* London: Routledge.

Deane, M. and O'Neill, P. (2011) *Writing in the Disciplines.* London: Routledge.

Deardorff, D. (2006) 'Identification and assessment of intercultural competence as a student outcome of internationalization.' *Journal of Studies in International Education*, 10(3): 241–66.

Deardorff, D. and Jones, E. (2012) 'Intercultural competence: an emerging focus in higher education', in D. Deardorff, H. de Wit, J. Heyl and T. Adams (eds) *Sage Handbook of International Education.* Thousand Oaks: Sage, pp. 282–303.

Deardorff, D., Thorndike-Pysarchik, D. and Yun, Z. (2009) 'Towards effective international learning assessments: principles, design and implementation', in H. de Wit (ed.) *Measuring Success in the Internationalisation of Higher Education.* EAIE Occasional Paper 22. Amsterdam: EAIE, pp. 23–37.

DeWit, H. (2012) 'Internationalisation of higher education: nine misconceptions', in H. deWit and J. Beelan (eds) *Internationalisation Revisited: New Dimensions in the Internationalisation of Higher Education.* Amsterdam: Centre for Allied Research on Economics and Management.

Donohue, J. and Erling, E. (2012) 'Investigating the relationship between the use of English for academic purposes and academic attainment'. *Journal of English for Academic Purposes*, 11(3): 210–19.

Durkin, K. and Main, A. (2002) 'Discipline-based skills support for first-year undergraduate students'. *Active Learning in Higher Education*, 3(1): 24–39.

EC (Education Counts) (2013) *International Student Enrolments in New Zealand 2004–2010.* Available online at: http://www.educationcounts.govt.nz/publications/series/15260/International_Student_Enrolments_in_NZ_2004-2010/Introduction (accessed 18 March 2014).

Edmead, C. (2013) 'Capitalising on a multicultural learning environment: using group work as a mechanism for student integration', in J. Ryan (ed.) *Cross-Cultural Teaching and Learning for Home and International Students.* London: Routledge.

Ee, J. (2013) '"Is he an idiot!": experiences of international students in the United States'. *Journal of International Students*, 3(1): 72–5.

Fegan, S. (2006) 'International students' expectations of speaking English in Australia', in J. Rij-Heyligers, S. Carter and J. Buxton (eds) *Intercultural Communications Across University Settings: Myths and Realities.* Proceedings of the 6th Communication Skills in University Education Conference, Auckland, NZ. Pearson Education, pp. 13–29.

Forrest, M. (2010) 'Practising silence in a community of inquiry'. Paper in the Philosophy of Education Society of Great Britain Annual Conference, New College, Oxford, 26–31 March. Available online at: http://www.philosophy-of-education.org/uploads/papers2010/Forrest.pdf (accessed 18 March 2014).

Gibbs, G. (2010) 'The assessment of group work: lessons from the literature'. For the Assessment Standards Knowledge exchange (ASKe). Available online at: http://

www.brookes.ac.uk/aske/documents/Brookes%20groupwork%20Gibbs%20Dec%2009.pdf (accessed 18 March 2014).

Gibbs, G., and Dunbar-Goddet, H. (2008) 'Characterising programme-level assessment environments that support learning'. *Assessment and Evaluation in Higher Education*, 34(4): 481–9.

Gillett, A., Hammond, A. and Martala, M. (2009) *Inside Track to Successful Academic Writing*. Harlow, UK: Pearson Education.

Gilmore, J., Strickland, D., Timmerman, B., Maher, M. and Feldon, D. (2010) 'Weeds in the flower garden: an exploration of plagiarism in graduate students' research proposals and its connection to enculturation: ESL and contextual factors'. *International Journal of Educational Integrity*, 6(1): 13–28.

Glendinning, I. (2013) 'Impact of policies for plagiarism in higher education across Europe: comparison of policies for academic integrity in higher education across the European Union'. Available online at: http://ippheae.eu/images/results/2013_12_pdf/D2-3-00%20EU%20IPPHEAE%20CU%20Survey%20EU-wide%20report.pdf (accessed 18 March 2014).

Gonzalez, R., Pagan, M., Wendell, L. and Love, C. (2011) 'Supporting ELL/culturally and linguistically diverse students for academic achievement'. Rexford, NY: International Center for Leadership in Education. Available online at: http://www.leadered.com/pdf/ELL%20Strategies%20Kit%20excerpt.pdf (accessed 14 March 2014).

Gosper, M., McNeill, M., Woo, K., Phillips, R., Preston, G. and Green, D. (2007) 'Web-based lecture recording technologies – do students learn from them?'. Educause Conference, April 29–May 2, Melbourne, Australia. Available online at: http://www.cpd.mq.edu.au/teaching/wblt/docs/dissemination/Educause_Gosper.pdf (accessed 18 May 2014).

Grant, E. (2012) 'Inheriting the earth: competencies and competition within the internationalized curriculum', in S. Sovic and M. Blythman (eds) *International Students Negotiating Higher Education*. London: Routledge, pp. 67–84.

Gray, L. and Judd, P. (2008) 'Effective English support for overseas students in engineering departments'. Innovation, Good Practice and Research in Engineering Education, The Higher Education Academy. Available online at: http://www.engsc.ac.uk/downloads/scholarart/ee2008/p055-gray.pdf (accessed 18 March 2014).

Green, A. (2005) 'EAP study recommendations and score gains on the IELTS Academic Writing test'. *Assessing Writing*, 10(1): 44–60.

Green, A. (2007) 'Washback to learning outcomes: a comparative study of IELTS preparation and university pre-sessional language courses'. *Assessment in Education: Principles, Policy and Practice*, 14(1): 75–97.

Gregegsen Hermanns, J. (2012) 'To ask or not to ask; that is the question', in H. deWit (ed.) *Measuring Success in the Internationalisation of Higher Education*. EAIE Occasional Paper, 22. Amsterdam: EAIE, pp. 23–36.

Gu, Q., Schweisfurth, M. and Day, C. (2010) 'Learning and growing in a "foreign" context: intercultural experiences of international students'. *Compare*, 40(1): 7–23.

Gudykunst, W. (2004) *Bridging Differences: Effective Intergroup Communication*. Thousand Oaks, CA: Sage Publications.

Handley, K., Price, M. and Millar, J. (2011) 'Student engagement with assessment feedback: building a research agenda'. *Oxford Review of Education*, 37(4): 543–60.

Harder, P. (1980) 'Discourse as self-expression on the reduced personality of the second-language learner'. *Applied Linguistics*, 1(3): 262–70.

Harrison, N. and Peacock, N. (2010) 'Interactions in the international classroom: the UK perspective', in E. Jones (ed.) *Internationalisation and the Student Voice: Higher Education Perspectives*. New York: Routledge, pp. 125–42.

Harumi, S. (2010) 'Classroom silence: voices from Japanese EFL learners'. *English Language Teaching Journal*, 65(1): 1–10.

Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Henderson, F. and Whitelaw, P. (2013) 'Academic literacy and cultural familiarity: developing and assessing academic literary resources for Chinese students'. *Interdisciplinary Journal of E-learning and Learning Objects*, 9: 13–27.

HESA (2013) *Non-UK Domicile Students*. Available online at: http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2663&Itemid=161 (accessed 18 March 2014).

Higgins, P. and Li, L. (2008) 'Fostering appropriate learning environment? British and Chinese students' experiences of undertaking an organization-based cross-cultural group work project in a London University'. *International Journal of Management Education*, 7(3): 57–67.

Hockings, C. (2010) 'Inclusive learning and teaching in higher education: a synthesis of research'. Available online at: http://www.heacademy.ac.uk/resources/detail/evidencenet/Inclusive_learning_and_teaching_in_higher_education_synthesis (accessed 18 March 2014).

Holliday, A. (1999) 'Small cultures'. *Applied Linguistics*, 20(2): 237–64.

Holliday, A. (2005) *The Struggle to Teach English as an International Language*. Oxford: Oxford University Press.

Hongwei, J. (2011) 'Strategies for enhancing Chinese students' motivation to speak in UK classrooms', in M. Foster (ed.) *Working with Cultural Diversity in Higher Education*. SEDA Special 28. London: Staff and Educational Development Association.

Horowitz, E. (2001) 'Language anxiety and achievement'. *Annual Review of Applied Linguistics*, 21: 112–26.

Hsieh, H. (2012) 'Challenges facing Chinese academic staff in a UK university in terms of language, relationships and culture'. *Teaching in Higher Education*, 17(4): 371–83.

Humphreys, P., Haugh, M., Fenton-Smith, B., Lobo, A., Michael, R. and Walkinshaw, I. (2012) *Tracking International Students' English Proficiency Over the First Semester of Undergraduate Study*. IELTS Research Reports Online Series. Available online at: http://gallery.mailchimp.com/d0fe9bcdc8ba233b66e1e0b95/files/Humphreys2012_ORR.pdf (accessed 18 March 2014).

Hunter, B., White, G. and Godbey, G. (2006) 'What does it mean to be globally competent?'. *Journal of Studies in International Education*, 10(3): 267–85.

Hyland, K. and Bondi, M. (eds) (2006) *Academic Discourse Across Disciplines*. Frankfurt: Peter Lange.

IEAA (2013a) *Good Practice Principles*. Available online at: http://www.ieaa.org.au/resources/good-practice-principles/good-practice-principles (accessed 18 March 2014).

IEAA (2013b) *Using the Good Practice Principles and Quick Guides*. Available online at: http://www.ieaa.org.au/resources/using-the-good-practice-principles-and-quick-guides (accessed 18 March 2014).

International Students Lifecycle resource (2011). *Supervision*. Available online at: http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_ Supervision (accessed 18 March 2014).

James, M. (2010) 'Transfer climate and EAP education: students' perceptions of challenges to learning transfer'. *English for Specific Purposes*, 29(2): 133–47.

Jiang, X., Di Napoli, R., Borg, M., Maunder, R., Fry, H. and Walsh, E. (2010) 'Becoming and being an academic: the perspectives of Chinese staff in two research-intensive UK universities'. *Studies in Higher Education*, 35(2): 155–70.

Jianwei, X. (2011) 'Second language learners and their self-confidence in using English: a social constructive perspective'. *Asian EFL Journal Quarterly*, 13(3): 246–71.

Jianwei, X. (2012) 'Learner contribution to English language learning: Chinese research students' agency and their transnational experiences in Australia'. *Higher Education Research and Development*, 31(4): 585–97.

Jones, E. and Killick, D. (2013) 'Graduate attributes and the internationalized curriculum: embedding a global outlook in disciplinary learning outcomes'. *Journal of Studies in International Education*, 17(2): 165–82.

Jones, J. (1999) 'From silence to talk: cross-cultural ideas on students' participation in academic group discussion'. *English for Specific Purposes,* 18(3): 243–59.

Jones, M. (2007) 'Hofstede – culturally questionable?', *Oxford Business and Economics Conference*, Oxford, 24–26 June.

Kashmina, E. and Loh, E. (2006) 'International students acculturation: effects of international, co-national and local ties and the need for closure'. *International Journal of Intercultural Relations*, 30(4): 471–85.

Kettle, M. (2005) 'Agency as discursive practice: from "nobody" to "somebody" as an international student'. *Asia Pacific Journal of Education*, 25(1): 45–60.

Kettle, M. and Luke, A. (2012) 'Responses to critical postgraduate education', in S. Sovic and M. Blythman (eds) *International Students Negotiating Higher Education*. London: Routledge.

Killick, D. and Dean, L. (2013) 'Embedding internationalization and employability through graduate attributes: a case study of a "global outlook"'. *Brookes eJournal of Learning and Teaching*, 5(1). Available online at: http://bejlt.brookes.ac.uk/ paper/embedding_internationalisation-2/ (accessed 18 March 2014).

Kimmel, K. and Volet, S. (2012) 'University students' perceptions and attitudes towards culturally diverse group work: does context matter?'. *Journal of Studies in International Education*, 16(2): 157–81.

Lancaster, T. and Clarke, R. (2012) 'Dealing with contract cheating: a question of attribution'. Available online at: http://www.heacademy.ac.uk/assets/documents/stem-conference/ Computing1/Thomas_Lancaster_Robert_Clarke.pdf (accessed 18 March 2014).

Leask, B. (2005) 'Internationalising the curriculum: teaching and learning', in J. Carroll and J. Ryan (eds) *Teaching International Students: Improving Learning for All*. London: Routledge, pp. 119–30.

Leask, B. (2008) 'Internationalisation, globalisation and curriculum innovation', in M. Hellsten and A. Reid (eds) *Researching International Pedagogies: Sustainable Practice for Teaching and Learning in Higher Education*. Dordrecht, Netherlands: Springer, pp. 9–26.

Leask, B. (2009) 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education*, 13(2): 205–21.

Leask, B. (2013) 'Internationalizing the curriculum in the Disciplines – imagining new possibilities'. *Journal of Studies in International Education*, 17(2): 103–18.

Leask, B., and Carroll, J. (2011) 'Moving beyond "wishing and hoping": internationalisation and student experiences of inclusion and engagement'. *Higher Education Research and Development*, 30(5): 647–59.

Leask, B. and Wallace, J. (2011) *Good Practice Report: Learning and Teaching Across Cultures*. Australian Office of Learning and Teaching. Available online at: http://www.olt.gov.au/resource-good-practice-report-learning-and-teaching-across-cultures-2011 (accessed 18 March 2014).

Leask, B. and Bridger, C. (2013) 'Comparing internationalisation of the curriculum in action across disciplines: theoretical and practical perspectives'. *Compare*, 43(1): 79–101.

Lee, A., Poch, R., Shaw, M. and Williams, R. (2012) 'Engaging diversity in undergraduate classrooms: a pedagogy for developing intercultural competence'. *ASHE Higher Education Report*, 38(2). San Francisco, CA: Wiley.

Lee, J. (2010) 'International students' experiences and attitudes at a US host institution: self-reports and future recommendations'. *Journal of Research in International Education*, 9(1): 66–84.

Lee, J. and Rice, C. (2007) 'Welcome to America? International students' perceptions of discrimination'. *Higher Education*, 53(3): 381–409.

Littlemore, J. (2001) 'The use of metaphor in university lectures and the problems that it causes for overseas students'. *Teaching in Higher Education*, 6(3): 333–49.

Littlewood, W. (2001) 'Students' attitudes to classroom English learning: a cross-cultural study'. *Language Teaching Research*, 5(1): 3–28.

Louie, K. (2005) 'Gathering cultural knowledge: useful or use with care?', in J. Carroll and J. Ryan (eds) *Teaching International Students: Improving Learning for All*. London: Routledge.

Luxon, T. and Peelo, M. (2009) 'Academic sojourners, teaching and internationalisation: the experience of non-UK staff in a British university'. *Teaching in Higher Education*, 14(6): 649–59.

McCulloch, S. (2012) 'Citations in search of a purpose: source use and authorial voice in L2 student writing'. *International Journal for Educational Integrity*, 8(1): 55–69.

Macdonald, R. and Carroll, J. (2006) 'Plagiarism – a complex issue requiring a holistic institutional approach'. *Assessment and Evaluation in Higher Education*, 31(2): 233–45.

Macready, C. and Tucker, C. (2011) *Who Goes Where and Why: An Overview and Analysis of Global Educational Mobility*. New York, NY: Institute of International Education. Available for online purchase at: http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Who-Goes-Where-and-Why.

Mahmud, S. and Bretag, T. (2013) 'Postgraduate research students and academic integrity: "It's about good research training"'. *Journal of Higher Education Policy and Management*, 35(4): 432–43.

Mak, A. (2000) 'Extending social skills for success in international students: the EXCELL program'. *International Education*, 4(2). Available online at: http://www.canberra.edu.au/education/crie/2000-2001/ieej4 (login required).

Marginson, S. and Sawir, E. (2011) *Ideas for Intercultural Education*. New York: Palgrave Macmillan.

Merrick, B. (2004) *Broadening our Horizons: International Students in UK Universities and Colleges*. Report by the UK Council for International Education, UKCOSA.

Montgomery, C. (2009) 'A decade of internationalisation: has it influenced students' views of cross-cultural groupwork at university?'. *Journal of Studies in International Education*, 13(3): 256–70.

Moore, T. and Morton, J. (2005) 'Dimensions of difference: a comparison of university writing and IELTS writing'. *Journal of English for Academic Purposes*, 4(1): 43–66.

Nakane, I. (2006) 'Japanese students silence and politeness in intercultural communication in university seminars'. *Journal of Pragmatics*, 38(11): 1811–35.

Nesi, H. (2012) 'Laughter in university lectures'. *Journal of English for Academic Purposes*, 11(2): 79–89.

Neville, C. (2009) 'International students, writing and referencing'. Referencing and Writing Symposium, University of Bradford, UK, 9 June.

Newell-Jones, K. (2005) 'Whose reality counts?: interprofessional learning through the eyes of participatory rural appraisal'. *Academy of Higher Education, LTSN Occasional Paper 7*. Academy of Higher Education, Health Sciences and Practice.

Nichol, D. and Macfarlane, D. (2006) 'Formative assessment and self-regulated learning: a model and seven principles of good feedback practice'. *Studies in Higher Education*, 31(2): 199–218.

Nicol, D. (2007) 'Principles of good assessment and feedback: theory and practice'. REAP International Online Conference on Assessment Design for Learner Responsibility, 29–31 May 2007. Available online at: http://www.itl.usyd.edu.au/assessmentresources/pdf/Link9.pdf (accessed 18 March 2014).

O'Donovan, K. (2004) 'Shock and Aha: a learning tool to surface implicit assumptions'. POD Association, Annual Meeting, Montreal, Canada.

OECD (2013) 'Evolution by destination in the number of students enrolled outside their country of citizenship: thousand of persons', in *OECD Factbook 2013*. Paris: OECD Publishing.

Oliver, R., Vanderford, S. and Grote, E. (2012) 'Evidence of English language proficiency and academic achievement of non-English-speaking background students'. *Higher Education Research and Development*, 31(4): 541–55.

O'Loughlin, K. (2011) 'The interpretation and use of proficiency test scores in university selection: how valid and ethical are they?'. *Language Assessment Quarterly*, 8(2): 146–60.

O'Loughlin, K. and Arkoudis, S. (2009) 'Investigating IELTS score gains in higher education'. *IELTS Research Reports*, 10: 95–180.

Osmond, J. and Roed, J. (2010) '"Sometimes it means more work": students perceptions of group work in a mixed cultural setting', in E. Jones (ed.) *Internationalisation and the Student Voice*. London: Routledge.

Paltridge, B. and Starfield, S. (2007) *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*. London: Routledge.

Partridge, L. and West, J. (2003) 'Plagiarism: perceptions and occurrence amongst transnational students in the Graduate School of Education, University of Western Australia', in *Educational Integrity: Plagiarism and Other Perplexities*, Proceedings of the First Australasian Educational Integrity Conference, Adelaide, Australia, 21–22 November, pp. 149–53.

Pecorari, D. (2010) *Academic Writing and Plagiarism: A Linguistic Analysis*. London: Continuum.

Phan, L. (2008) *Teaching English as an International Language: Identity, Resistance and Negotiation*. Clevedon, UK: Multilingual Matters.

Pherali, T. (2012) 'Academic mobility, language, and cultural capital: the experience of transnational academics in British higher education institutions'. *Journal of Studies in International Education*, 16(4): 313–33.

Picard, M. (2007) 'English entrance requirements and language support for international postgraduate students', in *Enhancing Higher Education, Theory and Scholarship*, Proceedings of the 30th HERDSA Annual Conference, Adelaide, Australia, 8–11 July, p. 439.

Pillay, G. (2006) 'Preface', in D. Bourn, A. Mckenzie and C. Sheil (eds) *The Global University: The Role of the Curriculum*. London: Development Education Association. Available online at: http://think-global.org.uk/resources/item/892 (accessed 18 March 2014).

Price, M., O'Donovan, B., Rust, C. and Carroll, J. (2008) 'Assessment standards: a manifesto for change'. *Brookes eJournal of Learning and Teaching*, 2(3). Available online at: http://bejlt.brookes.ac.uk/article/assessment_standards_a_manifesto_for_change/ (accessed 18 March 2014).

Price, M., Carroll, J., O'Donovan, B. and Rust, C. (2010) '"If I was going there I wouldn't start from here": a critical commentary on current assessment practices'. *Assessment and Evaluation in Higher Education*, 36(4): 479–92.

Price, M., Rust, R., O'Donovan, B., Handley, K. and Bryant, R. (2012) *Assessment literacy: The Foundation for Improving Student Learning*. Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University.

Pyvis, D. and Chapman, A. (2007) 'Why university students choose an international education: a case study of Malaysia'. *International Journal of Educational Development*, 27(2): 235–46.

QIC (no date) *Questionnaire on the Internationalisation of the Curriculum*. Available online at: http://www.ioc.net.au/main/mod/resource/view.php?id=96 (accessed 18 March 2014).

Ramia, G., Marginson, S. and Sawir, E. (2013) *Regulating International Students' Wellbeing*. Bristol, UK: Polity Press.

Rhamdhani, M., Salehi, K., Wong, Y. and Kapoor, K. (2009) 'Group work as a vehicle for engaging students into the process of broadening perspectives and building intercultural skills', in *Proceedings of the 20th Annual Conference for the Australasian Association for Engineering Education*, 6–9 December, pp. 311–17.

Ridings, S., Simpson, L., Leask, B., Freeman, M., Ramburuth, P., Treleavan, L., Sykes, C. and Fletcher, M. (2008) 'Developing intercultural competence: ALTC project update'. *HERDSA News*, December: 17–19.

Roxå, T. and Mårtensson, K. (2009) 'Significant conversations and significant networks – exploring the backstage of the teaching arena'. *Studies in Higher Education*, 34(5): 547–59.

Rust, C., Price, M. and O'Donovan, B. (2003) 'Improving students' learning by developing their understanding of assessment criteria and processes'. *Assessment and Evaluation in Higher Education*, 28(2): 147–64.

Rust, C., O'Donovan, B. and Price, M. (2005) 'A social constructivist assessment process model: how the research literature shows us this could be best practice'. *Assessment and Evaluation in Higher Education*, 30(3): 233–41.

Ryan, J. (2013) 'Introduction', in J. Ryan (ed.) *Cross-Cultural Teaching and Learning for Home and International Students*. London: Routledge.

Ryan, J. and Viete, R. (2009a) 'Respectful interactions: learning with international students in the English-speaking academy'. *Teaching in Higher Education*, 14(3): 303–14.

Ryan, J. and Viete, R. (2009b) 'Chinese international students in Australia: creating new knowledge and identities', in J. Ryan (ed.) *China's Higher Education Reform and Internationalisation*. London: Routledge, pp. 151–68.

Sadler, R. (2005) 'Interpretations of criteria-based assessment and grading in higher education'. *Assessment and Evaluation in Higher Education*, 30(2): 175–94.

Sambell, K., McDowell, L. and Montgomerie, C. (2012) *Assessment for Learning*. London: Routledge.

Sanderson, G. (2004) 'Existentialism, globalization and the Cultural Other'. *International Education Journal*, 4(4): 1–20.

Sanderson, G. (2008) 'A foundation for the internationalization of the academic self'. *Journal of Studies in International Education*, 12(3): 276–307.

Sawir, E. (2005) 'Language difficulties of international students in Australia: the effects of prior learning experience'. *International Education Journal*, 6(5): 567–80.

Sawir, E., Marginson, S., Forbes-Mowett, H., Nyland, C. and Ramla, G. (2012) 'International student security and English language proficiency'. *Journal of Studies in International Education*, 16(5): 434–54.

Schein, E. (1985) *Organisational Culture and Leadership*. San Francisco, CA: Jossey-Bass.

Schein, E. (1990) 'Organisational culture'. *American Psychologist*, 45(2): 109–19.

Schmitt, D. (2005) 'Writing in the international classroom', in J. Carroll and J. Ryan (eds) *Teaching International Students: Improving Learning for All*. London: Routledge.

Schmitt, D. (2007) 'Sitting exams in a second language: minimising bias, maximising potential'. Available online at: http://www.brookes.ac.uk/services/hr/eod/guides/exams/exams-second-language.pdf (accessed 18 March 2014).

Scollon, R., Scollon, S. and Jones, R. (2011) *Intercultural Communication: A Discourse Approach*. San Francisco, CA: Wiley.

Shen, F. (1989) 'The classroom and the wider culture: identity as a key to learning English composition'. *College Composition and Communication*, 40(4): 459–66.

Shi, L. (2010) 'Textual appropriation and citing behaviors of university undergraduates'. *Applied Linguistics*, 31(1): 1–24.

Signorini, J., Wiesemes, R. and Murphy, R. (2009) 'Developing alternative frameworks for exploring intercultural learning: a critique of Hofstede's cultural difference model'. *Teaching in Higher Education*, 14(3): 253–64.

Sovic, S. (2008) 'Coping with stress: the perspective of international students'. *Art, Design and Communication in Higher Education*, 6(3): 145–51.

Spencer-Oatey, H. and Franklin, P. (2009) *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. Basingstoke, UK: Palgrave Macmillan.

Stone, N. (2006) 'Conceptualising intercultural effectiveness for university teaching'. *Journal of Studies in international Education*, 10(4): 334–56.

Summers, M. and Volet, S. (2008) 'Students' attitudes towards culturally mixed groups on international campuses: impact of participation in diverse and non-diverse groups'. *Studies in Higher Education*, 33(4): 357–70.

Tangen, D. (2008) 'Teaching to diversity: teaching students who have culturally and linguistically diverse backgrounds', in J. Millwater and D. Beutel (eds) *Transitioning to the Real World of Education*. Frenchs Forest, Australia: Pearson Education Australia.

Tatar, S. (2005) 'Classroom participation by international students: the case of Turkish graduate students'. *Journal of Studies in International Education*, 9(4): 337–95.

Tennant, P. and Duggan, F. (2008) *Academic Misconduct Benchmarking Research Project: Part 2*. Available online at: http://www.heacademy.ac.uk/assets/documents/AMBeR_PartII_Full_Report.pdf (accessed 18 March 2014).

Terraschke, A. and Wahid, R. (2011) 'The impact of EAP study on the academic experiences of international postgraduate students in Australia'. *Journal of English for Academic Purposes*, 10(3): 173–82.

Timm, A. (2008a) *Final Report on Educational Practices in Greece*. The Student Diversity and Academic Writing Project. Available online at: http://www.sdaw.info/lecturers/SDAW%20Greece_Final%20Report%202008.pdf (accessed 18 March 2014).

Timm, A. (2008b) *Final Report on Educational Practices in India*. The Student Diversity and Academic Writing Project. Available online at: http://www.sdaw.info/lecturers/SDAW%20India_Final%20report%202008.pdf (accessed 18 March 2014).

Ting, M. (2012) 'Chinese culture and plagiarism: a convenient cause for an inconvenient issue in the academy', in X. Song and K. Cadman (eds) *Bridging Transcultural Divides: Asian Languages and Culture in Global Higher Education*. Adelaide: University of Adelaide Press, pp. 253–67.

Titsworth, S. (2004) 'Students' notetaking: the effects of teacher immediacy and clarity'. *Communication Education*, 53(4): 305–20.

Trahar, S. (2007) 'Teaching and learning: the international higher education landscape'. Available at: http://dera.ioe.ac.uk/12975/1/3559.pdf (accessed 8 April 2014).

Trahar, S. (2011) *Developing Cultural Capability in International Higher Education*. London: Routledge.

Tran, L. (2013) 'Transformative learning and international students Negotiating higher education', in S. Sovic and M. Blythman (eds) *International Students Negotiating Higher Education*. London: Routledge.

Treleaven, L. (2010) 'Integrating intercultural competence into the formal and informal curriculum', in F. Waugh and L. Napier (eds) *Internationalising Learning and Teaching in Academic Settings: Engagement, Collaboration and Sustainability*. Sydney: University of Sydney Publishing Services, pp. 192–213.

Treleaven, L., Freeman, M., Leask, B., Rambuth, P., Simpson, L., Sykes, C. and Ridings, S. (2007) 'Beyond workshops: a conceptual framework for embedding development of intercultural competence in business education'. *HERDSA News*, 29(3): 9–11.

Turner, Y. (2006a) 'Chinese Students in a UK business school: hearing the student voice in reflective teaching and learning practice'. *Higher Education Quarterly*, 60(1): 27–51.

Turner, Y. (2006b) 'Chinese students and critical thinking in postgraduate business and management degrees: teasing out tensions of culture, style and substance'. *International Journal of Management Education*, 5(1): 3–12.

Turner, Y. (2009) '"Knowing Me, Knowing You, Is There Nothing We Can Do?": pedagogic challenges in using group work to create an intercultural learning space'. *Journal of Studies in International Education*, 13(2): 240–55.

Turner, Y. (2013) 'Pathologies of silence? Reflecting on international learner identities amidst the classroom chatter', in J. Ryan (ed.) *Cross-Cultural Teaching and Learning for Home and International Students*. London: Routledge.

Turner, Y. and Robson, S. (2008) *Internationalising the University: An Introduction for University Teachers and Managers*. London: Continuum.

Vickers, S. (2007) 'Second language socialization through team interaction among electrical and computer engineering students'. *The Modern Language Journal*, 91(4): 621–40.

Volet, S. and Ang, L. (1998) 'Culturally mixed groups on international campuses: an opportunity for intercultural learning'. *Higher Education Research and Development*, 17(1): 5–23.

Walker, J. (2013) 'Measuring plagiarism: researching what students do, not what they say they do'. *Studies in Higher Education*, 35(1): 41–59.

Wang, P. (2010) 'A case study of an in-class silent postgraduate Chinese student in London Metropolitan University: a journey of learning'. *TESOL Journal*, 2: 207–14.

Warren, L. (no date) 'Managing hot moments in the classroom'. Derek Bok Center for Teaching and Learning, University of Harvard. Available online at: http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html (accessed 18 March 2014).

Webb, G. (2005) 'Internationalisation of curriculum: an institutional approach', in J. Carroll and J. Ryan (eds) *Teaching International Students: Improving Learning for All*. London: Routledge.

Weilekala, T. and Watkins, C. (2008) *Improving Intercultural Learning Experiences in Higher Education: Responding to Cultural Scripts for Learning*. London: Institute of Education, University of London.

Wellman, N. and Fallon, J. (2012) 'Investigating academic malpractice within an MBA marketing module'. *International Journal of Educational Integrity*, 8(1): 41–54.

Wicaksono, R. (2013) 'Raising students' awareness of the construction of communicative (in)competence in international classrooms', in J. Ryan (ed.) *Cross-Cultural Teaching and Learning for Home and International Students*. London: Routledge.

Wilkinson, L., and Olliver-Gray, Y. (2006) 'The significance of silence: differences in meaning, learning styles and teaching strategies in cross-cultural settings'. *Psychologia: Special issue on applied research in university student learning*, 49(2): 74–88.

Wingate, U. (2012) '"Argument!": helping students understand what essay writing is about'. *Journal of English for Academic Purposes*, 11(2): 145–54.

Wong, J. (2004) 'Are the learning styles of Asian international students culturally or contextually based?'. *International Education Journal*, 4(4): 154–66.

Wright, S. and Lander, D. (2003) 'Collaborative group interactions of students from two ethnic backgrounds'. *Higher Education Research and Development*, 22(3): 237–51.

Yates, L. and Trang, N. (2012) 'Beyond a discourse of deficit: the meaning of silence in the international classroom'. *The International Education Journal: Comparative Perspectives*, 11(1): 22–34.

Yorke, M. (1999) *Leaving Early: Undergraduate Non-Completion in Higher Education*. London: Taylor & Francis.

Zhang, Y. and Mi, Y. (2010) 'Another look at the language difficulties of international students'. *Journal of Studies in International Higher Education*, 14(4): 371–88.

Zhao, C., Kuh, G. and Carini, R. (2005) 'A comparison of international student and American student engagement in effective educational practices'. *The Journal of Higher Education*, 76(2): 209–31.