The Portrayal of International Students in Globalizing Campuses: A Multimodal Semiotic Analysis of Webpages

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WEBSITES IN GLOBAL EDUCATION

Worldwide interconnectedness **+** Immediate and usually free access **+** Extensive resources for decision making

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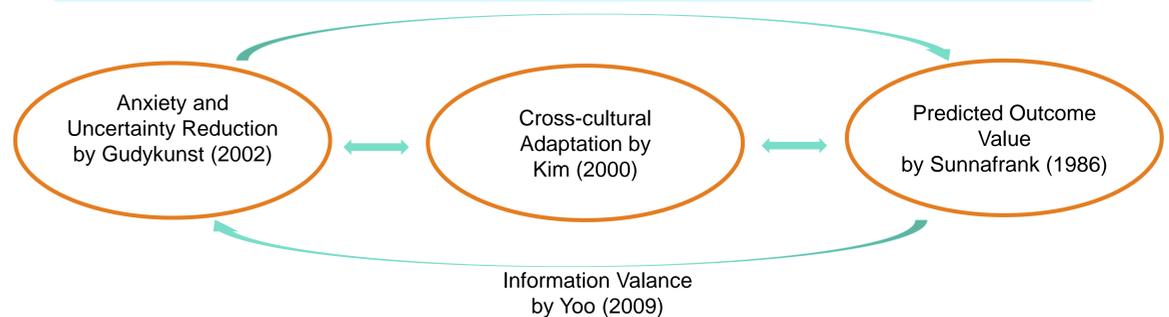**#1 platform** where international students seek information

BIGTEN ACADEMIC ALLIANCE

74% increase in international student population from 2007 to 2015 (Overall increase in the U.S. universities and colleges was 54%).

7 BigTen institutions among 25 leading institutions hosting international students

The member universities hosted more than 100.000 (9.3%) international students in 2019.

Preferred by international graduate students – 11 BigTen institutions listed among leading 40 doctorate-granting institutions

Three types of units targeting international students as their primary audience: International Student Services, International Students and Scholar Services, Global/International Offices

RESEARCH QUESTION AND METHOD

Research question: How do the campus units that target international students as their primary audience portray international students in their webpages within the context of globalization at institutional, state and national levels?

Multimodal semiotic analysis: The study analyses the symbols in written, visual and audial communication materials found in the webpages in regards of how international students are represented within globalization.

THEORETICAL BACKGROUND

Anxiety and Uncertainty Reduction by Gudykunst (2002) ↔ Cross-cultural Adaptation by Kim (2000) ↔ Predicted Outcome Value by Sunnafrank (1986)

Information Valance by Yoo (2009)

FINDINGS

	International Student as the Global Actor and Contributor	International Student as the Community Builder	International Student as the Legal Acceptor
Institution 1: Students Affairs/ International Student Services	"a leader in local, national and international efforts that will have a positive impact on our world" "provide multiple perspectives to global engagement and cultural understanding"	"a wonderful and diverse part of the campus community" "a part of our culturally rich and diverse student body"	"non-immigrant students on F and J visas"
Institution 2: Global Programs and Strategy Alliance/ International Student and Scholar Services	"provide unique perspectives and new insights to enrich cross-cultural understanding" "effective in international environments"	"approximately 8,000 international students, scholars and student-interns" "what life is like as a current international student"	"foreign nationals"
Institution 3: University Office of Global Programs/ Directorate of International Student & Scholar Advising	"contribute to the vibrant global community"		"student who is not a U.S. citizen or U.S. permanent resident is classified as an international student" "as an international student you are required to abide by the laws of the United States"

IMPLICATIONS

1 When placed as a part student affairs, international student services offices put more emphasis on international students' contributions to globalization at institutional, state and national levels.

2 ISS offices have a grand potential in supporting campus globalization by cultural programming. The offices not only assist international students with their adjustment to a new culture but also create environments for the U.S. students to meet other cultures and become interculturally competent.

3 Communicating the immigration-related services and requirements along with other aspects of being an international student allows universities to provide students with a more comprehensive depiction of the U.S. higher education and international students' role in its globalization.

SELECTED REFERENCES

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