

Kōrerotia

The voices of international students

A guide on how to establish an international student radio show/podcast



September 2019

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Executive Summary

This guide is intended to provide step-by-step support to organisations seeking to facilitate international students to raise their voices and connect into their local host communities. Such projects have many positive outcomes for international student participants and the wider international student community, as well as the local host community.

There are several key questions to consider when establishing an international student-led project. These questions are:

- What are the key needs of international students in your locality?
- What kind of project would enable these needs to be met?
- Which international students would you like to get involved in the project in order to best meet these needs?
- How will you recruit these students?
- How will you support them to carry out the project?
- What outputs will they produce?
- What challenges and risks might the project encounter, and how can you seek to mitigate them?
- How will you promote your project?
- How will you evaluate the success of your project?

This guide provides you with details and suggestions about how to answer these questions.

Introducing the concept: Plains FM and its STEudaemonia international student radio show/podcast

[Plains FM](#) is the only community access radio station in Canterbury in New Zealand's South Island Te Wai Pounamu. The station has been providing professional and accessible broadcasting facilities, training and expertise for over 30 years, giving a voice to people not well-represented in mainstream media and broadcasting a diverse range of content through various platforms. Plains FM has significant expertise and experience in supporting diverse communities, offering training and facilities for children, youth, ethnic communities (including refugees and migrants), Māori and Pasifika peoples, people with disabilities, people who identify as gender diverse, minority faiths and beliefs, and other minority communities. In this way, Plains FM facilitates people from many different backgrounds and levels of media experience to create their own radio programmes/podcasts, in their own style, providing information and entertainment that engages and serves the needs of their communities of interest. Across 2018, Plains FM broadcast 112 different radio programmes/podcasts in over 20 languages.

Additionally, Plains FM is well-networked and has strong long-term relationships throughout the Canterbury migrant and education sectors and within Canterbury's Culturally and Linguistically Diverse (CALD) communities. Station staff belong to several sector networks and steering groups and have experience working on various collaborative community projects and with various educational institutions from primary schools through to the tertiary sector.

In 2017, the Ministry of Education sought proposals for projects which would bring to life the four pillars of its [International Student Wellbeing Strategy](#) (Economic Wellbeing, Education, Health and Wellbeing, and Inclusion). Plains FM applied for and was successful in receiving funding, which it used to establish an international student radio show/podcast. The concept had been developed after conversations with international student advisors and community leaders indicating that a radio show/podcast would be an innovative and easily accessible method to share information and build social connection with and between international students. The funding covered the station's technical and staffing costs for the production of the radio show/podcast, as well as the employment of a Project Coordinator whose role was to undertake initial scoping research, and then recruit and manage the international students. In recognition of both the 'student' and the 'wellbeing' elements of the show, it was named STEudaemonia ('eudaemonia' meaning 'happiness' or 'flourishing' in Greek).

Student engagement in the 2018 STEudaemonia pilot project far exceeded expectations: more than 60 international students got involved, ranging from high school age through to post-graduate tertiary students and hailing from 11 countries. This cohort produced three or four shows weekly. Within four months of the programme going to air, the shows were being accessed online on average 566 times

per month. This engagement suggested: firstly, that the show's content addressed a need in the community; secondly, that the show was high quality, engaging and relevant for its target audience; and thirdly, that radio and podcast are effective and cost-efficient in terms of reaching a large and geographically spread audience.

Following the success of the 2018 pilot study, Plains FM was awarded further funding from the Ministry of Education to continue the STEudaemonia radio show/podcast in 2019. The topic foci for the 2019 year were international student mental health and safety.

This guide

This guide has been written with the intention of assisting groups which might be considering establishing their own international student radio show/podcast or have an interest in youth voice approaches. As such, the primary consumers of this guide are likely to be radio stations which have the equipment and expertise to support such an endeavour, including community access radio stations and university or school radio stations.

This guide will also prove useful, however, to groups looking to produce an international student podcast series without the support of a radio station (with the prevalence of Smart phones, almost everyone has the means of recording high-quality audio which can be uploaded to the internet). Although the guide refers to “an international student radio show/podcast,” the underlying principles remain the same if a podcast series only is being produced; you are providing a platform and a means for international students to have a voice and as such, feel empowered and connected.

Similarly, while this guide focuses on the development and production of an international student radio show/podcast, the principles can be adapted for other projects which ‘give a voice’ to international students by being student-led and facilitating a sense of connectivity and wellbeing. Most obvious in this respect are projects which use any kind of media (e.g. art, photography or cinematography) but potentially also other activities including sport and environmental undertakings.

Why international students?

Prior to establishing the STEudaemonia international radio show/podcast, Plains FM undertook scoping research into international student connectivity in New Zealand, and specifically Christchurch. The research sought to identify: any gaps in the provision of information to international students and the barriers to accessing this information; the ethnic groups less connected to the local community and information sources and therefore potentially considered 'hard to reach'; and the appropriateness and utility of radio broadcasts and podcasts to provide information to support international students. This research was two-fold: reading secondary literature analysing the international student experience; and talking with international students and educational institutions hosting international students to gather insights on the efficacy of the proposed project.

One of the key findings from the secondary literature was that international students get the most out of their time in New Zealand if they are connected to and participate in life in the host community, particularly if they establish friendships with locals. The literature review also showed that international students can experience social issues such as culture shock, stereotyping, discrimination and harassment, crime, and lack of social support, as well as mental health and wellbeing issues such as anxiety, stress, homesickness, loneliness, isolation, pressure, inferiority and disconnection from familiar relationships.

The second component of the literature review comprised discussions with international students, as well as their educational institutions and student clubs. There was almost unanimous enthusiasm for the idea of international students hosting their own radio show/podcast as a means of disseminating information and knowledge about settling into life in New Zealand. Stakeholders were particularly enthusiastic about the opportunity to 'have a voice' and share the student experience with a wide audience, but they also mentioned feeling like the opportunity would help increase international students' confidence (including with English language) and would also provide an important platform for information provision and distribution to their peers.

The findings and suggestions from the two strands of the scoping research were combined to help structure the international student radio show/podcast and subsequently begin broadcaster recruitment and training. Undertaking this initial research was an essential step to ensure that Plains FM clearly identified the wellbeing and information problems facing international students and the gaps in service provision, as well as determine which international student sub-groups to target.

Why radio?

A significant body of literature indicates that community radio can address various health and social issues, for example as a bottom-up communication, development and participation mechanism; as a participatory means for defining problems and providing solutions; and as a tool for rehabilitation and social inclusion. Research also demonstrates that community radio can improve mental health and quality of life, particularly where radio content is created and delivered by the target audience.

Given these benefits, radio broadcasting/podcasting can address some of the challenges faced by international students. Most significantly, getting involved in radio broadcasting/podcasting allows international students the opportunity for connectivity through research, interviews, documentary making, recording at community events and working with local staff as well as other locals, migrants and international students. Further, broadcasting allows participants to learn new skills and increase their confidence, including with English language. Of particular benefit for broadcasters is the opportunity to share their personal experiences and address issues of interest and significance to them and their peers, and deliver them in a relevant and culturally appropriate style. Radio can be a powerful means of helping international students learn about the challenges they are likely to face in a new culture, how to cope and where to find support.¹

¹ For more information on the linkages between international student wellbeing and broadcasting, listen to a [podcast](#) by Speak Up - Kōrerotia, one of Plains FM's shows.

Setting up your international student radio show/podcast

Deciding which international students

New Zealand welcomes more than 125,000 international students every year from all over the world.² This means that you have a very large pool of potential broadcasters and that in setting up your international student radio show/podcast, you will need to determine whether you want to provide the opportunity to any international student or whether you want to recruit from within particular international student sub-group/s. If you want to recruit broadcasters from sub-group/s, some factors to consider are:

- Students' countries of origin and/or languages
- Students' ages
- What they are studying
 - English as a Second Language (ESL)
 - Diplomas
 - Undergraduate qualifications
 - Postgraduate qualifications

Deciding which sub-group/s to target will depend on what you are hoping to achieve by establishing the radio show/podcast. For example:

- Is there a large number of international students or migrants in your area that come from a particular country or speak a particular language? → *Consider recruiting international students from within that population group*
- Is there a national / cultural / language population group in your area which particularly needs support? → *Consider recruiting international students from within that population group*
- How do you want your international student radio show/podcast to benefit the broadcasters? For example:
 - Do you want to help them improve their English? → *Consider recruiting students of ESL*
 - Do you want to give them additional skills that might set them apart from other graduates? → *Consider recruiting students of Business or IT courses*
 - Do you want to facilitate their feeling of belonging in New Zealand? → *Consider recruiting students who come from traditionally marginalised national groups, or young students*
 - Do you want to help improve their confidence → *Consider recruiting young students or students from countries / cultures where young people are not necessarily encouraged to speak out*

² New Zealand Government, *The International Student Wellbeing Strategy*, June 2017, p. 2.

- How do you want your international radio show/podcast to benefit the local international student community?
 - Are there local issues and information gaps that need to be addressed? → *Consider recruiting students who want to talk to these issues*
 - Are there particular international student issues or situations you want to address? → *Consider recruiting students who want to talk to research and discuss these*
- How do you want your international radio show/podcast to benefit your station?
 - Is there a language, culture or population group which is not yet broadcast on your station? → *Consider recruiting students who are from this group*
 - Would you like a greater youth presence on air? → *Consider recruiting students studying through English language schools rather than through tertiary institutions*
 - Would you like to foster cross-cultural conversations? → *Consider recruiting international students from different cultural backgrounds.*

You can find out details about ethnic groups in your region through Statistics New Zealand Census data summaries,³ and local Councils often release similar demographic data on a more regular basis (for example in annual publications). In determining international student needs in your region, you might consider talking with agencies which work with and support international students such as educational institutions, student associations and clubs, student pastoral carers, local Police and Ministry of Education representatives.

In the case of STEudaemonia

Plains FM undertook scoping research prior to establishing STEudaemonia. This research consisted of a literature review and discussions with both international students and educational institutions hosting international students in Christchurch. The research demonstrated that all international student sub-groups could benefit from participating in the production of radio shows/podcasts because the activity would provide them with greater connectivity and access to information; however, the Chinese and Japanese student populations were seen by some education providers as potentially most in need of this support given the large student numbers in Christchurch and the cultural reticence of these groups to seek help. As a result of these findings, Plains FM opened the opportunity to broadcast to any international student in Canterbury, but particularly sought to recruit Chinese and Japanese broadcasters.

³ Statistics New Zealand, 'Census QuickStats about a place,' <http://archive.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-about-a-place.aspx>.

Recruiting your international student broadcasters

Once you have determined which sub-group/s within the international student population you wish to recruit, you need to figure out how to recruit them. How you go about recruiting will depend on which sub-groups you wish to target.

Recruiting participants can be done in a variety of ways:

- Presentations at educational institutions, clubs and associations
- Social media
- Networking events, meetings and institutional open days / orientation days
- Stalls at community multicultural events
- Word of mouth through other student broadcasters, educational institutions and networks.

If you are aiming to recruit international students of particular sub-group/s, you will need to target your recruitment drive accordingly. For example, you will need to decide which educational institutions you want to approach to promote the radio show/podcast among its student population. Different institutions have different types of students attending, so you will need to decide if you want to approach English language schools, polytechnics and/or universities to help with broadcaster recruitment. You may also consider approaching student clubs and associations, particularly clubs with a focus on international students and/or a focus on student support and wellbeing. Your use of social media as a recruitment tool may also be determined by the sub-group/s you are recruiting; for example, younger students may be more inclined to use Instagram rather than Facebook, and Chinese students may use Chinese social media platforms such as WeChat as other platforms are banned in China.

In the case of STEudaemonia

The primary means through which international student broadcasters were recruited for STEudaemonia was through presentations at educational institutions. These presentations were often conducted alongside other agencies which support international students as part of 'student orientation' workshops for recently-arrived international students. This approach was highly beneficial for Plains FM as the orientation workshops were usually attended (a) by large numbers of students, and (b) by students who had recently arrived in New Zealand and who were thus looking for ways of engaging with their new environment. Having the support of educational institutions was critical to recruiting broadcasters, as the institutions provided the space for presentations and supported (to varying degrees) their students' involvement, as well as facilitated presentations to their students.

STEudaemonia broadcasters were also recruited through approaching university clubs and associations which support international students, and through attendance at orientation days at educational institutions. There was, however, a mixed uptake

of the offer through this recruitment tool, as students needed to approach the Plains FM stall and express an interest in it in order to receive information. Involving existing STEudaemonia students in the information stall enabling the sharing of information and experiences between peers both increased the number of students who were attracted to the stall and who signed up to an expression of interest. Existing STEudaemonia broadcasters were also involved in presentations at educational institutions on occasions when their availability allowed.

Broadcaster recruitment also occurred through general/non-targeted promotion of the show. For example, the show was promoted at CALD and other community events, and through Plains FM's outreach channels such as its social media pages, website and e-newsletters. Even though these audiences were not primarily international students, informing the general public of the show and the opportunity for international student involvement did result in some broadcaster recruitment. Plains FM staff also made sure that already-recruited international student broadcasters knew the opportunity was open to their classmates, as word of mouth proved one of the most successful recruitment tools, particularly once international students had heard their peers on the radio.

The ways in which Plains FM sought to recruit Chinese and Japanese international students was through approaching educational institutions which accept large numbers of students from these countries, and university clubs which support Chinese and Japanese students. Once some broadcasters from these sub-groups had been recruited, Plains FM was also able to ask them to promote the opportunity among their peers.

Training your international student broadcasters

Once you have recruited your international student broadcasters, they will need some training before they produce their first show. What exactly this training entails will depend upon how you hope to structure your show (for example, the length of the show and the type of content you hope broadcasters will cover) and the technical training you want the broadcasters to undertake (for example, interview techniques, scriptwriting for radio, Broadcasting Standards Authority rules, tips on how to engage audiences and highlighting opportunities for further professional development). You will also need to address issues such as broadcaster expectations and commitments, and the processes for being involved. If your show is funded, you will also need to address any specific funding requirements or purpose.

In the case of STEudaemonia

International student broadcasters underwent a slightly abridged version of the training offered to each new Plains FM broadcaster. This training covered:

- A tour around the Plains FM radio station - including opportunities for photographs in the recording studios (for the students' records and for Plains FM promotion)
- An introduction to Plains FM (its values, broadcaster demographics, categories of radio shows/podcasts with a particular focus on shows in languages other than English, target audiences, etc.)
- An introduction to STEudaemonia (overview of existing groups and their show topics so far, what becoming a STEudaemonia broadcaster entails and the commitment required, help with initial ideas for show content, etc.)
- An introduction to the New Zealand Broadcasting Standards
- Tips on conducting effective interviews
- Tips on building audience engagement
- Technical training (a run-through of what will happen in terms of behind-the-scenes show production, and an invitation to consider learning how to use the pre-recording and editing production studio and/or portable recording equipment)
- Guidance on how to create a Programme Template for the Plains FM Producer providing technical support.

This training generally lasted an hour, although the time varied depending on the number of students attending.

After the training, broadcasters were contacted via email to confirm their intention to continue their participation in the project. In this same email, they were also provided with a link to the Broadcasting Standards Authority website, and soft copy handouts of the information covered in the training.

In order to further assure broadcasters of their skills and ideas (particularly those who were underconfident or introverted), Plains FM also introduced a follow-up meeting after the training during which broadcasters were able to discuss possible topic ideas with the Project Coordinator, and talk through any worries. The Project Coordinator also attended each of the broadcasters' first recordings in order to provide support and feedback. Students were also advised of the availability for advanced training to self-record and produce their own programmes if they wished for additional creative control, time flexibility and learning and development.

Content

During Broadcaster Training, your international student broadcasters will be briefed about the project purpose and focus of the content to be created. After this foundational education, however, the broadcasters will have full editorial control over the content they create and how they choose to deliver this content (within Broadcasting Standards Authority regulations) and the language(s) in which they wish to broadcast. Some students will likely choose to broadcast in small groups of friends, while others will prefer to broadcast solo. This student-led approach ensures that content is delivered with vitality because the students follow their own ideas and interests; cover topics of relevance, interest and importance to them and their peers; and deliver content in a way that is culturally appropriate, relatable and relevant.

In the case of STEudaemonia

STEudaemonia was funded by the Ministry of Education's International Student Wellbeing Fund and as such, broadcasters were expected to use their shows to address issues of 'international student wellbeing.' In 2018, broadcasters were encouraged to address any issue within the four pillars of the International Student Wellbeing Strategy (Economic Wellbeing, Education, Health and Wellbeing, and Inclusion) and in 2019 the focus was narrowed to international student mental health and safety. Within this brief, broadcasters were able to determine what topics they felt were important based on their own experiences and those of their peers. Some broadcasters actively solicited opinions from their peers either through informal chat or more structured methods such as feedback through social media platforms.

Some groups chose to address the concept of 'international student wellbeing' by creating radio shows/podcasts which enabled listeners to have fun. These groups tended to engage other broadcasters and guests in light-hearted, unscripted chat, created quick quizzes, had a laugh on air, and played favourite songs from their home countries. Although these groups approached the brief in quite a relaxed way, their shows always addressed an element of international student wellbeing. Other broadcasters approached their shows in a different way, delivering more serious content and delivery which either directly addressed the international student experience or spoke to issues of wellbeing more generally.

Listed below are examples of topics covered by STEudaemonia broadcasters:

- Topics about settling into life in New Zealand
 - Culture shock
 - Tips for settling into a new country
 - Dealing with loneliness and homesickness

- Understanding Kiwi slang
- Flating with Kiwis
- Keeping warm in Christchurch winter
- Outdoor activities in New Zealand
- Māori culture and language
- Topics about challenges with their studies and work
 - Overcoming common problems at their educational institutions
 - Tips for dealing with exam stress
 - Job hunting challenges
- Topics about positive ways to spend time in New Zealand
 - What they have enjoyed about New Zealand
 - How they have changed after living in New Zealand
 - What to do / where to go during the holidays
 - How to have a Kiwi / New Zealand Christmas
 - Socialising / how they spend time
 - Seasonal sports and outdoor activities to try out / get involved in
 - Upcoming events (including ones organised by international students)
- Topics about their home countries
 - Issues in their home countries
 - Favourite places in their home countries
- Topics about wellbeing
 - Healthy food and healthy living
 - Leadership
 - Atelophobia (fear of imperfection)
 - Suicide
 - What to do when feeling 'blue'.

Substantive content was also created to address international student wellbeing in the aftermath of the 15 March 2019 Christchurch mosque attacks. Programmes were made, for example, discussing Muslim and non-Muslim student broadcasters' response to the attacks, and how non-Muslim students indirectly affected by the attacks were doing. One group also organised a panel discussion just three weeks after the attacks for students to share their reflections and insights. Many broadcasters also expressed condolence and shock prior to their regular programming. While such content was obviously created in reaction to a specific event, it demonstrates how student-led projects can help students process and cope with an unexpected experience or disaster.

Benefits

Benefits for the radio station/organisation

Hosting an international student radio show/podcast has significant benefits for the station. Most obviously, international student broadcasters bring diversity of nationality, age, experience and perspective to your broadcaster cohort. As a result, your station will broadcast different shows and highlight different voices, and will also be a richer place socially with so many different people passing through.

Another benefit is the increased exposure your radio station/organisation is likely to get. International students tend to be active on social media, as well as very well connected to local and international audiences which otherwise may not access your programmes. As a result, more people will learn about and access the content produced by your station/organisation.

Furthermore, because of the portability of digital content, family and friends overseas learn about New Zealand, and subsequently may consider New Zealand for holidays, study, work or trade.

In the case of STeudaemonia

There have been consistently high numbers of podcast plays and downloads for STeudaemonia shows since its inception, with statistics showing an exponential growth over time; after 14 months on air, the programme had up to 2000 plays every month. Plains FM anticipates that this increasing and significant popularity is probably due to the broadcasters sharing the show details with peers, friends and family in Christchurch, other parts of New Zealand and overseas, and a subsequent snowball effect of sharing across social media platforms.

Benefits for the international student broadcasters

There are a great many benefits for international students who get involved in radio broadcasting/podcasting. These benefits fall into one of three categories: connectivity; skill development; and personal satisfaction.

The most significant benefit in terms of addressing the challenges which international students face is the sense of belonging that broadcasting can generate: getting involved in an international student radio show/podcast connects broadcasters into both the international student community and the host community more broadly. As a result of this connectivity, broadcasters have an increased sense of belonging to the local community and correspondingly have more confidence to engage and participate in other opportunities in New Zealand (which, in turn, strengthen the feeling of

belonging). Through their involvement in the radio show/podcast, broadcasters are also able to find out about other local opportunities and meet new people (including New Zealanders - which can be a rarity for some international students), both of which enable them to participate more readily in local life. The online availability of the radio shows/podcasts also means that broadcasters can remain 'connected' to their family and friends in their home countries, who can learn about and vicariously participate in their students' experiences in New Zealand. It also enables them to connect to their peers, and for some, offers valuable credibility and status. While this is important for enhancing all students' self-esteem, status is of particular importance for some cultures. The connectivity of radio broadcasting/podcasting therefore has important mental health and social benefits for broadcasters.

In addition to connectivity, other benefits for international students participating in radio broadcasting/podcasting include the acquisition or development of critical skillsets. These skills are:

- Broadcasting and journalism skills
- Media technology skills
- Knowledge of issues facing international students
- Knowledge of the local culture, societal systems and environment
- English language proficiency, competency and confidence
- Oral communication skills
- Organisational skills
- Time management.

By interacting with society and the local community - often on issues, activities or services they would have previously observed - students are gaining a deeper knowledge and understanding and more robust skills. As these skills are transferable beyond the environment of the radio station/organisation, participating in the radio show/podcast allows broadcasters to learn and develop skills which can be used in later study or work.

Students should be encouraged to include their broadcasting experience on their CVs as it provides a concrete example of when they used these skillsets, and also demonstrates both commitment and a desire to learn and contribute. Further, because broadcasters engage with New Zealanders in a professional environment, the radio show/podcast experience can be beneficial for students seeking employment here as they are able to demonstrate that they have successfully operated within a New Zealand workplace.

Other benefits for broadcasters fall into the category of personal satisfaction. Through their broadcasting, international students are able to:

- Have a voice
- Challenge themselves to go outside their comfort zone

- Assist other international students by spreading their messages and stories.

These benefits are particularly important to consider as participants may lack the opportunity to undertake similar opportunities in their home countries.

The longer and more regularly that students participate in the radio show/podcast, the more benefits they are likely to derive from the experience.

In the case of STEudaemonia

Many of the benefits to international student broadcasters had been anticipated by Plains FM prior to the commencement of the show. These assumptions were based both on past experience working with broadcasters and the findings of the scoping research. Once the show was underway, other benefits were noted, particularly as many of the STEudaemonia broadcasters commented that they would not have had the opportunity to participate in a similar project in their home countries.

Anecdotal feedback from broadcasters, as well as comments and answers provided in their feedback surveys, demonstrated that they felt an increased sense of connectivity into the Christchurch community through their involvement in the radio show/podcast. Further, Plains FM staff observed marked changes in the broadcasters over time, particularly in terms of their confidence as well as mana and peer acceptance (because other students were impressed that they had a radio show/podcast). Staff also noted significantly improved time management and organisational skills, increasingly sophisticated and engaging programme content and delivery, and an increased ability for broadcasters to put shows together themselves combined with increased confidence to ask for help.

Benefits for the wider international student community

Because international student broadcasters determine what topics they would like to address on air, they deliver programme content that is relevant and of value to other international students. Furthermore, international students broadcast in ways which engage their peers (e.g. with cultural appropriateness or in languages other than English). This approach is supported by research that suggests radio is effective in supporting communities when it is led and delivered by the target audience.

In this respect, the radio show/podcast generates benefits for the international student population as a whole. Some of these benefits are:

- An increased understanding of international student issues
- An increased knowledge of how to access further support if necessary

- A sense of comfort from realising that other international students face similar issues
- An increased sense that international students form a specific community
- An increased sense of belonging to the host community through hearing their experiences, interests and needs in the media
- A sense of comfort from feeling connected to their home countries
- An increased sense that the host community values their language - and by extension, their culture and identity (particularly if a programme is broadcast in their language)
- Increased knowledge of the local culture, environment and society and how to participate in activities and opportunities and access services.

These benefits result in increased wellbeing and mental health for international student listeners, with the resulting likelihood of increased engagement and participation in the local community.

In the case of STeudaemonia

By using a student-led model, the content of STeudaemonia is relevant and useful to the target audience, and delivered in a culturally appropriate way. International students who listen to the STeudaemonia shows get the benefit of hearing other people in a similar position talk about their experiences and hear advice which the broadcasters provide. STeudaemonia has had some influence on the international student population in Christchurch; broadcasters have received comments from peers that the show has helped them in their international student experience, particularly in terms of information provision and making them feel more comfortable here.

Challenges and risks, and how to mitigate them

As with any project, there are challenges and risks associated with instigating and hosting an international student radio show/podcast. Nonetheless, identifying these issues, and preparing for them as much as possible, will help mitigate them to some extent. It is also important to be flexible and adaptable in order to resolve issues that arise unexpectedly.

Some potential challenges to establishing your international student radio show/podcast are:

- Recruiting 'hard-to-reach' students
- Broadcaster retention and reliability
- Managing the international student broadcasters
- Managing broadcasters' expectations
- Managing the expectations of the educational institutions
- Resourcing the project.

In the case of STEudaemonia

The major challenges and risks from the STEudaemonia experience are highlighted below, along with ways in which Plains FM sought to mitigate them. Most of the issues outlined below were anticipated by Plains FM; there were, however, some issues which had not been predicted and which needed to be addressed as the project progressed.

Recruiting 'hard-to-reach' students

A large number of international students became STEudaemonia broadcasters, with about half of them coming from China and Japan (the target groups identified in the scoping research). In this respect, Plains FM did very well in terms of recruiting participants. It is nonetheless worth bearing in mind that people who take up such opportunities are often confident (and as such are usually already involved in numerous other activities!) so it is important to work hard to recruit students who might be shy, underconfident or isolated.

To try and ensure the opportunity could be taken up by any interested international student, Plains FM used a number of techniques. Staff:

- Tried to make it easy for students to register their interest
- Followed up with interested students individually to talk them through the project

- Encouraged interested students to join up with friends
- Played excerpts of a range of STeudaemonia programmes during presentations, including shows with lower quality English, beginner content, and minor mistakes, to give assurance that shows did not need to be perfect
- Recruited students through educational institutions whose staff were very supportive of their students' participation
- Made it clear (including to educational institutions) that any student broadcasters would be welcomed, not only confident students or competent English speakers
- Made it clear that participants did not necessarily have to talk on air but could be involved in other ways e.g. determining topic content or helping with English language scripts
- Made it clear that shows could be produced in any language
- Facilitated students to 'test the waters' by using the pre-recording studio to hear their own voice and practice their scripts without anyone else hearing.

Broadcaster retention: Competing demands

Work commitments

International students are busy people with multiple and competing demands on their time. Work commitments in particular can hinder students' participation in radio broadcasting/podcasting for a number of reasons, including making it difficult for students to come into the studio during work hours to meet with Plains FM staff and record their shows, or because students are often in casual employment with constantly changing rosters subject to short-notice changes.

To enable broadcasters to produce their radio shows/podcasts amid competing time commitments (especially work), Plains FM offered international student broadcasters the opportunity to attend additional training sessions to learn how to use the pre-recording and editing studio so they could maintain complete control over the production of their shows. The additional technical expertise gained by these broadcasters enabled them to produce their shows outside the 9am - 5pm timeslot during which Plains FM staff are at work.

Study commitments

International students are here to study, so not surprisingly their studies take priority over their broadcasting commitments. This means that at certain times of the academic year, students have other demands on their time. These demands are particularly apparent at the end of semester as exams and assignments loom, or during holiday periods when many international students travel, either within New

Zealand or back to their home countries. As such, broadcaster retention was one of the key challenges to the STEudaemonia project.

In order to minimise broadcaster drop-off during exam and holiday periods, the programme schedule was decided as far in advance as possible, and broadcasters were encouraged to pre-record their shows as far in advance as suited them, and to record multiple shows at the same time if they felt comfortable doing so.

Family commitments

Several STEudaemonia broadcasters had young families. These broadcasters at times found it harder than others to come into the studio and record their show, for example if they had to arrange for childcare or if their child became unexpectedly ill.

Plains FM encouraged students who found it difficult to come into the studio to investigate other avenues of recording their shows (e.g. with portable recording devices including their own mobile phones). This audio could then be emailed to the station and put together as a show without necessitating the students to physically be present.

Broadcaster retention: Maintaining motivation

Broadcaster retention depended not only on how international student broadcasters responded to pressures external to the radio show/podcast (such as study and work expectations) but also on factors such as their engagement and commitment to it. For this reason, Plains FM needed to sufficiently motivate international student broadcasters to want to continue their involvement regardless of the external pressures they faced.

The ways in which Plains FM sought to maintain participant motivation were by the following approaches:

1. Maintaining contact with broadcasters

The most important way in which Plains FM sought to engage and motivate STEudaemonia broadcasters was through sustained contact with them. Plains FM staff interacted face-to-face with international student broadcasters through:

- The initial broadcaster training session
- The follow-up session during which broadcasters could discuss potential topic ideas with the Project Coordinator before they start broadcasting
- Broadcasters' regular in-studio recording sessions
- Social events specifically for STEudaemonia broadcasters
- Social events for all Plains FM broadcasters

- Debrief and follow-up sessions after recording if required
- Feedback from the STEudaemonia Project Coordinator at least once during a 12-month broadcasting period
- Group evaluation conversations and input into programme development.

Further, broadcasters were encouraged to use Plains FM facilities for group meetings and planning sessions (although there was only limited uptake of this offer, as most broadcasters were able to meet at their educational institutions).

Communication with broadcasters was also conducted remotely. This communication consisted firstly of regular emails and texts (and phone calls to broadcasters who needed more guidance from Plains FM staff) to individual broadcasters/broadcasting groups to remind them of upcoming recording times and to check in with them whether they required any assistance with topic content. In addition, emails were sent to all STEudaemonia broadcasters every few weeks with information about the programme (for example, sharing the latest podcast statistics and 'introducing' new broadcasters).

Plains FM also maintained connection with the broadcasters via social media. Four months into the project, upon recognising the number of international students involved and their desire to connect with each other and other international students in Christchurch, Plains FM established a Facebook page to share photos of broadcasters and details of their shows, and to facilitate communication amongst the cohort. The STEudaemonia shows were also regularly featured on the Plains FM Facebook page and Twitter feeds. Broadcasters were encouraged to share STEudaemonia content on their own social media pages.

Despite this relatively high level of engagement with international student broadcasters, feedback from the Broadcaster Survey at the end of the 2018 pilot showed that participants would have appreciated even more interaction with Plains FM staff. Project Coordinator hours were increased in 2019 to respond to this need identified by students, although were still only limited to eight hours per week. Given resourcing limitations, it would be difficult for Plains FM to undertake much more interaction with the broadcasters; as such, the issue of station-to-broadcaster contact is one that needs to be addressed when international students first express interest in participating in the project (see "Managing broadcaster expectations").

2. Providing opportunities for broadcaster skill development

Another means by which Plains FM sought to maintain broadcaster motivation was by encouraging continued learning - both technical and broadcasting skill development. In this regard, the station offered international student broadcasters opportunities to develop their skills in relation to the production of their radio shows/podcasts. In addition to encouraging broadcasters to critically reflect on their own shows and seek to improve them, broadcasters were invited to upskill in other

ways. For example, broadcasters were encouraged to interview guest experts on air (rather than just talk amongst their group), reach out to potential interviewees themselves (rather than asking Plains FM staff to initiate communication) and help manage the STEudaemonia Facebook page.

Most notably in terms of their role as broadcasters, they were also offered the opportunity to learn how to use the pre-recording and editing production studio, as well as the off-site portable recording device. Few broadcasters took up this offer during the 2018 pilot programme, however. To ensure that the 2019 broadcasters were aware of this opportunity (feedback from the Broadcaster Survey revealed that participants would have liked to further develop their technical knowledge), Plains FM clearly and repeatedly offered the opportunity to the broadcasters. As a result in 2019, there was an increased uptake of learning and using the pre-recording and editing production studio and much greater use of portable recording devices (including participants' own mobile phones). Broadcasters then emailed the audio files to the station.

Furthermore, following a request for peer learning, the voluntary opportunity to have their showed listened to by another broadcaster (general Plains FM or STEudaemonia) was offered.

3. Fostering broadcasters' pride in their achievements

The international student broadcasters should be proud of what they achieve; they put themselves 'out there' and work hard to develop content that is both suitable and interesting for their peers.

In order to acknowledge the efforts of its STEudaemonia broadcasters, Plains FM dedicated a [section on its website](#) to the STEudaemonia programme and published information about it in the programme schedule flyer. Further, Plains FM handed out Participation Certificates at the STEudaemonia social events, which broadcasters could include in their CVs if they wanted to. Facebook posts on the Plains FM and STEudaemonia pages, and newsletter and magazine articles, and acknowledgement of efforts and excellence by the Project Coordinator also assisted in developing a sense of pride and of being seen, heard and valued.

Participation in promotional and model sharing activities – conferences (New Zealand International Education Conference 2019, Tertiary Wellbeing Aotearoa New Zealand Forum September 2019) and magazine (Actionnz, New Zealand Immigration) and Plains FM newsletter articles also more widely recognised students' significant achievements and fostered pride.

Managing the international student broadcasters

As with any group, certain individuals in the STeudaemonia project were very proactive and organised. Broadcasters with these attributes were easy to manage as they organised their recording times in advance, were punctual and consistent in their communication with Plains FM staff, and prepared their shows (including the content and their interview techniques) either with little or no input from Plains FM or by asking for targeted help (e.g. for interviewee suggestions). Other students, however, required constant management to ensure they were able to produce their shows. This management included constant follow-up to remind them of their recording time slots, and significant guidance in terms of content creation.

In addition, there were a number of occasions when it became obvious that some of the broadcasters operated within different conceptualisations of time and time management; for example, with broadcasters cancelling training or recording sessions at the last minute, or failing to appear without explanation. Compounding this issue was the fact that some broadcasters failed to respond to emails or texts, which made it difficult to know why they had not attended their sessions and whether they were interested in rescheduling - or even whether they were still interested in participating in the project itself. Managing these broadcasters was time-intensive (and quite stressful) for Plains FM staff.

The first step which Plains FM took to try and minimise the amount of time and stress spent trying to ensure broadcasters attended their scheduled sessions was to schedule the STeudaemonia programme roster as far in advance as possible. In this way, broadcasters were made aware very early when their shows were to air and could coordinate their calendars accordingly and have plenty of time to prepare and record.

Secondly, Plains FM introduced a regime of constant and highly regulated communication with those broadcasters who had at times proved unreliable. This regime involved sending an email once a week for the three weeks preceding the recording date, sending a text message the week of the recording, and, if there was no response to any other form of communication, calling the broadcasters a couple of days before the recording. This direct communication was necessary from Plains FM's perspective to determine whether the broadcasters intended to still record their show, or (in some cases) whether they intended to continue their involvement in the project.

When broadcasters still failed to attend their scheduled sessions despite these reminders, they were alerted to the fact that their actions detrimentally impacted both their fellow STeudaemonia broadcasters (because there was no new show to air as had been planned) as well as Plains FM (because the studio and the Producer's time had been set aside for them).

Given the negative impacts of ‘no-shows,’ Plains FM also highlighted the issue with potential new broadcasters during Broadcaster Training.

Despite these various precautions, however, it remained a challenge to ensure certain broadcasters attended their sessions. In the case of ‘no-shows’ when Plains FM was left with no new STEudaemonia show to air, repeat past shows were aired instead.

Managing broadcasters’ expectations

The large number of international students involved in STEudaemonia, and the show’s relatively good retention rates, suggest that Plains FM generally did well at managing participants’ expectations. Nonetheless, responses to the Broadcaster Survey and interviews in the 2018 pilot indicated that some broadcasters would have liked feedback from staff about each of their shows. While Plains FM staff did provide feedback to each student about their first and second shows, some of the broadcasters would obviously have welcomed such feedback on a regular basis.

The time commitment that this activity would require was not feasible in terms of Plains FM staff resource (and the station does not provide this service to its other broadcasters), but alternative feedback systems were put in place. In 2019, the Producer who recorded the STEudaemonia shows completed a short feedback form during each show recording, which allowed the Project Coordinator to monitor broadcaster needs and progress and content quality and address learning needs promptly if required, and data for Plains FM monitoring and evaluation purposes (see [Appendix VI](#)). The station also asked broadcasters of other shows on Plains FM to listen and provide anonymous feedback on STEudaemonia shows for those broadcasters ready for and interested in peer support input (see [Appendix VII](#)). This offer was made based on the judgement of the Project Coordinator as to suitability and readiness. STEudaemonia broadcasters were also given the option to peer review other students’ shows which had the intention of also motivating them to think critically about and learn from others for their shows.

Furthermore, to clarify to STEudaemonia broadcasters the level of engagement they could expect from Plains FM in terms of feedback on their shows, Plains FM introduced an information sheet to distribute at the initial Broadcaster Training.

Managing the expectations of educational institutions

STEudaemonia’s success stemmed in large part from the fact that several educational institutions in Christchurch supported it, facilitating Plains FM to talk to and recruit their students, and encouraging them to participate in the project. Thus

the relationships between Plains FM and these institutions were incredibly important and for the most part, really positive.

There was one incident, however, in which an educational institution seemed to want editorial control of its students' show content and to turn the shows into a marketing opportunity. This situation was managed by clearly outlining to the educational institution orally and in writing the student-led nature of the project, and by informing the affected broadcasters of this same message and supporting them to produce their own content rather than content driven by the educational institution.

Resourcing the project

Funding

Plains FM received funding for STeudaemonia from the Ministry of Education's International Student Wellbeing Fund. The station also undertook some research to determine other potential funders for the project, but the findings were not particularly positive as international students often fall outside philanthropic funding criteria as they are not New Zealand Permanent Residents or Citizens. Possible alternative funding sources include educational institutions, parents and businesses (especially ones owned by or appealing to migrants).

It is worth bearing in mind when applying for funding that producing an international student radio show/podcast is an extremely cost-effective model. On the one hand, content development is student-led so there is no need for expensive experts. Furthermore, most of the broadcasters require only scaffolding support from station staff, and broadcasters can be trained in all aspects of producing their shows from content development through to technical production, so that the project can run with minimal input from staff. On the other hand, international student broadcasters can reach a very large number of international students through social media, the internet and the popularity of podcasts, thereby providing good 'value for money' outcomes for investment.

Staffing

As with any project, there is the potential for your international student radio show/podcast to consume large amounts of staff time and resource. If your station does not have enough capacity to meet student demand, risks include staff burnout, failing to meet student expectations, impacts on other station broadcasters (e.g. if the studio is regularly booked or staff are stretched too thinly to support them) and damage to the station's reputation.

Project funding for STeudaemonia enabled the engagement of a contracted Project Coordinator to conduct the initial scoping research, recruit broadcasters, and

maintain oversight of the students' shows including coordinating the airtime schedule, contacting student broadcasters, and feeding back to them. Without this additional staff resource, Plains FM would have needed to significantly curb the growth of the STEudaemonia project to make it manageable.

Promoting your show

Once your international student radio show/podcast is on the air, you need to promote it! There are so many ways you can go about doing this, including through your own media channels and through social media generally. It is also likely that word of mouth will be important in spreading awareness of the show, especially through the international student broadcasters themselves, their educational institutions, and the CALD communities in your region. Encourage educational institutions and organisations your students are from to get involved in promoting their students shows/podcasts. This can be a very effective way for the broadcasters to feel valued and recognised, and for them to gain support and a following amongst their peers and beyond - who will also benefit from the content.

In the case of STEudaemonia

Plains FM used the following means to promote STEudaemonia:

- The [Plains FM website](#)
- The [Access Internet Radio website](#) and App
- The [Plains FM Facebook](#) page
- The [STEudaemonia Facebook](#) page
- The Plains FM schedule publication
- Presentations at education institutions (when recruiting broadcasters)
- Attendance at community events
- Word of mouth
- Posters
- Educational institutions Facebook pages through tagging and sharing to them
- Encouraged students to use their own social media accounts
- Articles in newsletters
- Sector network meeting notices and presentations
- Conference presentations and workshops.

As the number of STEudaemonia podcast plays and downloads increased exponentially over time, it was obvious that Plains FM did quite a good job of promoting the show. There is always more that could be done, however, particularly as the international student community is large and could benefit immensely from accessing the show. The most obvious and effective way of increasing the show's reach would be to better use social media, and to further encourage broadcasters to share the show details through their own social media accounts.

Evaluating your international student radio show/podcast

Regular monitoring and evaluation of your international student radio show/podcast is important, particularly in terms of ensuring you are managing broadcasters' expectations and (if you have funding) in order to demonstrate to funders how you have used their resource.

In the case of STEudaemonia

Plains FM instigated a number of summative evaluation activities after STEudaemonia had been on air for about six months. Qualitative evaluation tools included:

- A Listener Survey
- A Broadcaster Survey
- Interviews and small group discussions with broadcasters
- Interviews with representatives of educational institutions who supported their students to participate in STEudaemonia
- Observations by Plains FM staff
- Facebook posts, emails and comments noted.

Quantitative data were gathered from the Plains FM broadcasting statistics.

Plains FM used the following indicators when analysing the success of STEudaemonia following the Results Based Accountability (RBA) Framework:

How much:

- Number of student events attended
- Number of presentations to student groups and educational institutions
- Number of broadcaster networking/team building events
- Number of educational institutions involved
- Number of community/student groups involved
- Number of student broadcasters
- Number of shows broadcast/produced
- Minutes/hours of content produced
- Number/type of topics covered
- Number of podcast listens and downloads
- Number of Facebook "likes".

How well:

- Rating of effectiveness and helpfulness of training

- Rating of support from Project Coordinator and Plains FM staff
- Rating of quality by listeners
- Rating of value and importance by listeners
- Rating of relevance and usefulness by listeners
- Percentage retained as broadcasters
- Percentage interested in broadcasting on return to home country
- Frequency of listener “tuning in”
- Percentage of listeners interested in becoming a broadcaster
- Percentage of listeners indicating they intend to keep listening
- Percentage of education providers who continue to support the project/their student involvement
- Suggested changes by broadcasters, listeners and education providers
- Challenges of being part of the project reported by broadcasters.

Anyone better off:

- Whether broadcaster and education provider goals/expectations for participating in the programme were met
- Rating of broadcaster skill development
- Percentage of broadcasters reporting change in experience of being an international student from STEudaemonia involvement
- Reported changes in knowledge, behaviours, attitudes and feelings of broadcasters
- Reported potential future opportunities by broadcasters as a result of STEudaemonia
- Percentage of listeners reporting life changes as a result of listening to STEudaemonia
- Reported changes in knowledge, behaviours, attitudes, and feelings of listeners/international student population.

It became evident as the project progressed that three further evaluation tools would have been beneficial.

Firstly, it would have been useful to ask broadcasters at the start of their involvement in STEudaemonia to self-assess their level of skill, knowledge, attitudes, feelings and behaviours in order to create baseline data against which changes could be measured. To try and get a sense of this information, one 2019 cohort of broadcasters was asked to complete some information about their previous recording experiences; however, it was deemed a bit too confronting for students just learning about the project. A more informal system is required.

Secondly, it would have been useful to be able to capture changes or issues noted by the Plains FM Producer recording the shows. To respond to this gap, in 2019 Plains FM introduced a short feedback form for the Producer to complete during each

show recording (see [Appendix VI](#)). This information provides the broadcasters with some feedback, and also constitutes regular observational monitoring and evaluation which can be used to track the project's progress.

Thirdly, it would have been good to capture collaboration and support between different STEudaemonia show groups; as broadcasters from different broadcasting groups got to know one another through social events, they began to make guest appearances on each other's show.

Conclusion

STeudaemonia proved a hugely successful project. Quantitatively, its success could be measured through the large numbers of international student broadcasters and the high levels of external engagement with the show. Qualitatively, anecdotal and survey feedback demonstrated that in producing and broadcasting their own radio show/podcasts, international student participants experienced a range of significant positive impacts, including increased connectivity into the Christchurch community, increased confidence in using their English language, and the development of several new skills.

As noted above, research shows that international students get the most out of their time in New Zealand when they feel connected into and valued by the host community. Expanding on this idea, it is also true that New Zealand and New Zealanders get the most out of hosting international students when those students feel connected and valued; we as a society are enriched socially and economically by the students' diversity and skills. For this reason, projects such as STeudaemonia, which seek to enhance the international student experience, benefit everyone involved.

In outlining the steps taken by Plains FM to establish and sustain STeudaemonia, this guide is intended as a tool to aid other groups seeking to empower international students in Aotearoa New Zealand. Although the detail of the document relates to the production of an international student radio show/podcast, the principles underlying STeudaemonia can be adapted to suit other projects which aim to support, connect and 'give voice' to international students.

Plains FM would like to wish any group carrying out such projects the very best of luck - and lots of fun doing them!

Glossary

BSA	Broadcasting Standards Authority
CALD	Culturally and Linguistically Diverse

Appendix I: Suggestions for further research

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Appendix II: Listener Survey

STeudaemonia Listener Survey 2018

Thank you for listening to STeudaemonia broadcasts in 2018!

To help us make STeudaemonia as valuable as possible for international students and our listeners, we would like to hear what you think about the show.

Please take about 5 minutes to answer these quick and easy questions.

All your answers will be private - only we will see them. Nobody will know who answered - your answers are anonymous.

Thank you very much! :)

* Require

Please tell us about you

1. Which country do you come from? *

Mark only one oval.

- Brazil
- China
- Colombia
- India
- Japan
- Nepal
- The Philipines
- Other: _____

2. Are you an international student? *

Mark only one oval.

- No
- Yes - I am an international student studying in Canterbury
- Yes - I am an international student studying elsewhere in New Zealand
- Yes - I am an international student studying outside New Zealand

3. How long have you been living in New Zealand? *

Mark only one oval.

- N/A - I do not live in New Zealand
- Less than six months
- Between six months and one year
- Between one and three years
- More than three years
- I have always lived in New Zealand

Listening to STEudaemonia

4. How did you find out about STEudaemonia? *

Check all that apply.

- Through one of the STEudaemonia broadcasters
- Through friends or family
- Through Plains FM advertising
- Through the STEudaemonia Facebook page
- Through other media e.g. news articles
- I heard it on the radio one day
- Other: _____

5. How often do you listen to STEudaemonia? *

Mark only one oval.

- One show per week
- Two or more shows per week
- At least one show per fortnight
- At least one show per month
- I have listened to a couple of shows
- I have listened to just one show
- I have never listened to a show

6. STEudaemonia broadcasters speak in different languages. Which of the following languages have you listened to? *

Check all that apply.

- English
- Cantonese
- Mandarin
- Japanese

7. How do you listen to STEudaemonia? *

Check all that apply.

- On the radio (via Plains FM 96.9)
- On the radio (via another radio station)
- Livestream the show online
- The podcast

8. **STeudaeonia** broadcasters cover many topics about international student wellbeing. Which of the following topics have you listened to? *

Check all that apply.

- Settling into life in New Zealand
- Things to do in Christchurch
- Staying warm in Christchurch winter
- Natural disasters
- Food and eating out
- Managing expectations, personal goals, etc.
- Ways of approaching and overcoming challenges
- Favorite places in broadcasters' home countries
- Traditional events and culture from broadcasters' home countries

9. **What other topics about international student wellbeing would you like to hear?**

Benefits of **STeudaemia**

10. **Has your life changed as a result of listening to **STeudaemia**?** *

Mark only one oval.

- Yes
- No *Skip to question 13.*

11. **What has changed in your life as a result of listening to **STeudaemia** shows?** *

Check all that apply.

- As a non-international student, I feel my knowledge and understanding of the international student experience has increased
- As an international student, it is comforting to realise that other international students face similar issues to me
- As an international student, I have more knowledge about the topics covered, and tips on how to face challenges
- As an international student, hearing other international students talk on air and share information has given me more confidence to get involved in life in New Zealand (e.g. I have been to more community events, I have visited more sites/places of interest in Christchurch/Canterbury, I have made more Kiwi friends, I have joined community groups, etc.)
- I feel my English has improved by listening to the show
- I feel more comfortable in New Zealand because I can hear broadcasters discuss international student experiences in my language
- I feel more settled / more a part of New Zealand society
- Other: _____

12. Is there anything else you would like to say about what has changed in your life as a result of listening to STeudaemonia shows?

Experience of STeudaemonia

13. How valuable and important are STeudaemonia shows? *

Mark only one oval.

	1	2	3	4	
Not at all valuable and important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely valuable and important

14. Is there anything else you want to say about the value and importance of STeudaemonia shows?

15. Overall how well made are the STeudaemonia shows? *

Mark only one oval.

	1	2	3	4	
Not at all well made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely well made

16. Is there anything else you want to say about the quality of STeudaemonia programmes and how we can improve?

17. How relevant and useful are the STeudaemonia shows you listen to? *

Mark only one oval.

	1	2	3	4	
Not at all relevant and useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely relevant and useful

18. Is there anything else you want to say about the relevance and usefulness of STeudaemonia shows?

19. Do you intend to keep listening to STeudaemonia in the future? *

Mark only one oval.

Yes

No

20. Please tell us why you chose the answer above. *

21. Would you consider becoming a broadcaster with STeudaemonia and / or Plains FM? *

Mark only one oval.

Yes

No

22. Please tell us why you chose the answer above. *

23. Is there anything you suggest Plains FM change about STeudaemonia?

Appendix III: Broadcaster Survey

STeudaemonia Broadcaster Survey 2018

Thank you for being a STeudaemonia broadcaster in 2018. It's been awesome working with you!

To help us make STeudaemonia as valuable as possible for international students, we would like to hear what you think about your experience with us.

Please take about 5 minutes to answer these quick and easy questions.

All your answers will be private - only we will see them. Nobody will know who answered - your answers are anonymous.

Thank you very much! :)

* Required

Please tell us about you

1. Which country do you come from? *

Mark only one oval.

- Brazil
- China
- Colombia
- India
- Japan
- Nepal
- The Philipines
- Other: _____

2. How long have you been living in New Zealand? *

Mark only one oval.

- Less than six months
- Between six months and one year
- Between one and three years
- More than three years

3. Did you have any broadcasting experiences before getting involved with STeudaemonia? *

Mark only one oval.

- Yes - I had done quite a bit of broadcasting already
- Yes - I had done a small bit of broadcasting
- No - I had no broadcasting experience

Starting with STEudaemonia

4. How did you hear about Plains FM and the STEudaemonia project? *

Check all that apply.

- I was directly approached by one of the Plains FM team
- I attended a presentation by one of the Plains FM team at my university / school
- The opportunity was promoted by my university / school
- I know one of the other STEudaemonia broadcasters
- Other: _____

5. In which month did you do your Plains FM training? *

Mark only one oval.

- April 2018
- May 2018
- June 2018
- July 2018
- August 2018
- September 2018
- October 2018

6. How helpful and effective was the training? *

Mark only one oval.

	1	2	3	4	
Not at all helpful and effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely helpful and effective

7. Is there anything else you would like to say about how helpful and effective the training was?

8. How many shows have you recorded so far? *

Mark only one oval.

- One
- Two
- Three
- Four
- Five
- More than five

9. How well have you been supported by the STeudaemonia Coordinator and other Plains FM staff during this project? *

Mark only one oval.

	1	2	3	4	
Not at all well supported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very well supported

10. Why did you participate in STeudaemonia? *

Check all that apply.

- It sounded a great opportunity
- To be on radio!
- To 'have a voice' and spread my messages
- To share my experiences with other international students
- To help other international students
- To communicate with other international students in my language
- To meet other international student broadcasters
- To work with New Zealanders
- To learn new skills
- To help improve my English
- To help increase my confidence
- To help improve my communication skills
- To look good on my CV
- To help me find out about other opportunities in Christchurch
- To help me settle better into life in Christchurch
- To challenge myself to step outside my comfort zone
- Other: _____

11. Has your participation in STeudaemonia lived up to these goals? *

Mark only one oval.

- Yes - The experience is better than I imagined
- Yes - The experience is the same as I imagined
- No - The experience is not as good as I imagined

12. Why did you choose that answer? *

The skills you have developed

Please think about the skills you had before starting STeudaemonia, what you have learned and done as part of STeudaemonia, and answer these questions about the different skills you may have improved or gained from STeudaemonia.

13. **How much have you developed skills working / liaising with New Zealanders? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

14. **How much confidence have you developed? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

15. **How much skill in the English language have you developed? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

16. **How much have your time management skills developed? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

17. **How much have your leadership skills developed? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

18. **How much have your communication skills developed? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

19. **How much have your interview skills developed? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

20. **How much have your technical skills developed? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

21. **Did you develop other skills? ***

Mark only one oval.

- Yes
- No *Skip to question 24.*

Extra skills

22. **Please tell us the other skills that you developed. ***

23. **How much have you developed the skills? ***

Mark only one oval.

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

Your experience being an international student

24. **Has being a STeudaemonia broadcaster made a difference to your experience of being an international student? ***

Mark only one oval.

- Yes
- No *Skip to question 27.*

The difference STEudaemonia made to your student experience

25. In what ways, has being a STEudaemonia broadcaster made a difference to your experience of being an international student? *

Check all that apply.

- It is comforting to realise that other international students faces similar issues to me
- I have more knowledge about the topics covered
- Talking on air has given me more confidence to get involved in life in New Zealand
- I feel more settled / more a part of New Zealand society
- I feel my English has improved by taking part in the show
- I feel more comfortable in New Zealand because I can discuss the international student experience
- I feel more 'connected' to and part of the Christchurch community
- I feel more valued as a person
- I have valued being able to speak about my experiences in my language
- Other: _____

26. Is there anything else you would like to say about the difference that STEudaemonia has made for you?

The bigger picture

27. Do you think STEudaemonia has made a difference or been helpful for the international student population? *

Mark only one oval.

- Yes
- No

28. Please tell us why you chose the answer above. *

29. Would you like to continue broadcasting with STEudaemonia in 2019? *

Mark only one oval.

- Yes
- No

30. Please tell us why you chose the answer above. *

31. Would you be interested in broadcasting when you return to your home country? *

Mark only one oval.

Yes

No

32. Please tell us why you chose the answer above. *

33. How could Plains FM increase its support of you as STeudaemonia broadcasters (if at all)? *

34. Is there anything you suggest Plains FM change about STeudaemonia? *

Appendix IV: Interview/focus group prompt questions – students



STeudaemonia Evaluation 2018 Broadcaster Focus Group Prompt Questions

Demographic information

- Country of origin
- Where studying
- What studying
- How long in Christchurch/New Zealand
- Gender
- In some instances, an indication of age

The STeudaemonia experience

- Did you have any broadcasting experience before getting involved in STeudaemonia?
- Why did you choose to get involved in STeudaemonia?
- Have your expectations of STeudaemonia been met? Why? / Why not?
- What have been your favourite things about participating in STeudaemonia? Why?
- What have been the biggest challenges of participating in STeudaemonia? How have you sought to overcome these challenges?

Any changes resulting from STeudaemonia

- What have you learnt from taking part in STeudaemonia?
- How has your participation in STeudaemonia helped you develop as a person (if at all)?
- How has your participation in STeudaemonia helped improve your experience of being international students in Christchurch (if at all)?
- How has participating in STeudaemonia helped you in terms of your future (if at all)?
- What changes have occurred in your life through your involvement in STeudaemonia?
- Has anything surprising or unexpected happened as a result of your involvement in STeudaemonia?
- Have you noticed (or been informed of) any changes for the international student population as a result of STeudaemonia?

Suggestions for change

- Is there anything you suggest Plains FM change about STeudaemonia?
- How could Plains FM increase its support of you as STeudaemonia broadcasters (if at all)?

Appendix V: Interview prompt questions – education providers



STeudaemonia Evaluation 2018 Education Provider Interview Prompt Questions

Demographic information

- Name of education provider
- How long working with education provider
- How long working in a partnership / collaboration with Plains FM

The STeudaemonia experience

- Why did you choose to support your students' involvement in STeudaemonia?
- Have your expectations of STeudaemonia been met? Why? / Why not?

Any changes resulting from STeudaemonia

- Have you noticed any changes in your student broadcasters as a result of their participation in STeudaemonia?
- Has anything surprising or unexpected happened as a result of your students' involvement in STeudaemonia?
- Have you noticed (or been informed of) any changes for the international student population as a result of STeudaemonia?

Suggestions for change

- Is there anything you suggest Plains FM change about STeudaemonia?
- How could Plains FM increase its support of STeudaemonia broadcasters (if at all)?

The future

- Would you support STeudaemonia in the future? Why? / Why not?
- Other comments

Appendix VI: Producer feedback form

STeudaemonia Production Feedback Form

Date:

Group Name / Broadcasters:



Attended Booking: Yes / No / Rescheduled

Template Completed: Yes / No

Well prepared:

Yes – script / clear idea followed. What worked well?

No – What could have been done better? Suggestions how to improve?

Coordinator follow-up required Yes / No

If delivered in English, clear and coherent speaking style:

Yes – What worked well?

No – What could have been done better? Suggestions how to improve?

Any other suggestions for the future?

Appendix VII: Peer review feedback form



STeudaemonia Broadcaster Peer Support and Development

Thank you for agreeing to peer review a radio show of a fellow Plains FM broadcaster! We hope that the process of reflecting on this show will be beneficial both for the broadcaster(s) and for you to learn from others as our broadcaster community supports each other to learn and develop their broadcasting skills. You can find out more about the STeudaemonia programme [here](#).

These reviews are anonymous (your name will not be shared with the person receiving the feedback) and will be managed by Plains FM staff. Once you have listened to the selected show, please return this form to (email) or drop it into the station reception. If you have any questions or concerns, you can contact (name) on (email) or (mobile/phone).

1. **Is the topic of the show generally related to wellbeing, mental health or safety (including cultural or settlement information or topics that could help students adjust to life in NZ)?**

Yes / No

Any comment?

2. **Does the programme content hold your attention (i.e. relevant and relatable content for young people)?**

Yes / No

Any comment?

3. Is the programme presentation clear and understandable?

Yes / No

Any comment?

4. Have you got any suggestions on how the show could have been improved?

Yes / No

If yes, please explain:

5. What were your favourite elements of the show and why?

Thank you very much for your time, talent and supportive ideas!

