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International Learning Development and the International Student Experience

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# International Learning Development and the International Student Experience

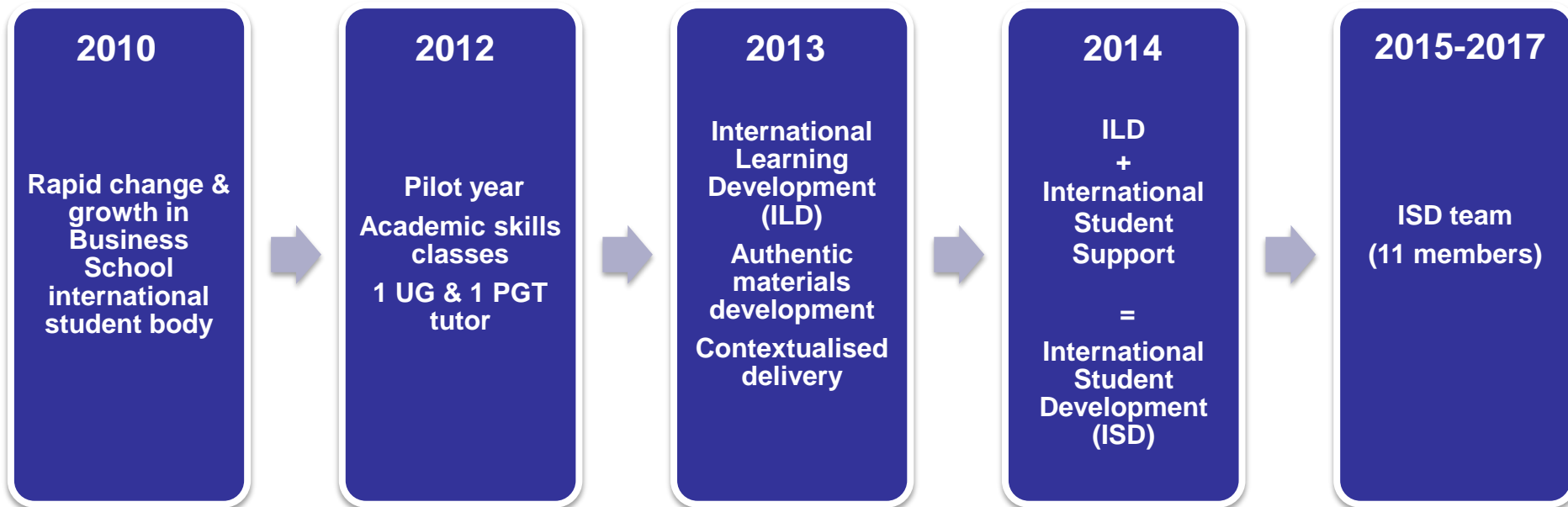


# Presentation Overview

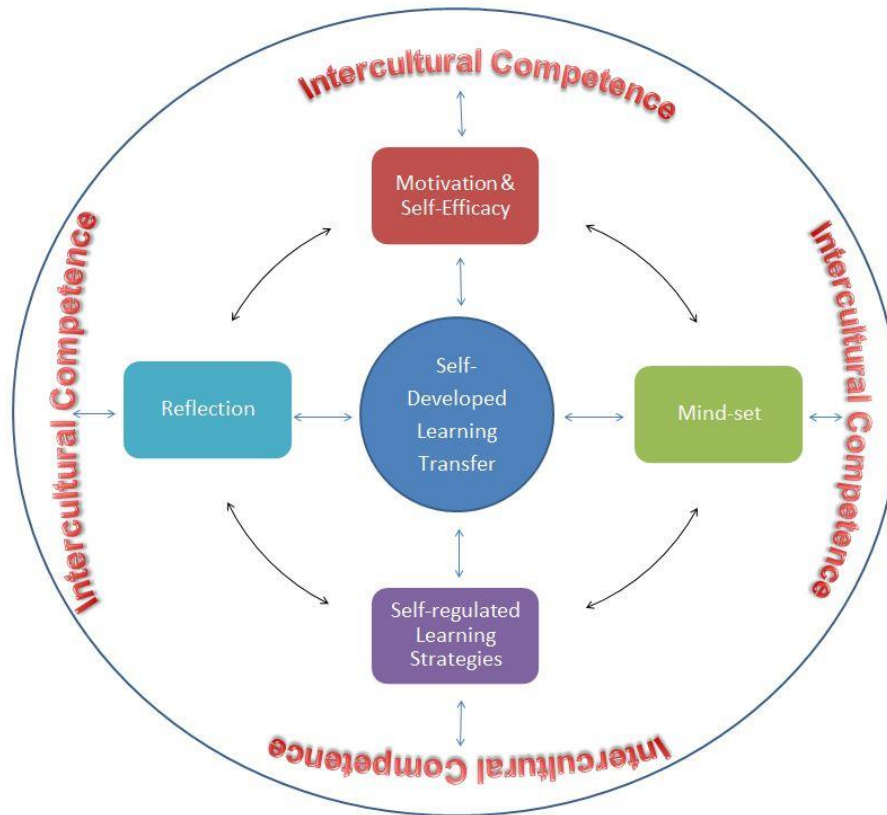
- Programme history
- Programme research, rationale & aims
- Support provision
- Partnership models
- Feedback & future plans
- Questions
- References



# Programme History 2010 -2017



- 27% international, non-native speakers
- International students of 61 different nationalities (UG & PGT)



How the International Student Development Programme can support international students in achieving their full academic potential and enjoying a positive overseas experience.

# Programme Rationale – Research & Experience-derived objectives

- Intercultural competence
- Multifarious support needs
- Students as partners
- Contextualised support
- Critical thinking
- Academic language and understanding of task
- Preparation for academic writing
- Students' perspectives & use of feedback



# Programme Aims

To enable students to

- increase intercultural competence
- integrate and adapt to UK university life and study
- develop academic and language skills
- become successful and independent learners
- increase self-efficacy and self-confidence
- achieve full potential
- integrate and communicate with staff and peers
- connect with university wide departments and services
- enjoy a rewarding overseas UK experience



# Academic Support Provision

- Various entry points
- Compulsory timetabled sessions
- Voluntary workshops
- Student-centred & student-led
- Contextualised assignment focussed sessions





# Language Support Provision

- Compulsory academic writing diagnostic
- Compulsory timetabled sessions
- Tiered sessions
- Termly progressions
- Intercultural learning



# 3 Key Areas of Support

## Social Needs

Includes:

- integration with University
- social life
- friendships
- personal time

## Academic Needs

Includes:

- understanding UK HE conventions
- fulfilling academic potential
- developing language and communication skills

## Support Needs

Includes:

- personal issues
- University procedures
- available resources



# Maintaining Balance



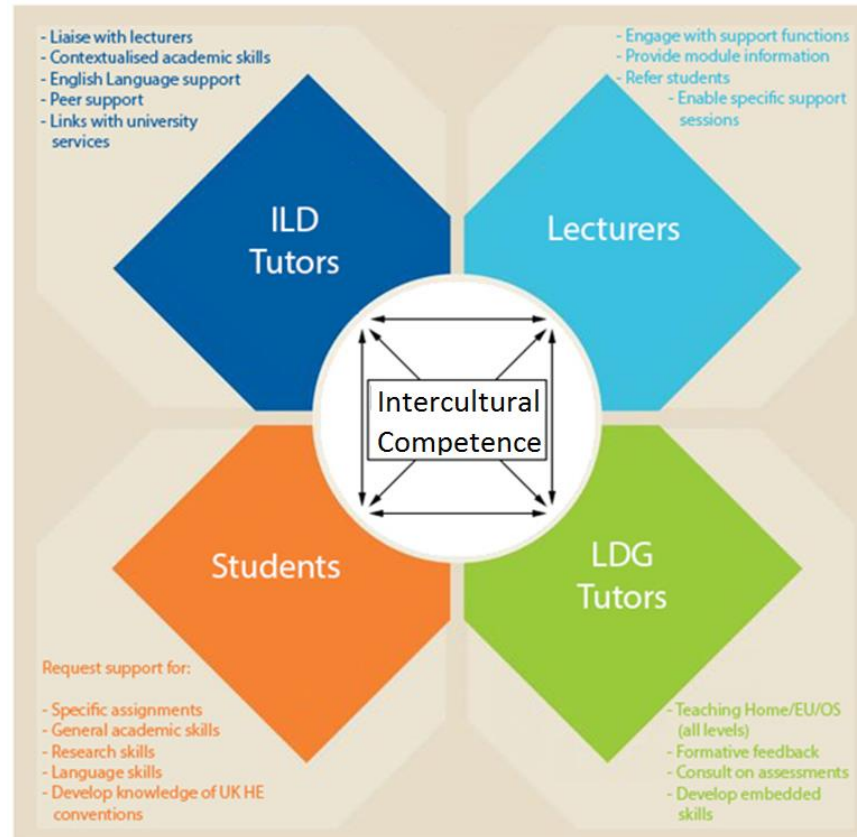
Image: Gebrüder Thonet [Public domain], via Wikimedia Commons

Social Needs

Academic Needs

Support Needs

# Business School Partnership Model



# University Partnership Model



- Administrative and Support staff reduction in student visits/contact
- Support for Academic staff in awareness of:
  - Delivery of and approach to teaching
  - Construction and design of teaching materials
  - Support for students in being more structured
  - Helping students move to a higher grade, e.g. 2:2 – 2:1

# Student Feedback

Now I can relate back to the ILD class and refer to the materials to improve

As an international student, the most useful part is helping me to meet the most of academic criteria in assignments



# Feedback cont.

It helps me feel  
more confident  
towards the  
modules

This class proved its  
importance not only to us as  
international students, but  
even for our colleague home  
students





# Feedback cont.

It helped me know the structures and different types of assignments

I believe that most useful that it helped me personally to understand a lot of things, such as critical analysis



# Feedback cont.

I think it is how to use English vocabulary precisely and how to identify the subtle difference between similar words

Through this course, my vocabulary increases and I can easily express what I want to say.

I can use the correct tense to rewrite the sentences and I can utilize more ways to rewrite in my essay.

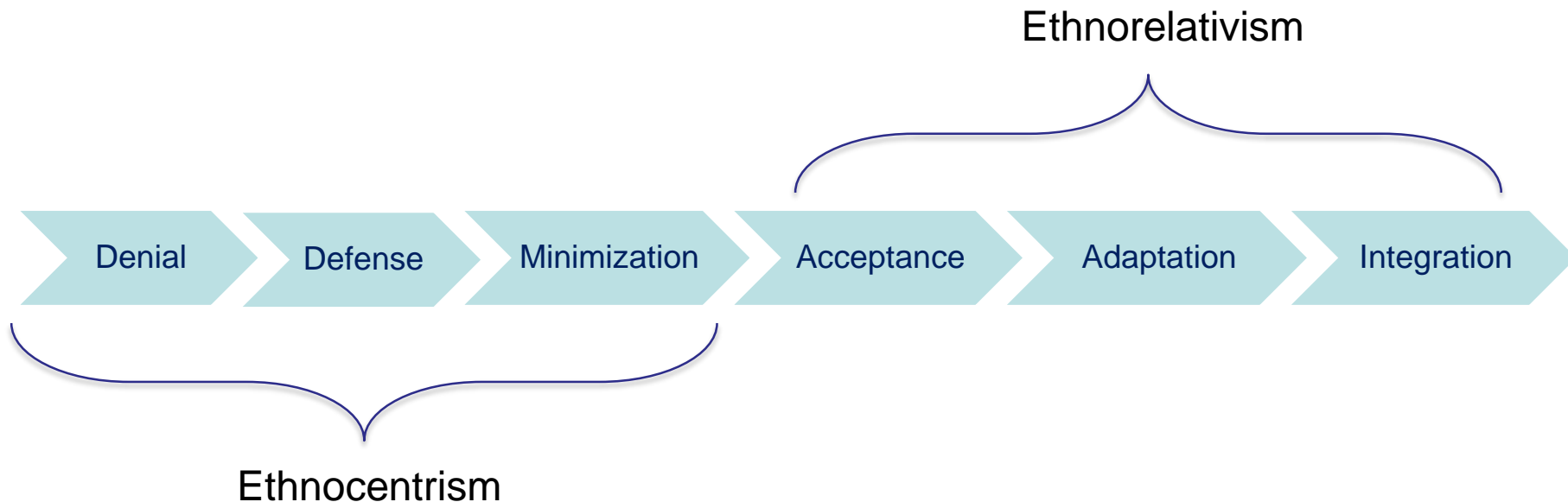


# Future plans

- Pre-arrival & induction
- Developing research and expertise
- Intercultural competence training for students and staff



# Developmental Model of Intercultural Sensitivity (DMIS)



(Bennett, 1986)



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# Programme Rationale – Research-derived objectives

## - Intercultural competence

(Abarbanel, 2009; Bennett, 1986, 2004, 2009; Cummins, 2015; Garson et al., 2016; Hammer et al., 2003; Hofstede et al., 2002; Karim, 2003; Lantz-Deaton, 2017; Mak & Kennedy, 2012; Perry & Southwell, 2011; Sit et al., 2017; Stier, 2006; Villegas & Lucas, 2002; Ward et al., 2003; Weinstein et al., 2004; Yershova et al., 2000)

## - Multifarious support needs

(Bandura, 1993; Bartram, 2008; Coates, 2005; Dweck, 1988; Kolb, 2015; Nilson, 2013; Pelletier, 2003; Schunk & Zimmerman, 2012; Zimmerman, 1986, 1989; Vygotsky, 1978)

## - Students as partners

(Fredericks et al., 2004; Kay et al., 2010)

## - Contextualised support

(Bevevino et al., 1999; Cavazos et al., 2010; Hamilton, 2013; Hyland & Hamp-Lyons, 2002; Kasper, 1997; Perin, 2011; Sloan & Porter, 2010; Song, 2006; Wingate, 2006)

## - Critical thinking

(Bevevino et al., 1999; Hung, 2013; Shaheen, 2016)



# Programme Rationale – Research-derived objectives

- Focus on process

(Eraut, 2004; Gill, 2007; Haskell, 2001; James, 2014; Masika & Jones, 2016; McCulloch, 2009)

- Academic language and understanding of task

(Byrne & Harvey, 2015; Canesco & Byrd, 1989)

- Feedback

(Burns & Foo, 2012)

- Preparation for academic writing

(Moore & Morton, 2005)

- Students' perspectives

(Basturkmen & Lewis, 2002)

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