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Inspiring the International Student Experience: establishing and embedding specific support structures.

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Inspiring tomorrow's professionals

Inspiring the International Student Experience: establishing and embedding specific support structures.

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Business School Context

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- 5000 students
- 30% non-native speakers (international and EU)
- Students from 53 countries UG & PGT
- Rapid change and growth

  - Recruitment – various points of entry
  - Curriculum
  - Research

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Response

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Research Questions

- How do international students describe prior learning experiences?
- What new experiences do international students have in terms of teaching, learning and assessment in UK HE?
- How can the differences inform future pedagogical practice within the Business School context?

Transition, acculturation and adaptation

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- Acknowledgment of target culture power dimensions, (Lea, 2004)
- Metalanguage influence, Ellis (2008), Roehr and Genem-Gutierrez (2009)
- Avoid assumptions of previous experiences, (Ryan, 2000)
- Mutual accommodation, (Berry, 1997)

Transition, acculturation and adaptation

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What happens to individuals, who have developed in one cultural context, when they attempt to live in a new cultural context? If culture is such a powerful shaper of behaviour, do individuals continue to act in the new setting as they did in the previous one, do they change their behavioural repertoire to be more appropriate in the new setting, or is there some **complex pattern of continuity and change** in how people go about their lives in the new society? (Berry, 1997, p.6)

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Qualitative Data

Please explain what you feel is the biggest difference between the educational experience you are having here in Huddersfield and the experience you had in your own country

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- Independent study/learning hours - personal time management
- Reading and research
- Critical thinking vs. memorisation
- Plagiarism tolerated at home (referencing)
- Tutor/student: less power distance in UK
- Practical application of theory
- Non-explicit explanations of task completion
- Types of assessment
- Language
- Library
- Classroom activities (group etc.)
- Extensive use of technology

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What do you think could be done to improve your learning experience in the UK?

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- Self – reliance for improvement
- Class time/directed learning (more?)
- Breadth of resources (more guidance?)
- Improved intercultural understanding
- Scaffold assessment tasks (metalanguage)
- More formative assessment
- Explicit teaching of fundamental concepts
- Challenge of discursive writing
- English & skills classes

Specific support structures - development

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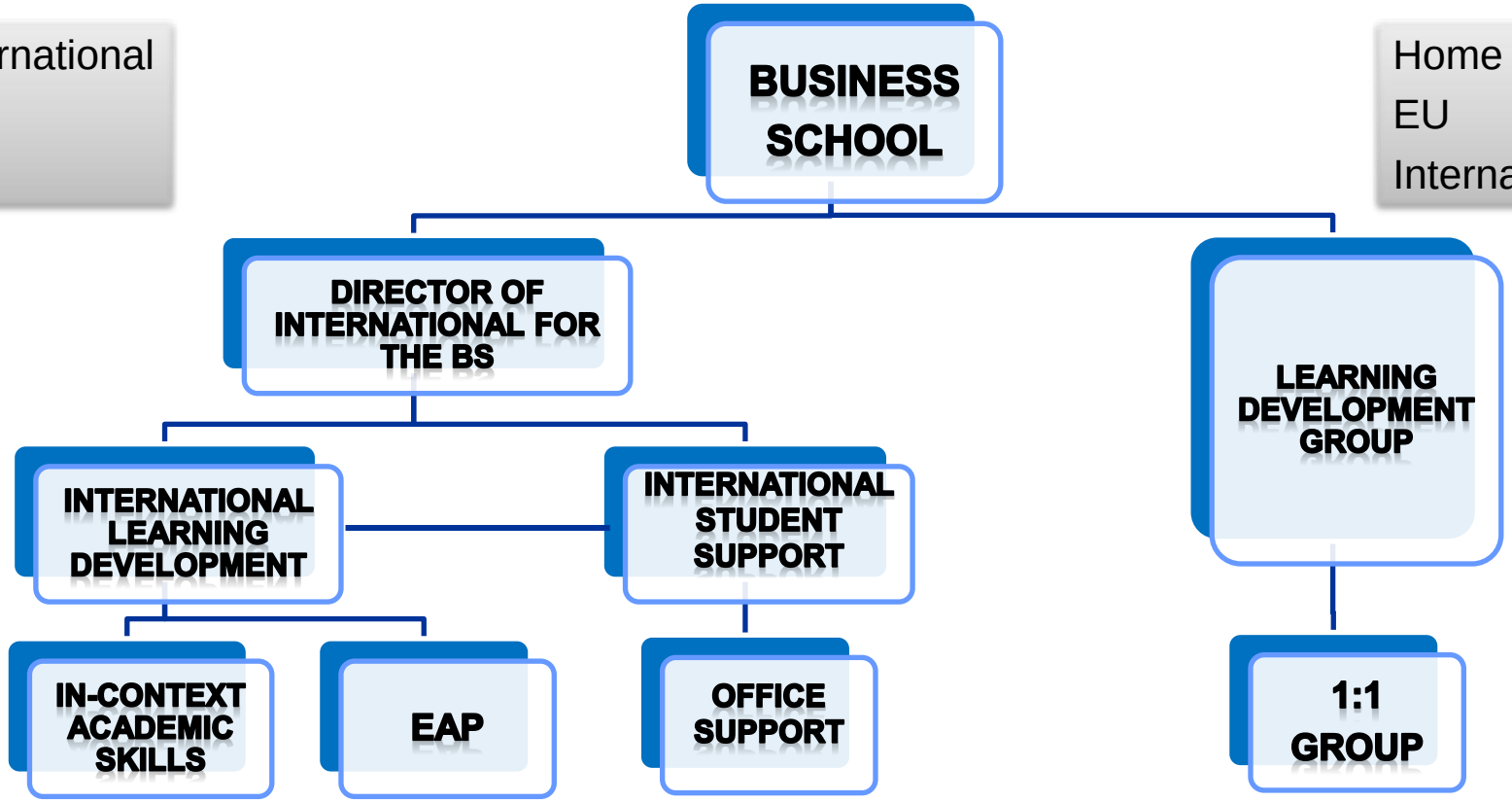
International

Home
EU
International



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Partnership model - school

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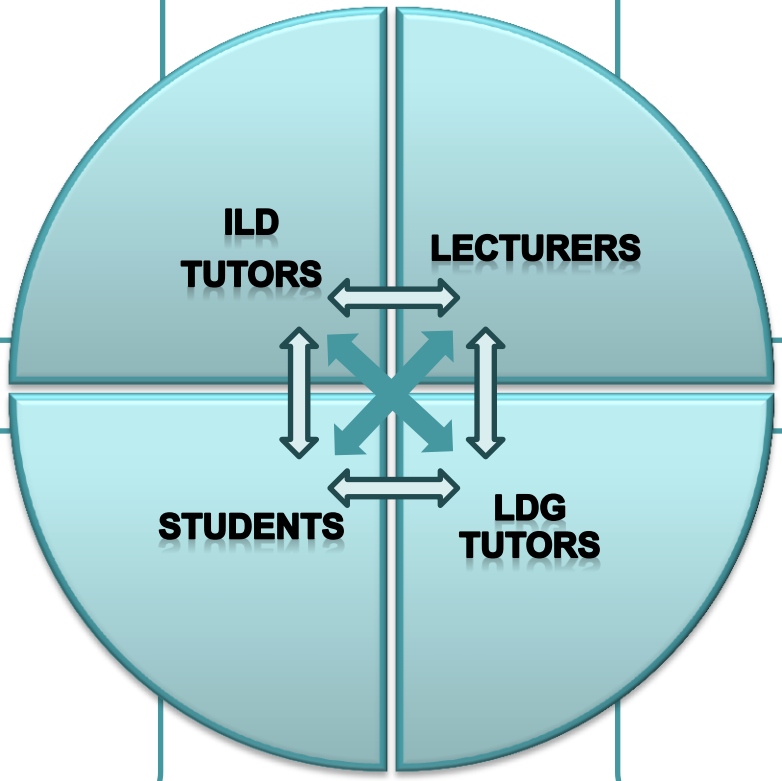
- Liaise with lecturers
- Support students with academic skills, assignments and English Language
- Peer support
- Links with university services

- Engage with support functions
- Provide module information
- Refer students
- Enable specific support sessions



Request support for:
- Specific assignments
- General academic & research/language skills
- Develop autonomy and knowledge of UK HE conventions

- Teaching Home/EU/Int – all levels
- Formative feedback
- Consult on assessment
- Develop embedded skills across the curriculum

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Partnership model - university

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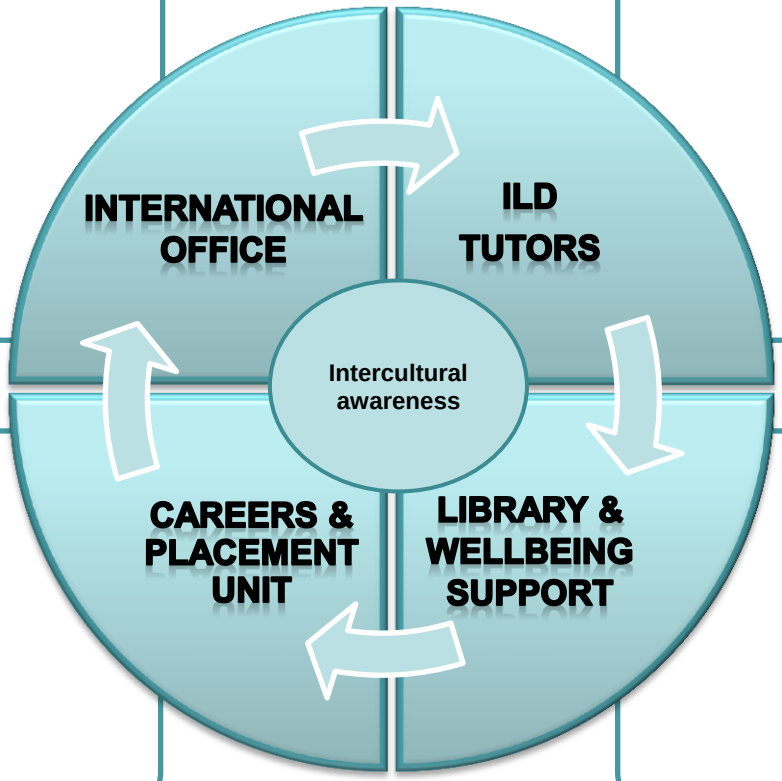
- Recruitment
- Admissions
- Immigration, visa support & Home Office
- Student advocates & help desk
- Course liaison



- Liaise with lecturers
- Support students with academic skills, assignments and English Language
- Peer support
- Links with university services

- Enhancing employability
- Working during and after studies
- Career workshops,
- Job Shop & internships

- Library services
- Back on track
- Disability service
- Wellbeing service
- Workshops and support groups
- Faith centre

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Our students said...

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The lecturers are very friendly and helpful.

Increase more the English Learning Course, like listening and vocab.

Thank you for helping me to study academic skills. It's very useful for me.

Perfect, I really like LDG, you can always solve my problems, whatever, reflection or dissertation. I really appreciate that.

The ILD session is helpful for me in communicating with other students in English.

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