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Partnership Support for international Students

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Halina Harvey  
Jo Thomas

## Partnership Support for International Students

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# Business School Context

- 3500+ students
- 44% non-native speakers (international and EU)
- Students from 53 countries UG & PGT
- Rapid change and growth
- Recruitment – various points of entry

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# Response

## 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

- Insufficient holistic, contextualised support (Leask & Carroll, 2011)
- 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)

## 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

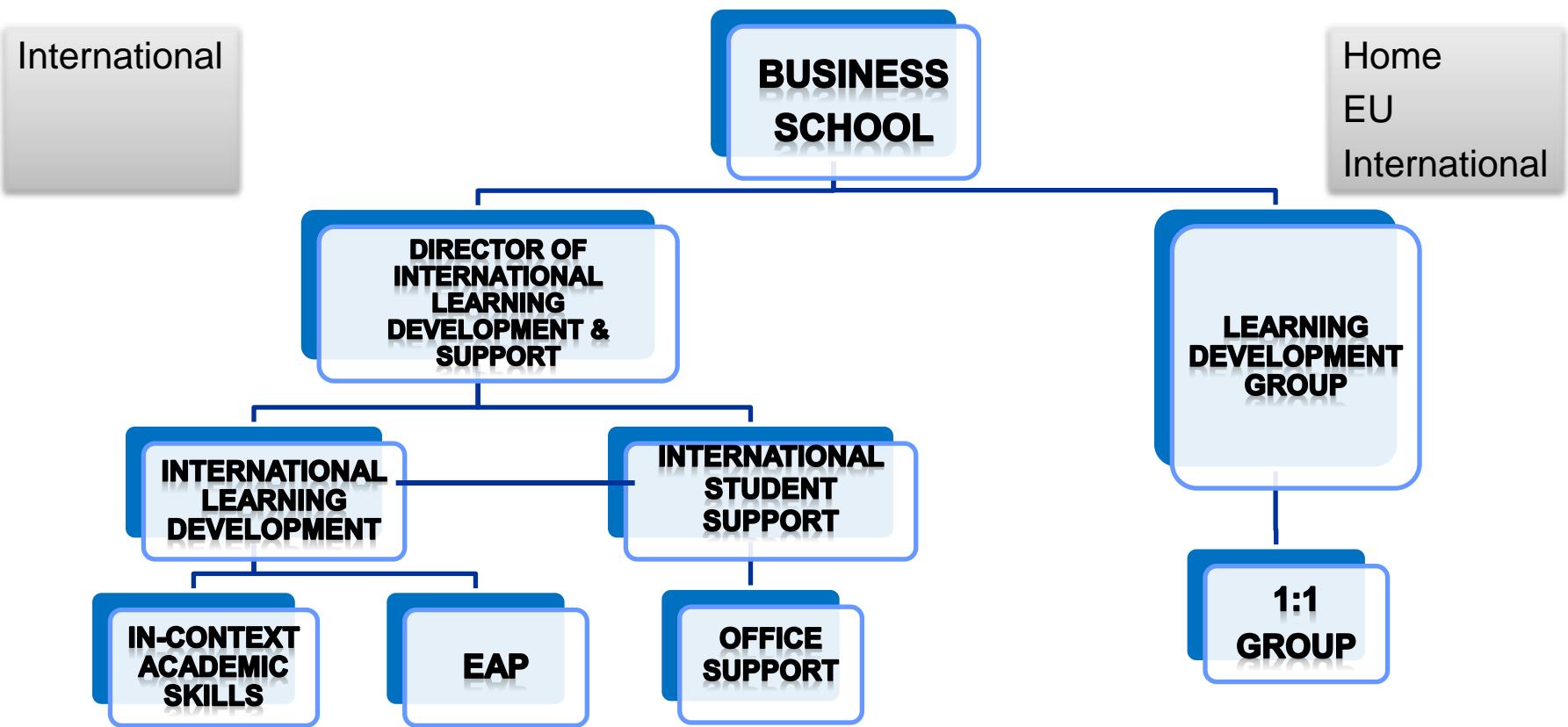
- Independent study/learning hours - personal time management
- Reading and research
- Critical thinking vs. memorisation
- Plagiarism tolerated at home (referencing)
- Tutor/student: less power distance in UK
- Practical application of theory
- Non-explicit explanations of task completion
- Types of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



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

- 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

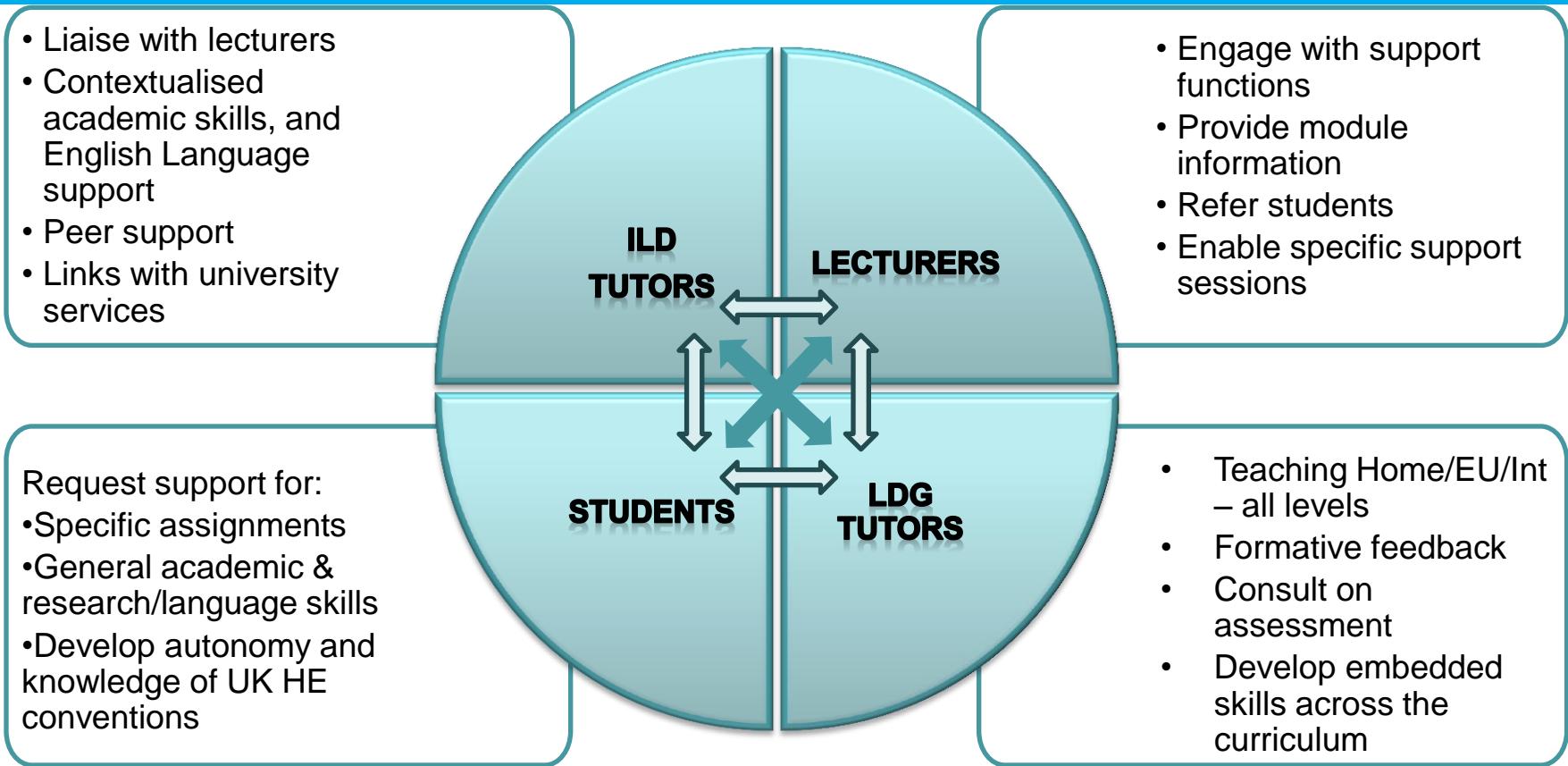
# Specific support structures - development



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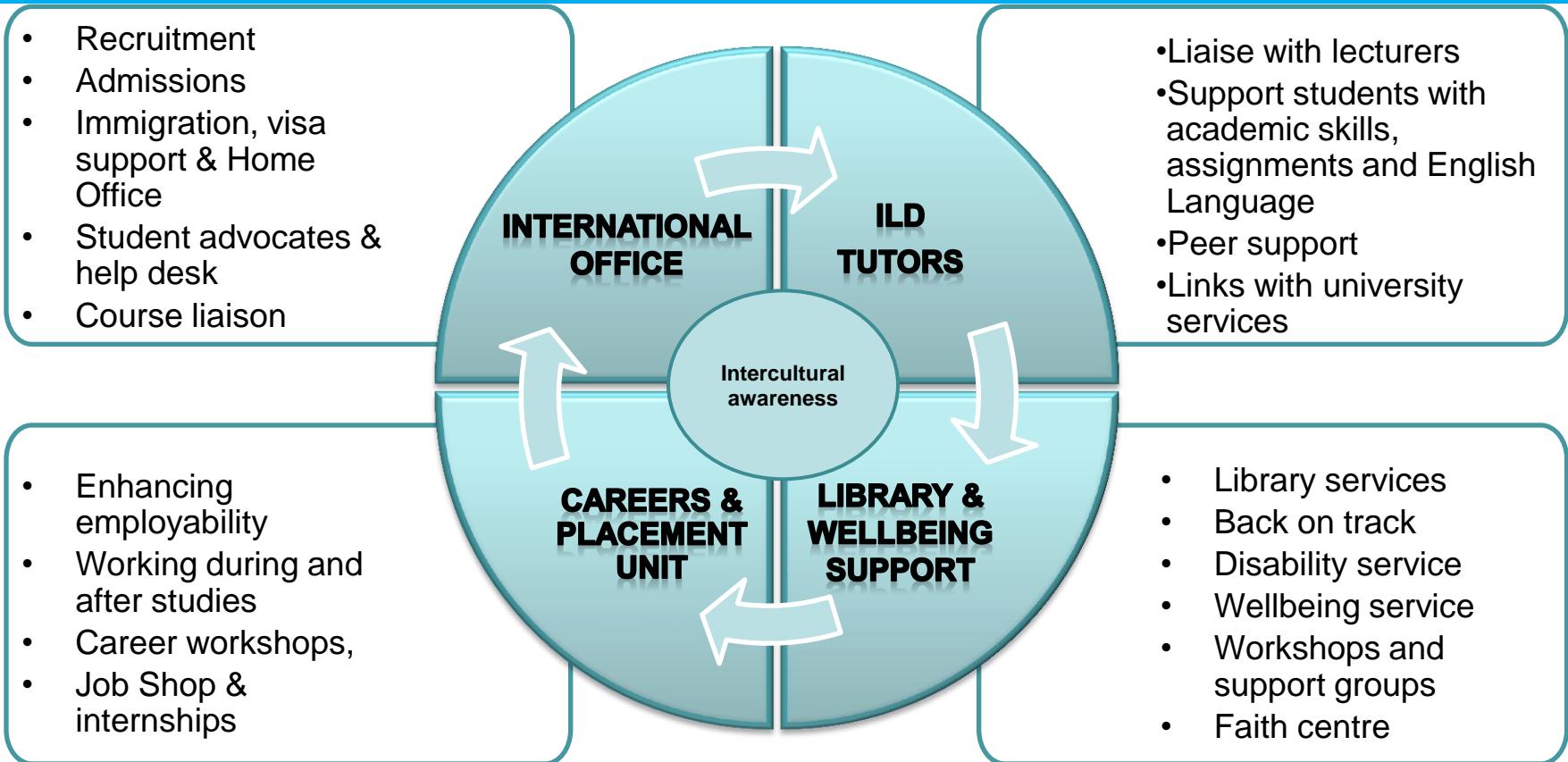
# Partnership model - school



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# Partnership model - university



# 75% attendance...our students said...

The lecturers are very friendly and helpful.

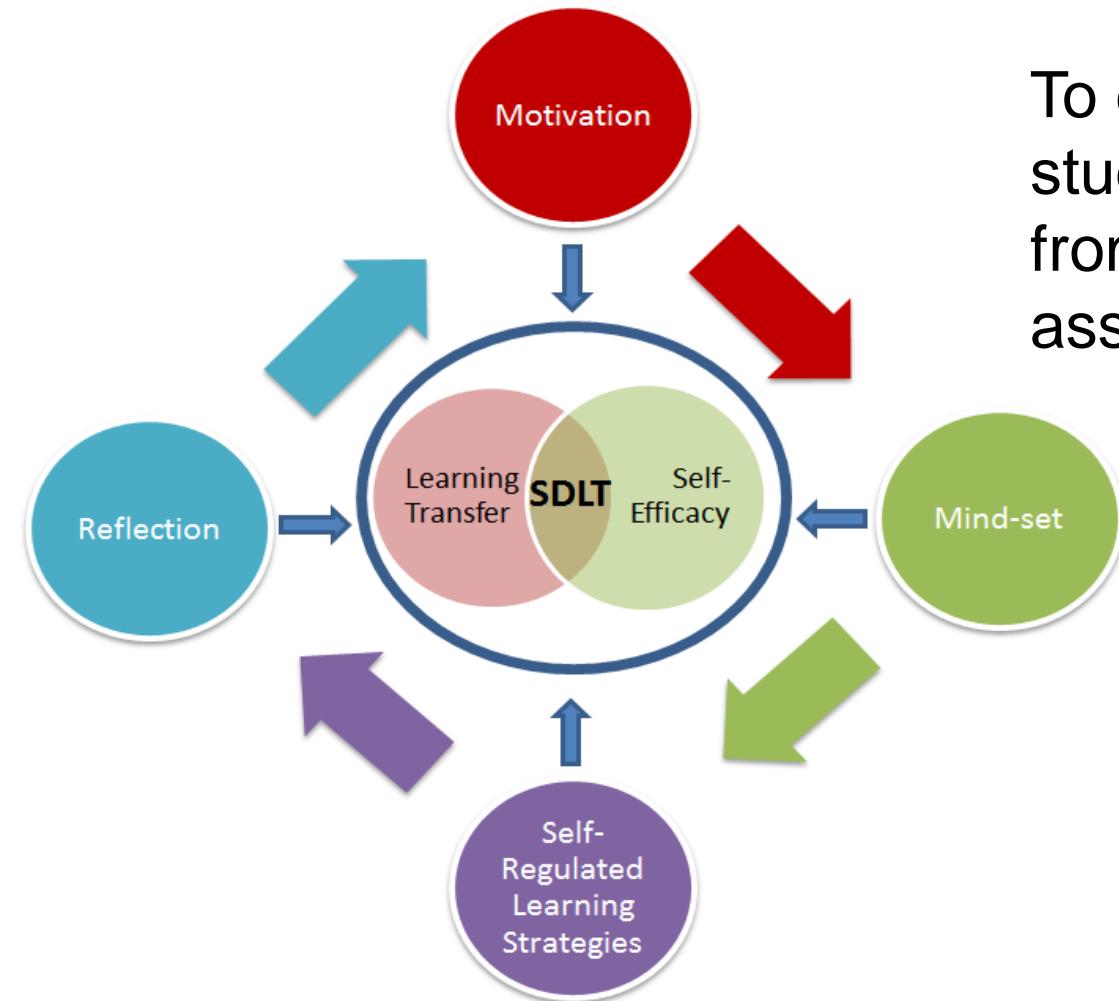
Increase more the English Learning Course, like listening and vocab.

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.

# Further research.



To evaluate international students' learning transfer from ILD sessions to course assignments.

# References

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