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Partnership Support for international Students

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Partnership Support for International Students
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
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

- International
- DIRECTOR OF INTERNATIONAL LEARNING DEVELOPMENT & SUPPORT
  - INTERNATIONAL LEARNING DEVELOPMENT
    - IN-CONTEXT ACADEMIC SKILLS
  - INTERNATIONAL STUDENT SUPPORT
    - EAP
    - OFFICE SUPPORT
- BUSINESS SCHOOL
- LEARNING DEVELOPMENT GROUP
  - 1:1 GROUP

Home EU International

Inspiriting tomorrow’s professionals
Partnership model - school

- Liaise with lecturers
- Contextualised academic skills, and English Language support
- Peer support
- Links with university services

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

ILD TUTORS

LECTURERS

STUDENTS

LDG TUTORS

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

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

Inspiriting tomorrow’s professionals
Partnership model - university

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

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

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

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

Inspiring tomorrow’s professionals
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


