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

Rapid change & growth in Business School international student body

2010

2012
Pilot year Academic skills classes 1 UG & 1 PGT tutor

2013
International Learning Development (ILD) Authentic materials development Contextualised delivery

2014
ILD + International Student Support = International Student Development (ISD)

2015 - 2017
ISD team (11 members)

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

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

Support Needs
- personal issues
- University procedures
- available resources
Maintaining Balance

Social Needs

Academic Needs

Support Needs

Image: Gebrüder Thonet (Public domain), via Wikimedia Commons
Business School Partnership Model
Staff Feedback

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

It helps me feel more confident towards the modules.
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.
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)

Denial → Defense → Minimization → Acceptance → Adaptation → Integration

Ethnocentrism

Ethnorelativism

(Bennett, 1986)
Any Questions?


References Continued


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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