



University of HUDDERSFIELD

University of Huddersfield Repository

Algwil, Kamila

Learning Experiences and Learning Expectations of Libyan Master's Students at a UK University: Intercultural Adaptation and Identity

Original Citation

Algwil, Kamila (2014) Learning Experiences and Learning Expectations of Libyan Master's Students at a UK University: Intercultural Adaptation and Identity. In: BERA Conference 2014, 23rd - 25th September 2014, London, UK. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/22234/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

The BERA Conference 2014

Learning Experiences and Learning Expectations of Libyan Master's Students at a UK University: Intercultural Adaptation and Identity

Kamila Algwil

PhD (Research Student)

Main supervisor: Dr. Ann Harris

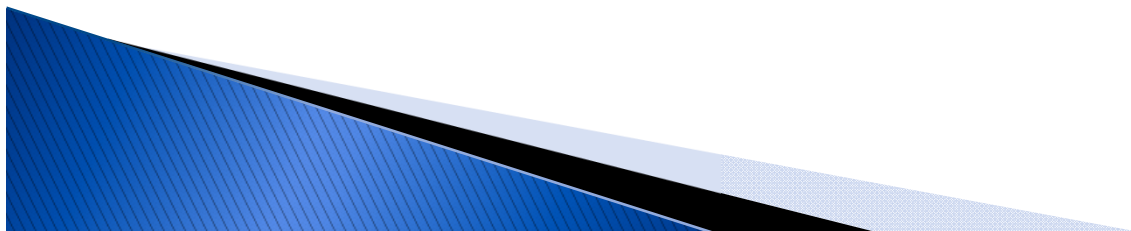
School of Education and professional development.

University of Huddersfield



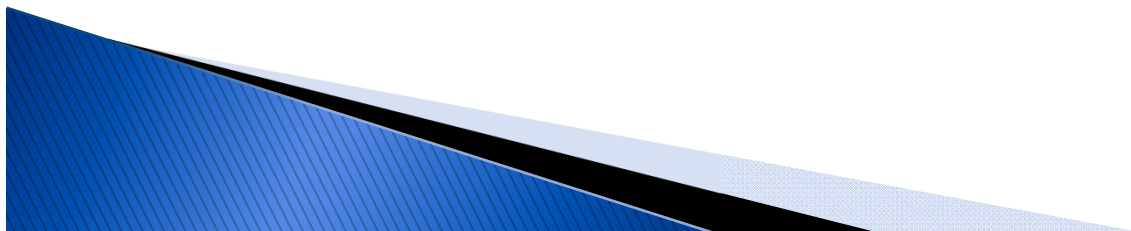
Research Aims

- To explore Libyan students' perception of their previous educational and socio-cultural experiences.
- To investigate how Libyan master's students adjust and adapt to a western learning environment.



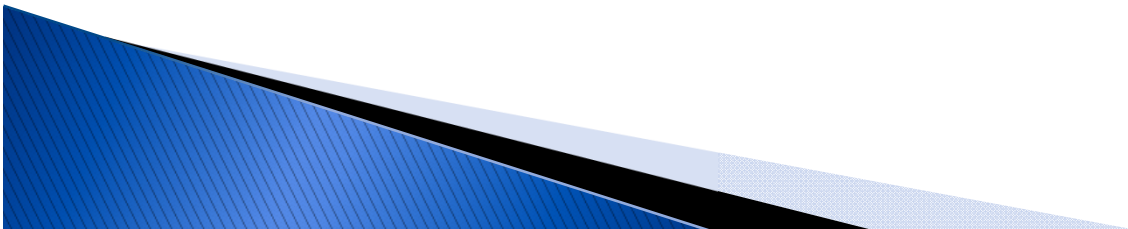
Research Questions

- What are the main **challenges** that Libyan students encounter?
- To what extent do **their previous experiences** educationally, socially, culturally and politically affect their strategies for adaptation and development?




Methodology

- Qualitative study
- Case study approach

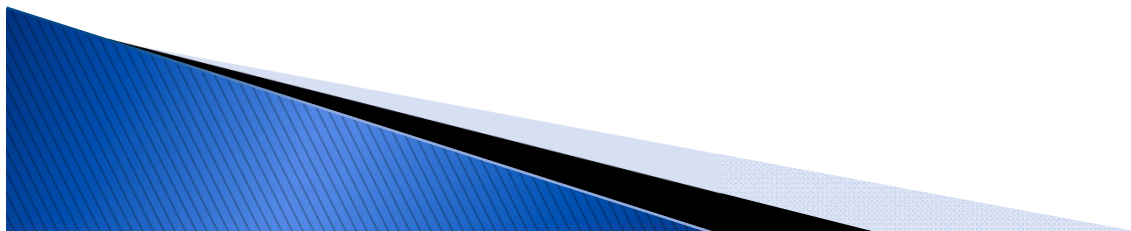


Sampling and data collection

- Purposive sampling
 - Snowball sampling
 - Questionnaire - 30 participants: 15 males and 15 females
 - Interview (semi-structured)
 - 14 participants- 5 males and 9 females
 - Observations
- 

Data analysis

- Thematic analysis (Boyatzis, 1998; Gibbs, 2007)
- Operationalisation of situated learning in community of practice (Lave and Wenger, 1991 and Wenger, 1998)
- Legitimate Peripheral Participation (LPP)
- Newcomers' dispositions and backgrounds



Legitimate Peripheral Participation

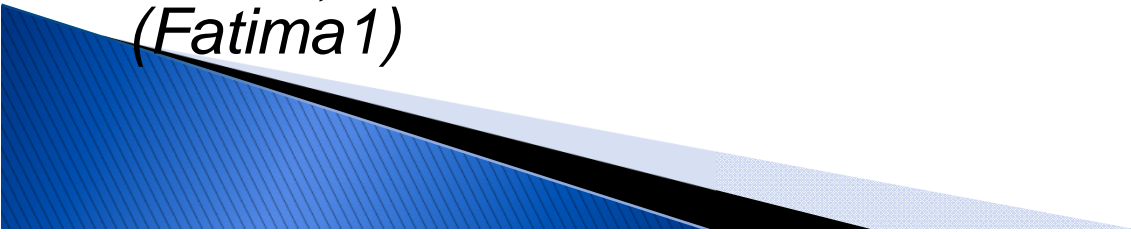
- **The challenges that Libyan students facing in the UK**
 - Fear
 - Feeling out of touch
 - Gender challenge
- **Libyan students' backgrounds**
 - Avoidance of contact
 - Antagonism



The impact of the post-conflict and ongoing unrest situation

- **Fear**

I encountered fear in dealing with people, fear from new things. I was in a box. I didn't know anything, and everything was done by my father. I found myself needing to be responsible on everything; I didn't know even how to walk in the street. My father prevented me from walking on the street even if the place isn't too far. He took me in his car, he guided me. Even all the documentation that related to my study, registration for a new semester, results, photocopy papers and if I needed any document from my tutor, my father would go to speak to him, not me. My father said 'There is no security, no safety and kidnapping women is widespread in the country and on university campus.' Before, he didn't come with me in university campus. (Fatima1)



- **Feeling out of touch**

- Outdate curriculum

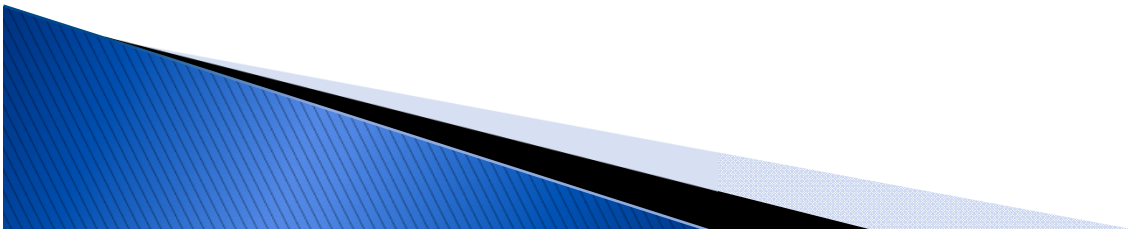
I was embarrassed when I said that in 2012, I had studied 'Pascal language'. It was dated and isn't used any more in computing. I am doing The "Designing Websites" module that needs knowledge of language programs to design a website such as Java. I didn't study these languages in Libya. My English and international colleagues studied that language. The use of e-learning and Information and Communication Technology (ICT) in Libya were in the early stages even before the 2011 conflict; however, the post-conflict situation has held back the ICT progress. (Laila2)



The impact of culture

- **Gender challenge**

I didn't go to the tutorials with male tutors. I can't stay with him alone in a room. This is part of our habits and customs. I explained that to my tutor and I suggested attending my female friend with us, but he didn't accept that. (Aziza2)

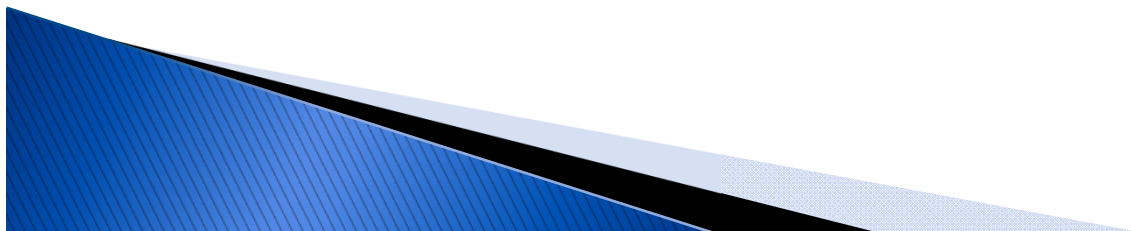


The social impact of the conflict


- **Avoidance of contact**

While I interacted with my Libyan colleagues who were anti-Gaddafi, we started fighting. Therefore, I prefer not to speak to them. (Sara3)


Before the 17th revolution, I used to enjoy my life with Libyan friends, but I don't anymore. I prefer to join the international students or British students rather than other Libyans. I don't want problems. (Sara1)



Conclusion

- Legitimate peripheral participation is not a linear process because Libyan students as newcomers encounter many challenges.
 - Libyan students bring the rifts to the community as a result of post-conflict and on-going unrest situation.
 - The post-conflict and ongoing unrest environment has social impact on the educational experience of Libyan students.
- 

References

- Boyatzis, R. (1998). *Transforming qualitative information: thematic analysis and code development*. London: Sage Publications
 - Gibbs, G. (2007). *Analyzing qualitative data*. London: Sage
 - Lave, J. & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press
 - Silverman, D. (2005). *Doing Qualitative Research*. London: Sage
 - Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. Cambridge: Cambridge University Press.
- 

Thank you very much

Any question?

Kamila Algwil
PhD (Research Student)

u0873409@hud.ac.uk

