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International Learning Development and the International Student Experience

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International Learning Development and the International Student Experience

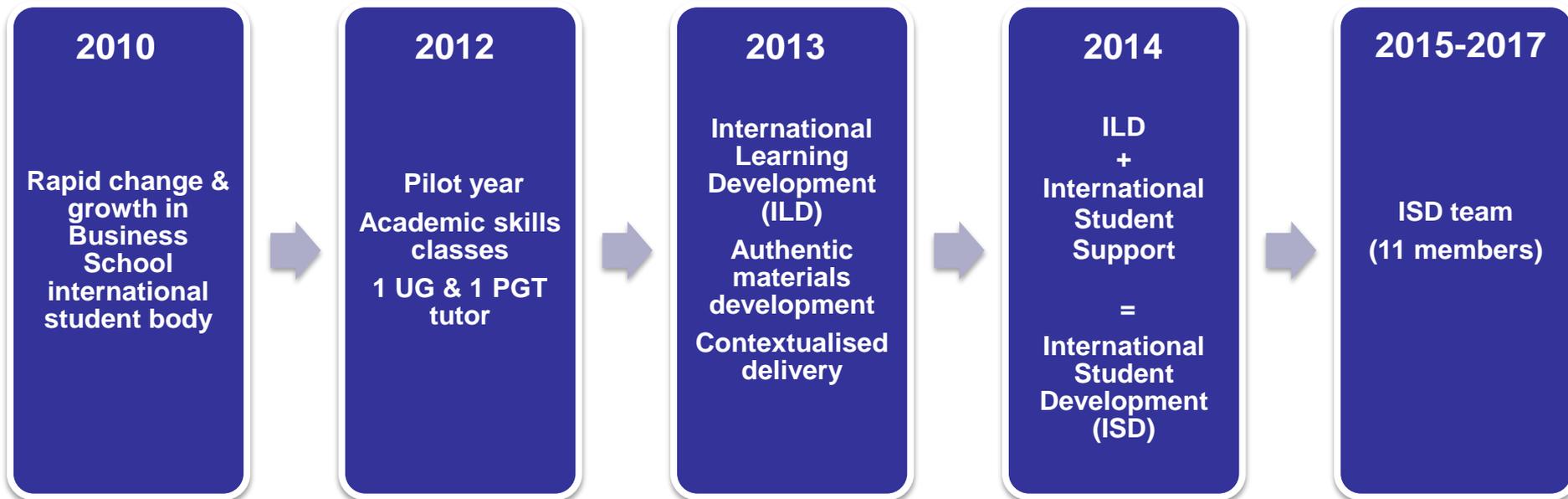


Presentation Overview

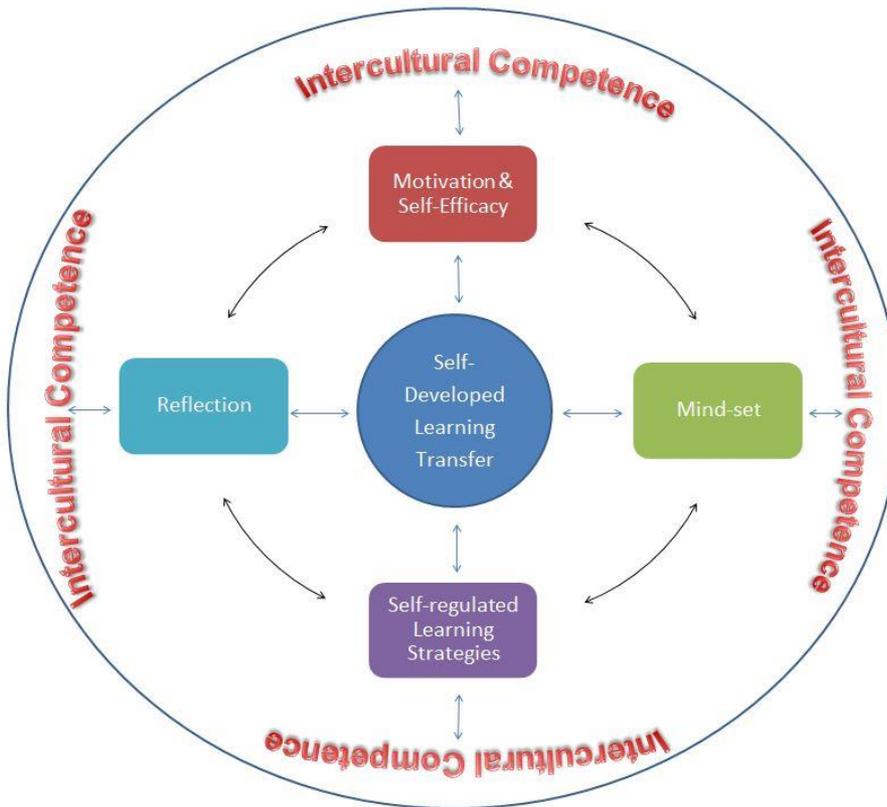
- Programme history
- Programme research, rationale & aims
- Support provision
- Partnership models
- Feedback & future plans
- Questions
- References



Programme History 2010 -2017



- 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

University of
HUDDERSFIELD
Inspiring tomorrow's professionals

- 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

Inspiring tomorrow's professionals



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

Includes:

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

Academic Needs

Includes:

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

Support Needs

Includes:

- personal issues
- University procedures
- available resources



Maintaining Balance



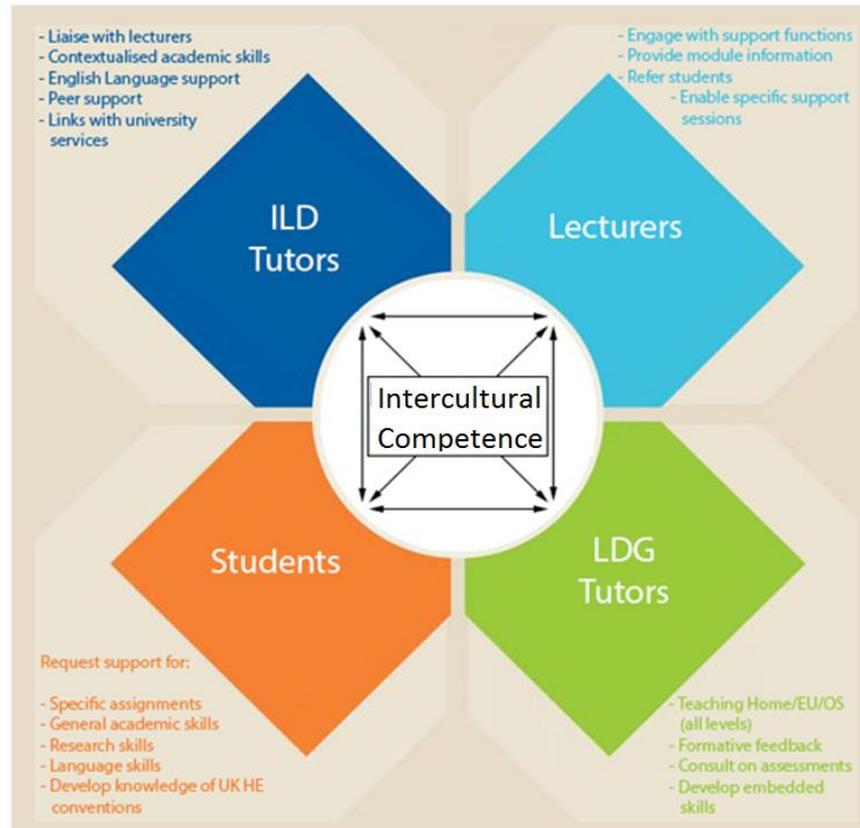
Image: Gebrüder Thonet [Public domain], via Wikimedia Commons

Social Needs

Academic Needs

Support Needs

Business School Partnership Model



University Partnership Model



- 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



Feedback cont.

It helps me feel
more confident
towards the
modules

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



Feedback cont.

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



Feedback cont.

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.

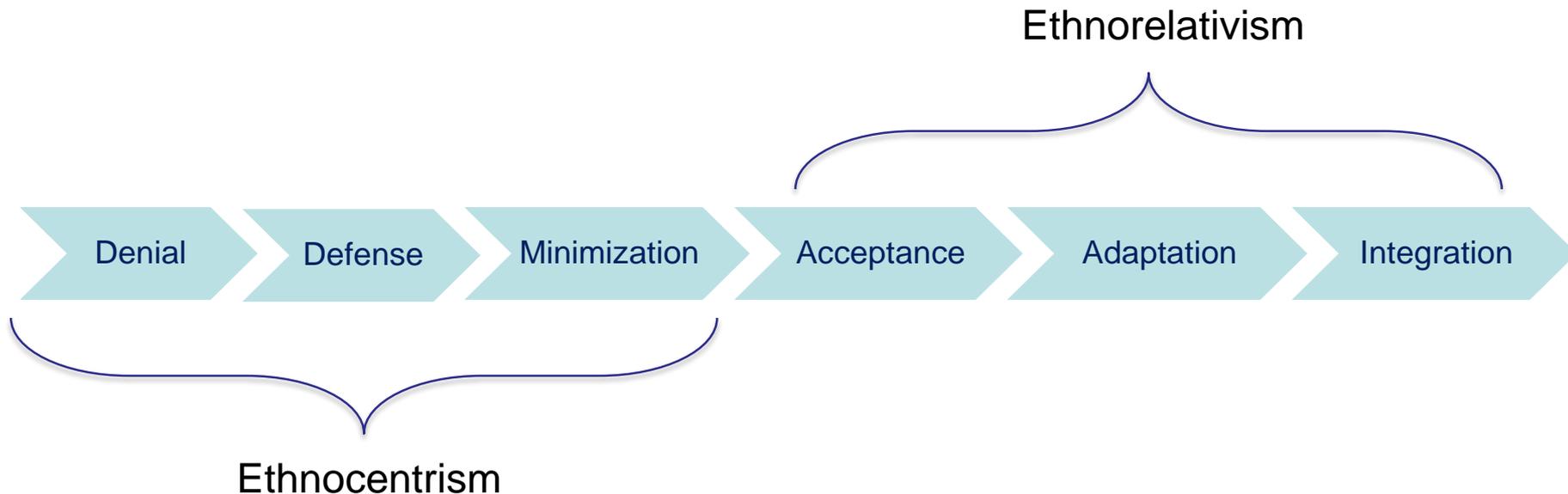


Future plans

- Pre-arrival & induction
- Developing research and expertise
- Intercultural competence training for students and staff



Developmental Model of Intercultural Sensitivity (DMIS)



(Bennett, 1986)

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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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