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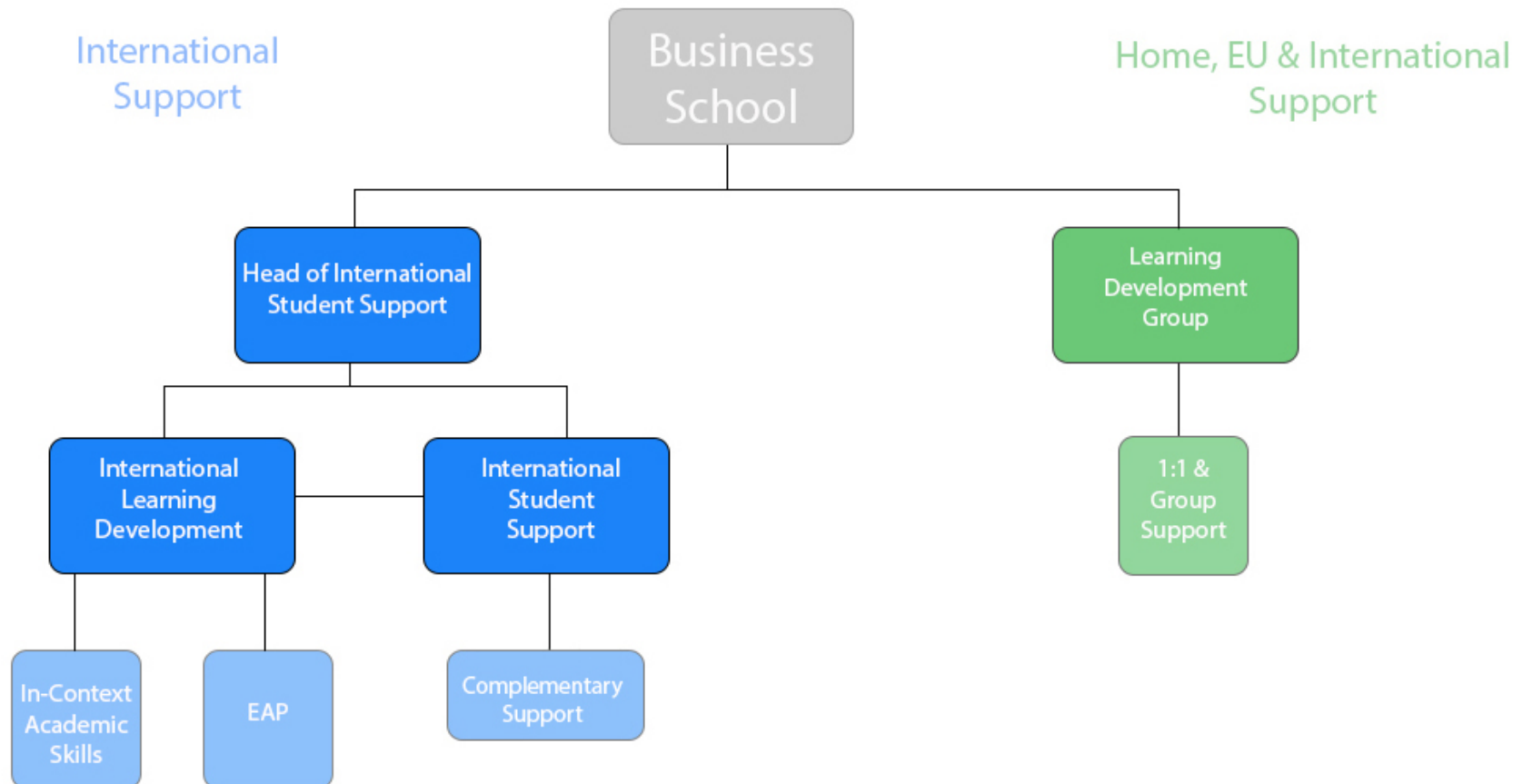
Inspiring International Student Engagement

Establishing and Embedding customised support structures

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International Student Development
University of Huddersfield Business School

- Programme Background
- Business School Context
- Programme Aims
- 3 Key Areas of Support
- Programme Rationale
- Academic & Language Support (incl. School Partnership Model)
- Engagement through complementary support (incl. University Partnership Model)
- Current Research

- Rapid change and growth since 2010
- 27% international, non-native speakers
- International students of 61 different nationalities (UG & PGT)
- Challenges



To enable students to

- develop understanding of UK university life and study
- develop academic skills
- develop language skills to an advanced level
- become successful and independent learners
- increase self-confidence
- integrate and communicate with staff and peers
- connect with university wide departments and services

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:

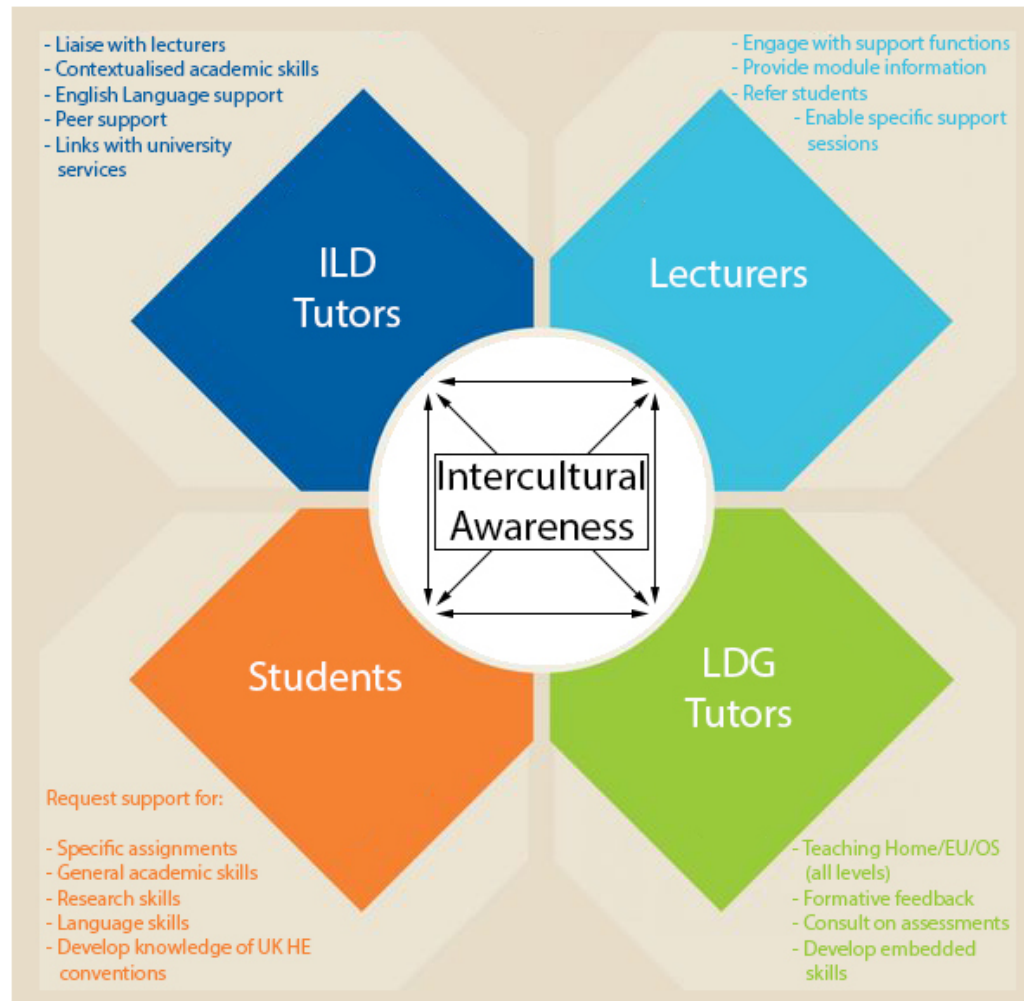
- personal issues
- University procedures
- available resources

- Multifarious support needs
(Bartram, 2008; Coates, 2005; Pelletier, 2003)
- Students as partners
(Fredericks et al., 2004; Kay et al., 2010)
- Contextualised support
(Bevevino et al., 1999; Cavazos el al., 2010; Hamilton, 2013; Kasper, 1997; Perin, 2011; Song, 2006)
- Critical thinking
(Bevevino et al., 1999; Hung, 2013; Shaheen, 2016)
- Focus on process
(Eraut, 2004; Gill, 2007; Haskell, 2001; James, 2014; Masika & Jones, 2016; McCulloch, 2009)
- Scaffolded Support
(Vygotsky, 1978)
- Self-regulated learning
(Nilson, 2013; Schunk & Zimmerman, 2012; Zimmerman, 1986, 1989)

- Academic language and understanding of task
(Byrne & Harvey, 2015; Canesco & Byrd, 1989)
- Contextualised academic writing
(Hyland & Hamp-Lyons, 2002; Sloan & Porter, 2009; Wingate, 2006)
- Feedback
(Burns & Foo, 2012)
- Preparation for the demands of academic writing
(Moore & Morton, 2005)
- Students' perspectives
(Basturkmen & Lewis, 2002)

- Various entry points
- Compulsory timetabled sessions
- Student-centred & student-led
- Assignment focussed

- Compulsory academic writing diagnostic
- Compulsory timetabled sessions
- Tiered sessions
- Termly progression diagnostics



Social Needs

- campus events
- engagement projects
- SU & society collaboration

Academic Needs

- ILD admin/logistical support

Support Needs

- campus wide support networks
- signposting
- visible contact point
- lead on 'international matters'



Image: Gebrüder Thonet (Public domain), via Wikimedia Commons

Social Needs

Academic Needs

Support Needs

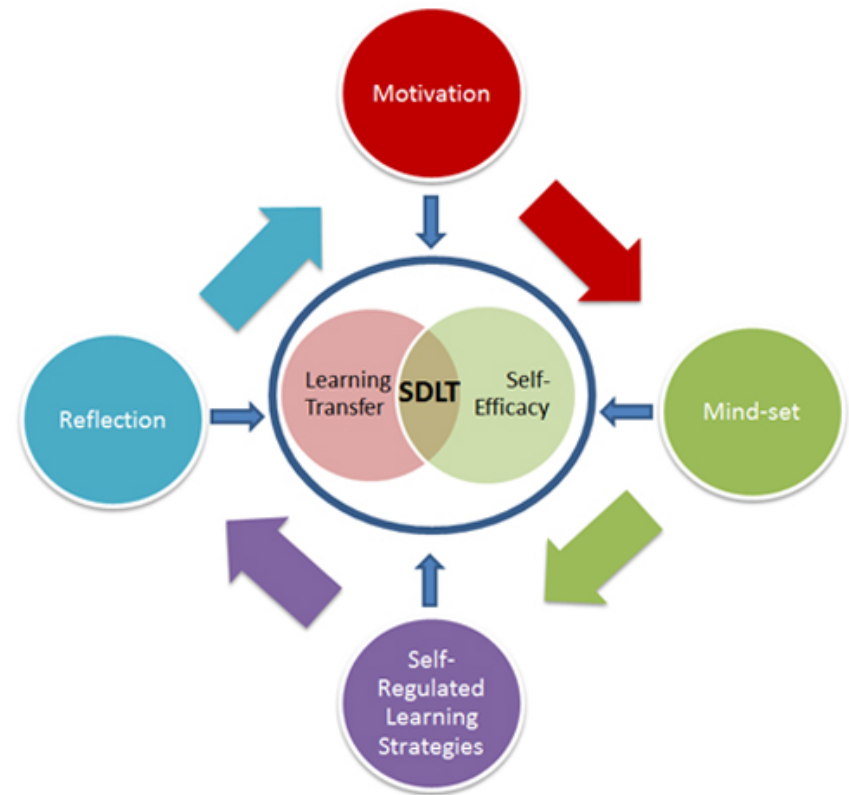
Failing to maintain a balance between needs can leave an international student feeling overwhelmed and unable to engage.

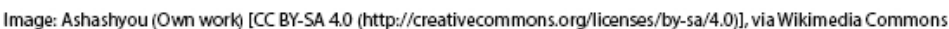


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Evaluate International Students' Learning Transfer from International Learning Development sessions to course assignments





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