

Title: **Re-Setting all Student Expectations of Internationalisation during University Induction**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the benefits of utilising diverse student groups to generate greater appreciation of differing cultural norms and values
- Appreciate the importance of addressing internationalisation and global citizenship from the beginning of the student journey during induction
- Gather an increasing 'toolbox' of activities for use with students during induction to re-set expectations of internationalisation in Higher Education

Session Outline

Statistics in recent years have demonstrated that UK Universities are recruiting students from around the globe resulting in a myriad of different learning styles influenced by culture and prior experience (De Wit 2009). Coventry University's BA Business Management course comprises 60% international students and the remaining 40% are from the UK with a total intake of approximately 250 new students this year. Our seminars have a diverse mix of students and we use this diversity to explore cultural differences but also to encourage integration as part of our aim to create globally aware graduates. The focus is on supporting students to understand that a Higher Education experience can be so much more than just gaining a qualification but also to develop as a 'global citizen' through engaging in activities that will make them more culturally aware ([Haigh and Clifford 2010](#), Clifford and Montgomery 2014 and QAA 2007). This also benefits staff who represent an international academic team, but which allows them to better understand the cultural mix of students within the cohort to inform curriculum design and pedagogy.

Some common issues in the HE sector have been experienced previously on this course such as a lack of integration within groups, limited engagement in seminar tasks and limited appreciation of diverse cultures, norms and values (see Chang 2008, Marginson 2007 and Groeppel-Klein, A., Germelmann, C. and Glaum, M. 2010). We strongly feel that these issues should be addressed during induction and we can appreciate the complexities of combining internationalisation initiatives at a time when students are most vulnerable. A number of new initiatives were trialled during induction in September 2014 and early feedback has been positive from both staff and students. The findings from student focus groups will be shared during the proposed workshop. The workshop will introduce some of the activities we trialled

and we would like to engage participants in critical debate about these activities and encourage knowledge sharing to better shape future induction sessions.

Session Activities and Approximate Timings

- **10 minutes** – Introduction and background to the research and the aims of the session
- **10 minutes** – Presenting an animated film which was delivered to Coventry University, BA Business Management students during induction to help them re-assess their expectations of their Higher Educational experience ensuring an international focus.
- **30 minutes** – Cultural awareness icebreaker activities, disseminating examples of how being culturally aware can enhance the classroom environment and overall learning experience.
- **10 minutes** – Summing up the session and its links to our research on re-setting the expectations of students to internationalise their experience during induction.
- **30 minutes** – Knowledge sharing of examples of diversity and cultural literacy, discussion and feedback

References

Chang, S (2008) *Facilitating Local-International Student Interaction and Integration through Curriculum Development* ISANA International Education Association - 19th International Conference

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De Wit, H. (2009) *'Internationalization of Higher Education in the United States of America & Europe - A historical comparative & conceptual analysis'* Westport, CT: Greenwood

Groepel-Klein, A., Germelmann, C. and Glaum, M. (2010) 'Intercultural interaction needs more than mere exposure: Searching for drivers of student interaction at border universities' *International Journal of Intercultural Relations*, 34(3), 253-267

[Haigh, M. and Clifford, V.](#) (2010) 'Widening the Graduate Attribute Debate: a Higher Education for Global Citizenship'. *Brookes eJournal of Learning and Teaching*, 2 (5), Feb 2010

Marginson, S. (2007) 'Global position and position taking' *Journal of Studies in International Education*, 11(1), 5-32.

QAA (2007) *Graduates for the 21st century: integrating the enhancement themes*. Scotland: Scottish Higher Education Enhancement Committee (SHEEC). [online] Available from < <http://www.enhancementthemes.ac.uk/themes/ResearchTeaching/attributes.asp> > [08/10/2014]