IIH CONFERENCE
FRIDAY 5TH APRIL 2019
Speaker Abstracts
#IIH2019
INNOVATIONS IN INTERNATIONALISATION AT HOME

#IIH2019

5 April 2019

Cornwallis East
University of Kent
Canterbury

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iih-conference@kent.ac.uk
Plenary Session 1

“What we talk about when we talk about Internationalisation at Home”

Room location: Room 1
Time of Session: 10:00 – 10:20

Speaker(s):
Julie Allen, Director of Policy and Services, UKCISA

Abstract:

Julie Allen, Director of Policy and Services at UKCISA will set the scene for the day by considering definitions of Internationalisation at Home and what it means in practice.

Questions which Julie will address are:

- What can we do to ensure that the benefits of internationalisation are available to all students and not just the mobile minority?
- What are students’ expectations of an internationalized education?
- Why is it important?
- And why is it important now?
Title:
“Internationalisation at home; creating cultural insights.”

Room location: Room 1
Time of Session: 10:20 – 10:45

Speaker(s):
Maria Hussain, University of Leeds

Abstract:
The student cohort mix at Leeds University Business School (LUBS) at both Undergraduate and Taught Postgraduate (PGT) levels is becoming increasingly international. Provisional HESA census results show that a quarter of the current UG first year population are international (non-EEA); this is a two per cent increase on 2017-18 enrolment figures. This increase is in tandem with an established internationally dense PGT student population currently over 80%. The student body at LUBS thus represents over 100 countries globally. However, even with such a diverse student population on campus, recent studies (Rose-Redwood and Rose-Redwood, 2018; Harrison and Peacock, 2010; Leask, 2009) have shown that there are underlying barriers to engagement between both international and home student groups. The research suggests that through greater opportunity for non-face threatening (Harrison and Peacock, 2010) informal contexts further intercultural competency (ICC) between both student groups may be realised.

Cultural Insight Wednesdays (CIW) is a student-led platform for both international and home students that seeks to facilitate this discussion. Students across the faculty are able to develop valuable intercultural competency through weekly student presentations on aspect(s) of their home culture(s).

The proposed paper will seek to evaluate this faculty-wide co-curricular initiative so far in gauging; diversity in student participation and motivation and furthermore, the potential impact of CIW on ICC development. Data will be collected from; student attendance analytics, student-presenter reflections and audience feedback evaluation surveys and researcher ethnographic longitudinal reflections. Both qualitative and quantitative will be utilised in analysing the anonymised data. Preliminary results have shown a positive response in student participation in the project with representation of over 18 nationalities and the development of a CIW poster showcase in conjunction with a larger-scale faculty event.

It is hoped that this ongoing study will provide much needed empirical evidence to support further development and implementation of such internationalisation efforts on campus.
Title: “GLAM (Gameful Learning at Medway).”

Room location: Room 2
Time of Session: 10:20 – 10:45

Speaker(s):
Dr Silvia Colaiacomo, University of Kent
Barbara Sheehy, University of Kent
Dr Yang Yang, University of Greenwich
Dr Mary Andall-Stanberry, Canterbury Christ Church University

Abstract:

GLAM (Gameful Learning at Medway) is an inter-institutional project co-designed and run by both academic and professional services staff from the three Universities at Medway (University of Greenwich, University of Kent and Canterbury Christ Church University). The project presents an innovative, cross-cultural approach to introducing Medway students across a range of disciplines to critical thinking and employability skills through discussion and games.

GLAM aims to enhance students' critical skills and employability through a playful approach (Aguilar et al. 2015) developed and led by students and supported and facilitated by educational experts across the three Universities. The project, currently piloted, unfolds throughout the academic year 2018/19 and allows international and home students to come together and work on overarching, cross-disciplinary skills from different cultural perspectives (Byram et al., 2001) in an inclusive environment. Participating students also train to become mentors for future cohorts.

The key aspect of the project is the partnership between students and staff (Bryson, 2016) across the three different institutions and a cross-cultural approach to the development of employability skills. The outcomes of the project are being measured in relation to student retention and outcomes. The project is currently being monitored and recorded and the data collected is analysed through a grounded theory approach (Glaser and Strauss, 1999) to develop a better understanding of student-staff interaction in cross-curricular activities.
2A  Title:  
“Unlocking the promise of international: how to embed internationalised learning outcomes from experiences at home and abroad.”

Room location: Room 1  
Time of Session: 10:45 – 11:10

Speaker(s):  
Louise Andersson, Common Purpose

Abstract:

With universities in the UK becoming increasingly international, the opportunity to develop students with the skills they need to succeed in a globalised world has never been greater. So how can we embed international learning outcomes into our students’ university experience, giving them skills to thrive in this highly diverse environment and in their future careers?

Global leadership development non-profit Common Purpose develops leaders with Cultural Intelligence (CQ) – the ability to cross divides and thrive in multiple cultures - through short-term experiential leadership programmes at home, abroad and online. They have 30-years’ experience and work with over 4,500 university students each year to develop their inclusive leadership skills. During this session, we will explore the many ways students can develop CQ – whether they are studying in their home city or are away from home – and cultivate the skills they need to cross boundaries and thrive in diverse and unfamiliar environments. They will share best practice as well as case studies of partnerships with global universities, where they have helped them reach their strategic objectives around skills development, scale and mobility.

This includes their work with Queen Mary University of London, with whom they have run programmes designed to be embedded into the curriculum, providing students with either an international experience at home in London, or a unique experience abroad in Kuala Lumpur or Stockholm. And University of Hong Kong, with whom they have designed and delivered large-scale outbound mobility experiences to help the university reach their ambitious mobility targets of sending 8000 students abroad each year. All programmes are designed around learning outcomes, which provide students with a framework to articulate their learning and are measured to demonstrate the impact of the programmes.
Title: “Putting IAH principles into practice at a Danish university.”

Room location: Room 2
Time of Session: 10:45 – 11:10

Speaker(s):
Donna Hurford, University of Southern Denmark

Abstract:
In June 2018, the University of Southern Denmark (SDU) published its principles for internationalising the curriculum, prioritising student and staff ‘competencies which will make them even more valuable for society’s science and international competitiveness’. In pursuit of this aim, students are entitled to experience an international dimension in their education either by studying abroad or by experiencing Internationalisation at Home (IAH). Whilst what constitutes IAH is left open to Faculties’ interpretations, it is a curricular requirement to be explicitly included in programmes of study. However, putting principles into practice, at a large, multi-campus university in Denmark where teacher autonomy is highly valued presents challenges. How our Centre for Teaching and Learning is supporting faculty colleagues addressing these challenges, provides the focus for this presentation.

Our new blended learning course ‘IAH - ways to internationalise the curriculum for all students’ (equivalent to 1 ECTS or approximately 27 study hours) is designed for university teachers and faculty and programme leaders in their development of IAH for their courses and programmes. During this presentation, I shall introduce the four-part course, sharing the rationale for its design and content together with providing insights into its first iteration.

The course opens with online self-study, including critically reflective questions which frame the ensuing face to face session. During this session participants are invited to share their visions for IAH, review different options for course design and content, and work towards trialing and evaluating their own bespoke versions of IAH. Once participants have experimented with IAH, we shall reconvene to share and review these IAH experiences. Drawing on these and other examples of IAH, criteria and guidelines for IAH in practice will be co-developed during a facilitated session. The idea is that with each iteration of the course, the criteria and guidance for IAH at SDU faculties will be reviewed, updated and disseminated online.

The presentation will conclude with an invitation to reflect on issues associated with IAH and sharing suggestions on ways forward at large, complex HEIs.
"On the Way from Foreign Cooperation to Internationalization: on Example of National University of Kyiv-Mohyla Academy."

Room location: Room 1
Time of Session: 11:10 – 11:35

Speaker(s): Larysa Chovnyuk, National University of Kyiv-Mohyla Academy, Kyiv, Ukraine

Abstract:
National University of Kyiv-Mohyla Academy, NaUKMA was (re)established in 1991, immediately after the collapse of the Soviet Union and Ukraine’s independence. The newly established institution was unique in Ukraine by its liberal arts educational model, which enabled unusual “academic freedoms” for its first students. International contacts, firstly obtained mostly through the Ukrainian diaspora in Canada and the US, obligatory intermediate English language level on the entry stage created image of “foreignness” of the entire educational process at NaUKMA. Though soon the NaUKMA’s “foreignness” became associated in the society as “platform” for moving abroad - NaUKMA graduates managed to comparatively easy enter prestigious Western universities’ prost-graduate programs. “Export” internationalization, though non-articulated, became one of the university’s brands.

Established back in 1992 office in change of international contacts, called Office for Foreign Cooperation reflected the core perception of international activities: local “us” trying to contact foreign “other”, while the “other” always unconsciously perceived as something of much higher standard. The situation of building the Ukrainian national identity after hundreds of years of being a colony influenced the ideal of the NaUKMA graduate – first of all the NaUKMA alumna was expected to be Ukrainian patriot and active citizen of his / her country – and put its footprint on the “internationalization” philosophy. In mid-2000th those NaUKMA alumni, who received their Master’s or PhD degrees in Western Europe or overseas and who did not want or did not manage to stay abroad, started to return to Ukraine and search for university employment. Problematic international degree recognition (formally) and too individualized point of view on many things (in reality) were hardly tolerated by most of Ukrainian universities, but NaUKMA.

These new faculty members brought many novelties – e.g. requirement of reading the newest English-languages source for the next class; non-traditional “classes” arrangement of courses, opposite to traditional “lectures” and “seminars”; refusal from “referats” in favor of “papers” – and different attitude to “foreign”, which was not distant “other” any more. This was also the time when Office for Foreign Cooperation became NaUKMA International Office. However, more than 10 years more were needed for “internationalization” chapter to appear in the NaUKMA Strategic Development Plan (2015-25) and Committee on Internationalization to be created (2018) – and globalization to be recognized as something different than sporadic and non-obligatory “foreign cooperation”.
Title: “The Roots Project: A Student Led Sustainability Project and Case Study In Internationalisation.”

Room location: Room 2
Time of Session: 11:10 – 11:35

Speaker(s):
Antonia Linehan
Fatima Nourrice
Soumia Boumaza
Sarra Hadjeres
Antonia Linehan-Fox

Canterbury Christ Church University.

Abstract:

The Roots project is a Student led Sustainability Project in the School of Language Studies and Applied Linguistics Canterbury Christ Church University, and is now in its third year. The aim of the project is to promote greater cohesion and a sense of identity within the School of Language Studies and Applied Linguistics and help build learning communities. The School itself has one of the highest international student profiles in the university but the silo structure of individual programmes can limit student integration across programmes within the School, which can result in a sense of isolation for our students. The Roots Project was created as a mechanism for ensuring all students in the School would have opportunities to integrate and benefit from this rich diversity of cultural experience.

The CCCU Learning and Teaching Principles of Internationalisation and Global citizenship, building learning communities and students as partners in learning together with the UN Sustainability Goal of student Health and Wellbeing underpin the project. The Graduate Attributes of adaptability, digital literacy, being informed, professional and self-aware help structure the project and the student’s input on organisation and development of events, networks, gatherings and cross-cultural communication. Each year the students shape the project in terms of their needs and interests giving their perspective on how to realise the underpinning principles and goals of the Project. In our presentation, the students and I will set out the history and context of the project, lessons learned and ways forward and student participants from the School of Language Studies and Applied Linguistics:

Fatima Nourrice, Soumia Boumaza and Sarra Hadjeres will present some of the activities they are organising at present and detail ideas they have they have for the project's future.
Title: “The impact of internationalisation and innovation on the curriculum.”

Room location: Room 1
Time of Session: 11:35 – 12:00

Speaker(s):
Niamh Dowling, Rose Bruford College
Angela Taylor, Rose Bruford College

Abstract:
In these globalized times it is as exciting for staff and students to understand other cultures and arts practices as it is to examine one’s own culture. The international agenda at Rose Bruford College continually marks new phases in the evolution of the institution since the gaining of Taught Degree Awarding Powers in 2017. Our practice embraces the benefits of international engagement, broadens horizons, recognises diversity and celebrates difference.

This presentation will examine four brief case studies of how we achieve this through adherence to standards and compliance using a facilitative and supportive approach.

1. The College has two well established undergraduate programmes which had respectively seven Erasmus partners and six USA partners with embedded annual student and staff exchange. As a result 40% of our level 5 students undertake an exchange to either Europe or USA which allows for student choice. Erasmus is also a popular choice for staff and students across the College.

2. The MA/MFA Actor Performer Training programme has a compulsory expedition module where students travel to a remote or rural culture. Expedition confronts the realities of theatre and performance as defined by advanced western societal models, and possibilities of performance as a mode for intercultural communication and interaction based on mutual respect.

3. A three-year training programme, funded by the British Council, for staff and students in Uzbekistan in voice, movement and Shakespeare culminated in a performance of Hamlet in Tashkent in Dec 2018. This will perform at the College’s symposium in April 2109. Making Hamlet provided a range of exchange and training opportunities for both staff and students from UK and from the Institute of Arts and Culture.

4. Collaborative provision has grown since the award of TDAP and the College now offers provision in collaboration with partners in Berlin, America and Moscow.
Title: “Creating opportunities to better understand mainland Chinese students’ engagement in the internationalised university in the UK; tales from the staffroom and classroom.”

Room location: Room 2
Time of Session: 11:35 – 12:00

Speaker(s):
Catherine Rogers, University of Sussex
Katrina Jia, University of Sussex

Abstract:

With students from mainland China making up a large cohort of pre-sessional students progressing to postgraduate study at many UK universities, there is much academic discussion surrounding the challenges of engaging Chinese students in an internationalised university (Harper & Chen 2018; Wu 2016). With most of these students spending only ten months in their new culture it is little wonder they encounter difficulties in understanding the ‘rules of engagement’ at UK universities. With a shift towards an inclusive education, there is, by extension, a need to accommodate an increasing body of Chinese students. While teachers frequently focus on their linguistic output, often seen through the lens of the deficit model, in our talk we argue that a deeper awareness of where they come from culturally and educationally (‘the Chinese student’s journey’) and a willingness to re-evaluate our assumptions can lead to better understanding of international students’ engagement in the internationalised university.

In preparation for our Pre-sessional courses in 2018, we worked together to include induction workshop sessions for teaching and office staff, covering the Chinese students’ journey, focusing on their educational and cultural transition from China to the UK. The aim of the sessions was to dispel long-held myths and help ignite interest in understanding the rich and diverse background of Chinese students and create strategies that enable Chinese students to engage in the culture of learning in ways that are congruent with the aims of an international education.

In our presentation, we also discuss the outcomes of these sessions included changes to classroom practices, assessments, using an interpreter for key information talks, and adopting different approaches to engage Chinese students in social activities. We continue our collaboration and have set up a language buddy scheme between Extended Pre-sessional Chinese students and home undergraduate students studying a Chinese language module.
Title: “Internationalisation at Home - What are we trying to achieve and are we expecting too much?”

Workshop

Room location: Room 1
Time of Session: 12:00 – 12:30

Speaker(s):
Charlene Earl, University of Kent

Abstract:
Successful integration and interaction between cultures is essential and a primary focus for most Higher Education Institutions (HEIs) in the UK. Knowing what it means to successfully interact with other cultures is a key question that underpins the concept of intercultural competence. Adjusting to a new cultural environment (acculturation) is not a quick process and can often involve intensive periods of ambiguity and uncertainty.

‘Internationalisation at home’, a concept developed by Nilson (2003) at Malmö University in Sweden, emerged in the late 1990s and immediately gained in popularity. This concept was based on the implementation of internationally-focused activities delivered on-campus (to extend beyond mobility), with the aim to bring both domestic and international students together to encourage interaction and engagement, whilst gaining a deeper cross-cultural awareness (Nilsson, 2003; Soria and Troisi, 2014; Amit, 2010; Baldassar and Mulcock, 2012).

It is perceived that in practice, domestic and international students often lead separate lifestyles, having limited occasions for engagement, in spite of consistent requests from international students to want to interact with domestic students (Bringle and Hatcher, 1999; Baldassar and Mulcock, 2012; Fechter, 2007; Gmelch, 1997; Jackson, 2010, Jackson, 2012; Laubscher, 1994). Emphasis is often placed on the objectives and outcomes of enhancing cultural awareness and building cross-cultural competencies; skills which are suggested to be highly sought after in the international workforce (Barnick, 2010). However, what is often deemed to be missing from programs that aim to improve cross-cultural competency and international citizenship is the specific focus of these outcomes within the content material (Amit, 2010; Baldassar and Mulcock, 2012; Donohue-Bergeler, 2011). There is a tendency to believe that these outcomes will be achieved automatically by simply attending internationally-focused events. Evidence suggests that programs with activities that are more guided and structured are more likely to realise these outcomes (Bringle and Hatcher, 1999; Soria and Troisi, 2014).

This workshop aims to encourage discussion around the following areas of focus to collaboratively share examples of successful deliveries: • What we are trying to achieve? • What are key foundations for successful internationalisation programs and events? • How do we measure the outcomes?
Title: “Presenting a CIA Toolkit (...much more inclusive than it sounds!).”

Workshop

Room location: Room 2
Time of Session: 12:00 – 12:30

Speaker(s):
Nick Botfield, University of Bedfordshire
Dr Marvelle Brown, University of Hertfordshire

Abstract:

There is a wealth of literature in relation to teaching international students that states there should be an emphasis on intercultural learning and teaching. The expectation is that such a strategy should be embedded within curricular. However, what is not evident is how academics can adapt the skills they have adopted in intercultural teaching and learning to shape and inform their assessments. Whilst there is evidence suggesting that assessment practice should be culturally responsive (Slee, 2010), there is currently a scarcity of informed guidance on how academics should achieve this.

This UKCISA-funded project sought to contribute to the current literature by developing tools which aim to support academics’ in designing culturally informed assessments. The aim of the project was to enhance the students learning experience, providing an added value to their learning and potential employability, whilst also developing the skills of academic in designing and delivering intercultural assessments. Incorporating such a process could have the potential of not only making the assessment more meaningful to the students, but also enabling the enhancement of a pedagogical approach, which triangulates teaching and learning with assessments. These tools were informed by discussions with, and feedback from, students and staff, and are currently being piloted at the University of Bedfordshire.
Plenary Session 2

“Strategies for enhancing Internationalisation at Home: A case study from the University of Kent”

Room location: Room 1
Time of Session: 13:30 – 13:50

Speaker(s):
Dr Anthony Manning and Emma Marku, University of Kent

Abstract:

Internationalisation at Home can be defined as “…the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015). There is also a clear overlap with ‘internationalisation of the curriculum’.

This session will present the approach to Internationalisation at Home at the University of Kent, which has attempted to respond to the needs of students and staff at the institution, in order to develop a multi-directional approach.

The main aim of the session is to present current innovations in IaH at Kent and to consider how these support the various intended positive outcomes of internationalisation in Higher Education.

Importantly, the case study from this University’s activity will not be presented as a perfect solution but rather as an overview of the outcomes which the identified interventions seek to address and the challenges and benefits which are involved.

The session will finish with the recommendation of next steps for Kent and considerations which other institutions may wish to consider when embarking on similar projects in their own contexts.
Title: “Providing opportunities for “internationalisation” on campus.”

Room location: Room 1
Time of Session: 13:50 – 14:15

Speaker(s):
Carolin Schneider, University of Leeds

Abstract:

The University of Leeds is investing heavily into supporting internationalisation in a meaningful way and enhancing the student experience by developing skills, improving employability and promoting intercultural understanding. In this session, I will share successes, tips and challenges of three activities that support the University’s international strategy, promote language learning and facilitate peer-to-peer learning, such as Language Exchange, Language Groups and Tandem@Leeds.

The Language Exchange enables users to register a language exchange profile which is used to make contact with fellow students and staff who speak other languages. Users offer their own native language skills and knowledge to establish an informal language exchange partnership, in order to improve conversation skills, practise listening and speaking and to learn more about other cultures.

The Language Groups programme is open to all students at the University. Volunteer native speakers of English, French, German, Japanese, Mandarin Chinese and Spanish receive training and support in order to lead conversation sessions, helping non-native speakers to develop their proficiency in the language used outside the classroom. Groups currently run for one semester at a time and the leader role is HEAR-accredited.

Tandem@Leeds is a more formal commitment than the Language Exchange with participants required to commit to at least eight meetings over the semester/academic year. They are also required to submit a reflective diary with evidence of learning in terms of language development and cultural awareness.
Title: “Future Global Leaders Forum at Queen Mary University of London.”

Room location: Room 2
Time of Session: 13:50 – 14:15

Speaker(s):
Rosemary K. Clyne, Queen Mary University of London

Abstract:

Evaluation of international student data from a suite of surveys conducted at the university revealed an appetite for work experience placements and greater opportunities for interaction with staff. The Future Global Leaders Forum is a new initiative, developed within the global engagement strategy, enabling students to build professional and cultural competencies needed in next-generation leaders. Students collaborate in diverse teams on work experience projects in collaboration with a local charity, or in partnership with university staff on campus exploring issues affecting international student experience. The focus is on students taking leadership and driving positive change across the campus and locality. Work experience is supplemented with a programme of leadership and transferable skills sessions.

The programme culminates in a student conference where teams present the outcomes of their work and receive feedback from notable leaders. The team-based approach promotes engagement of international students with UK peers and development of intercultural awareness across disciplines. International students have a voice and are welcomed into the fabric of the university and local communities. Staff are integrated into curricular internationalisation through informal yet rich and meaningful interactions with a diverse collection of students. Not only enhancing the personal development and employability of students, this Forum delivers projects with strategic and operational impact for the university. In this pilot year, the level of student interest exceeded expectations, with over 50 participants representing 20 nationalities and each of the three university Faculties.

This presentation will discuss the rationale and development of the Future Global Leaders Forum and evaluation that includes feedback from student and staff participants and external contributors.
Title: “The role of an Institution-Wide Language Programme in the promotion of Internationalisation at Home.”

Room location: Room 1
Time of Session: 14:15 – 14:40

Speaker(s):
Isabella Stefanutti, University of Bath

Abstract:
Internationalisation of Higher Education is an inevitable reality. In the UK, for instance, with the decrease in the number of students going to university, with the relatively high cost of education and with the uncertainties of Brexit, the sector needs to rely on international students to thrive and needs to prepare students to work in international contexts to be a truly worthwhile option. Internationalisation can be the solution of a very pragmatic need of our education system. As educators, we have the moral responsibility of ensuring an inclusive education and of offering to all students the ability to develop intercultural agility, hence moving towards a value-driven Internationalisation for all. Internationalisation at Home supports all students in acquiring the benefits of an international education, not just those who are mobile and not just those who are already aware of their future transnational and global needs.

An Institution-Wide Language Programme has the potential to promote Internationalisation at Home. This presentation will explore the concept of Internationalisation of Higher Education, from a pragmatic and value-driven point of view. It will then explore Internationalisation at Home and look at what role an Institution-Wide Language Programme should play to promote it and to contribute to the making of global and culturally agile graduates.
Title: “The International Centre for Child Protection; An innovative International approach to teaching and learning.”

Room location: Room 2
Time of Session: 14:15 – 14:40

Speaker(s):
Professor Jane Reeves
Dr Tracee Green
University of Kent

Abstract:

Child abuse is an international phenomenon and its reach across the globe is arguably on a scale never before seen. The WHO estimates that a quarter of all adults have been physically abused as children, a fifth of women and a thirteenth of men have been sexually abused as children (WHO 2016).

The International Centre for Child Protection (ICCP) is an established, award winning Centre and has pioneered innovations in teaching and learning for professionals working with young people. Over the last eight years, the Centre has attracted some 36 international students from countries all over the world including Europe, North America, Africa, Asia and Australia. The philosophy of the Centre is to promote excellence in teaching and learning through its distance learning MA in Advanced Child Protection and through its innovative teaching and learning simulations. Working with national and international academics, professionals and statutory and voluntary agencies, as well as the Home Office and DfE, the Centre has designed simulations which tackle grooming, child sexual exploitation, radicalisation, sexual abuse, migration, trafficking and neglect. These simulations harness technology to provide stimulus material for multi-professional child protection workers (including those working in NGO’s) to have discussions via our online MA forums spanning across countries and time zones on global child protection issues. Many of these students are working in severe humanitarian crises and can be sent to conduct fieldwork in remote locations. It would be impossible for them to complete a programme of study at this level without the flexibility provided by a distance learning MA. The course debates child welfare models and also what constitutes child abuse in a global world. Although it is often critiqued, the UK child protection model is well established and is often looked upon as a ‘best practice model’. Many of our international students have learnt much about this model and some have successfully integrated elements of this model in their own countries.

The presentation will introduce you to some of the innovative teaching and learning materials within the MA; including the inter-professional simulations and the critical learning that has taken place through our online discussion forums. Finally, the presentation will offer a glimpse of our future innovative plans for teaching and learning on a global scale.
Title: “Integration through a significant shared experience at the beginning of a programme.”

Room location: Room 1  
Time of Session: 14:40 – 15:05

Speaker(s):

Mark Peace  
Amanda Fava-Verde  
Natalie Drake

Organisation: International Foundation Programme at the University of Reading

Abstract:

This presentation will illustrate how a significant shared experience, such as an Away Day at the beginning of an International Foundation Programme enhances student engagement as well as promotes greater cooperation and integration of international students from diverse backgrounds into an HE community. IFP students can be confronted with many challenges upon arrival in the UK such as issues of adjustment, integration and discrimination, and this Away Day is viewed as one way to help international students smoothly transition into their new environment.

International classrooms can lead to improved learning outcomes but activities outside of the classroom, such as the Away Day, can equally help foster all-important intercultural skills for international students living in a globalised world. During the Away Day, the whole cohort are encouraged to focus on their ability to complete activities within multicultural groups and this requires them to collaborate effectively and adapt quickly to different contexts. This helps to support the transition into new learning communities by breaking the ice with new classmates in a more relaxed and informal environment. This event is a move away from pedagogy and highlights to students that key skills to improve intercultural competence such as an appreciation of diverse perspectives, cultures and values can be developed through social integration outside of the classroom.

We recognise the significance of internationalisation on the International Foundation Programme but realise having a diverse cohort does not automatically create global graduates, and we understand the need to include personal development and integration opportunities for IFP students. The Away Day ties in with the global engagement and multicultural awareness agenda at the University of Reading as well as placing a strong emphasis on the importance of social integration and communication skills which are key aspects in developing the ‘global skills’ required of graduates now.
Title: “Supporting international foundation students with the transition to UG study: an intervention to adapt the lecture format using Technology Enhanced Learning.”

Room location: Room 2
Time of Session: 14:40 – 15:05

Speaker(s): Miriam Schwiening, University of Warwick

Abstract:

This action research project involves IFP students, with a range of English language proficiencies. The research aims to increase students’ learning gain within lectures, through the use of technology enhanced learning. There is an emphasis on collaboration between the content specialist lecturer and the English language specialist lecturer with an aim to ensure that lexis does not hinder comprehension of content.

The lecture utilises flipped learning with the lecture slides made available to the students. The lexis used in the lectures, which is likely to be beyond the level that students with IELTS 5/5.5/6 and which may be hindering comprehension of lecture content, is identified. This lexis, with definitions and example sentences, is provided as part of the lecture slides which are sent out to students prior to the lecture.

The lecture is divided into approximately 10-minute sections to aid students’ concentration. Active learning is utilised through the presentation of two quizzes, accessed through QR codes, one vocabulary-based and the other content-based. The subject-specific quiz is based around lecture content preceding the quiz whereas the lexical-based quiz aims to pre-teach vocabulary to be delivered in the next 10-minute lecture slot. Students are asked to self-select the most appropriate quiz. Both quizzes are completed by individual students in a non-competitive environment which maintains the focussed and “studious” atmosphere in the lecture. Students receive feedback on the quizzes as they complete them.

Feedback is sought from the students via evaluation form. Evaluation of the intervention has received positive feedback from students and the two lecturers involved.
Title: “The use of English names by Chinese speakers.”

Room location: Room 1
Time of Session: 15:05 – 15:30

Speaker(s):
Simon Cotterill, International Centre for English (ICE)

Abstract:

This is a topic I have been researching and, while it is not at all a new phenomenon, I think the evidence collected within my research and the implications for classroom practice could certainly be considered innovative. They also directly related to internationalisation at home.

I am currently working on an article on this topic for publication in Language, Culture and Curriculum. This is my abstract:

Chinese-speaking students’ use of English names while studying in English is an established norm. Relatively little discussion of the practice has taken place within recent literature, and less attention still has been paid to the minority of Chinese-speaking students who do not adopt English names. The choice of name used during classroom interaction is, though, both significant and meaningful, symbolising the social and cultural membership a person would like to evoke and impacting on student-teacher relationships. This article reports on a survey into the use of English names by Chinese speakers, which was completed by 330 Chinese-speaking students at UK universities - 255 of whom had adopted English names, 75 of whom had not. Survey responses reveal why and how decisions to/not to adopt English names are made. Interview data is then presented from discussions with eight Chinese speaking students based in the UK who do not use English names. They explain why and describe their experiences of being a minority among Chinese-speakers studying in English.

Although my article relates to implications for teachers, I would look to make my presentation more widely useful to all HR professions who encounter Chinese speakers; there are plenty of non-teachers (Visa advisors, course administrators etc.) to whom the findings would be relevant.
Title: “A showcase for international students to share their views on international student experience in the UK.”

Room location: Room 2
Time of Session: 15:05 – 15:30

Speaker(s):
Neil Adam Tibbetts, University of Southampton

Abstract:
This presentation is based on the 2019 University Pathway Alliance Pecha Kucha speech competition which was held as a part of a joint staff/student conference in London on 8th March this year. The event specifically addressed the issue of student engagement related to the experience of pathway students (e.g. international foundation year, pre-masters courses). As part of this, international students studying on pathway courses at 10 UK universities participated in this year’s UPA speech competition, presenting on the theme of ‘My University and Me’. Their task was to produce a ‘Pecha Kucha’ presentation; an innovative, lightning presentation style using PowerPoint, lasting six minutes and forty seconds precisely, in which the slides advance automatically every twenty seconds. From a language teaching perspective, as this format does not allow speakers to control the flow of the talk, preparing and delivering a Pecha Kucha can help students develop fluency and boost confidence in their public speaking skills.

This talk will consider the main pedagogical and motivational affordances of Pecha Kucha as a teaching practice which effectively allows students’ authentic voices to be heard. It will also aim to illustrate how best to implement it in the classroom, offering set up advice from direct teaching experience as well as tips from this year’s student presenters themselves. It will also report on the insights which this year’s UPA Pecha Kucha presentations revealed into learners’ perceptions of student life in the UK as an international student. This talk will also discuss the benefits of organising large scale showcase events of this kind which provide real opportunities for networking and sharing of ideas which involve both participants and practitioners.
Title: “Creative Language Development.”

Workshop

Room location: Room 1
Time of Session: 15:30 – 16:00

Speaker(s):
Steve Cope, University of Kent

Abstract:
The Creative Language Development (CLD) programme began at the University of Kent in 2014. It offers international students (those who are non-native speakers of English) an opportunity to meet, talk and develop language skills in creative and unusual ways. The workshops provide opportunities for students to speak, practise pronunciation skills, develop their written expression, read and learn new vocabulary.

The focus of CLD is on building confidence in students’ use of English. The aim is to create a friendly, enjoyable and pressure-free environment for the students. They are encouraged to mix with others outside of their national groups and make connections with those from different cultures.

As part of the programme, participants engage with a variety of creative activities, including listening to music and analysing lyrics, team quizzes, reading plays and poetry, following a route through local woodland and walking the labyrinth. Taking the students out of the classroom and into the campus grounds (weather permitting!) is one of the most successful and unique elements of the CLD programme.

Three CLD workshops are offered throughout the academic year, in January, May and June. All the events take place during the vacations, a time when the campus is notoriously quiet for those who live here. This means that the workshops do not clash with timetabled study activities. As each session is unique, students can attend one or all of the events.

Each event includes a shared lunch (optional), enabling students to network informally, developing friendships and sharing their experiences of living and studying in the U.K. as part of a peer-led discussion.

The workshops require no preparation or additional study commitments. The emphasis is on enjoyment and engagement.
Title: “A transferrable strategy to enhance internationalisation in organisational settings such as cross-cultural collaborations and scholarly student-staff engagement.”

Workshop

Room location: Room 2
Time of Session: 15:30 – 16:00

Speaker(s):
Dr A Velarde, University of Kent

Abstract:
The workshop will explore whether a strategy of accelerating transition employed for supporting International/EU learners with complex needs and in critical stage in HE, can be transferable in further organisational settings, such as intercultural student-staff and staff-staff engagement.

The workshop aims to facilitate in-depth discussion and critiques of an identified approach used by Student Support and Wellbeing at the University of Kent to support international students with complex needs and in critical stage reconnecting and reengaging academically and organisationally. Through the session, we aim to establish the extent to which such approach could be transferable to increment intercultural scholarly engagement and academic internationalisation.

Objectives:
To identify transferrable key elements of the approach proposed
To enhance inter-cultural collaborations and scholarly relations
To address and understand differences and challenges in cultural approaches to academia as a source of potential misunderstanding and conflicts
To support and encourage mutual international enrichment.