How well are we fostering 'Global Graduate' skills?
Learning gain insights from the Global Education Profiler

WARWICK
APPLIED LINGUISTICS
GE-P
GLOBAL EDUCATION PROFILER

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Legacy Project

Learning Gain: An Agenda for Change

Woburn House 27 Sept 2018

Outline

Learning gain in relation to 'global skills'

- The need and the challenge

- Design of Global Education Profiler (GE-P)
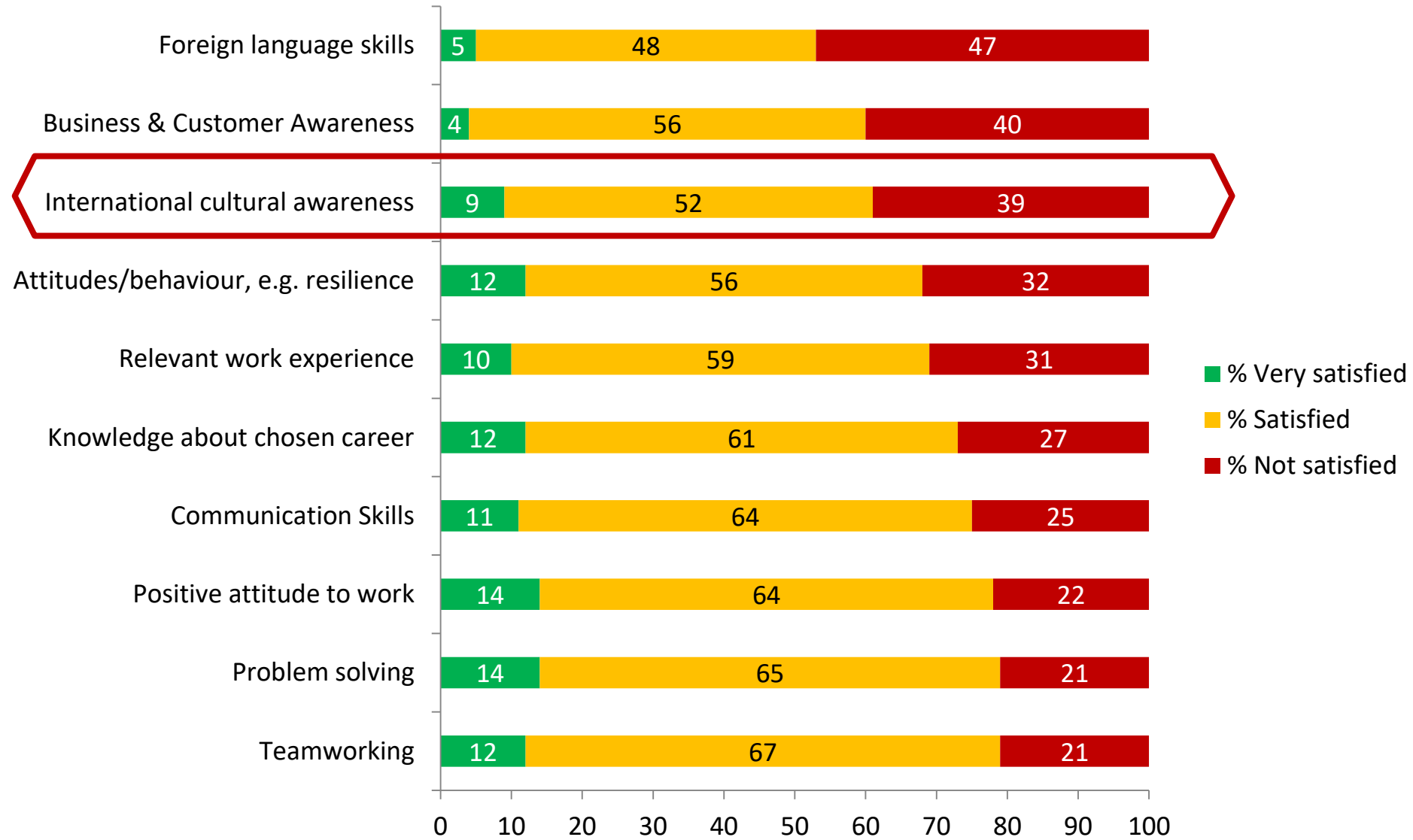
- GE-P findings to date

- GE-P contribution

'Global graduate' skills & qualities: the need and the challenge
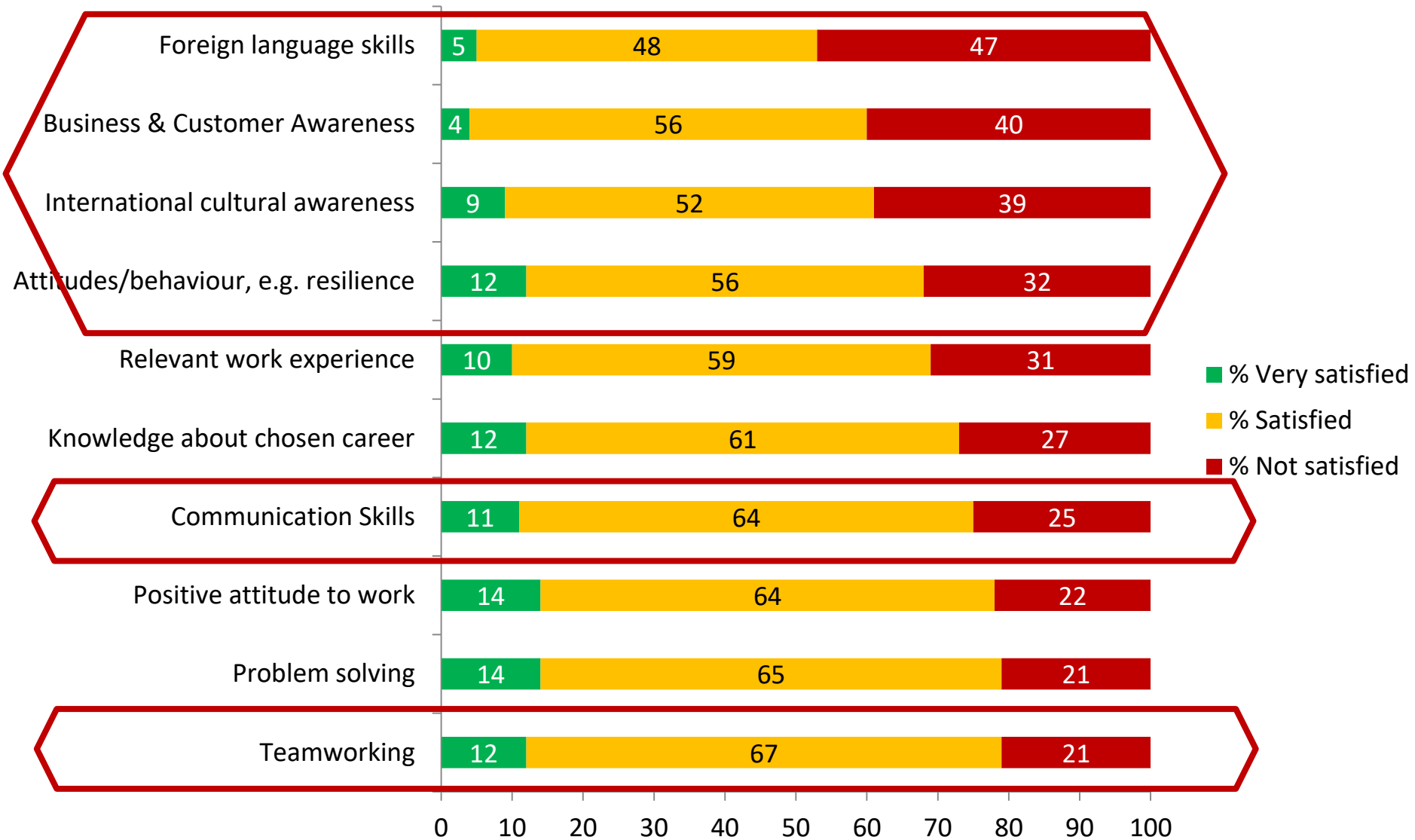
The need & the challenge

"More and more business leaders are identifying real business value in employing staff with intercultural skills. […] The challenge now for employers, governments, skills providers and employees alike is to better recognise and develop these vital skills – be it learning a foreign language or being open to different outlooks and world views."

British Council

Culture at Work. The Value of Intercultural Skills in the Workplace, 2013, p.2

CBI/Pearson Education & Skills Survey 2017

Skill	% Very satisfied	% Satisfied	% Not satisfied
Foreign language skills	5	48	47
Business & Customer Awareness	4	56	40
International cultural awareness	9	52	39
Attitudes/behaviour, e.g. resilience	12	56	32
Relevant work experience	10	59	31
Knowledge about chosen career	12	61	27
Communication Skills	11	64	25
Positive attitude to work	14	64	22
Problem solving	14	65	21
Teamworking	12	67	21

CBI/Pearson Education & Skills Survey 2017

The need & the challenge

➤ How can we foster students' global skills and qualities?

HEA Perspective

"Internationalisation represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society."

HE Academy

https://www.heacademy.ac.uk/enhancement/themes /internationalisation#sthash.V6EJJDac.dpuf

Diversity & Internationalisation

- Internationalisation is typically associated with international student recruitment, inward & outward mobility etc.

BUT

➢ *To what extent does a diverse student body necessarily enhance students' educational experience and equip them to succeed in a globalising workplace?*

Diversity & Internationalisation

"simply having a diverse student body does not mean the education or even the campus is global in nature. What comes as an essential part of a global education is the inclusion of international students in communities and classes."
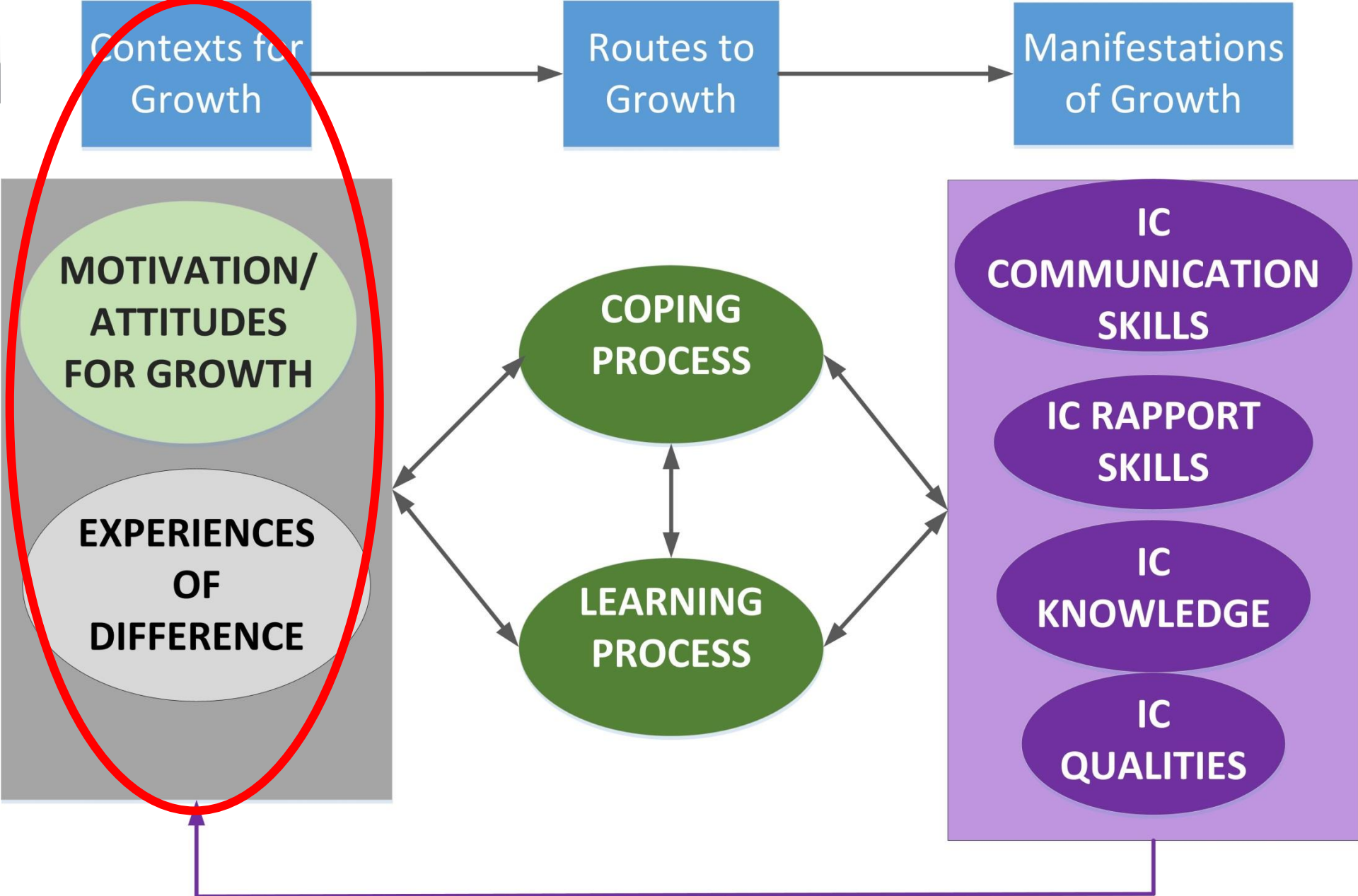
British Council

Integration of international students:
A UK perspective

2014, p.4

Diversity & Internationalisation

- Diversity is a step on the way but insufficient in itself;

- It needs to be accompanied by:
  - ✓ Suitable contexts for growth;
  - ✓ Cycles of experiential learning;
  - ➢ Manifestations of intercultural growth.

Contexts for Growth → Routes to Growth → Manifestations of Growth

MOTIVATION/ ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

COPING PROCESS

LEARNING PROCESS

IC COMMUNICATION SKILLS

IC RAPPORT SKILLS

IC KNOWLEDGE

IC QUALITIES

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Global People Growth Model

Experiences of difference

- Come from mixing socially and academically with people from different backgrounds;

- i.e. **Interaction and Engagement** of different student constituencies within the classroom and within the university community.

➢ Helps foster enhanced learning & growth opportunities for both students & staff.

Experiences of difference

- So how far are students 'experiencing difference' and engaging with the opportunity for growth?

- Existing studies have pointed to problems, but they are typically either small scale or report just mean figures.

- We designed the Global Education Profiler to explore this in a more nuanced way..

Design of the Global Education Profiler (GE-P)

Global People Growth Model

Contexts for Growth

MOTIVATION/ ATTITUDES FOR GROWTH

Willingness & interest to be open to cultural differences
➢ Spirit of adventure
➢ Curiosity

EXPERIENCES OF DIFFERENCE

Actual engagement with experiences of difference:
➢ Move out of comfort zone
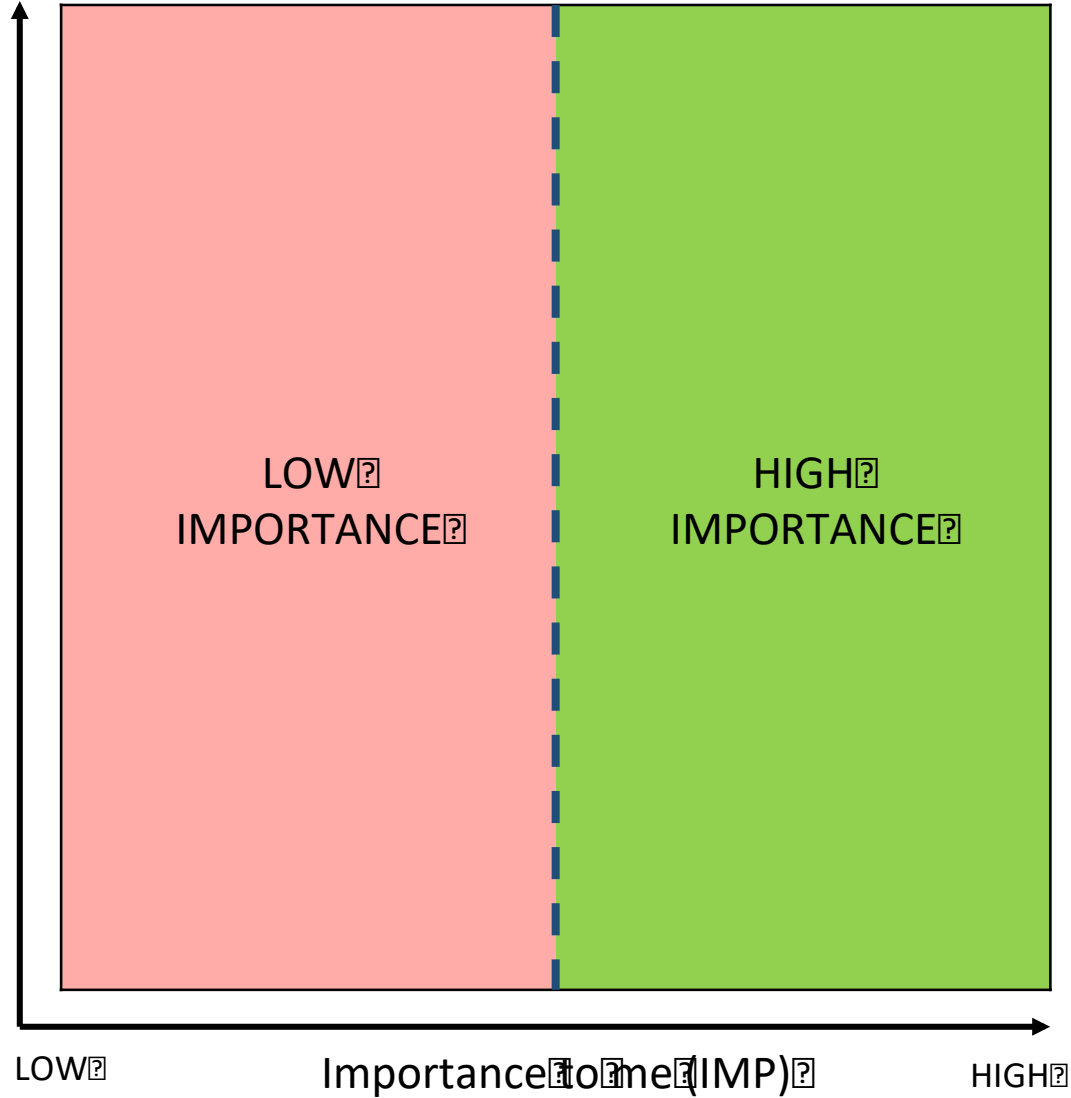➢ Engage with unfamiliarity
➢ Experience 'critical incidents'

Global Education Profiler (GE-P)

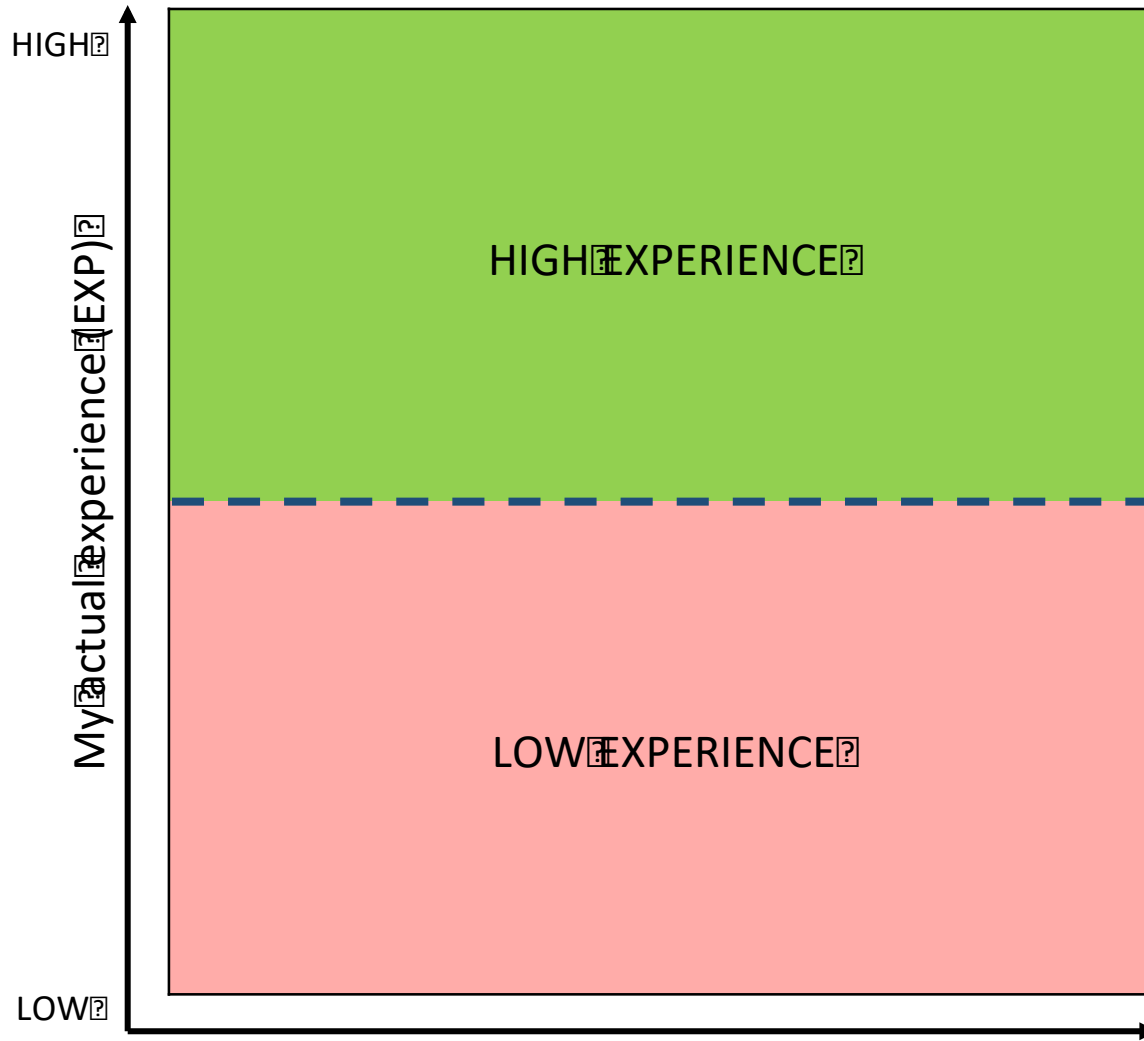**The GE-P probes these two aspects, by asking questions in two ways:**

- 'Importance to me'
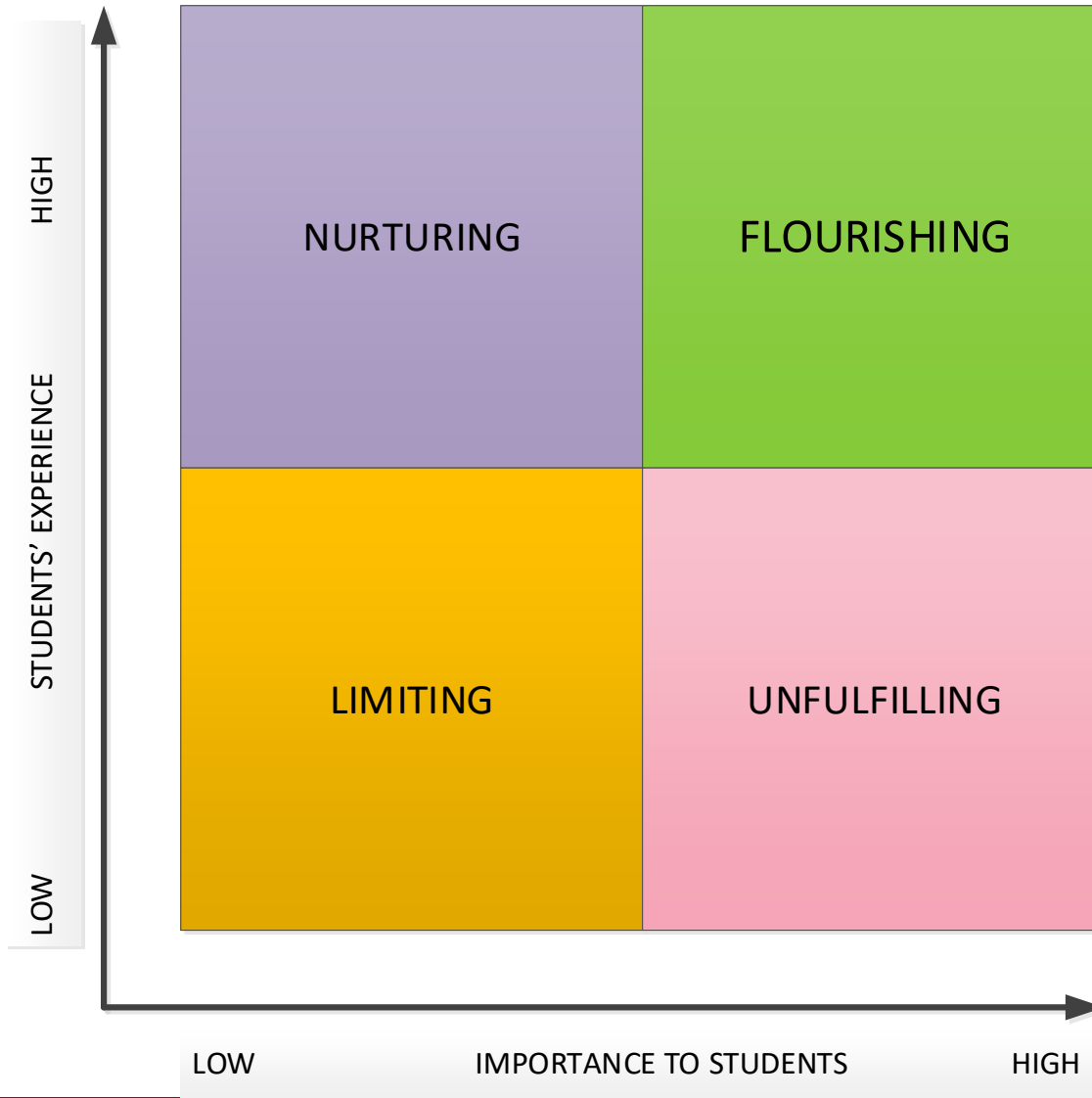- 'My actual experience'

and shows any gap between the two.

Global Education Profiler (GE-P)

Global Education Profiler (GE-P)

Global Education Profiler (GE-P)

Global Education Profiler (GE-P)

The GE-P probes these two aspects in relation to the following:

- social integration
- academic integration
- communication skills
- foreign language learning skills
- global skills & support

❖ Respondents can add open comments on each of these aspects.

GE-P Findings from one dataset

The Sample

- 2360 students;

- From 6 universities in the UK, Ireland, Belgium and Germany;

- Reliability scores for both scales for all of the constructs were very high (Cronbach's α > 0.85);

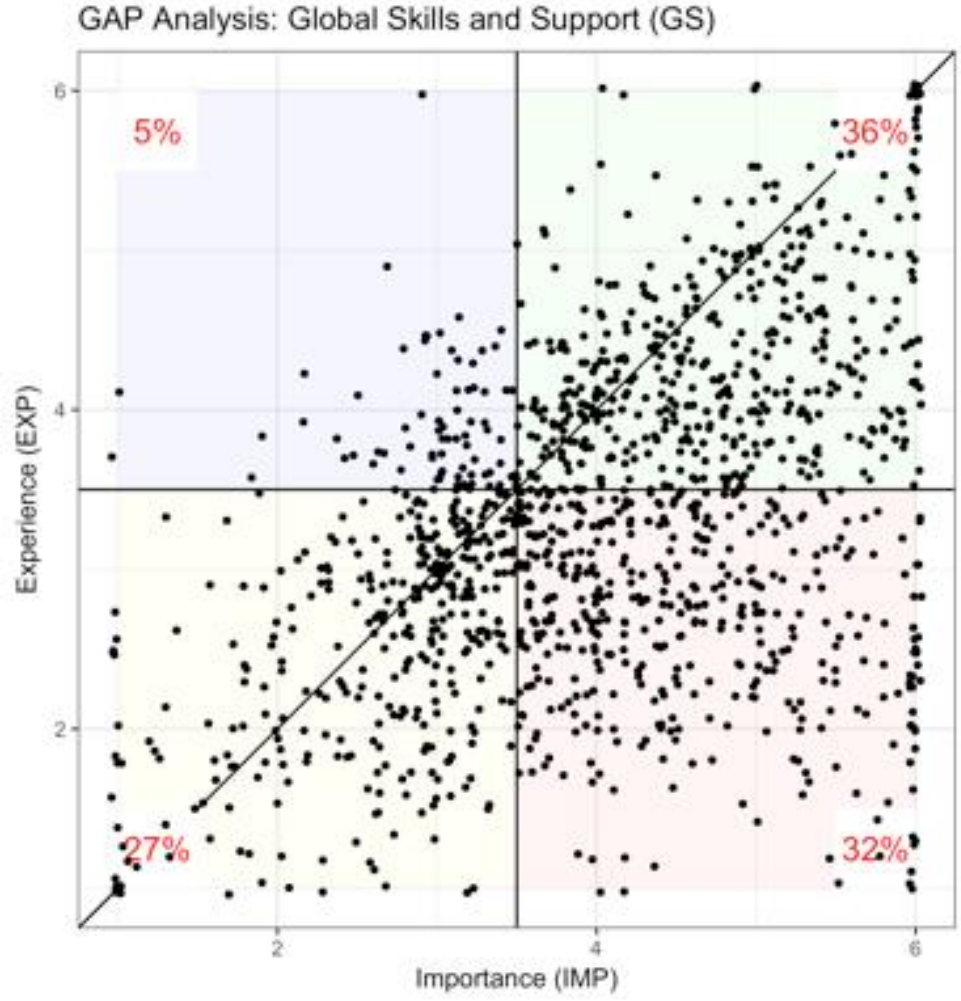- IMP and EXP scores were statistically significantly different for all constructs.

Results

Mean scores for Global Skills and Support by regional cluster

	Overall	*Home*	*EEA*	*Asia*
Importance	4.20	3.87	4.5	4.75
Experience	3.45	3.23	3.72	3.80

Scatterplot results

Domestic students

GAP Analysis: Global Skills and Support (GS)

Scatterplot results

EEA students

GAP Analysis: Global Skills and Support (GS)
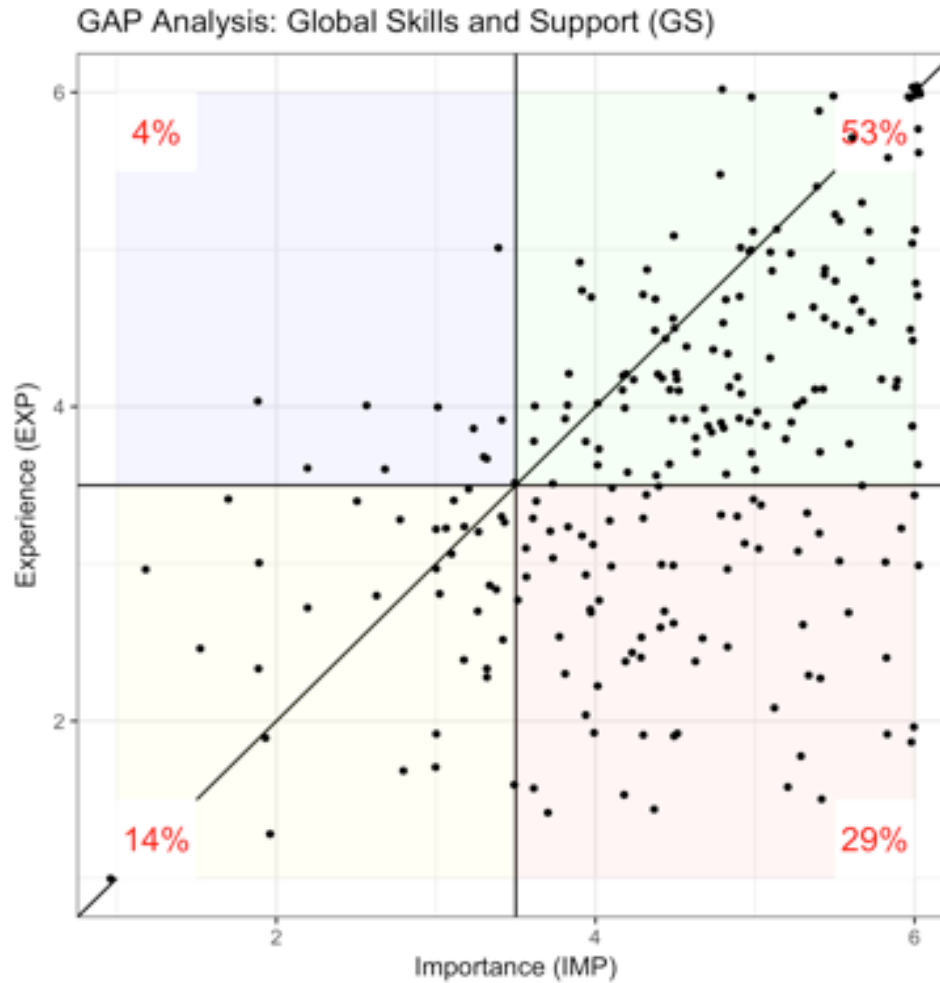
Scatterplot results

Asian students

GAP Analysis: Global Skills and Support (GS)

Results

	Global Skills & Support rated as important or very important	**High or very high experiences of Global Skills & Support**
Domestic students	68%	41%
EEA students	82%	57%
Asian students	90%	61%

GE-P contribution

GE-P contribution

Learning gain article

"Attention needs to be directed away from test score improvements towards

- Developing an understanding of the factors contributing to learning;

- Supporting students to maximise their social, cultural and political capital."

Alex Forsythe, Measuring with Meaning

THE, 13 Sept 2018

GE-P & learning gain

For institutions

- Probes different domains (social, academic etc.);

- Reveals whether there is an attitude/motivation problem;

- Reveals whether there is an experience issue;

- The gap design reveals areas with the largest percentage of disaffected students;

- Identifies most critical issues for students (importance measures + size of gap);

GE-P & learning gain

For institutions

- Can reveal the viewpoints of different cohorts of students (e.g. UG/PG, different nationalities etc.);

- Can benchmark progress over time in all the above;
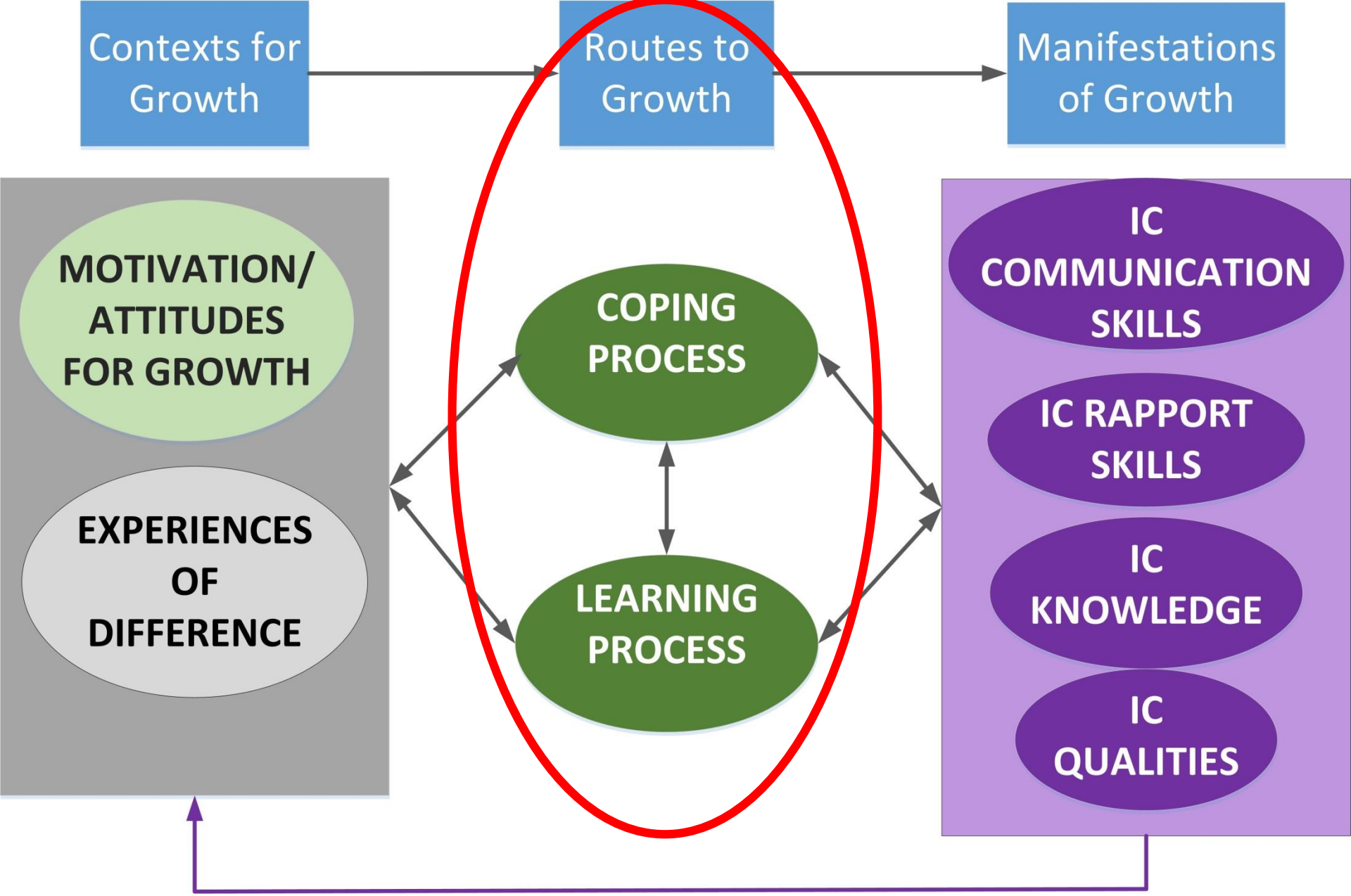
- Staff version of GE-P also available.

For individuals

- Can use individual results for personal development.

GE-P contribution

- But of course this is just the first step …

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Global People Growth Model

Training programmes

- ## GoGlobal 3 Stage Training

Stage 1: Transitions

- o F2F workshop

- o Follow-up e-Course

Stage 2: Participation

- o Reflective activities

Stage 3: Employability

- o F2F workshop, focus on training students to explain own skills & qualities in 'employer speak'

Training programmes

A digital resource for multinational student groupwork

Supporting intercultural communication in team projects

❖ Research perspectives, activities, and reflection
❖ Based around four core components of team communication

- **Bespoke Training**
  - E.g. Work with Engineering and Statistics

Communication patterns

Trying out ideas

Giving feedback

Work patterns
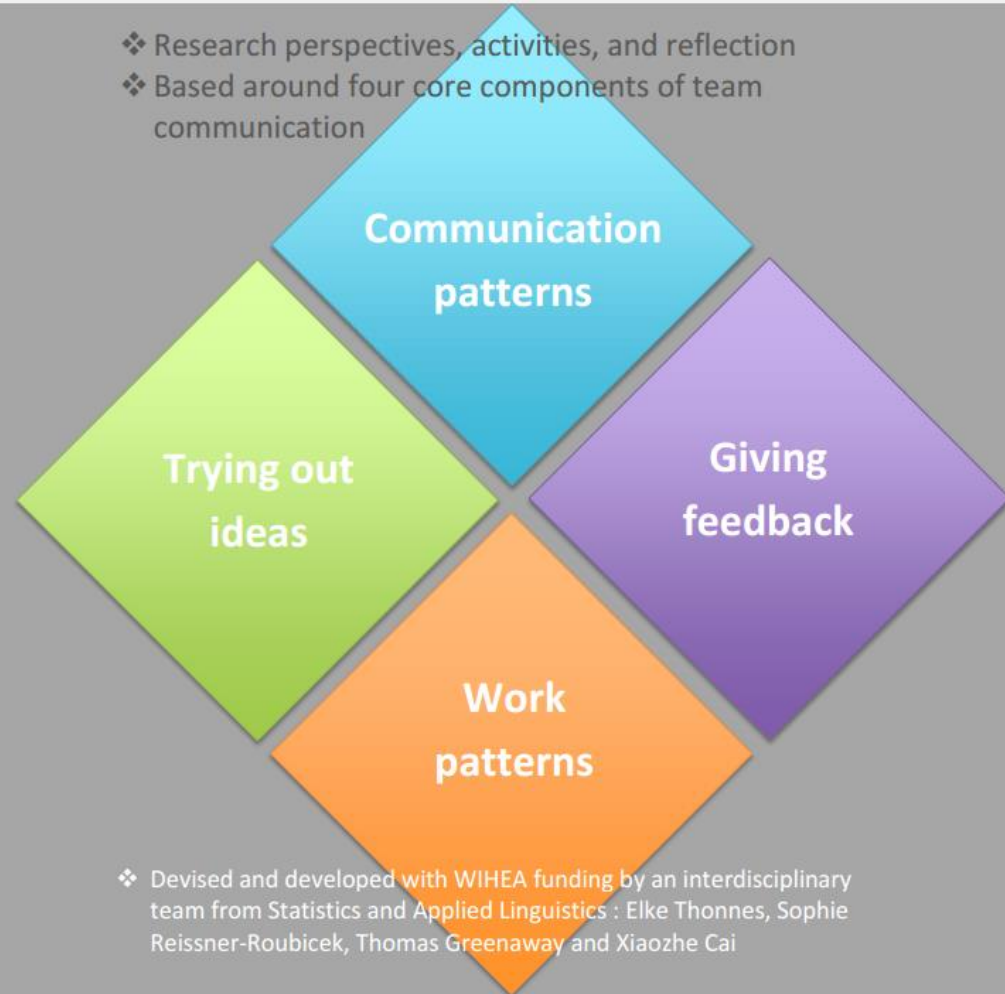
❖ Devised and developed with WIHEA funding by an interdisciplinary team from Statistics and Applied Linguistics : Elke Thonnes, Sophie Reissner-Roubicek, Thomas Greenaway and Xiaozhe Cai

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Other development resources

Global PAD open source tools at
http://www.warwick.ac.uk/globalpadintercultural

- Global people competency framework

- Global PAD 3R (Report, Reflect, Revaluate) tool

- Global PAD stretch tool

- 'Core concept' papers

Very popular – over 30,000 downloads per month!

Current developments

Bite-size training resources to address needs revealed by the GE-P

- Asking questions (useful for lectures/seminars, group work, & assessment centres)
- Working in groups

Thank you! Any questions?

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