Increasing inclusivity in the classroom for an improved learning experience: Case study data

WARWICK

APPLIED LINGUISTICS

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Inside Government forum, *Enhancing the International Student Experience in UK Higher Education,* Congress Centre, 3 April 2019

Outline

- Introduction

- Findings from the GEP on academic integration

- Strategic reflections

- Development resources

Introduction: The role of integration

True or false?

A. The more diverse our body of students and staff, the more our students learn.

True or false?

B. Students experience an interactive, multicultural classroom.

Internationalisation & integration

"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 <u>inclusion of international students in communities and classes</u>."

British Council

Integration of international students:
A UK perspective

2014

Why is integration important?

Integration has been linked with several benefits:

<u>Individual level benefits</u>

- Student well-being

- Study persistence/academic achievement/ learning gain

- Global citizenship attitude

- 'Global graduate' skills

Why is integration important?

Integration has been linked with several benefits:

Community level benefits

- Group identity and sense of belonging

- Mutual support for peers

- Lower levels of discrimination

Why is integration important?

Integration has been linked with several benefits:

University level benefits/risk mitigation

- Integration important for positive student experience ratings (and associated rankings)

n = 26 universities		THE Student experience (overall score)	THE Student experience (good social life)
Non-UK/Total Students	Pearson r Sig. (2-tailed)	-0.538** 0.005	-0.754** 0.000

Student perspectives: Empirical insights from the Global Education Profiler (GEP)

Data sample

- 2360 students
  - 1455 home/domestic
  - 265 European Economic Area/EEA
  - 640 Asian
- from 6 institutions, located in 4 different countries (UK, Republic of Ireland, Germany, Belgium)
- 51% female; 76% undergraduate students
  (for open comments, proportions slightly different)

Academic integration (AI)

Design:
- 10 Likert-style items on 6-point scale
- Students answer in two ways:
  - ✓ Importance to me
  - ✓ My actual experience
- Space for open comments

Probes :
- the interaction within classrooms and courses of students from diverse backgrounds
- the interaction and engagement among students and academic and support staff in the department/university.
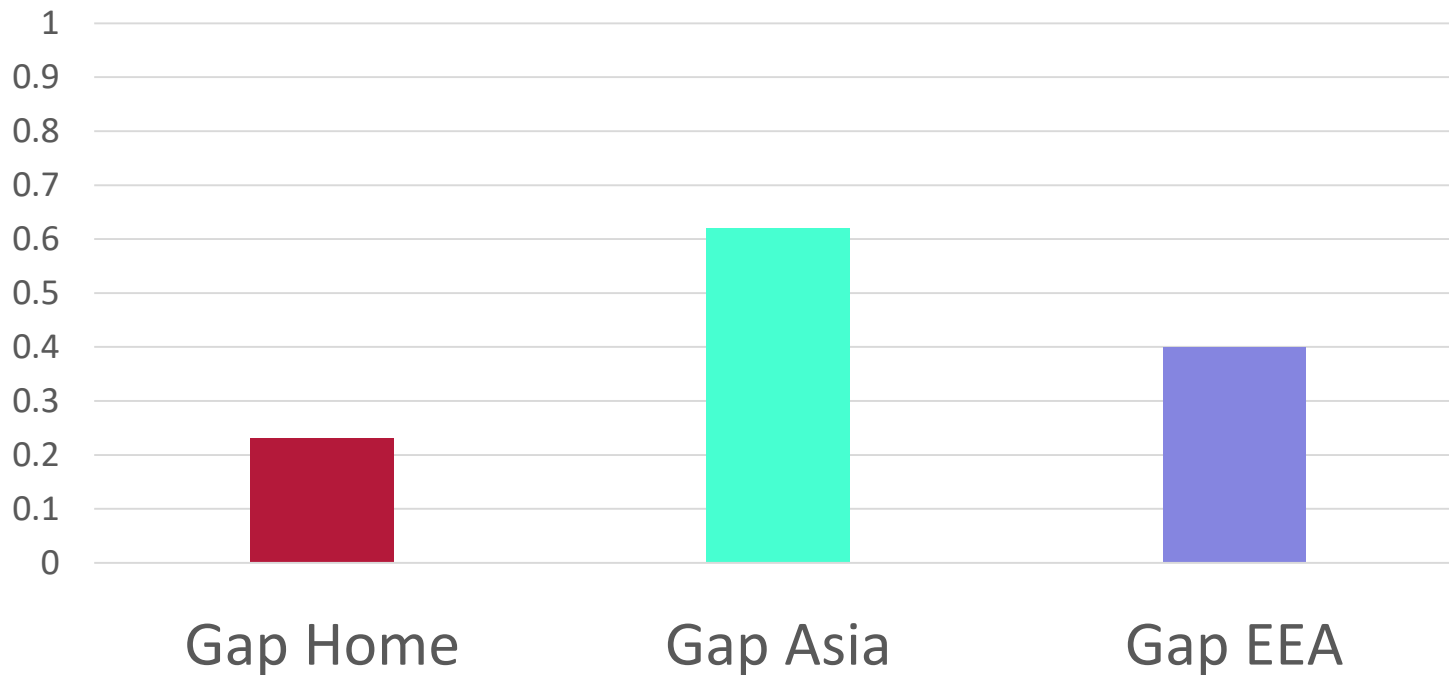
Overall mean scores for AI

Statistical tests showed:

- Significant difference between IMP and EXP scores for students from all regions;

- This is particularly marked for students from Asia and the EEA

Regional variation in gap scores

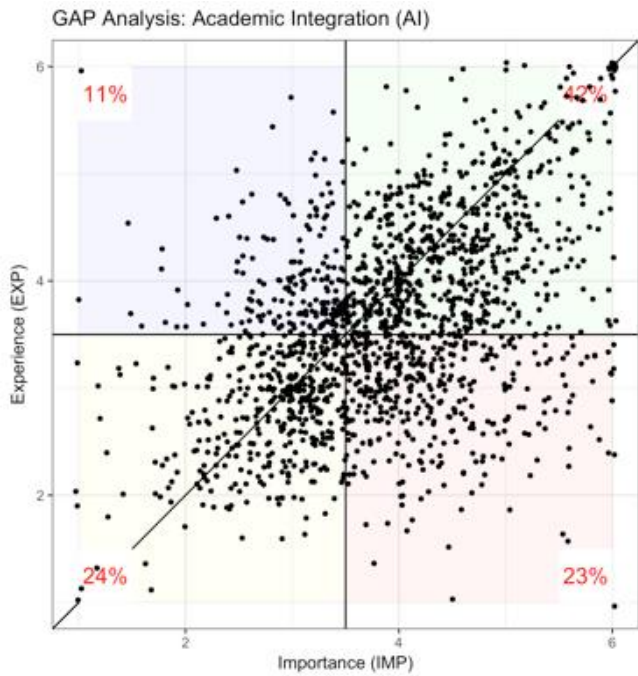Gap between Importance and Experience by Region
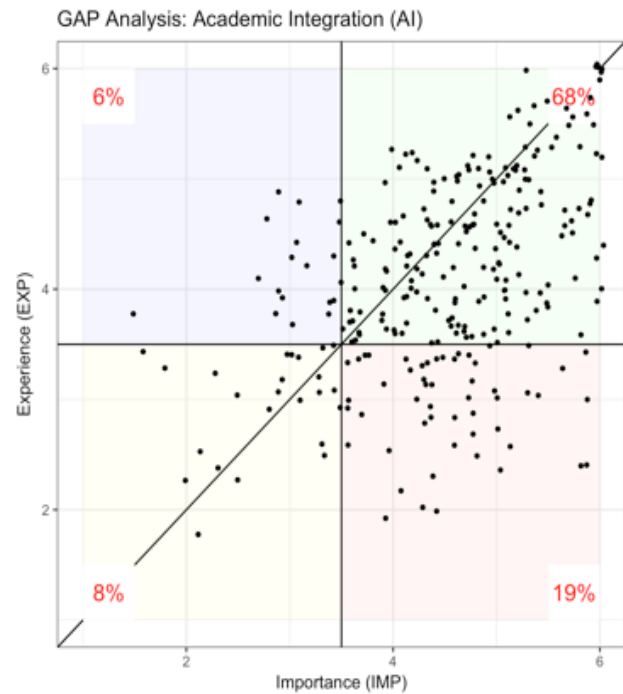
Overall mean scores for AI

Statistical tests showed:

- Significant difference between IMP and EXP scores for students from all regions;
- This is particularly marked for students from Asia and the EEA;
- Home students attributed less importance to AI than other students;

BUT

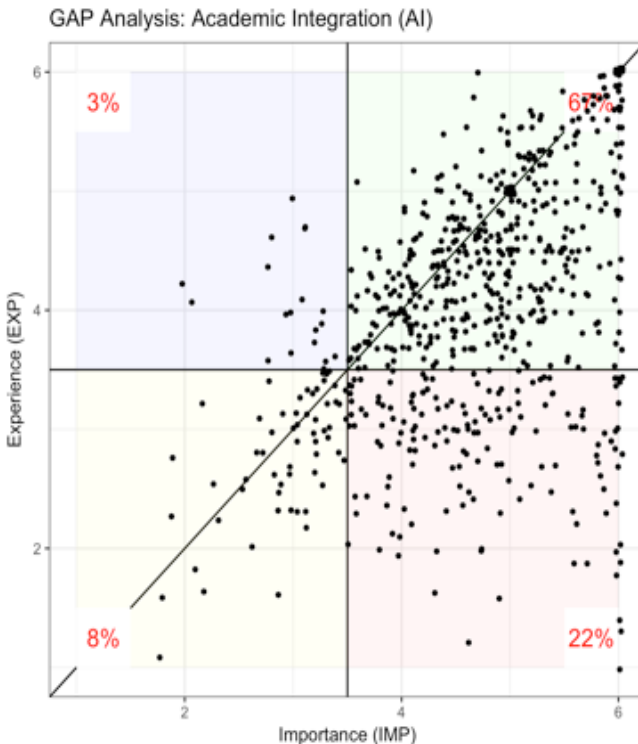- A wide range of viewpoints, especially for home students.

HOME

GAP Analysis: Academic Integration (AI)

11%   42%

24%   23%

EEA

GAP Analysis: Academic Integration (AI)

6%   68%

8%   19%

ASIA

GAP Analysis: Academic Integration (AI)

3%   67%

8%   22%

High Importance to Academic Integration

- Home: 65%
- Asia: 89%
- EEA: 87%

High Experience of Academic Integration

- Home: 53%
- Asia: 70%
- EEA: 74%

GE-P
GLOBAL EDUCATION PROFILER

High importance issues

	Home	Asia	EEA
1	Participate comfortably in class	Participate comfortably in class	Participate comfortably in class
2	Interaction opportunities with staff	Learn from working in groups	Confidence in seminar group members
3	Confidence in seminar group members	Discussion of academic topics with diverse people	Interaction opportunities with staff
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Biggest gaps

	Home	Asia	EEA
1	Participate comfortably in class	Discussion of academic topics with diverse people	Interaction opportunities with staff
2	Interaction opportunities with staff	Participate comfortably in class	Opportunities to give examples from my background
3	Opportunities to give examples from my background	Opportunities to do group projects	Participate comfortably in class
4	Learn from working in groups	Opportunities to meet people from diverse backgrounds	Learn from working in groups

Open Comments
Classroom interaction: Participation

Hindrances to participation

GE-P
GLOBAL EDUCATION PROFILER

Code System	Region=Other	Region=EEA	Region=Asia	Region=Home
Classroom interaction/discussion				
Hindrances to mixing well				
Need to show respect to staff	•			
Insufficient desire to try				•
Unfriendliness	•			
Racism				•
Language issues	•		■	■
No seminars			•	•
Size of class	•			•
Lack of preparation		•		•
Fear/lack of confidence		•		•
Unexpected answers	•			
Constrained/uncomfortable		•	•	■
Σ SUM	6	3	10	17

Staff management & participation

Staff management/interaction (1)

*"Seminars & tutorials are generally **awkward** with very few people wanting to talk – probably because the lecture **atmosphere** is similarly muted so it becomes habit forming".* [Home]

*"**Academic staff was not at all engaging**. Discourage class participation."* [Asian]

Staff management/interaction (2)

*"Lecturers seem **bemused as to how to engage international students** who are sat silently in the corner."* [Home]

*"I have found that there is reasonably **little encouragement for students to contribute in seminars**, particularly those from different ethnic backgrounds, and as a result frequently find myself in one on on discussions with the seminar leader for the whole hour as no one else is willing to or encouraged to contribute."* [Home]

Open Comments
Group work

Comments on group work

Positive

*"I **learned how to discuss with people** because of working in group. It isn't always easy. It learned me that a lot of people are very different in customs/habits the me and they think very different."* [Home]

Negative

*"It's really difficult to do group projects with people with different cultural backgrounds. You **cannot understand each other** most of the time and they are often behind on an **intellectual level**."* [Home]

*"I find it **uncomfortable to join in a group with all British students**, and it's hard to get involved. So it is more likely to study with other international students because the opinions of mine can be more possibly discussed and accepted."* [Asian]

GE-P
GLOBAL EDUCATION PROFILER

Staff management of group work

*"The amount of group projects is insanely high and rendered useless by the **absolute absence of debriefing/comments** from the staff and teachers on the quality of work. The teachers have never helped us improve our work by giving actual feedback on anything. Considering the amount of time a group work takes, this is very valuable time wasted by teachers who would be considered unprofessional in any other country."* [EEA]

*"Whenever there is a group project, I get no help from the teams whatsoever, there should be **a peer review form** at the end of each project, and that form should directly affect the scores that each student will be getting. There should also be mid-term reviews, hosted by faculty members to monitor group dynamic and guide the team to work in a more effective fashion."* [Home]

*"I think it's really good that we have group work for **formative assignment only**, this way if there are issues in the group it doesn't impact our academic performance."* [EEA]
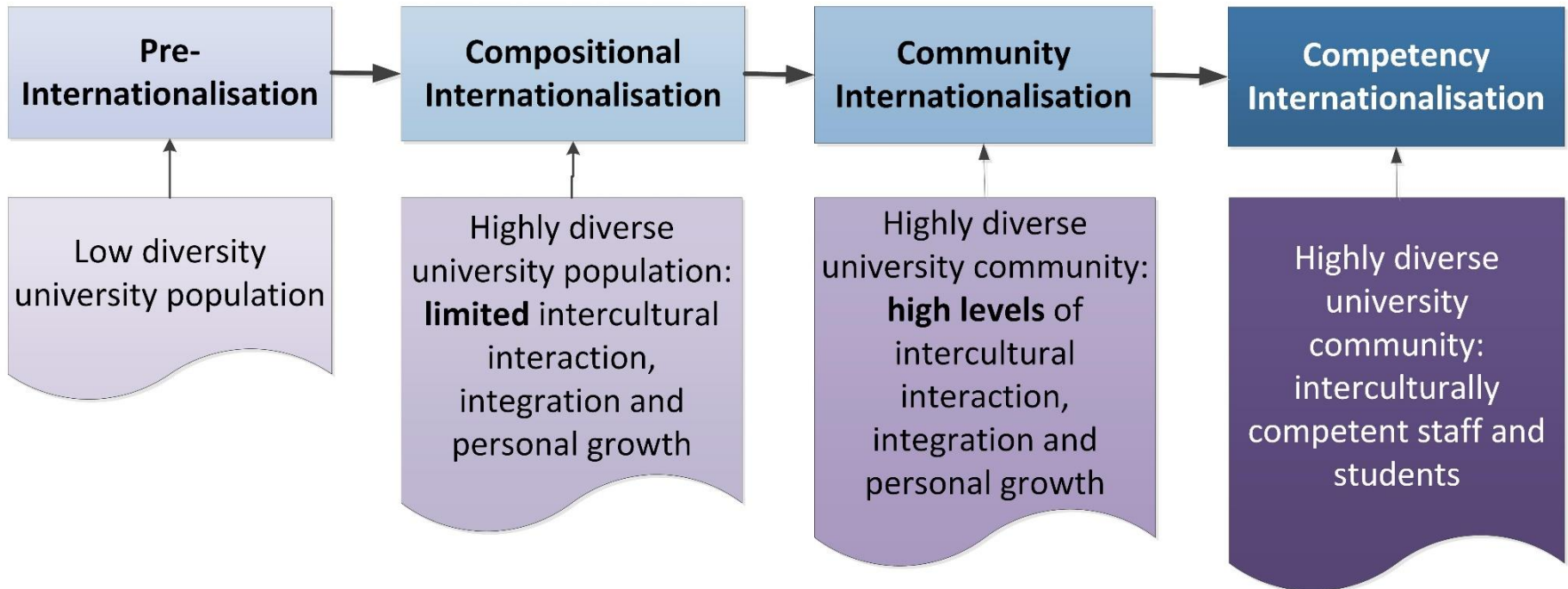
Strategic reflections

Stages of Internationalising HEIs

Stages of Internationalisation

Global **People@uni**

Pre-Internationalisation	Compositional Internationalisation	Community Internationalisation	Competency Internationalisation

Low diversity university population

Highly diverse university population: **limited** intercultural interaction, integration and personal growth

Highly diverse university community: **high levels** of intercultural interaction, integration and personal growth

Highly diverse university community: interculturally competent staff and students
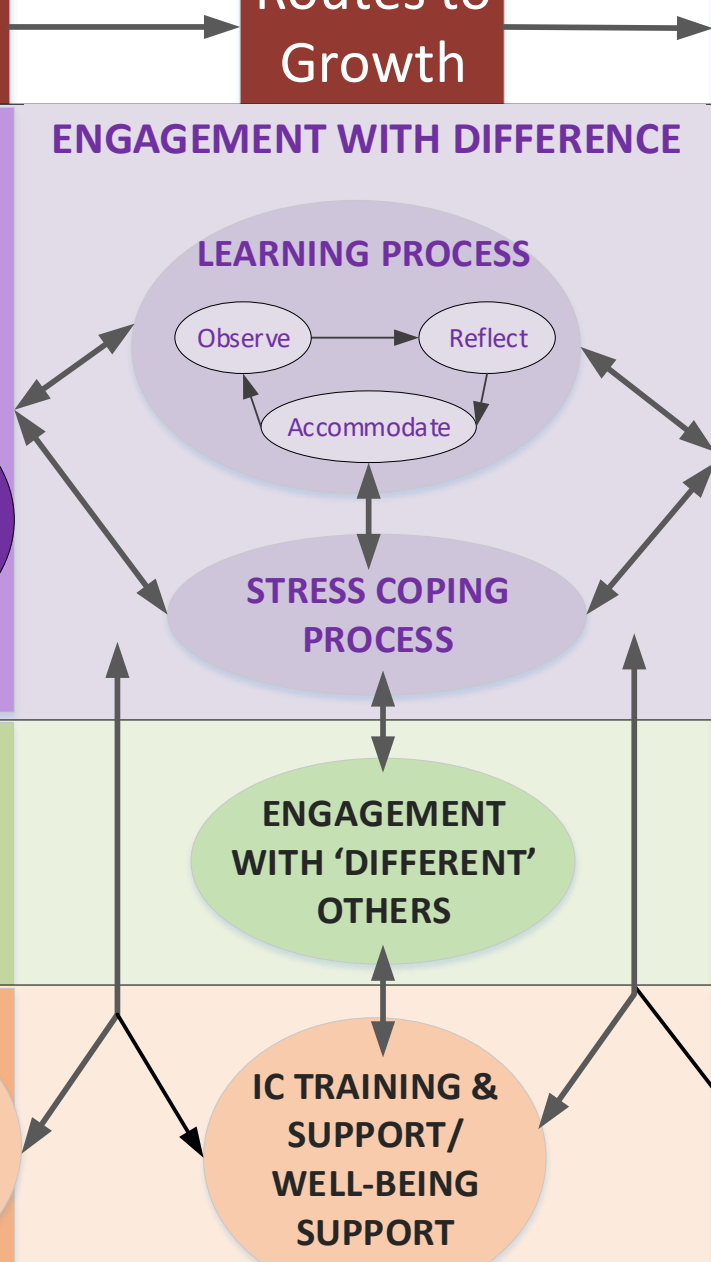
Development resources

Warwick resources

For university students:

- ■ e-Capsules
  - ✓ Working in groups
  - ✓ … [more under development including 'Asking questions']

Available at

www.warwick.ac.uk/globaluni

GlobalPeople@uni

Working in groups

Intercultural Communication + Teamwork = Employability

a CAPsule learning tool

Complementary tools/resources

GlobalPeople tools to foster IC development:

- **3R Reflect tool**
(Report, Reflect, Re-evaluate)

- **4S Stretch tool**
(Spot, Select, Stretch, Strengthen)

Available at
www.warwick.ac.uk/globalknowledge

Further information on GEP

- Student and staff (Academic/Teaching + Admin/Management) versions available.

- Dashboard with data from about 4000 students from 7 universities in 5 countries available here:

  ## www.warwick.ac.uk/gep

  - Quantitative data
  - Open comments

- GEP available from i-Graduate

Other resources

For professionals:

■ **GlobalPeople@work**

    ○ Seeing Culture@work

    ○ Diverse Teams@work

    ○ Global Leadership@work

Available at **www.warwick.ac.uk/globalwork**

Thank you!

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www.i-graduate.org/services/global-education-profiler-/