

# Northumbria Research Link

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**Northumbria  
University**  
NEWCASTLE



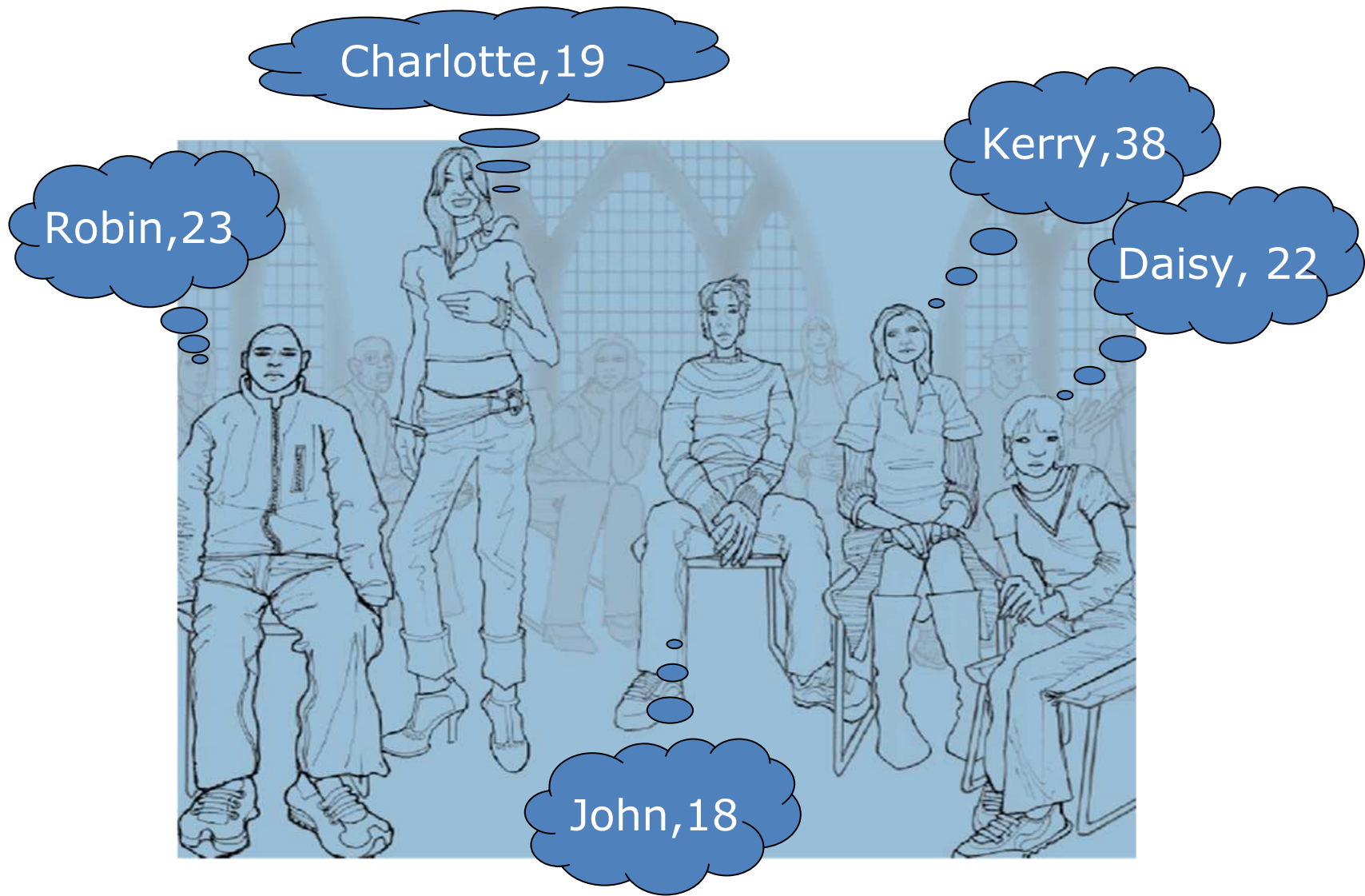
**UniversityLibrary**

Joanne Smailes and  
Pat Gannon-Leary  
Northumbria University

**Did we get right?**

Student views on inclusive teaching and learning  
practices.

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Charlotte, 19

Robin, 23

Kerry, 38

Daisy, 22

John, 18

# Research Methodologies

**Summer School English Language Studies**



**Undergraduate Study**



**Newcastle Business School  
(NBS)**



**Guidelines issued to  
Staff**



**UK**



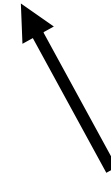
**International  
(Pacific Rim)**



**Implementation Survey**



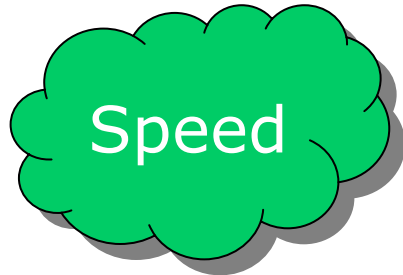
**Newcastle Business School  
(NBS)**



# Teaching and Learning

- Lecture Sessions
- Peer relationships
- Learning Cultures
- Assessment

# Lecture Sessions



ELAN 15% v NBS 30%

$p < 0.01$

international students themselves wished to stress that adopting too slow a pace would not be advisable, as their UK counterparts would either be bored or resent being "*spoken to as if they were children*".

Shakya & Horsfall (2000); Beaven et al. (1998);  
Dunkel & Davy (1989)

## Relationship with Peers

International and local students do not readily mix, Rifkin et al (1996); Ledwith (1997)

“I like being in a classroom with a cultural mix of students”

%	S.Agree	Agree	Neutral	Disagree	S.Disagree
ELAN	69	20	10	2	0
NBS Int.	28	48	20	3	0
NBS UK	9	30	41	13	6

# Confidence

- Not used to previous interactivity (UK 57% vs 46% Int,  $p < 0.01$ )
- Make up of groups lead to using 1st language
- Overcoming language barrier and then also having to feel subject knowledge is correct at right speed
- Ouyang(2006), Thorpe (2006): international students do not wish to disturb harmony of the sessions



# Learning Culture

Bamford et al (1996)...  
... recognise adaptation in  
learning style required...  
more prior independent  
reading required



UK students are  
encouraged to be  
more independent?

86% agree, 49% strongly  
79% recognising different  
study skills needed



Preparatory  
Seminar  
Reading

International: 31%

UK: 17%



$p < 0.01$

# Difficulty as level progresses

1st and 2nd year recommended texts tend to be descriptive with pictorial and diagrammatic expressions

Final year texts more demanding and more stress placed on finding and use of journal articles

# Managing Assessment

## **Plagiarism**

Introna et al (2003) ... ESL students more likely to plagiarise is potential discrimination, as easier to spot.

Pressure of unfamiliar Western processes i.e. Identification of texts, lack of ease with paraphrasing (Errey, 2002; Thorpe, 2006)

# Managing Assessment

## International NBS Responses to Questions on Understanding Plagiarism

Statement	S. Agree	Agree	Neither	Disagree	S. Disagree
<b>I understand the need to use referencing and quotation marks</b>	21	56	20	3	0
<b>I understand that assessment work submitted must be my own</b>	43	43	11	3	0
<b>I understand the need to explain ideas in my own words</b>	20	49	27	2	2

**Plagiarism not encountered until NBS but...  
"it was the first thing we heard on every module"**

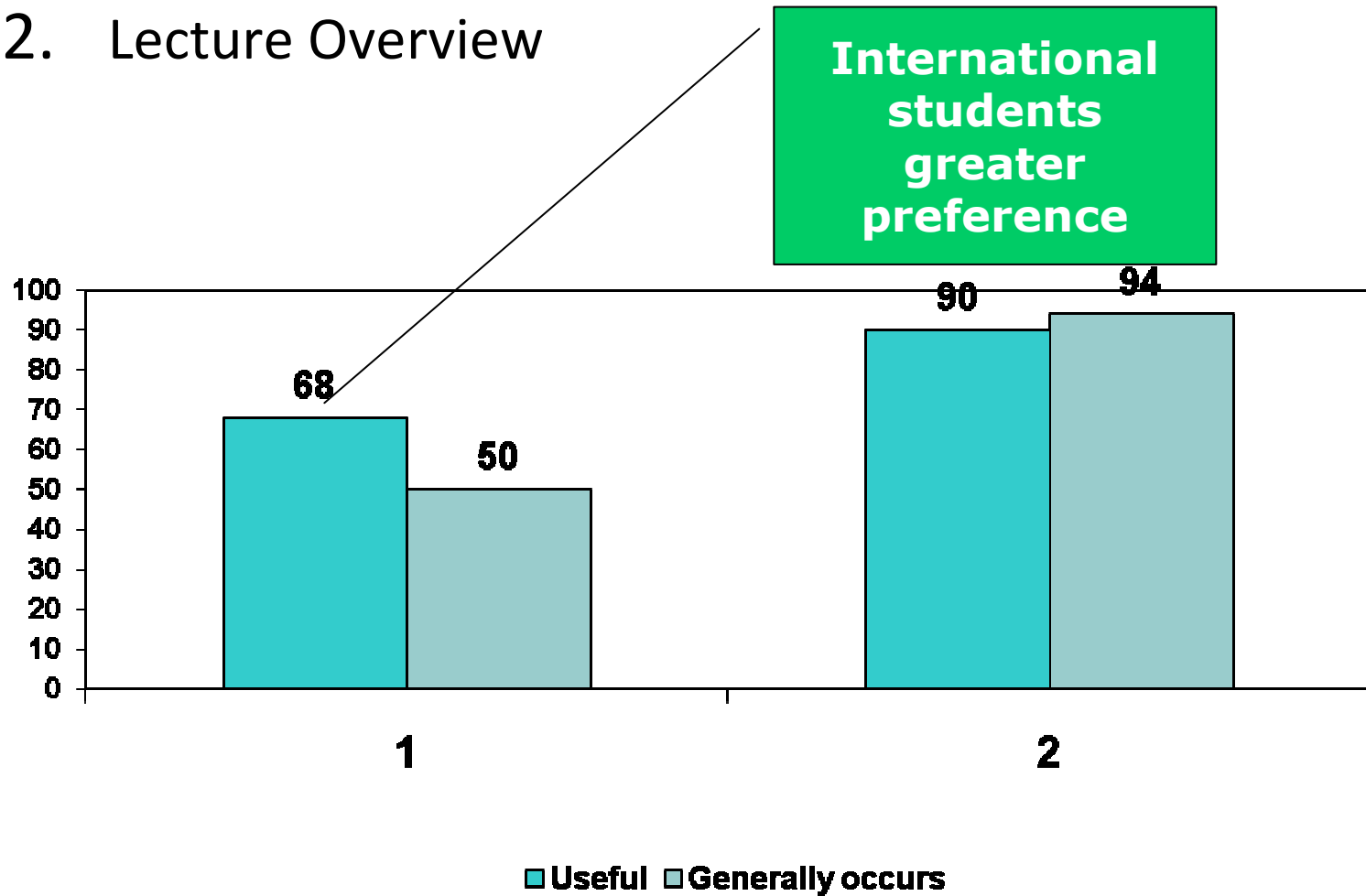
Three recommendations to  
overcome your student's "problem"

# Did we get it right?

- Lecture Sessions
- Peer relationships
- Learning Cultures
- Assessment

# Lecture Recommendations

1. Recording of lectures
2. Lecture Overview



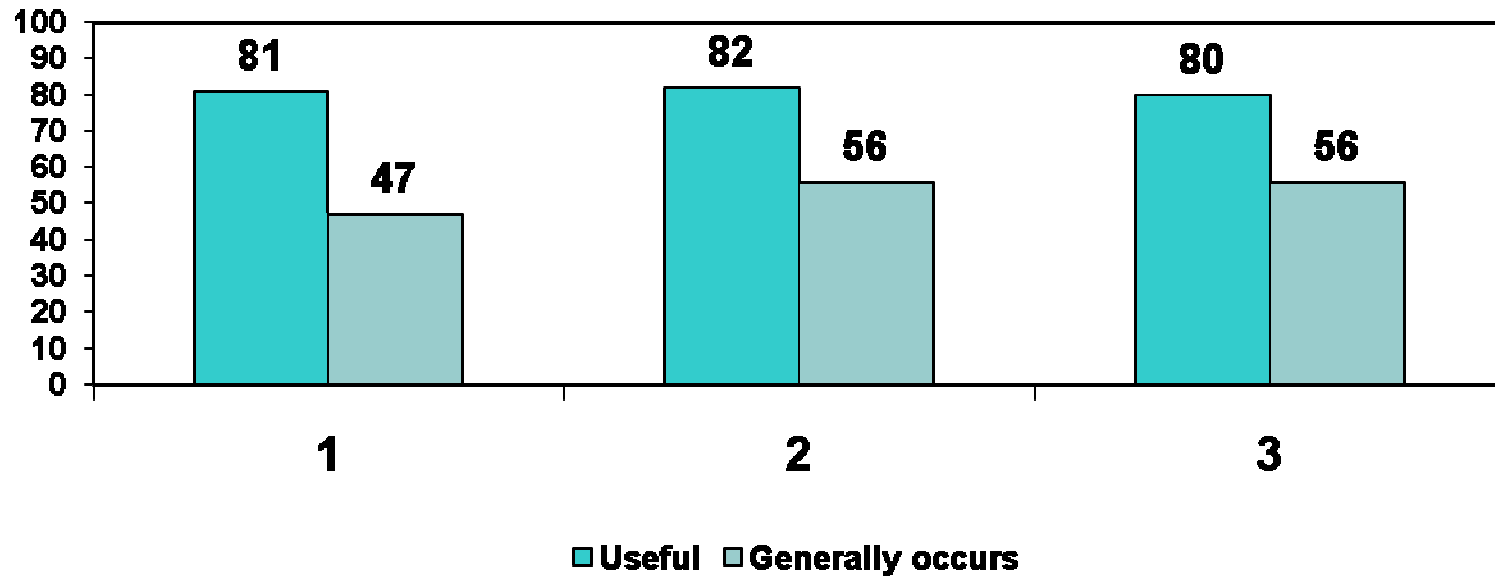
# To enhance further...

- lecturer preference on recording be made explicit in student module/programme handbooks.
- permission to record preferable



# Seminar Recommendations

1. Introductions
2. For group work, the lecturer carefully selects the group members.
3. Ground rules are set for group discussions



# Seminar Recommendations

## NBS Percentage Responses to the usefulness of recommendations for seminar practice by Nationality

Statement	Extremely useful		Fairly Useful		No preference	
	UK	Int.	UK	Int.	UK	Int
Early in module seminars students are given a chance to introduce themselves to other students in the group. (p<0.05)	27	32	39	49	34	18
For group work, the lecturer carefully selects the group members. (p<0.01)	14	28	33	54	51	19
Ground rules are set for group discussions e.g. only one student speaks at a time (p<0.01)	14	25	48	55	39	20
Students are given a few minutes before group discussions to jot down an outline of what they might say	43	48	46	48	11	5

# Learning Culture Recommendations

## NBS Percentage Responses to the usefulness of recommendations for adapting to a new learning culture

Statement	Extremely useful	Fairly Useful	No preference
Reading lists are distributed early	79	17	3
Reading lists identify which materials are essential or core and which are just recommendations.	80	19	2
Lecturers provide a teaching & learning plan at the start of each module with precise guides for directed learning and seminar preparation	87	<div style="background-color: green; color: white; padding: 5px; text-align: center;"> <b>Only occurs 1/3 of the time</b> </div>	
Materials such as handouts and PowerPoint slides are made available on VLE a few days before lectures.	89		
In lectures any key or unfamiliar concepts are explained	73	<div style="background-color: green; color: white; padding: 5px; text-align: center;"> <b>29% feel rarely happens</b> </div>	
In lectures global or international examples are used to illustrate topics or concepts	62		

To enhance further...

- Extended use of VLE to initiate and extend discussion (Freeman & Capper, 1999; Graziadei, 1998)
- Peer mentoring (Poyrazil et al, 2002; Yeh & Inose, 2003; Ellis et al, 2005)

# VLE Comments...

*“It was really interesting to see presentations on VLE (which we were supposed to use later in the class) as reading them prior to class made it easier for me to come up with comments during the class. Comments and discussion within the class are important to have a clear understanding of concepts.”*

*“Using the VLE beforehand make it easier for me to understand lectures. English is not my native language plus I’m not extremely comfortable with accents so having a prior knowledge is helpful for me.”*

# Assessment Recommendations

- There is an element of individualisation to assign
- For large assignments, lecturers break th with its own deadline.
- Lecturers expand on assignment tasks, what the title is really saying etc.
- Lecturers give clear instruction on th reports and essays.
- Lecturers give guidance on how to j sources, e.g. web pages.
- Students are given examples of texts and explanations.
- ~~Lecturers provide examples of good~~ **Lecturers provide examples of good** ~~have been improved.~~ **have been improved.**
- ~~Lecturers provide opportunities for st~~ **Lecturers provide opportunities for st** ~~progress.~~ **progress.**

Over 80% of all students would find all suggestions

50% feel rarely happens

useful

# Exemplars of previous work

Positive example cited... lecturer had posted assignment drafts and tutor feedback from the previous session's students on the VLE.

*"I easily got the answers from this feedback and the examples in the VLE. It not only saved me time but helped me solve my difficulties. It cultivated my capability of independent study without somebody's guidance"*

# Reinforced Suggestion

- Lecturers' willingness to look at work in progress along with a set office hours could be made explicit on module/assignment handbooks.

*“In Hong Kong the tutor will say: ‘you can e-mail me, or come to my office’, but no-one has said that here. So we don’t know if we can or not.... In Hong Kong, we even have their phone number, not just their office room number, so we can call them. In Hong Kong, we can access them in many ways, but its not so easy here.”*



# Conclusions

- All recommendations made to lecturers to try to create an inclusive teaching and learning were corroborated positively by both UK and international students.
- In a number of areas it is clear that staff practice is assisting international students adjust to UK study.
- However, there is room for improvement particularly in regard to...
  - Pace of lectures in light of note taking;
  - Seminar practice
  - Management of assessment