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Advance HE TEACHING AND LEARNING CONFERENCE

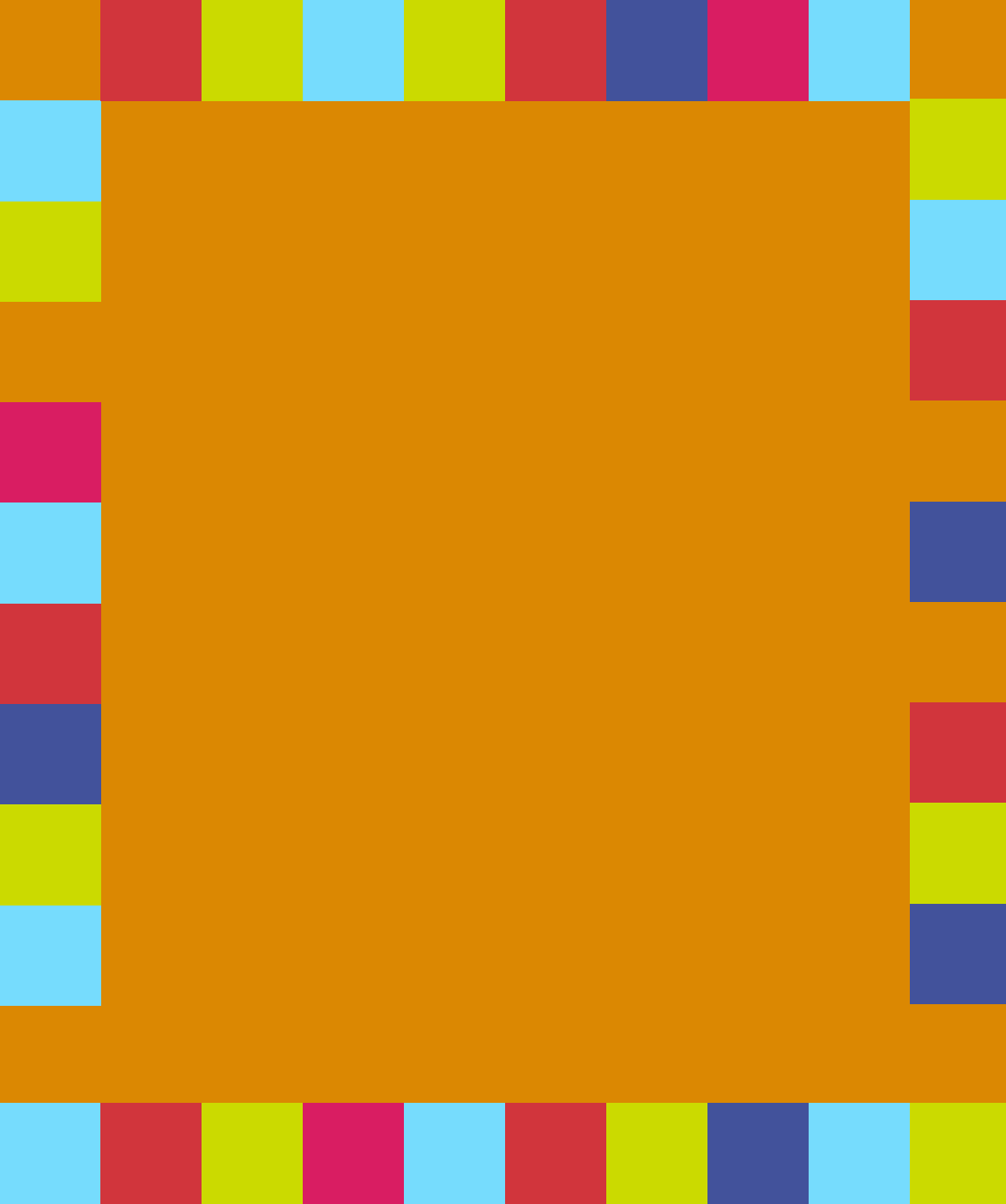
CAN'T OR WON'T?: IMPROVING INTERNATIONAL
STUDENTS ACADEMIC OUTCOMES AND SKILLS
THROUGH INCLUSIVE PRACTICE

Meghan Ramsden

University of Sunderland

#TLCNF24



A decorative border composed of various colored squares (orange, red, yellow, cyan, blue, magenta) surrounds the central text area.

Meghan Ramsden (SFHEA)

MSc, PGCE, BA (Hons)

Senior Lecturer and Programme Leader MSc Nursing
Academic Chair of Academic Integrity Panels
University of Sunderland



‘Cultural factors place severe challenges of adaptation to UK academic conventions for international students’

(Shaheen, 2016:26).

Presentation Contents



Section 1

Implementation & Stages: The three-pronged approach

Section 2

Student Voice: Impact on Students and understanding barriers and support

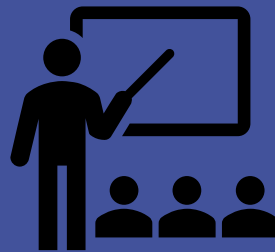
Section 3

Student Success Jigsaw & Data Evaluation: Partnership building and co-constructing powerful learning environments

WHAT, HOW, & WHY?



WHAT

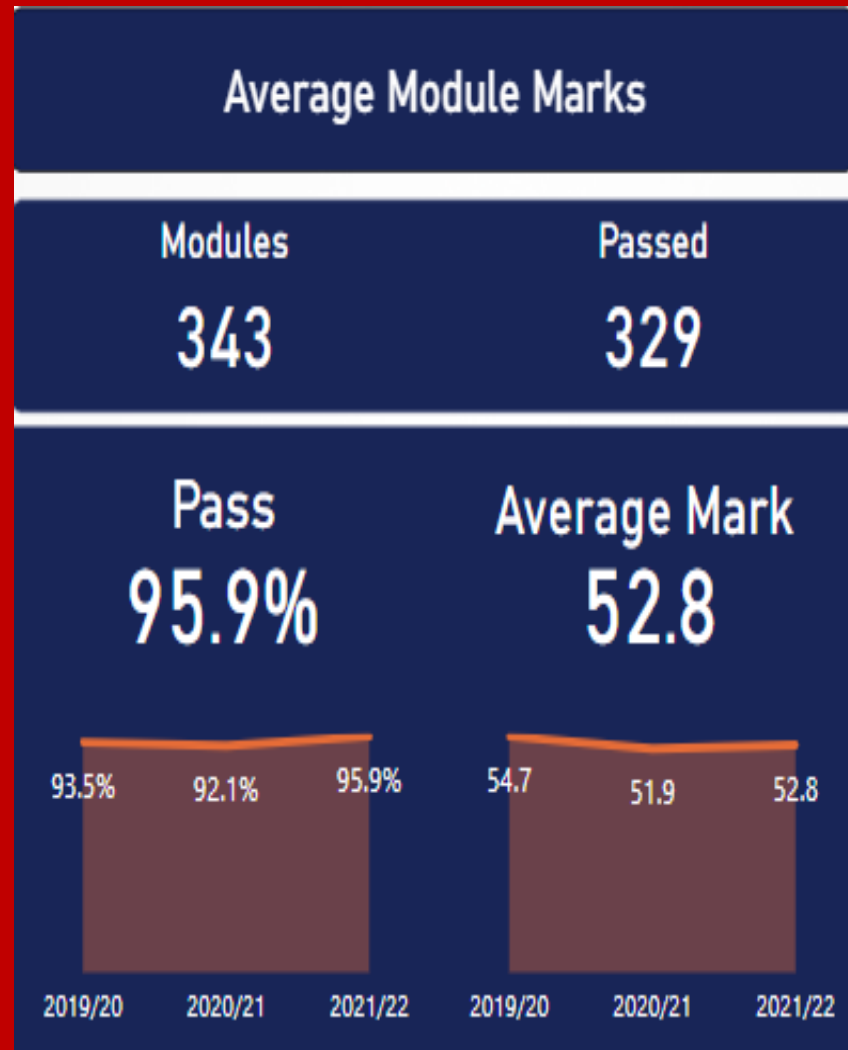


HOW



WHY

INTERVENTION



WHAT?

- Reviewed student attainment and academic misconduct data through PowerBi
- Identified academic issues which needed addressing
- Attainment scores needed increasing and misconducts needed decreasing

INTERVENTION

HOW?

- Action Learning took place in working groups to discuss the real-world issues the students were facing (Zuber-Skerritt and Wood, 2019)
- Development of needs analysis (McGowan, 2005)
- Bespoke academic materials developed
- Changes to assessment briefs and workshops to ensure inclusive assessment to support students in confidently meeting learning outcomes (QAA, 2018).



INTERVENTION



WHY?

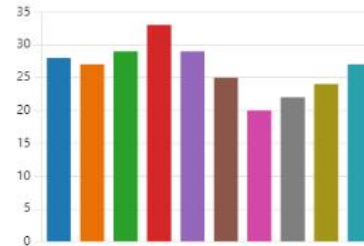
- To support students in their academic transformation process (Mezirow, 1991) to adapt to UK Writing Conventions.
- To help students to become autonomous learners through academic conventions development (Barron, Gourlay and Gannon-Leary, 2010)
- To create a powerful and conducive learning environment
- To build connections through partnerships and rapport between staff and students (Blake, Capper and Jackson, 2022)

NEEDS ANALYSIS RESPONSES

9. Choose the topics you believe will be particularly useful for your academic studies and respective assignments. You can select as many as you wish.

[More Details](#)

- Selecting and evaluating acad... 28
- Reading authentic sources critic... 27
- Summarising and combining inf... 29
- Demonstrating critical thinking i... 33
- Using academic style in your dis... 29
- Using language for interpretatio... 25
- Reflecting on discipline practice... 20
- Editing and proofreading acad... 22
- Structuring academic PowerPoin... 24
- Delivering effective academic pr... 27



10. Consider your university experience. Which aspects of academic skills are likely to best meet your student's needs? Please give reasons and specific examples where possible.

[More Details](#)

[Insights](#)

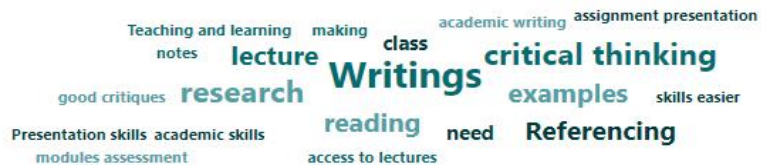
42 Responses

Latest Responses

"Back home I no nothing about feedback, and am not able to access my lect..."
"Referencing sessions, critical reading and writing sections, Proof reading ses..."

[Update](#)

7 respondents (16%) answered **Writings** for this question.

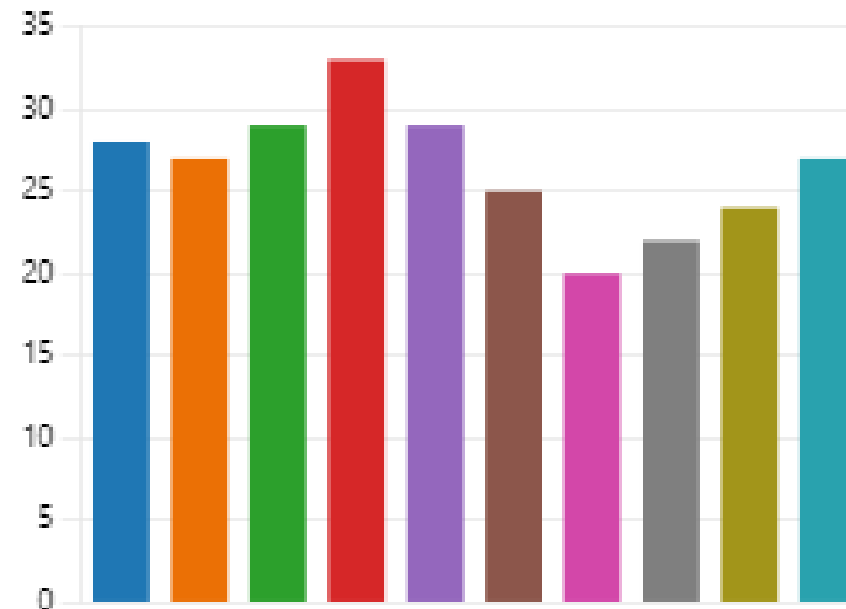


NEEDS ANALYSIS RESPONSES

Choose the topics you believe will be particularly useful for your academic studies and respective assignments. You can select as many as you wish.

More Details

●	Selecting and evaluating acade...	28
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NEEDS ANALYSIS RESPONSES

7 respondents (16%) answered **Writings** for this question.



+++

10. Consider your university experience. Which aspects of academic skills are likely to best meet your student's needs? Please give reasons and specific examples where possible.

44 Responses

ID ↑	Name	Responses
1	anonymous	In the area of group discussion in class
2	anonymous	Writings and further information on assignment using the assignment briefs. The need for clarification as regards all modules assessment.
3	anonymous	A POSITIVE ATTITUDE TOWARDS STUDY.AN ABILITY TO THINK AND WORK INDEPENDENTLY.
4	anonymous	I love listening and take down notes Because during classes it is good to pay close attention to the lecturer , everything might not be said on the PowerPoints but said in the class especially real life examples, when I take notes and go back home to study, remembering the real life examples, it sticks and I can never forget.
5	anonymous	Academic reading and presentation because it boost ones ability and confidence
6	anonymous	Physical lecture, audio and video demonstration seeing it physically will make remain in the memory.
7	anonymous	Technical skills . This is because technology is almost everything here in united kingdom, compared to where we are coming from.
8	anonymous	One to one
9	anonymous	Academic Essay writing and critical thinking, Referencing and Sourcing for Literature and Journals
10	anonymous	Teaching and learning

SKILLS GAPS, ADDRESSING THE ISSUES, AND IMPACT OF SUPPORT



SKILLS GAP



ADDRESSING
THE ISSUES



IMPACT OF
SUPPORT

STUDENT VOICE



SKILLS GAP

- Inexperienced in the art of academic writing (Fatemi and Saito, 2020)
- Feelings of uncertainty about how to tackle our work
- Desperate need of support (Deucher, 2022).

STUDENT VOICE

ADDRESSING THE ISSUES

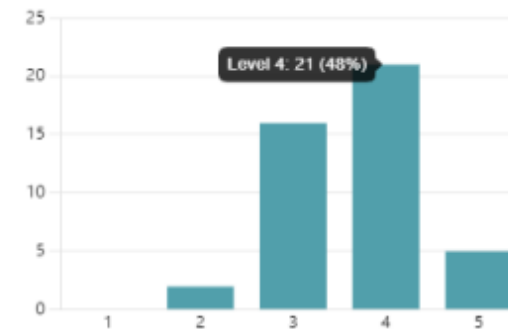
- Lecturers listened to our concerns (Cook-Sather, 2020)
- Needs analysis developed so we could share specific skills gaps
- Formative feedback given and extra support provided for academic skills

Using a range of critical reading strategies when working with authentic discipline texts.

[More Details](#)

🔍 Insights

3.66
Average Rating

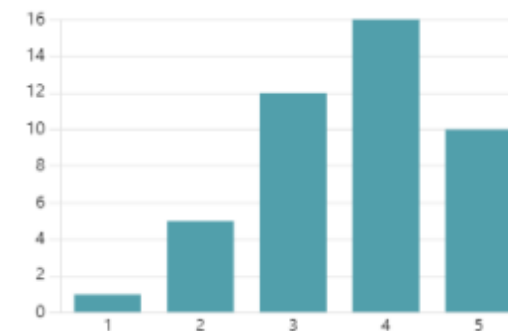


Demonstrating critical thinking in your writing, e.g. using evidence to express your own view on a discipline issue.

[More Details](#)

🔍 Insights

3.66
Average Rating





IMPACT OF SUPPORT

- Built our confidence
- Helped us become more competent when tackling assessments
- Allowed us to become more autonomous with our learning and gave us the ability to self-monitor our progress and trajectory (Sotiriadou, 2020).

STUDENT VOICE

SUPPORT WITH ASSESSMENT

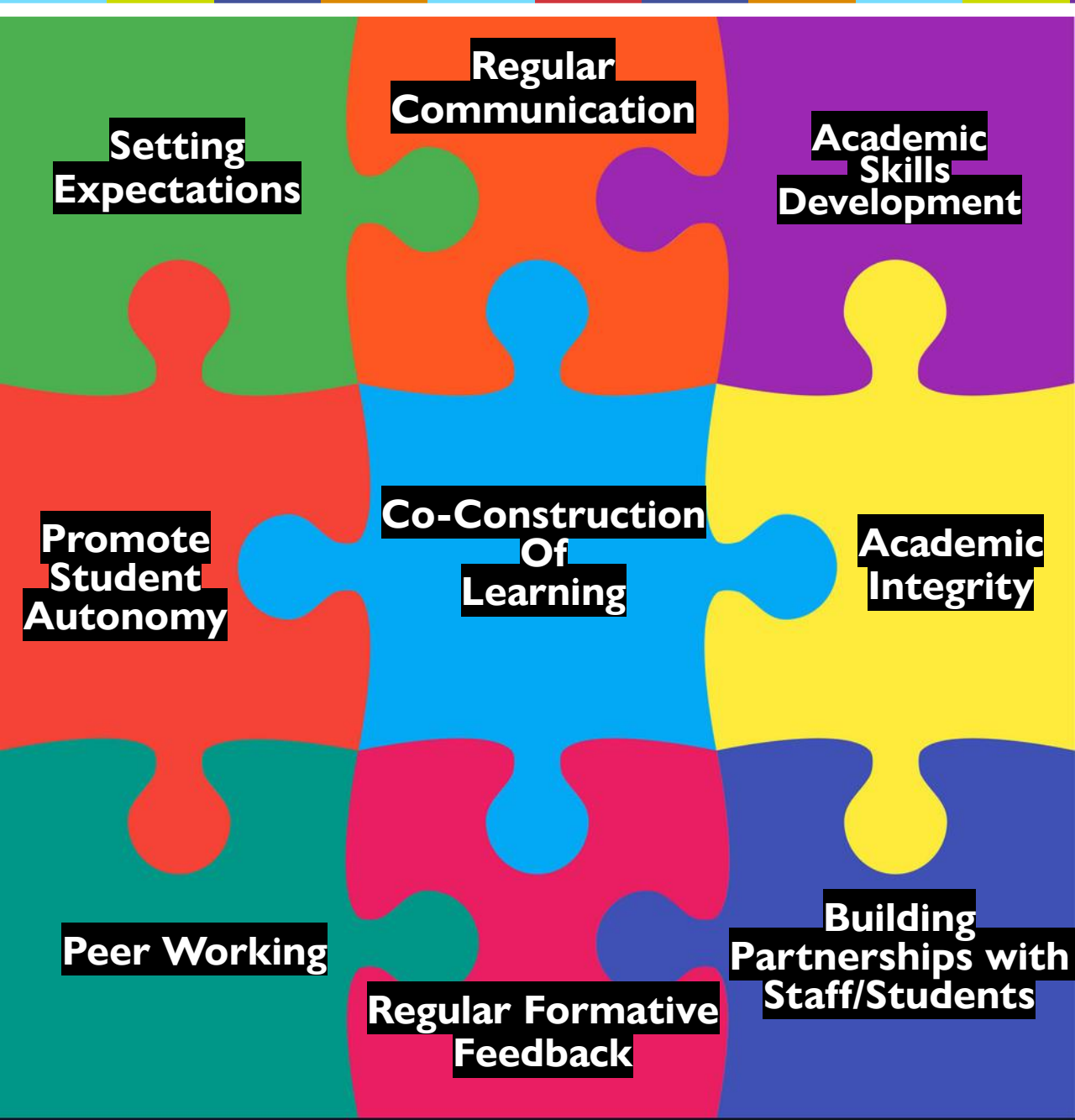
- Flipped classroom – Students mark previous exemplars of work to understand how to self-evaluate their own academic work (Mazur, 2009)
- Lecturers positioning as a critical friend to students to make feedback accessible and conducive
- Assessment workshops were embedded in the sessions (Sotiriadou *et al*, 2020)



REDUCING ACADEMIC MISCONDUCT

- Useful online of resources on avoiding academic misconduct
- Discussions during lectures about the seriousness of academic misconduct and the consequences (University of Sunderland, 2021)
- Peer/group work to discuss our arguments with each other to develop critical thinking skills (Shaheen, 2016).

☰	📄	Your Induction Week: Meet and Greet Event Dates
☰	📄	Day 1
☰	📄	TASK 1: How to Write Academically
☰	🚀	TASK 2: Writing in an Academic Style Quiz 9 pts
☰	🔗	TASK 3: Watch This Video on Referencing
☰	📄	TASK 4: Introduction to the Harvard Referencing System
☰	📄	TASK 5: How to Write a reference for your Bibliography or Reference List
☰	📄	Day 2
☰	🚀	TASK 1: Referencing Quiz 31 Jan 2024 10 pts
☰	📄	TASK 2: Avoiding Plagiarism
☰	🚀	TASK 3: Avoiding Plagiarism Quiz 5 pts
☰	📄	TASK 4: Study Skills Events



**Setting
Expectations**

**Regular
Communication**

**Academic
Skills
Development**

**Promote
Student
Autonomy**

**Co-Construction
Of
Learning**

**Academic
Integrity**

Peer Working

**Regular Formative
Feedback**

**Building
Partnerships with
Staff/Students**

**PUTTING THE
PIECES
TOGETHER...**

Key Takeaways



Ensuring every Student is heard and supported pastorally and academically



Provide Students with the skills to become autonomous with their own learning



Providing bespoke support for Academic Skills tailored to each Module



Building positive partnerships between Staff and Students



The above combined, will help to construct a powerful learning environment for Students.



Metrics Data – Attainment and Academic Misconducts – September 2021 Cohort (55)

52.8% 75 Cases

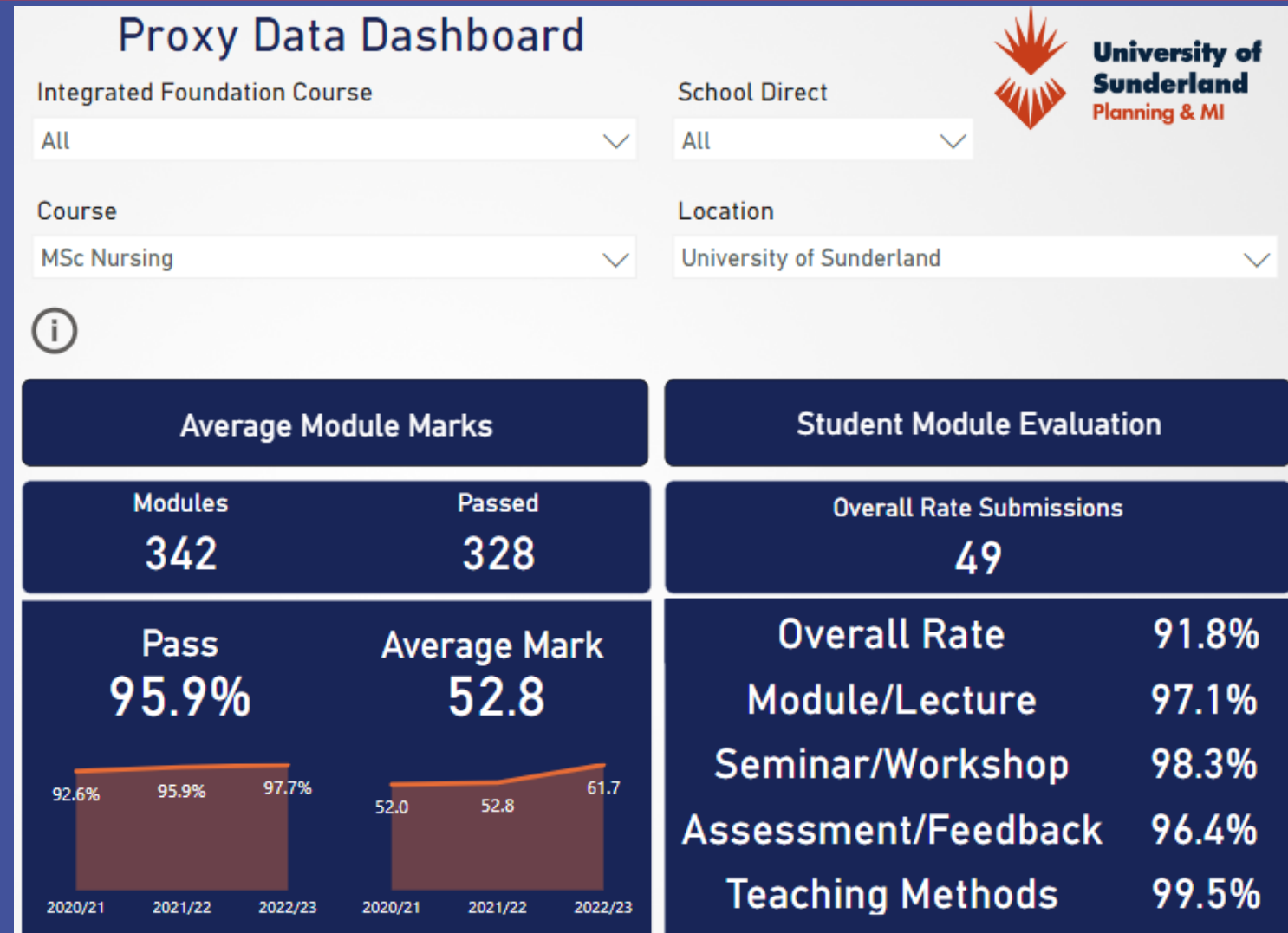
Average Attainment

Academic Misconducts

2021/2

2021/2

September
2022 Results



Metrics Data – Attainment and Academic Misconducts – September 2023 Cohort (55)

61.7% 2 Cases

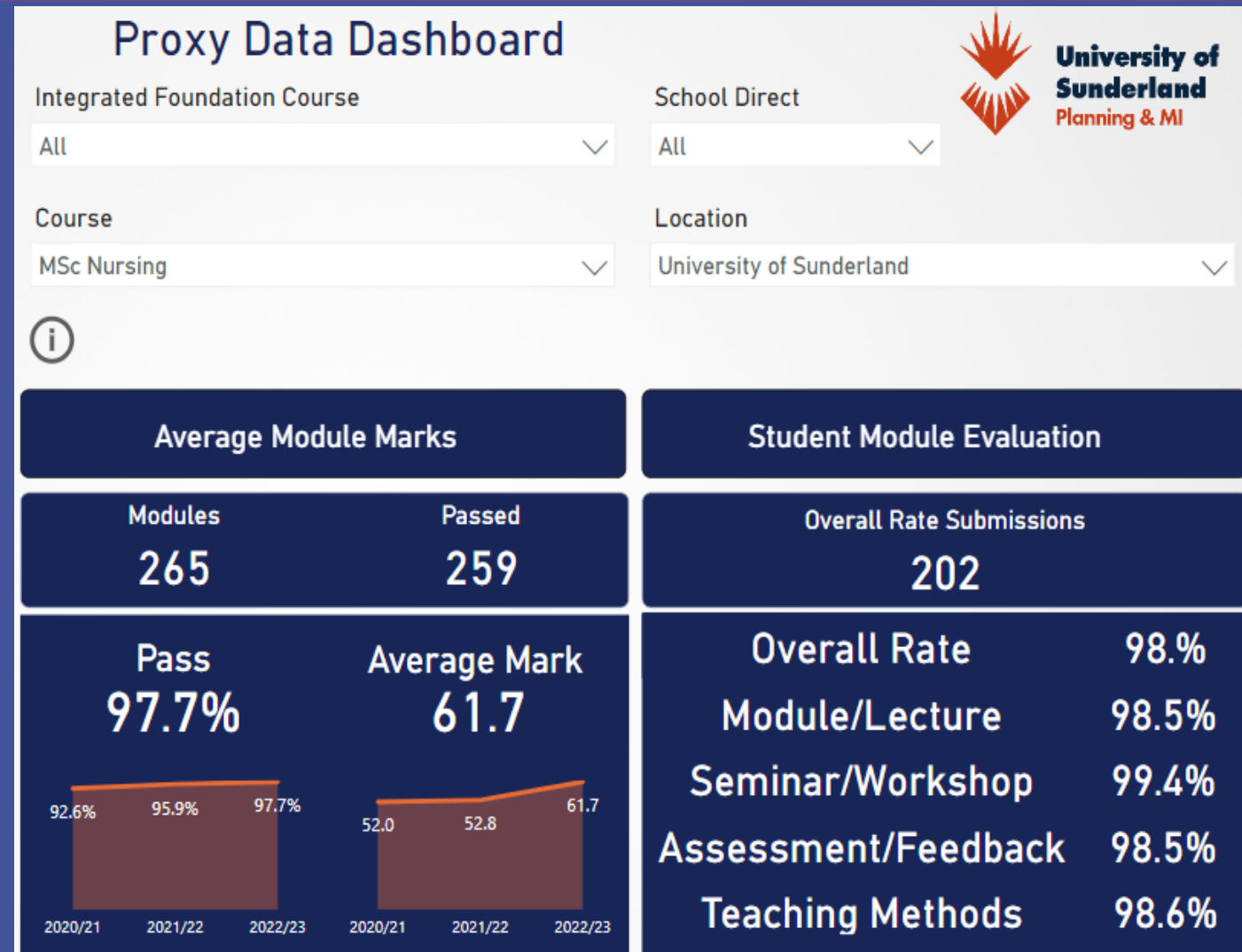
Average
Attainment

2022/23

Academic
Misconducts

2022/3

September
2023 Results



STUDENT FEEDBACK

MSc Nursing



'There has been a good teacher-student rapport in the classes. Overall, teaching has been excellent'

'Feedbacks are constructive and directional, pointing out areas needed for improvements'



'The Assessments have helped to increase the student's independence'





‘By forging trusting relationships and empathy with and between students, an environment can be created in which learners feel supported’

(Quaid and Williams, 2021:5).

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Thank you

We would like to invite any questions you may have!

