



Supporting International Students Training Package – Tutor Notes

Module 2: The International Student Lifecycle




national union of students scotland

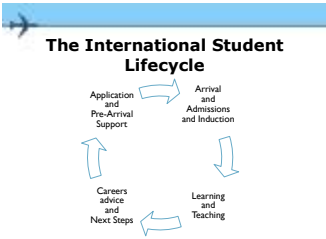


Session plan	
Module 2: The International Student Lifecycle	
Resources	Data projector/laptop Flip chart + pens Work books Post-it notes Print out A3 Integration W and Training Quotes Resources (one per 3 – 4 person group)
Environment	Tables + chairs set up to enable small group work, max 5 per table.
Aim	This module aims to place issues for international students in context by exploring the student lifecycle from pre-entry to exit.
Objectives	By the end of this module you will: <ul style="list-style-type: none">• understand the international student lifecycle and points of engagement/disengagement;• identified what issues may arise within each and across the four areas; and• problem solved practical problems for international students.



Session	Plan	Trainer notes	Slides	Time
Welcome		<p>Welcome everybody and introduce yourself.</p> <p>Go over housekeeping if you have new participants or it's an unfamiliar venue.</p> <p>This is the second module of four that aim to develop your skills and knowledge to better support international students and engage them in their university experience. It will last for 2 hours.</p> <p>You have handbooks containing additional information, and questions relating to some of the work we'll be doing during the session so you can fill it in as we go along. I'll also give you other resources that might be useful.</p> <p>Talk through aims and objectives.</p>	<p>→</p> <p>Supporting International Students</p> <p>Module 2: The International Student Lifecycle</p>  <p>Aim</p> <p>→</p> <p>Aim</p> <p>This module aims to place issues for international students in context by exploring the student lifecycle from pre-entry to exit.</p> <p>Objectives</p> <p>→</p> <p>Objectives</p> <p>By the end of this module you will:</p> <ul style="list-style-type: none"> • understand the international student lifecycle and points of engagement/disengagement; • identified what issues may arise within each and across the four areas; and • problem solved practical problems for international students. 	5
Icebreaker	This will only be needed if you have			10



	<p>different participants to other sessions or if you're giving this module as a 'stand alone' session.</p> <p>There are two icebreakers as part of the full trainer pack that can be used if necessary.</p> <p>Alternatively, you may just want to ask people to introduce themselves, their role and reasons for being here.</p>			
<p>The Student Lifecycle</p> <p>Aim</p> <p>To understand the Student Lifecycle and potential points for engagement/disengagement.</p>	<p>Presentation on the international student lifecycle and the W curve to show how students adjust.</p> <p>15mins</p>	<p>Work through the slides and ask participants to take notes in the relevant pages of their workbooks.</p> <p>Show lifecycle slide.</p> <p>Here are four steps of the international Student Lifecycle – can you think of</p>	<p>Lifecycle</p> 	<p>45</p>



<p>Objectives</p> <ul style="list-style-type: none">• Have discussed the HE Academy student lifecycle diagram.• Have a understanding of the UKCISA 'W curve' – stages of cross-cultural adjustment.• Have discussed the mutual impact of the issues from this cycle.	<p>W Diagram exercise - 20mins Feedback. 10mins</p>	<p>examples of issues international students may face in each of these areas?</p> <p>Application and Pre-arrival Support Students may not be getting enough information or may get 'information overload'. What do they need to know to get here – are they getting good information about the climate and the cost of living here? They may have issues applying for visas or accommodation.</p> <p>Arrival and Admissions and Induction Finding your way around can be difficult and it can be helpful if international student could be met at the airport. The accommodation may not be as expected – they may need to locate things such as bedding. Although Freshers Week can be a great way of getting international students together, some international students may not be used to the alcohol culture associated with some of the events. It is</p>		
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		<p>important to include a variety of events and to be respectful and representative of the different cultures that may want to get involved and learn more about the living and studying in the UK. Due to issues with visas, international students may arrive late and may miss fresher events altogether. Many associations and institutions will put on a 'refreshers' event that students can go to in January which provides an opportunity to get more information to students and to reiterate useful points of contact and services that they may not remember from the first freshers event.</p> <p>Learning and teaching</p> <p>International students are more likely to fall foul of plagiarism rules due to poor explanation and cultural differences. They may not be familiar with structures and methods for engaging with academic staff and may not get involved with class reps.</p>		
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There may be language barriers. There could be significant differences in expectations of academic writing and referencing.

Careers Advice and Next Steps

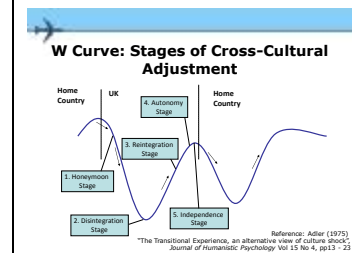
Due to changes in immigration legislation it is now more difficult for international students to get jobs in the UK. It can be difficult for job advisors here to match them with jobs back home.

Show W curve slide.

Ask people to turn to the diagram and explanation table in their workbooks.

Here are the stages of cross cultural adjustment. As you can see student may be excited by the new experience at first in the honeymoon stage but then become disenchanted as they miss family, friends, they may face cultural barriers, things like

W curve





food, language and faith may get in the way of socialising. As the students become more confident and learn more they can become more integrated, meet more people and gain confidence. This cycle may reoccur when they return home.

Q: Can you think of any time where this may happen that you can relate to?

Example Answer: You may find this when you go on holiday somewhere new or start a new job. Frequently this is the same cycle as domestic students go through too although due to the increased cultural differences international students may feel these issues and go through this experience more intensely.

Show task slide.

Place the quotes from international students on your W curve of Stages of Cross-Cultural Adjustment.

Task



Group Work

- Place the quotes from international students on your W curve of Stages of Cross-Cultural Adjustment.
- Use Post-It notes to add into this curve situations where you think students might engage with the Students' Association or Institution Support Services



		<p><i>Use Post-It notes to add into this curve situations where you think students might engage with the Student Union</i></p> <p>Emphasise that there are no right or wrong answers. Don't worry if the quotes do not specifically fit into one area – life just isn't that simple!</p> <p>Get the groups to feedback.</p> <p>Q: What were the key points you were discussing and which quotes did you find particularly interesting?</p> <p>Q: Which points did you find that the Student Union and the Institution could be particularly useful.</p>		
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<p>Issues on the student life cycle</p> <p>Aim To have identified what issues may arise at each point in the journey, using case studies to consider cultural, social and academic issues.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Case studies in each area of the lifecycle. • Breakdown the impact on the student (and the wider student body) in terms of culture, social experiences and educational experiences. 	<p>Small group discussion using case studies to explore issues.</p> <p>20mins</p> <p>Feedback. 10mins</p>	<p>Show Shine! Slide.</p> <p>Turn to the case studies section of your workbook. In your groups consider the case studies and work through them identifying the cultural, social and academic issues in each case study in your workbooks.</p> <ol style="list-style-type: none"> 1. Which part of the Student Lifecycle do you think these issues fit into? 2. Identifying the cultural, social and academic issues they may face? 3. Which parts of the Student Lifecycle do the issues you have identified fit into? <p><i>Issues identified should tie in with previous discussions. Students may identify issues with funding, isolation, language barriers, cultural differences, family and home life.</i></p> <p>Get the group to feedback and discuss the answers</p>	<p>Shine!</p> <p>Task: Case Studies – Shine!</p> <p><small>In your groups consider the case studies and work through them identifying the cultural, social and academic issues in each case study in your workbooks.</small></p> <p><small>Which part of the Student Lifecycle do you think these issues fit into?</small></p>	<p>30</p>
<p>What could be improved</p>	<p>Individual exercise to</p>	<p>Show Development slide.</p>	<p>Development</p>	<p>15</p>



<p>in your institution?</p> <p>Aim To identify areas for possible development.</p> <p>Objectives</p> <ul style="list-style-type: none"> Identify areas that could be developed: <ul style="list-style-type: none"> by you; by the students' association; and by your institution. 	<p>identify areas for possible development.</p> <p>5mins Feedback. 5mins</p>	<p>Think about the issues that you have identified and what you have come across in your work with international students. In your workbooks write down areas for development for yourself, for your students' association and for your institution.</p> <p>Ask each person to share one area and explain why they chose it.</p>	<p>Task: Individual Exercise</p> <p>Think about the issues that you have identified and what you have come across in your work with international students. In your workbooks write down areas for development for:</p> <ul style="list-style-type: none"> Yourself Your students' association Your institution Collaborative work between the association and institution. 	
<p>Action planning</p> <p>Aim To come up with an action plan showing step by step how you can improve something for international students at your institution.</p> <p>Objectives</p> <ul style="list-style-type: none"> Identify points for action. Best practice case studies. 	<p>Small group work to action plan one key area. 15mins Feedback and discussion. 10mins</p>	<p>Show Task slide.</p> <p>Read through the Best Practice Case Studies included in your workbooks.</p> <p>Take one of the above issues that your group has identified that and create an action plan.</p>	<p>Task</p> <p>Task: Action Plan</p> <p>Look at the Case Studies included in your packs.</p> <p>In your groups think of one key area you are going to improve for students and how you are going to solve this step by step.</p>	<p>25</p>



<p>Summary</p>	<p>A round up of the key points and issues learnt during the module.</p>	<p>Show summary slide.</p> <p>Q: What is the key thing you have learnt during this module?</p> <p>By the end of this unit you should be able to understand the international student lifecycle and points of engagement/disengagement; have identified what issues may arise within each and across the four areas and problem solved practical problems for international students.</p> <p>Review the learning objectives.</p> <p>Q: Have the learning objectives been met?</p> <p>Q: Are there other things you still want to know?</p> <p>Ask them to fill in their evaluation form.</p>	<p>Summary</p> <hr/> <p>Summary</p> <p>By the end of this module you will:</p> <ul style="list-style-type: none"> • understand the international student lifecycle and points of engagement/disengagement; • identified what issues may arise within each and across the four areas; and • problem solved practical problems for international students. <hr/> <p>Questions or comments?</p>	<p>10</p>
<p>Close</p>		<p>Thank everyone for coming. Give date for next module (if necessary).</p>		

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