

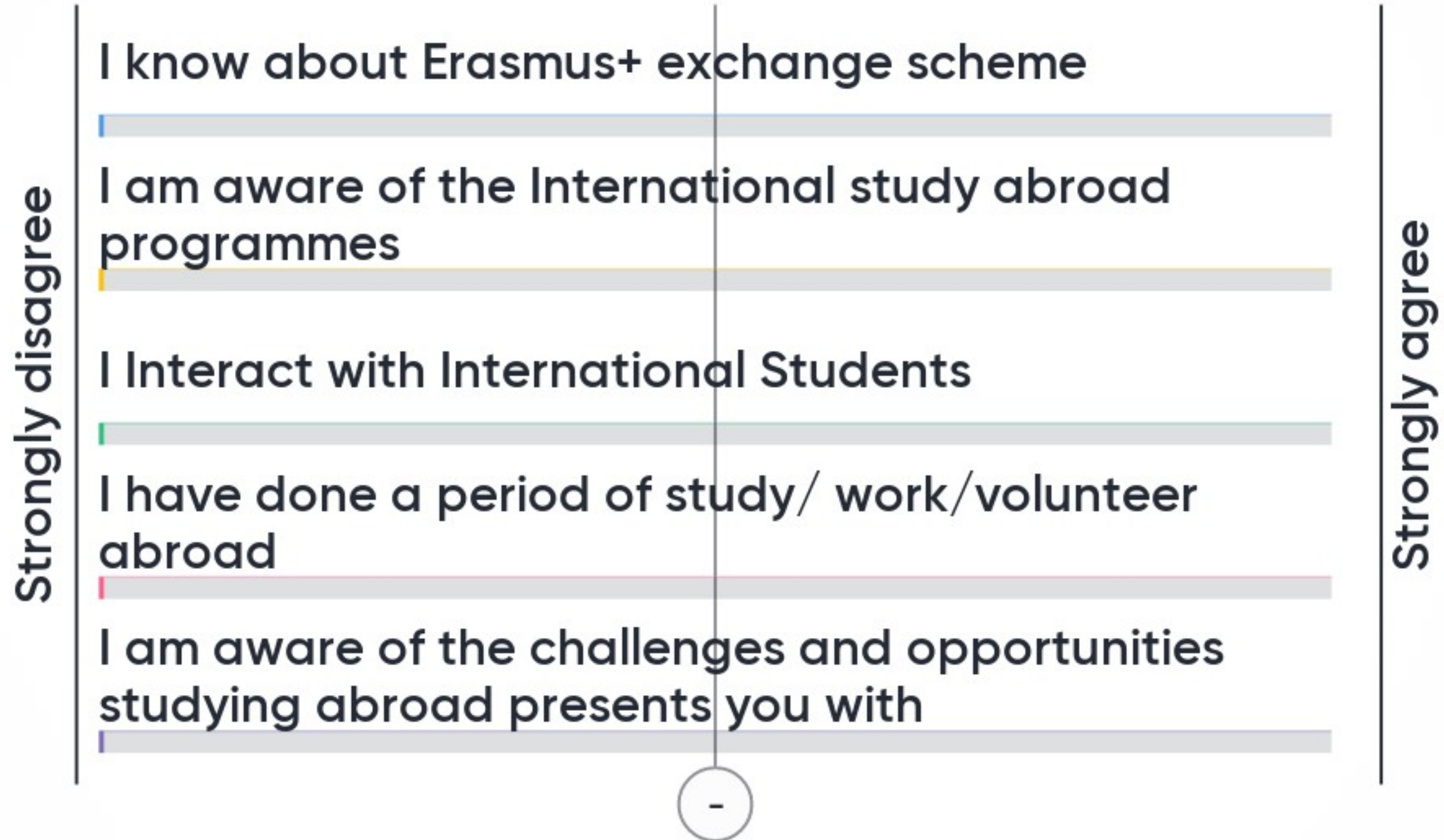
Internationalisation and Student Engagement

Supporting mobile students before, during and after their exchange.



Internationalisation and Student Engagement

Your Background



Students Helping Students

Empowering international students to be ambassadors of intercultural understanding, sharing the value of unity in diversity.





Internationalisation of Educatiaon

- Bring new reflections in the classroom
- Internationalisation across Levels
- Prepare students for an international work environment
- Allows for Internationalisation at Home
- Increase knowledge and Participation in Erasmus+
- Breaking Stereotypes



Integration and Transcultural Competence

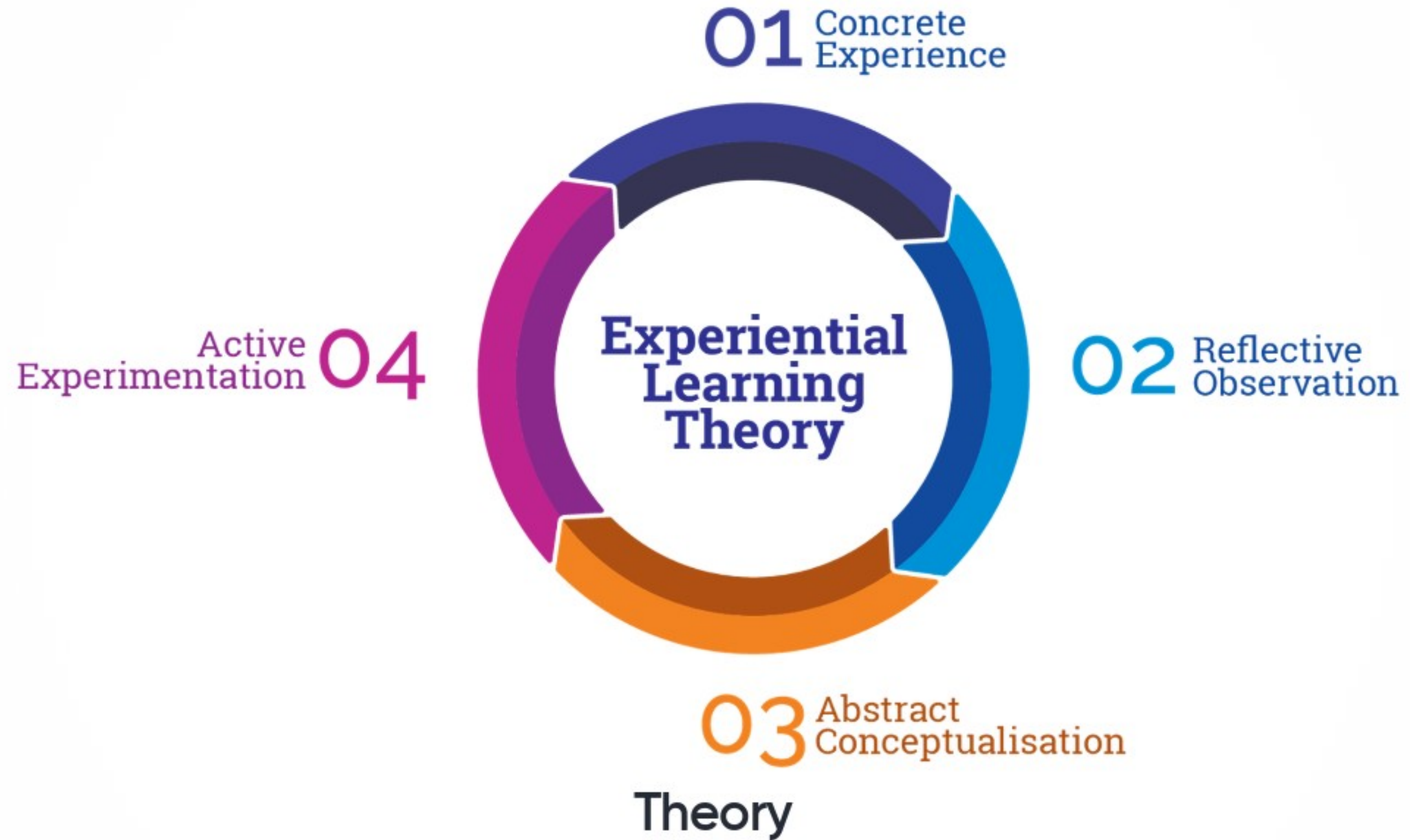
- Dissapointment of expectations; planned to create more local friendships (ESNsurvey 2016)
- Exchange students tend to spend most time in an international bubble
- Encourage Intercultural dialogue and tolerance
- Prevent Segregation in different ethnic groups
- Create multicultural societies

What is Formal learning, Informal Learning and Non Formal Learning?



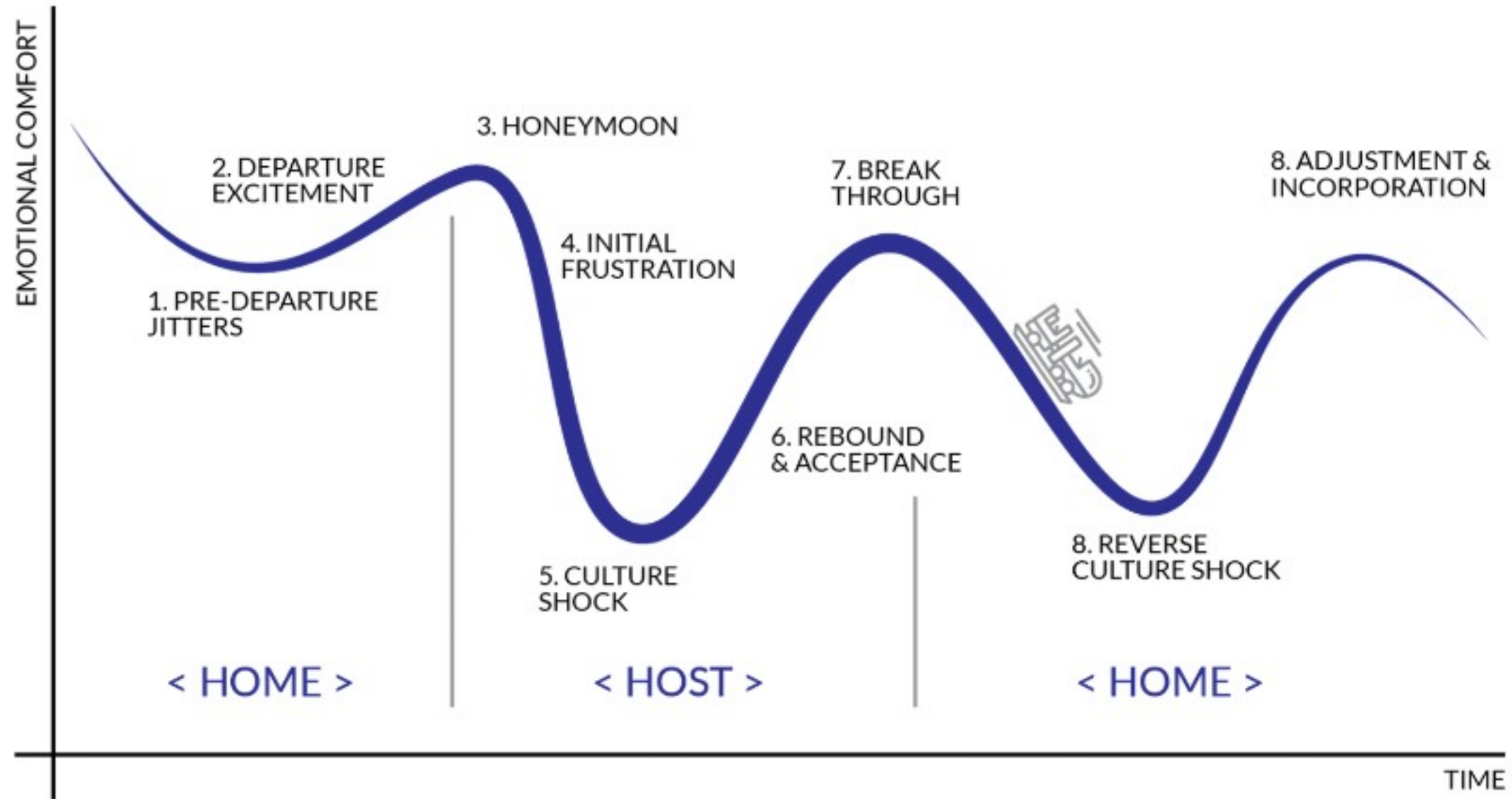
Experience Based Learning and Non Cognitive Skills

- Bridge the gap between theory and practice
☒ Increases engagement levels,
Makes learning more personal
- Importance of reflection to go from
Informal Learning to Non-Formal Learning
> Behavioural Change
- Non-Cognitive Skills gain importance >
increased Recognition of Non-Formal
Learning in Higher Education



ERASMUS LIFE CYCLE

Cultural Adjustment Curve



What do you see?

Stage 1 – Pre departure Jitters

- The student is generally a bundle of nerves, some might get cold feet. Realisation of implications hit.
- First time abroad by themselves, huge individual responsibility.

Stage 2 – Departure Excitement

- The student is generally a bundle of nerves, overwhelmed with feelings of joy and anxiety for their great adventure.

Video 1

Thoughts?

Stage 3 – Honeymoon

- Sensory overload
- Everything in the new culture is fresh, different, exciting, and somehow perfect.
- First few days and weeks are spent exploring, meeting people, enjoying new food, and seeing local sights
- Pictures and souvenirs are taken and purchased

Stage 4 – Initial Frustration

- begin to question and confront the different values and behaviours of the people in the new culture.
- A sharp sense of self may sink in
- Things may seem utterly confusing, causing the study abroad to possibly reject the new culture.

Stage 5 - Culture Shock

- A general low point
- as they have reached their maximum tolerance for the differences.
- May begin to question their decision to study abroad in the first place.
- strong feelings of being a "foreigner."
- Homesickness sets in.

Stage 6 – Rebound and Acceptance

- rebound on their path to total adjustment.
- develop strategies to adapt and cope with the host culture.
- Instead of being angry, they accept and appreciate the cultural differences.
- A good sense of humor comes in handy here.

Stage 7- The Breakthrough

- comfortable in their surroundings
- They begin to see the host country as less restrictive.
- They find solace in a dual cultural identity
- But, return home is imminent

Stage 8 – Reverse Culture Shock

- Realisation of the downsides of their home Culture
- Personal change versus local stagnation
- Confrontational; At the peak of the breakthrough

ERASMUS

POST-ERASMUS DEPRESSION

ESNblog

Thoughts?



Stage 9 – Adjustment and Incorporation

- Changing values and beliefs will impact behaviour.
- Finding new ways to be at Home
- Strong will to continue to be international
- Incorporation of what is learned in skills, studies and future career

Engaged students because of their university experience?

It's truly a shared responsibility between sending and hosting institution, student organisations and local society.



Engaged students because of their university experience?

Video 2

Thoughts?



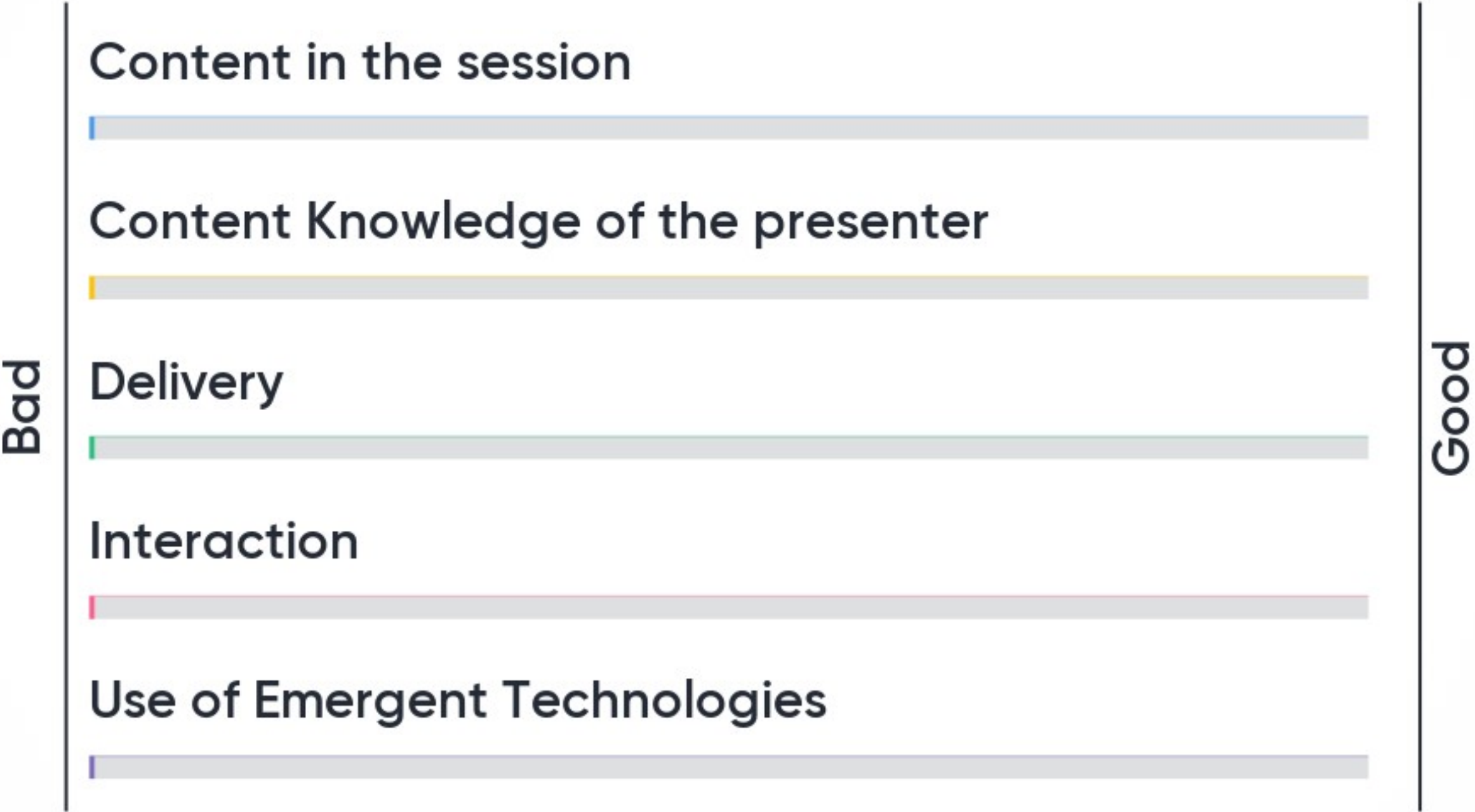
Discussion – Before | During | After mobility

What key concepts intrigued you?

Recap

Debrief

Feedback



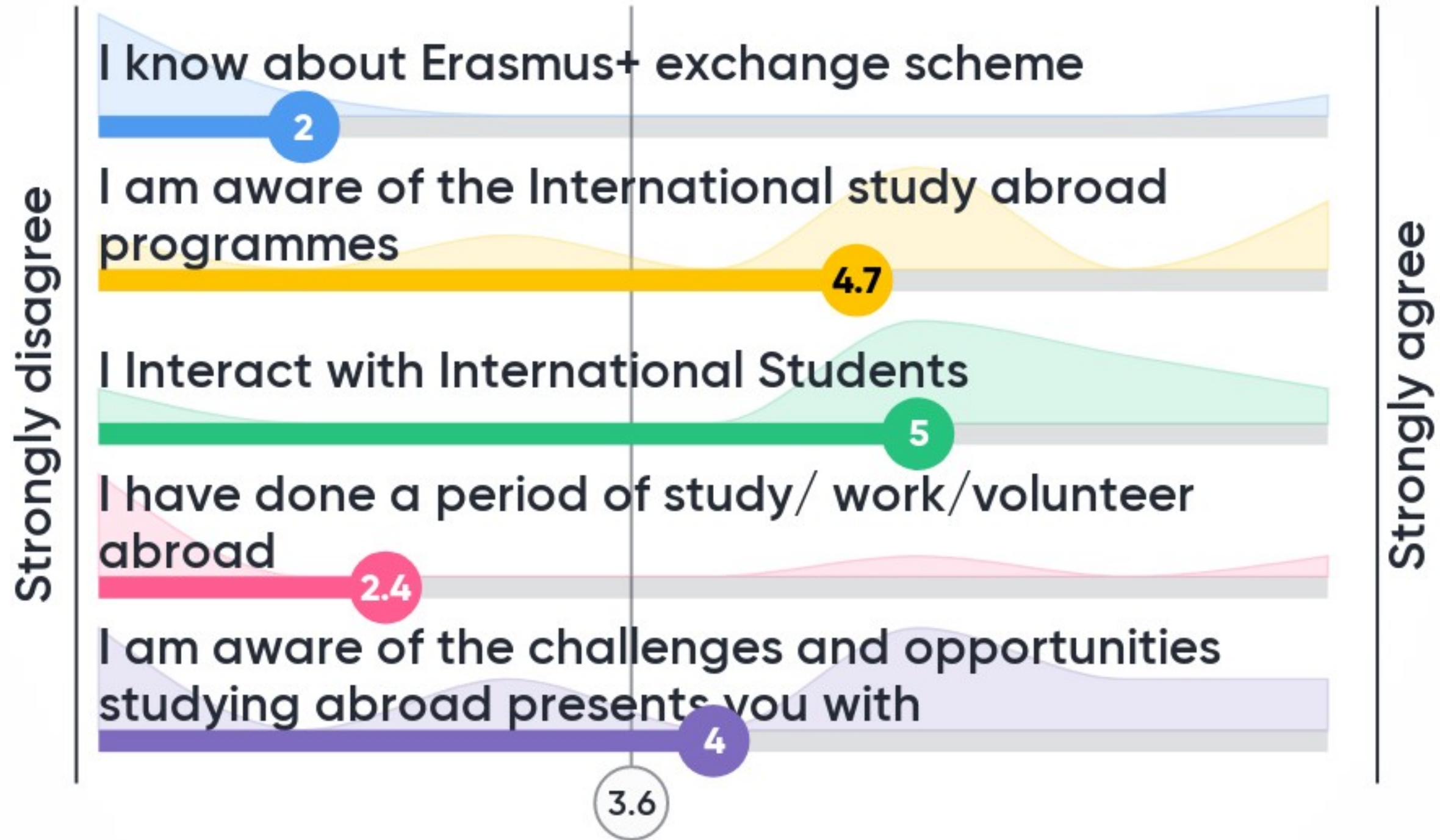
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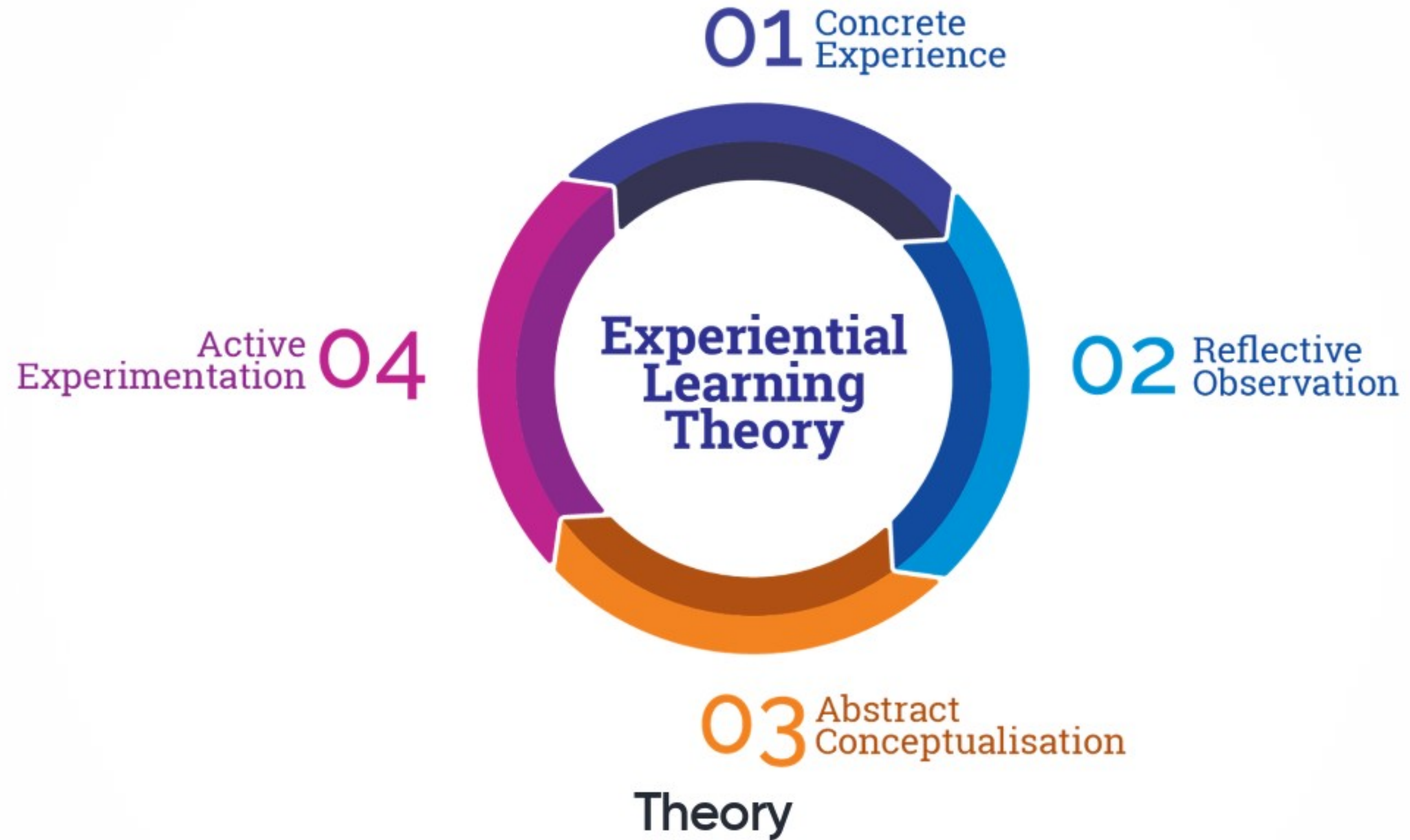
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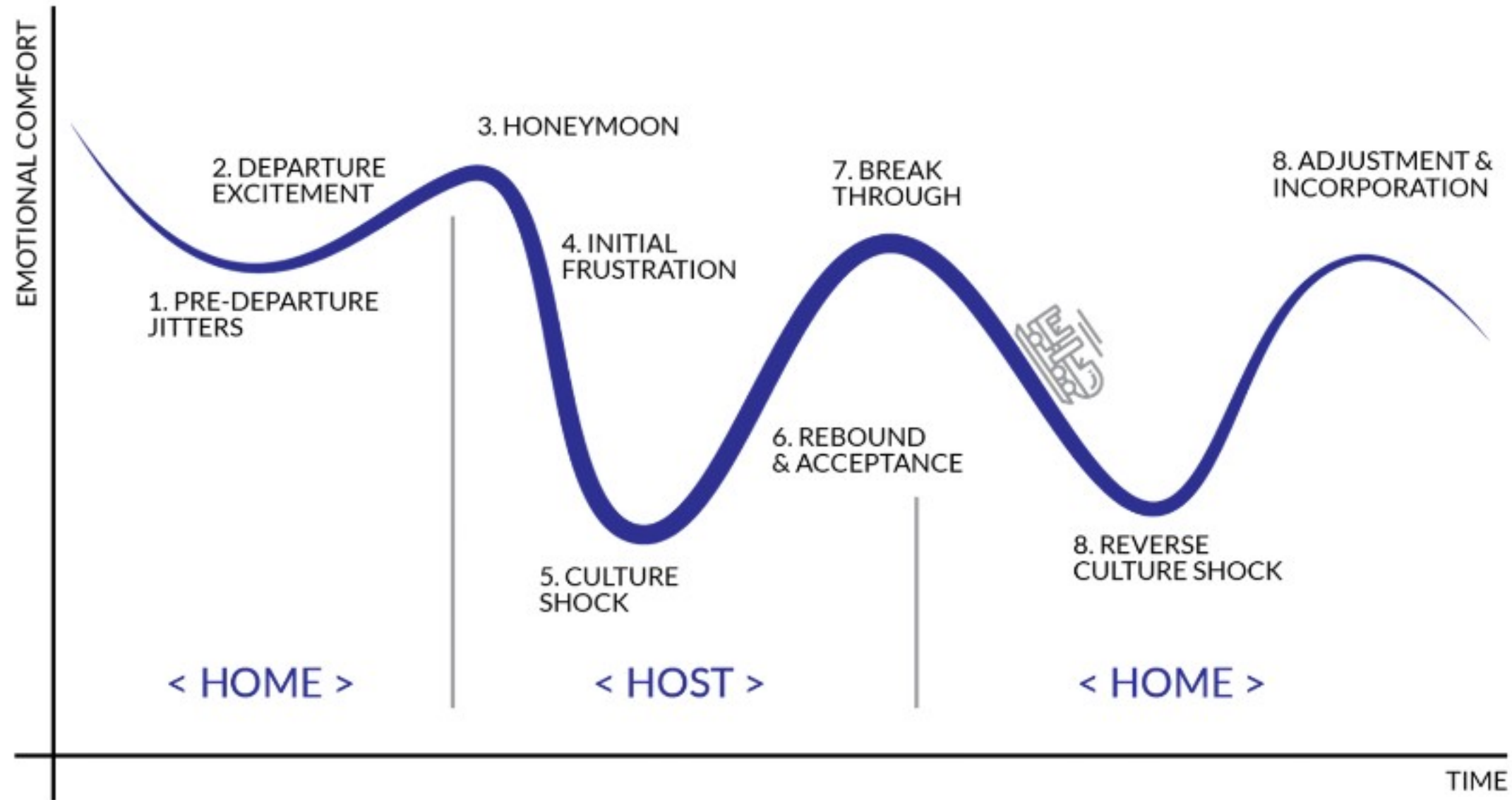
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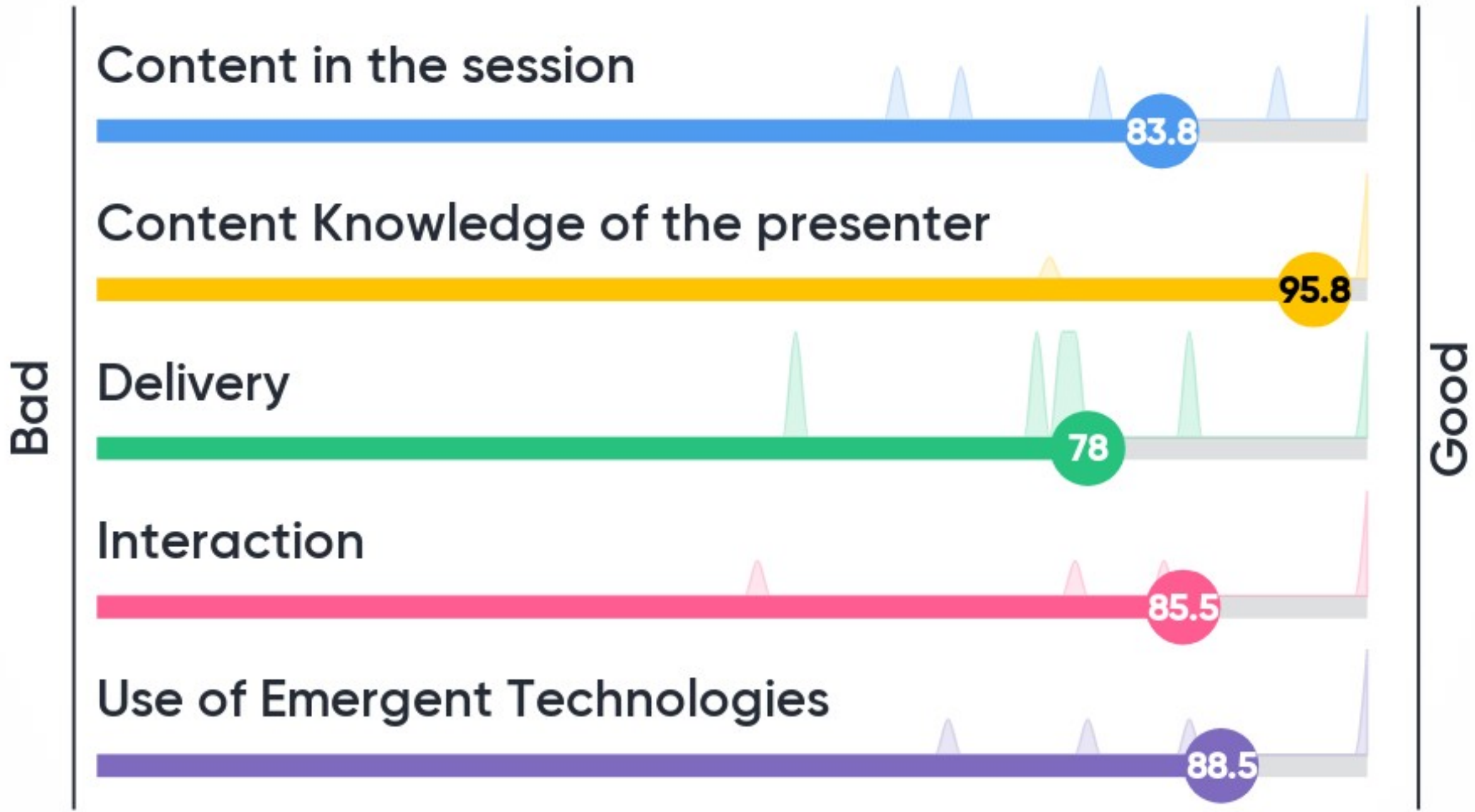
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PGCE/PCE (PCET) LESSON ASSESSMENT FORM



Student Name: Amiriyam Madhwa

Establishment: WTS D microteaching

Date: 25/11/18

GRADE DESCRIPTIONS: (When compared with an experienced teacher)

VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
U - needs attention through further development and improvement

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

mixed ability 'intermedialisation' mixed ability 'student engagement'

A SUBJECT KNOWLEDGE

	VG	G	S	U
1 accuracy of knowledge of subject matter	☒			
2 understanding of context e.g. scheme of work, programme of study, team-teaching	☒			

B LESSON PLANNING AND PREPARATION

	VG	G	S	U
1 detail and structure of plan	☒			
2 clarity and suitability of learning objectives	☒			
3 choice and variety of tasks	☒			
4 resources selected, prepared, organised	☒			
5 range of teaching strategies used	☒			
6 professional standards considered and recorded	☒			
7 essential skills considered and recorded	☒			

C TEACHING

	VG	G	S	U
1 lesson start, e.g. outlining content, aims and objectives	☒			
2 presentation: instructing, explaining, demonstrating	☒			
3 effective questioning	☒			
4 management of tasks and working groups	☒			
5 suitability of teaching strategies/methods/approaches	☒			
6 use made of board OHP, AV aids, ICT, other resources	☒			
7 pace of lesson, use of time	☒			
8 lesson ending, e.g. summarizing, recapping key points	☒			

D CLASS MANAGEMENT AND CONTROL

	VG	G	S	U
1 presence and voice projection	☒			
2 transitions - smooth	☒			
3 awareness, vigilance and intervention	☒			
4 use of praise and encouragement	☒			
5 quality of relationships with students	☒			

E MONITORING AND ASSESSING STUDENTS' PROGRESS

	VG	G	S	U
1 monitoring understanding and progress during lesson	☒			
2 assessing achievement of learning objectives	☒			
3 giving feedback and setting targets for progress	☒			

F EFFECTIVENESS

	VG	G	S	U
1 in setting high expectations for work	☒			
2 in conveying enthusiasm and challenging students	☒			
3 of students' learning in this lesson	☒			
4 in meeting targets for improvement from previously observed lesson	☒			

Notes and Comments:

Engage with audience at the outset which is good.
 Good to check learner background which is good. You explain the response able to the learner about the scheme which is good.
 Will structural lesson plan, nicely detailed notes also made to highlight key points.
 You utilize technology well to support your lesson, well done.
 Good engagement with the learners and you encourage them well throughout.
 An interesting session, well done.

TARGETS FOR IMPROVEMENT

Try to outline your learning objectives at the start of the session.
 Your pace of delivery is a little quick on times, try to give learners a chance to respond to questions.
 When groups are discussing, try to keep the question/discussion points visible.

Signed/Dated (Observer):

Col. Li

Signed/Dated (Student):