WINCHESTER
BUSINESS SCHOOL

Responsible Internationalisation of Management Education:

Exploring Learning and Teaching Needs of the International Students of the Winchester University Business School

Dr Tatiana Gladkikh
Tatiana.Gladkikh@winchester.ac.uk

THE UNIVERSITY OF WINCHESTER

Overview

- Project team
- Project rationale
- International students at Winchester Business School (WBS)
- Theoretical underpinning and methodology
- Research findings
- Way forward?
- Questions for discussion

Winchester University (values and principles)

- Individuals matter
- Best Value Strategy
  - economy – obtaining resources (human, material, and so on) at best value, taking both price and quality into account ('doing things at best price')
  - efficiency – the efficiency of converting resources (inputs) into outputs ('doing things the right way')
  - effectiveness – application of outputs to achieve the organisation's objectives ('doing the right things').
- The University's mission is ' *to educate, to advance knowledge and to serve the public good*'

PRME and the Winchester Business School (WBS)

- We are proud to be the 13th Business School in the UK to be accepted as part of the United Nations 'Principles of Responsible Management Education' initiative or PRME
- The aim of PRME is to develop a new generation of business leaders capable of managing the complex economic, environmental and social challenges faced by business in the XXI century
- It now includes over 300 business schools worldwide
- The six principles of PRME:
  Purpose, Values, Method, Research, Partnership, Dialog
- This has informed our teaching and research strategy since 2008

WINCHESTER BUSINESS SCHOOL

THE UNIVERSITY OF WINCHESTER

WBS's commitment to excellence in learning and teaching (L&T)

- University's Widening Participation and Lifelong Learning Strategy
  - "break down cultural barriers"
  - "nurture and support students through to successful course completion" and
  - "promote high levels of achievement" where "modes of course delivery, methods of teaching and learning, assessment and feedback [] are tailored (as far as possible) to students' individual learning needs" (p. 5).
- The Winchester University Academic Development Strategy
- Faculty of Business, Law and Sport Annual Operating Statement 2012-2013
- Action Plan for BA (Hons) Business and Event Management group of programmes 2011-2012

International students at WBS

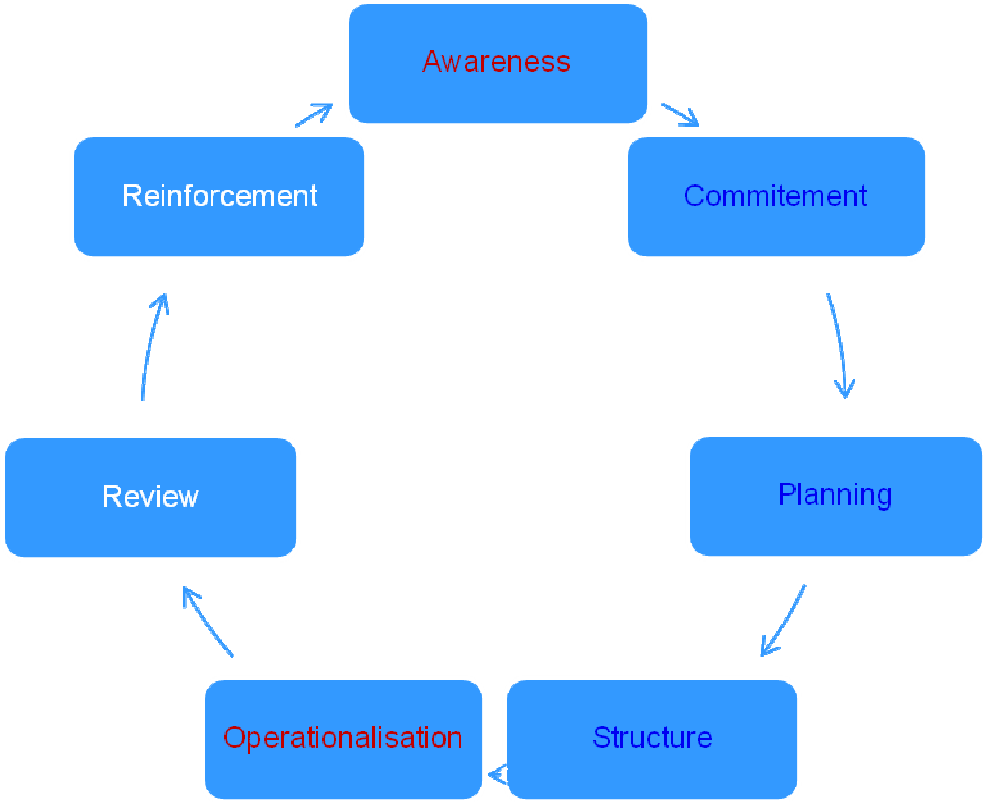
- Strength in numbers? A third of all BM students are international (primarily Chinese)
- Current support at WBS. Two modules: Developing Academic Practice (DAP) and Business an Academic English Workshop (BAEW)
- “You are responsible, forever, for what you have tamed. You are responsible for your rose” (Antoine de Saint-Exupery)
- PRME: focus on Purpose, Method and Research in L&T of international students

WINCHESTER BUSINESS SCHOOL

THE UNIVERSITY OF WINCHESTER

Internationalisation at WBS

(according to Internationalisation cycle by Knight, 1994; Manning, 1998)



WINCHESTER BUSINESS SCHOOL

THE UNIVERSITY OF WINCHESTER

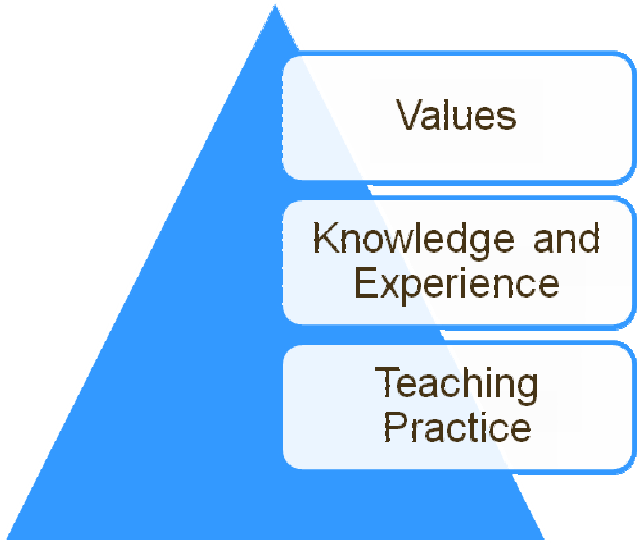
Exploring L&T Needs of the International Students

Theoretical underpinning

- Where are we in the Internationalisation cycle?

  From Awareness (Commitment, Planning, Structure) to Operationalisation (see previous slide)

- Practical Theory of Teaching (adapted from Handal and Lauvas, 1987)



Exploring L&T Needs of the International Students

Methodology

- Qualitative methodology
- Research method: semi-structured interview technique
- Pre-determined questions on:
  - Students' aims and expectations of studying at WBS
  - Students' self-assessment of their own progress (academic and personal)
  - Current teaching at WBS
  - Students' learning at WBS
  - Comparison with international students' learning at other UK universities
  - Integration
- Research sample characteristics: 22 interviews
- Data analysis: King's (1994) template technique

Exploring L&T Needs of the International Students

Research findings

- **Aims and expectations** – small and safe environment, good/warm climate, a springboard to acceptance onto an MA/MSc programme elsewhere, influence from family/teachers/friends
- **Self-assessment of progress** – positive, better progress than many students expected, this is often due to more interactive learning and teaching than in the home country
- **Teaching at WBS** – lectures can be difficult to follow, however they provide an opportunity for independent learning. Seminars are more interactive and encourage group work which is involving and enjoyable, however group work can be difficult in mixed groups due to different English language ability
- **Learning at WBS** – English language is the main issue, seminars are seen as more effective mode of study for students with better English proficiency, library resources on WBS campus would be helpful, more independent study tasks, more direction from lecturers, more accessible documents on academic study skills
- **Comparison with international students' learning at other UK universities** – Winchester is a student-focused university where lecturers are very responsive and helpful
- **Integration** – very important for academic learning, social communication and exploring the country, however it is difficult to integrate when the English ability is low. More information and collaboration with clubs and societies should be promoted/encouraged

Way forward?

Practical actions

- To develop existing teaching materials (DAP and BAEW)
- To produce a “user-friendly” Harvard Referencing Guide
- To create a Glossary of major concepts, term, definitions and abbreviations related to Business Management studies
- To provide enhanced teaching for direct entrants into Year Two and Year Three in 2013-2014
- To facilitate as much as possible student and staff integration (e.g. International students induction, student mentoring programme; international events, both academic and social)
- To further develop on-going dialog and cooperation with English Language Teaching Support Unit (ELTSU)

Questions for discussion

- Positivist approach to reflective teaching?

(Means, bureaucracy, efficiency and inspection + autonomy, democracy and emancipation = ?)

- What should operationalisation of L&T activities for international students look like in the post-modern world?

Bibliography

- *Action Plan for BA (Hons) Business and Event Management group of programmes 2011-2012,* The University of Winchester
- *BLS Annual Operating Statement 2012-2013*, The University of Winchester
- Interim Report of the International Student Working Group by Phill Jennison (January 2013).
- Barbour, R. (2008) *Introducing Qualitative Research*. London: Vintage Books
- Boyatzis, R.E. (1998) *Transforming Qualitative Information. London:* SAGE Publications
- *Faculty of Business, Law and Sport Annual Operating Statement 2012-2013 (2012)* The University of Winchester
- Grix, J. (2004) *The Foundations of Research.* Basingstoke: Palgrave Macmillan
- Handal, G. and Lauvas, P. (1987) *Promoting Reflective Teaching: Supervision in Action,* Milton Keynes: SRHE and OUP

Bibliography

- *Internationalisation: Enhancing Support for International Students*. Staff Development Workshop with Sloan, D. and Porter, E. The University of Winchester Business School. 05 December 2012
- King, N. (1994) The Qualitative Research Interview. In Cassell and Symon (eds) *Qualitative Methods in Organisation Research.* London: SAGE Publications
- Knight, N.J. (1994) *Internationalisation of Canadian Universities.* PhD Thesis: Michigan State University, in Poole, D. (2001) Moving towards Professionalism: The Strategic Management of International Education Activities at Australian Universities and their Faculties of Business. *Higher Education, Vol. 42 (4)*
- *Learning, Teaching and Assessment Strategy 2009-2011* (2009) The University of Winchester
- Manning, K. (1998) *The Internationalisation of Higher Education in Australia: Management and Strategy Options for Faculties of Education*. EdD Thesis: University of Melbourne, in Poole, D. (2001) Moving towards Professionalism: The Strategic Management of International Education Activities at Australian Universities and their Faculties of Business. *Higher Education, Vol. 42 (4)*

Bibliography

- McKinlay, N.J., Pattison, H.M. and Gross, H. (1996) An Exploratory Investigation of the Effects of a Cultural Orientation Programme on the Psychological Well-Being of International University Students. *Higher Education, Vol. 31 (3)*
- Naido, V. (2007) Research on the Flow of International Students to UK Universities: Determinants and Implications. *Journal of Research in International Education, Vol. 6*
- Poole, D. (2001) Moving towards Professionalism: The Strategic Management of International Education Activities at Australian Universities and their Faculties of Business. *Higher Education, Vol. 42 (4)*
- Widening Participation and Lifelong Learning Strategy 2011-2012 (2011) The University of Winchester