# Inclusive teaching with international and non-English speaking background students

## Dr Janette Ryan

### Inclusive Education Community of Practice event 7 February 2019

#### Transcript

MARY DRACUP:

OK. I'm Mary Dracup. I lead the inclusive education project in the diversity and inclusion unit, and this is our first inclusive education community of practice event for the year, so welcome everybody.

I'd like to start by acknowledging the traditional custodians of the lands on which we meet. The Wurundjeri people. I'd like to thank them for their care for the lands and waters, and also extend my respect to any Aboriginal or Torres Strait Islander people who are here today.

Just a housekeeping message. For all those people dialling in remotely and on other campuses, please could you keep your microphones muted at all times. We're going to be taking questions via Slido, which is the web-based platform, and you can see the URL on the screen there. So, just go to that site and enter the event code S997 and you'll be able to post up questions and see what other people have posted as well. And could you please add your name to them? It just helps in case we need to sort of identify you as part of the answering process.

The main presentation and question time will take about half an hour, and in a moment, I'll ask associate professor, Barbie Panther, to introduce Dr Ryan. After the presentation time, you will be free to just discuss with your colleagues in your campus groups.

This is a community of practice event, so it's not just a presentation, it's not just stand and deliver, but an important part of the scheduled time towards the end is to give you an opportunity to have a slice and a cup of tea and talk to each other about Janette's presentation and the needs of international students in ways that you've found that have worked to help them, and also to share your practices with your colleagues and take the time to inspire and support and just communicate with your colleagues about this important inclusive education aspect.

So, now, I'd like to hand to Barbie to introduce Janette Ryan. Barbie is Director of Capacity Building and Digital Learning at Deakin. Thank you.

BARBIE PANTHER:

Thanks. Thanks very much Mary. So, I'm very pleased on behalf of Deakin University to welcome Janette here to talk to us today. She's a very well-known academic and a leading authority, really, in cross-cultural teaching, internationalisation of the curriculum, teaching and learning for international students, and she's doing a lot of work at the moment in teaching Chinese students, which I'm sure she'll share a little bit of it with us today. She's very widely published in the area. I would recommend her seminal work from, I think it's about 2006, a guide to teaching international students, which still today, is, you know, a fantastic resource. I think we have it in the library here, so go and have a look.

She worked as a director in the HEA in the UK for a while developing resources for people that were teaching increasing numbers of international students, which is a similar situation to what we have here in Australia. And she's developed some fantastic resources in that project for people teaching postgraduate international students, and for international staff teaching in the UK. So, some really, really great stuff. And so with no further ado, I'd like to introduce Janette, who is going to talk to us today about inclusive teaching with international and non-English-speaking background students. OK. Thank you very much.

(APPLAUSE)

JANETTE RYAN:

Thank you very much. Can everyone hear me? OK? Thank you very much for the invitation. I am actually a Deakin graduate, so it's very nice to be back. And I just want to make one thing [clear] ... I sadly wasn't director of the Higher Education Academy, I was director of the Teaching International Students Project. I would have liked to have been director of the whole academy. But it's very nice to back, and thank you for the invitation.

My topic today is inclusive pedagogy in teaching international and non-English-speaking background students. And what I will be talking about is, very briefly, the broader context of internationalisation. But looking specifically at learning and teaching challenges for those staff and students, and focusing on the role of language and culture for both international students and non-English-speaking background students. And I'm going to be doing that within the general theoretical field of inclusive pedagogy. I'll be using China as a case study and I will be ending up, very briefly, with a little bit about inclusive and more internationalised curriculum.

So, just in terms of my background. I've actually been an international student myself four times. So, I've lived and breathed this area and it was actually my motivation for researching this area. I was... been an international student in the UK and China. And in China, I did a degree in another language. That was the hardest thing I have ever done in my entire life. So, I really give international students and non-English-speaking background students a lot of credit for the challenge that they take upon themselves. There's nothing like first-hand experience. It was the hardest thing I've ever done in my life but it was the most enjoyable, and it did change my life forever. International education is transformative and we're part of this wonderful gift. I've also done a number of projects with universities across the world and I'll be sharing a little bit of that with you as well. But I want to just remind you that, of course, internationalisation and teaching international students is part of the broader work of universities.

Our work has changed, our student body has changed, and it's not just the teaching interface that we are involved within our work. And I talk about the five Ps. Internationalisation policies, programs, partners, pedagogy, and people. And that's our whole work now. But I'm going to focus on pedagogy and people, and particularly then talking about teaching and learning. And what I always like to advocate is a whole of institution and a whole of student approach. And what I mean by that is looking at this, very much, in terms of what the experience of students themselves are. Looking at it from their point of view from even before they enter our universities. And as part of that project, the Teaching International Students Project, I did a mapping exercise of that very experience, the international student life-cycle. In this project, we looked at students' needs before they arrived after they had enrolled, pre-sessional support, induction. We did a lot of work about induction because that's a really important area where we can put a lot of resources up the front. We looked at teaching and learning in the classroom, life outside the classroom, their social well-being, their community contacts, and employability and next steps. And for each of those areas, we worked up resources and guidance, and lots of academic sources for staff as well. And we looked at all of the issues that might be challenging for staff or students. And the ones that I've put in red are ones that I'm going to be talking about here because these tend to be, I think, the most difficult ones for us. But I'm happy to talk about any of those areas as well.

And just to give you an example of a project that I did for the University of Oxford. I live in Oxford. They took this model, and I worked with them for 15 months, with 35 members of staff across the university and students at all levels, and we systematically worked through all of those different levels thinking about for that particular university and for their students, what kind of policies and strategies they needed to develop, and they really put a lot of effort into this, and it's been enormously successful. It's engendered a lot of systematic change. And any university can do this for any group of students or for all students.

But I've done a lot of research in this area in three different... four different countries, and it's very clear to me that there are a number of challenges for staff in our changing work. And just very briefly, these are... that we often now have students who bring very unfamiliar needs and behaviours. There are often participation, language, and assessment issues that can arise, and we need support and professional development. And what had become very clear to me, is that people don't want to have to just keep doing extra, extra, extra all the time, we need a systematic approach. And staff expressed a preference for strategies to be addressed holistically and systematically across university through routine quality assurance processes and not add-ons. We can't just keep doing more and more and more.

We have to fundamentally change what we do and how we do it and be rewarded for that. And I'd just like to mention that the strategies that we develop, inclusive education strategies that we develop for international students, benefit all students. This is about... actually, thinking about all of our students' needs but being aware that some particular groups might have particular challenges and issues. OK. What do students say? And I'm drawing on my research as well as the literature, as well as an analysis I did of five years of the National Students Survey in the UK. And students are very clear. They are generally satisfied but they always raise particular areas of concern. And this is common across all groups.

Now, many of the issues are similar to home students, particularly, ones who are transitioning to university. But international students, they can be much more acute and they can compound with other issues, language, cultural differences, all of those kinds of things. Generally speaking, undergraduate students need more support and more guidance in how to adapt. Postgraduate students say that they want much more contact and much more feedback. So, there are differences with the different types of students. And... what international students face, and non-English-speaking background students face as well of course, when they first arrive and in those first few years, is that they have a number of different levels of shock. Things are different.

Now, we know about cultural shock, that's when you go to a culture where things are different, they look different, they sound different, they feel different, they smell different, and it takes a while to get used to that. But people get over that relatively quickly. Language shock is when people have learnt a language, English, for a number of years and they think their language is quite good, but they hit the ground, and they have different discipline language, they have the Australian accent, they have the speed of lectures, and they will be very shocked to know that their language isn't nearly as good as they thought it was. And they may only be, at first, understanding a very small percentage of what is happening in lectures. But what's much more important and unrecognised, under-recognised, is academic shock. People actually aren't familiar with the ways that things are done in different cultures, and that endures, and I'll talk about that. So, we need to help students to adjust, we need to lighten their load. So, I just want to talk about China as a case study, and giving some detail about, well, what is it that's different.

The reason I'm choosing China is because that's what I'm familiar with and generally speaking, in Australia, that's our largest student group. Although, I know that in your campus, you have a lot of students from India as well and other countries. But if we look at China as a case study, again, I did an analysis of all that literature, pulling out descriptions of what's a good learner, what are we aspiring for our students to be, what would we like, what sort of behaviours do we want. And I've talked about this as Western or it could be British or it could be Australian, and that's what I've pulled out from the literature. So, that's what we're expecting our students to be. So, what would you expect to see on the other side for China? Is it the same? Is it different? And this is what I've come up with. Now, I'm not going to go through all of these, but if you look at these carefully, you'll see they are almost polar opposites. They are almost polar opposites.

Now I'm not saying all Western students are like this, I'm not saying all students from China are like this, far from it, but this is our ideal, these are our aspirations. Wouldn't it be nice if all of our students were like that? So, imagine if you're a student from China, you've spent 18-20 years in this system, this is what's expected of you, this is what you've had to do to be successful, you come to another country, and then you're supposed to do this, OK? That's a big jump. There's a lot of adjustment that's needed. And how do you do that? Do we just let students sink or swim or do we actually help them to move into this mode of learning? And how can we do that? So, the sorts of things that, I think, we need to consider as staff because there's an awful lot that we can do to help students and sometimes, it doesn't take very much work. Simple things.

We can actually make it very clear what are our academic expectations and what are the adjustments that we think students need to make, how do we help them? And of course, they often need language support. But we often forget that they need academic skills development [that] they may lack. They bring a whole lot with them and we need to recognise they are an asset and they have a lot of very positive learning behaviours, but they will need some assistance to develop particular skills, like: skills of analysis, critical thinking—the particular kind of critical thinking that we expect that's different in different cultures— academic writing, and writing using evidence. And we also need to think about integration and well-being of our students. How do we help them to feel a part of a community where they can then feel that they are able to learn? So, we need to be very explicit about our expectations.

We need to say things to them at the very beginning such as you are expected to be an autonomous learner, you will have less contact with teachers, you will need to develop an open and inquiring mind. And I always talk about the three Es: enquiry, evidence, and evaluation. And I think we often forget those last two. How do we help them to use evidence and to evaluate? And these are good things, of course, for all students. And also, just reiterating the importance of the development of their learning, not just getting the right answer, but helping them to understand that their learning is developing. So, there's lots we can do to help students adapt. We can put an awful lot on the web.

For example, Oxford did a lot of videoing of seminars, lectures, tutorials, meetings with their personal tutor, just to get used to what goes on and to start learning some of the academic language. You can offer early sessions on essay writing, problem-based learning, effective participation, communicating, how do you communicate with your lecturer, or supervisor, what do you call them etc., and when to ask for help. And my view is that it's very important this happens as close to the discipline as possible. We often pull out services and make them more generic. But the closer we can make them to the discipline, the more useful they will be to the student.

Specific information in the discipline, accessible readings, glossaries of different disciplinary vocabulary, and key concepts, all of the things that we can give them in advance or to have later that will lighten their cognitive load that will make it much easier for them. And foundational texts that they can read before they arrive. Now, language, of course, is a really key issue. And a very simple thing, of course, is to speak very clearly. A little bit more slowly but clearly. Australian accents, of course, are notorious to get used to. Regional accents in the UK, that's not so difficult. To be very aware of your language and the words that you use. Using signposts for example. This is the most important. This is just an explanation. Giving them lots of opportunity for practice. And recognising the role of fatigue. If you're trying to operate in another language for the whole day, you get so tired and all you want to do is find a co-national and go 'blah, blah, blah, blah' in your language. And they'll often do that in class and that's a stress release, so it's important that they can do that. And we need to recognise the developmental nature of language. It's difficult at the beginning and it takes time until they get better. And we can help them.

So, just a couple of student quotes from my research. This is a student who said, talking about writing, "Writing is the main problem. It's not the language, it's more about sentence structure and style, about how to structure an analytical essay. An example of a good essay would be really helpful." And another one said, "My main problem is writing. At first I thought it was just cultural and language, just grammatical issues, then I realised it was about formulating ideas." So, here's this... an example that it's about academic skills. It's about learning different techniques. And we need to do things like providing examples and models. Quite easy to do. Academic English is, according to Pierre Bourdieu, the French sociologist, 'no one's mother tongue'. We have all had to learn it and we forget that. How do we help students to learn that? We need to give them models. We need to give them examples. We need to give them specific activities like analysing the language in the text that they use or in a journal article. That's the best way to help them. There are lots of other ways you can do that too of course.

Now assessment, of course, is a really big issue, and writing is key to that. We need to give them advice on things like structure and organisation, how to make an argument, what tone and expression to use, how to use resources, not just telling them, "Don't plagiarise", but telling them what they should do, not what they shouldn't. Well, how do you actually do that? And remembering to also recognise there are cultural differences in writing. English is a writer-responsible language where the writer makes it very explicit what the message is. And this is... really comes from Aristotelian traditions where Aristotle talked about the rule of three: [1] tell them what you're going to tell them; [2] tell them; [3] tell them what you told them. So, some very simple rules that you can help them with. And we need to really be thinking about, well, what is it that we assess? Are we assessing students for their facility with language? Or are we assessing them for what they've learnt? And I think there are some real questions here about, well, what is acceptable and how open are we to alternatives.

Next thing, I think, is really key. Students will learn better and will develop their language better when they have opportunities to mix, and it's up to us to do this. We need to mix students from day one in the discipline so they have something to talk about. Mix them at every opportunity. Thinking really hard about how we do that in transnational programs. Developing buddy systems through virtual connections. And doing things like making sure we can pronounce students' names. People often feel... students often think that staff ignore them because they can't say their name. And you can do little games in the class to make sure that you can remember their name. A simple thing but so important. Group work is really important again. Students left alone will just go and work with their friends. So, it's really important that we engineer the groups and explain why it's important to mix with a diverse group of people. And we need to assist them with developing ground rules to make sure that everybody contributes to doing an analysis of their strengths and weaknesses so that they can use diversity as an asset.

Well, what is it that different people bring to our work and how can we bring different dimensions to do that work? And we need to not just let students go off and do the work but keep observing and monitoring them and making sure that the groups are working well and nobody is being excluded. So... This is a quote from a staff member I interviewed who said, "My feeling is that we need to think about what is good practice and communicate that to all the students and not to treat the international students as a different group. Rather than taking the international students away as a separate group, this was on plagiarism, and saying you may not realise what we expect, but rather talk to all the students together, but take into account that some students may bring rather different expectations." And I think that's a really nice way to put that, that we shouldn't put people into separate groups. Treat everybody the same in the same group but recognising that different groups might have different needs and different expectations.

OK. So, that's quite a lot of information. What works? I believe experimentation works. I think there are no hard and fast rules in this game. I think that we just try different strategies. Our student cohorts will change from one year to the next and we often have to adapt our work. So, my view is that we constantly have to keep trying different strategies and just finding out what works for particular groups, what works for you in that year with that group of students.

However, I do think there are some underlying principles that are really important. And these are that academic and social support services need to be holistic and joined up across the university. They need to be systematically embedded within our routine practice. Services and support need to be provided as close as possible for the students' discipline area. And we need to promote a sense of belonging to a community of learners. And my key suggestions are that we need to have academic skills development for students throughout their course because they need different skills at different times. They need extra support and guidance in the first few weeks. And we need to develop a meta-awareness of culture and language.

We can't understand the cultural backgrounds of all of our students but we can be very aware of what might be some difficulties for them and what sort of cultural beliefs and values we have that may be different from theirs. And I'd like to just mention finally that of course, it's not just about pedagogy, it's not about how we teach, it's also about what we teach, it's about the curriculum as well. And I'd like to draw here on transcultural theories, which is the theory that you can take the best of different cultures and by combining them, you can develop a new culture. So, with academic cultures, we can do that to develop a much more pluralistic knowledge base with the ultimate aim, I think, of better equipping all of our students.

And I'd like to end with this quote from the Higher Education... UK Higher Education Academy's Internationalising Higher Education Framework that I helped to develop, where we felt that the main aim for all of our students was to prepare 21st century graduates to live in and contribute responsibly to a globally interconnected society. And this is one where we see international students, and yes, these students, people from different backgrounds, as an asset, so the learning of all of our students. And just one last slide, which is an unashamed plug for my latest book, which is published next month, called 'Education in China. Philosophy, Politics, and Culture'. If you are interested in reading more about Chinese cultures of learning and the sort of systems that students from China come from, please buy my book. Thank you very much.

(APPLAUSE)

MARY DRACUP:

OK. Thank you, everybody. We're going to have a look at the Slido now and see what questions have come in.

So, good. OK. So... And feel free to keep posting questions everybody.

(INAUDIBLE) when students say they want more feedback. What do they mean? Is it advice prior to assessment submission? Or more information on why they get (INAUDIBLE)

JANETTE RYAN:

OK. Yeah. Yeah, I'll do that one. Yeah, OK. So, the question is... Sorry, I'll just repeat that. "When students say they want more feedback, what do they mean? They always say whether they want more feedback. Is it advice prior to assessment submission or more information on why they got the score they did?" I'd like to just preface this by saying that all students do say this. And I got really frustrated at one stage because I thought that I just gave feedback all the time and I'd still get students saying that in the final assessment. I thought, well, what more can I do. And so the next year, I did an experiment where I actually explicitly say, "I'm now giving you feedback. This is feedback. This is feed forward. This is what you need to do in your assignment." And I think actually making it really explicit and giving some signposts, I actually really improved the scores without doing a whole lot differently. And I think, sometimes, we just need to be really explicit. So, when we're preparing students for an assignment and we give them a lot of feed forward, we need to actually say, “This is what we're doing this for", OK?

Now, this is good for international students in particular because they don't know what you expect in an argumentative essay. So, we have to be really, really explicit. And of course, this is useful for all of our students. So, I think we need to label this is as feed forward, OK? "These are the criteria. Do a draft, work in pairs, mark each other's work. This is a form of feedback for you. These are the criteria, look at your draft, check yourself, give yourself a mark, improve". The same with feedback. So, I think it's really important that we do a lot of work beforehand, models, examples, "Here's some excerpts from previous assignments", "Here's a really nice introduction", "Here's a really nice conclusion". So, an awful lot happens beforehand. Because if it's summative assessment and they just get a mark, if we give a whole lot of information, they probably won't even read that, OK?

So, the more we can do in advance, the better. But students do want to know how to do better the next time around, particularly, international students who have done really well in their home system. They come here, they do an assignment, and they would do really badly, and they don't know why. And so I think that we need to provide very descriptive feedback. And you would've heard of the sandwich technique. You say, "You know, this is what you did really well at the beginning", you say that, you know, "Great job, good stuff at the start", in the middle, you give 'not so good', and then at the bottom of the sandwich, "But this is what you need to do to improve", OK? "You did this really well", OK? Now they need to know that, OK? "I've got that bit", OK? "This is what you didn't do so well" explicitly against the criteria, "But this is what you need to do to improve". And for me, that's the most important part. Now for an international student, it might be, "Look. You actually need a lot more language support," OK? Or it might be, "Come and see me, and I'll give you some examples of previous students' work." So, that's kind of a long answer and it's quite a complex one, but this is such an important issue. And it's really important for international students because of that shock. Now, it's not just Chinese students. British students are... for example, have very different writing styles. American students have very different writing styles. And they can be equally shocked by the bad marks that they're getting. So, I think, particularly at the beginning, we need to put a lot of work into this field, into this area.

MARY DRACUP:

OK. Thank you. I think that was the kind of answer that you were hoping for Joe. Anyway. Petra Brown has also asked a similar question really. She says, "You shared that undergraduate students want more support and guidance rather than contact and feedback. What would this look like for teaching staff?"

JANETTE RYAN:

OK. I mean undergraduate students and postgraduate students, clearly, have very different needs. And with postgraduate students, whether there are coursework... whether doing coursework or research only, they have very different needs. For postgraduate students who are doing research only work, that's a very lonely experience. Often it's just one-to-one with one supervisor or two supervisors. And they have often very little contact. And of course, it depends on how often they meet with their supervisors. If they're working online, that's even more acute, then they have very little contact.

Now, for a home student, they have a whole support system around them in their own country, they've got family here, they've got friends, they're used to the whole system. An international student is a long way from home and they can't just go and ask somebody something or just kind of offload all their anxieties. And there is some research that shows there are higher mental health issues amongst international students because of this isolation issue. And we need to be mindful of that. They need support. And that's what they talk about when they say they want more contact and feedback. And... You know? A doctorate or a research masters is a difficult thing, it's a different mode of learning. They're making a big shift. Now, we've done that a long time ago, we're really familiar with that, but we've forgotten what it is to make that transition. So, I think a really simple thing is just kind of trying to think back, you know, when that happened to you, what did you need, and talking to them about what their needs are.

For undergraduate students, support and guidance is much more... the support, I think, is around induction, you know, when they first arrive. You know… How comfortable do they feel? Are they making friends? Do they know what's going on? Often they might arrive a little bit late. You know, can we make sure that we hook them into all of the services; that they've made friends. So, the support at the beginning is much more pastoral. It's much more about social and welfare issues, making sure that people feel comfortable, making sure that they make friends with home students, so they get to practise their language, so they have a peer support system. But guidance is ... what I mean by that, there is academic support.

MARY DRACUP:

OK. Now Merrin... Thank you, Petra, for that. Merrin asks, "Are there strategies we can use to value and make use of non-Western approaches as well?"

JANETTE RYAN:

Yeah. What course? I suppose that's what I advocate most of all. I mean I use China as a case study because I think education in Chinese is really... really interesting because it's so different. You know? Philosophically, politically, culturally, it comes from a very different context. Education in China is highly valued. Highly valued. It's been part of civic society for 2,000 years. It's the gateway to your career, your social networks, even your marriage prospects. And... China is a much more philosophical poetic kind of society where education is at the very core. So, of course, I think there's a lot to learn from other cultures whether they're Eastern European or African or Middle Eastern. And we have something to learn from every other culture.

And I think that Western university systems do tend to be a little bit complacent, you know. We think that we've got this gold standard, that all we have to do is kind of share that, that we don't have much to learn. But we have a lot to learn. And by goodness, the Chinese higher education system is going ahead in leaps and bounds and we need to make sure that we really are top in the world so that we don't start losing to other countries. China now has more international students going there than they send overseas. They now have more than 0.5 million international students from all around the world, studying in China, OK. And they are putting a lot of money into their higher education system whereas Western governments are pulling out funding OK; such a short-sighted approach. So, I think as academics and as university workers, we need to really be mindful of this and be really advocating that we need to keep up, we need to be the best in the world, and we need to learn from the rest of the world as well. It's a shame people aren't here. It's sort of nicer when I can...

MARY DRACUP:

Yeah. I just want to be really equitable in this. And I think the online version is, perhaps, the best way to achieve that at the moment. OK. I'll just take perhaps one or two more, is that OK?

JANETTE RYAN:

What about the group here?

MARY DRACUP:

They have an opportunity afterwards … (INAUDIBLE). OK. So, Juliette asks, "Could you tell us more about the holistic whole of institution approaches that you mentioned?"

JANETTE RYAN:

OK. Look, I just like to mention too that... that project that I worked on, the Teaching International Students project, did take a holistic approach. And we looked at things like, you know, how do we connect students into community voluntary organisations to enrich their experiences, to help them improve their language. And so it's really again, looking at it from the student's life, you know. They kind of flip through our universities, but we don't really know what's going on in their lives, and that impacts, you know. When we know, as teachers, that when a person is learning, the limbic system is always engaged, the emotional part of our brain is always engaged. So, how a person is thinking and feeling are connected. And a person only learns well when they're not getting all of those negative... those negative thoughts happening. So, it's really important that we think about students holistically, about their well-being.

The worst thing, and I've interviewed so many international students who may have studied here for three years, and they'll go back to China or whatever it was, and they'll say, "Look, I just didn't make one Australian friend," or they might say, "Look, I don't even feel like my language improved." And I just think that's such a tragedy when I think about how much international study did for me. And we're the ones who can make that work for them, you know? We're the ones that can make it truly transformative for them. And so I think that it's really about thinking about the value of our work. We are so key. We are so important in our students' lives not just when we see them but for decades to come. And I think it's just kind of an attitude or philosophy about that whole-of-institution, that whole-of-person approach, is really thinking about you know, who am I working with in this class at this point in time, and, you know, what will their futures look like and how can I help them to get there. But the project that I worked on, there's an awful lot of resources and guidance. If anybody is interested in any particular area in any of that model, I'm really happy if you'd like to contact me and I can throw some resources your way or point you in directions of some interesting research that's going on.

MARY DRACUP:

Thank you, Juliette. Now Kate asks, "Do you have any strategies for accessing international students who are lost in the crowd and helping them to make contact with their teachers for tailored help?"

JANETTE RYAN:

OK. Yeah, that's a really good one, isn't it? Lost in the crowd. Again, I think peer support networks are the key here. Again, we set the tone. We're the people who can make connections for students. We can't look after them all the time, we don't have time, but we can assist them to help one another. And so I think building those support systems is really, really important so that people aren't lost in the crowd. If you buddy people up right at the very beginning, you might give them a few different ways of doing that, so there's always somebody to talk to, there's always somebody to help read your assignment, there's always somebody to, as a tension release, to go out with. I think peer support networks are a real key there. And also, using those support networks, those peer support groups, as feedback.

So, the University of Birmingham, where I was... was my last full-time academic post, where I was Director of Undergraduate Studies, we had a whole term-long induction and academic skills development program, but we set up families, student families, where they had to look after one another, and there were parents. Oxford has this as well, they have student families. So, second-year students are the parents. Two second-years are the parents of two first-years, it could be two males, two females. And then there were the grandparents, who were the third year ones. And they look after one another. And the older ones are a link. They actually have the welfare, they're responsible for the welfare of their children. And if there's a problem arising, they come to staff. In British universities, you have a personal tutor who is not your academic teacher, who looks after your welfare. And that's where nobody gets lost in the crowd.

So, I think we need to be really creative in how can we set up those systems, so there's a responsible student. Because students will tell... each other, things they won't tell us. But we need some mechanism where there's a peer support network, so that if somebody is starting to really get into trouble, they can say... anonymously, they can just say... so without giving too much information, they could say, you know, "I think you really need to have a chat with this person or go and see this person". I think peer support is really important there.

MARY DRACUP:

OK. Now this will have to be our last question. This is from Matt Brett. "More domestic students are undertaking study abroad. Any thoughts on relevance of inclusive education for preparing whole cohort on shocks of transnational education".

JANETTE RYAN:

Yeah. OK, that's a good question. And it's not just this way, it's both ways. There are now 7 million students, international students, moving all around the world, and it's not just East to West anymore, it's not just underdeveloped countries to Western countries, it's much more multi-directional now with education hubs. Malaysia is developing education hubs. China is building education cities. Education cities that have 14-plus universities within them. So, people are going all over the place now because younger people are recognising the value of international experience. And in China, of course, with... until recently, a booming economy, people see opportunities there. Sadly, Britain doesn't see it in quite the same way coming off their links with Europe unfortunately.

But ... if you move in different countries, even if it's from the same language, there is a shock. I moved from Australia to study in the UK and I experienced some shock. Now there are a whole lot of different ways of dealing with that. Of course, it's incumbent on those universities to set up programs for those students when they arrive. But I think there's nothing like, and I've done this myself, where I've organised programs for students to study abroad for a year or a semester. I get that cohort to talk to the next one down and just say, "Look, this is my experience, come and talk to me if you want to, this is what I found hard, this is what helped". So, again, I think sharing student's experiences and we can help them set up those networks. You know, if you go to Denmark, you know, if you've only got English, can you get everything that you need in the shop? Those kinds of questions. So, I think... drawing on student's experience is a really key way of doing that. And there are actually a lot of blogs and websites that do that too, and we can set those up as well.

MARY DRACUP:

OK. Thank you, everyone, for participating online that way. It's sort of a little bit different to what we've done before but I think that... I think it worked OK, for the moment. Now, we will be shortly ending the video-conference part of this event but, as I said before, this is a community of practice, there are facilitators on every campus, so please do take a little time now out of your day to have a cup of coffee, tea, with your colleagues and a slice, and talk about things that have arisen for you out of Janette's presentation.

If you're more experienced, please share, you know, the kinds of things that you found to work with your less experienced colleagues. If you're less experienced, take this opportunity to ask questions. This is what the community of practice, sort of, really aims to do. And that's about it really. We have another... I was really pleased to see Janette, sort of, mentioning the importance of inclusive assessment because this is actually going to be a focus of ours this year. Our next Inclusive Education Community of Practice event will be around inclusive assessment, so look out for that. I'll be sending everyone who has registered, a link to our Inclusive Curriculum and Capacity Building website resources on teaching international and cultural and linguistic diverse students, and also a chapter that Janette has written in a book. It's a 2006 book but it's still as pertinent as ever, which just encapsulates a lot of these key, sort of, principles that Janette has been talking about today.

So, look out for them. And I hope to see all of you in future events. Thank you.

(APPLAUSE)