Transition to Study

Multiple approaches to supporting international students in their first trimester of New Zealand tertiary study

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Wellington Institute of Technology
Te Whare Wānanga o te Awakairangi

Academic support offered

- Individual and group appointments with a Learning Advisor
- Academic workshops in the Learning Commons
- Transition to Study

Transition to Study

- Introduced at international orientation
- Five optional sessions
- Range of academic skills covered e.g. referencing, note-taking
- Lecture-style with small group discussions and activities
- Evenings and lunchtimes

Challenges

- Decontextualized

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Realizations

- Students attending additional support classes were often not those who needed the support (Durkin & Main, 2002).
- Early in their courses, students not yet aware of the necessity of the skills being taught (Vygotsky's ZPD).
- To learn effectively students need to experience a problem, take action, get feedback and reflect (Kolb & Fry, as cited in Wingate, 2006).
- No one size fits all – international students arrive with a variety of expectations and needs (Butcher & McGrath, 2004).
- Proactive approach better than reactive (Li, Baker, & Marshall, 2001).

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A change in direction…

‘Bolt-on’ approach

Study-skills courses additional to course content

Remedial approach often seen as for ‘at risk’ students

‘Built-in’ approach

Embedded approach

Students from all backgrounds need support

Focus on experiential learning – dealing with academic tasks and getting feedback

(Bennett et al, as cited in Wingate, 2006)

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Process

Five schools involved – Business, IT, Creative, Health and Social Sciences, Engineering

1. Set up discussion groups
2. Sought out interested tutors (*champions*)
3. Offered different collaboration options
4. Allowed time for tutors to reflect

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Five different results

- **Business** – Camp
- **IT** – Workshops in a compulsory course and study circles
- **Creative** – one-to-one support in-class
- **Engineering** – contextualised compulsory program
- **Health and Social Sciences** – contextualised compulsory program

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Graduate Diploma in Business Management
(School of Business and IT)

Kick Starter Camp

- Initiative co-delivered by Learning Support team and tutors
- Goals
  - Team and friendship building
  - Building relationships and communication between staff and students
  - Discuss academic expectations
  - Practice essential academic skills

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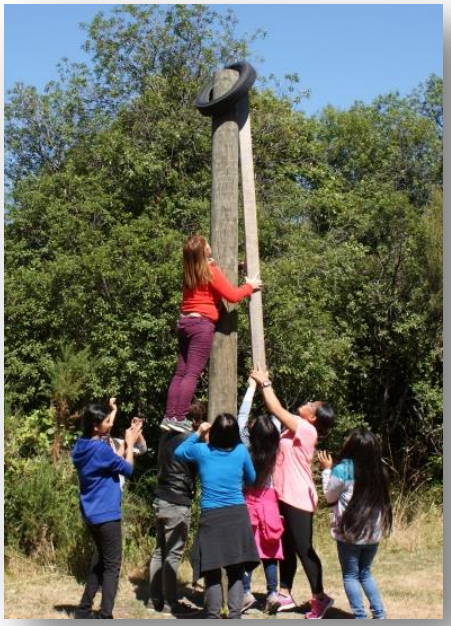
Example Activities



Graduate Diploma in IT
(School of Business and IT)

In-class collaboration with tutor

- Delivering workshops matched to assignment due dates
- Available after-class for individual questions
- Involved in moderation

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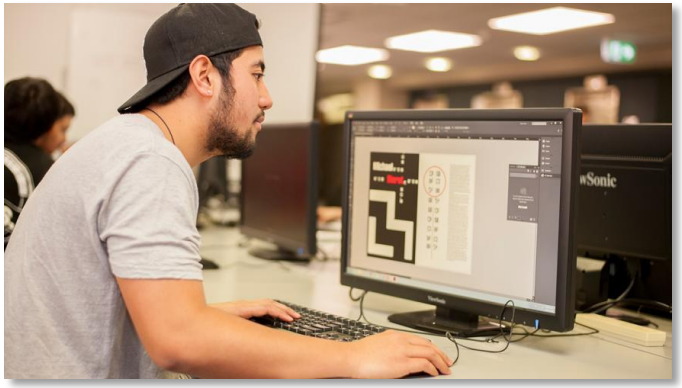
Bachelor of Creative Technologies

(School of Creative Technologies)

In-class collaboration with tutor

- In-class workshops on request
- Present during assignment writing sessions in-class to offer support in collaboration with tutors
- 1-to-1 support as required



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Bachelor of Engineering

(School of Engineering)

Out-of-class endorsed support

- Three sessions
- Compulsory attendance
- APA referencing and academic honesty
- Experiential tasks
  - Analysis of exemplar reports
  - Oral presentation of a bridge design and model
  - Research-based paragraph on an engineering topic

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Graduate Diploma in Addictions

(Health and Social Sciences)

Out-of-class endorsed support

- Three sessions
- Focus on finding information, referencing and reflective writing
- Discussion groups with former/current students
- Experiential tasks
  - finding sources for a case study
  - Writing reflective paragraph about research topic

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Reflection

‘Bolt-on’ Approach

‘Built-in’ Approach

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Reflection

Successes

- More connections between Learning Advisors and Staff
- Learning Advisors seen as more approachable
- Improvements in assignment quality (anecdotal)

Areas for improvement

- More buy-in
- Research-backed
- Long-term vision

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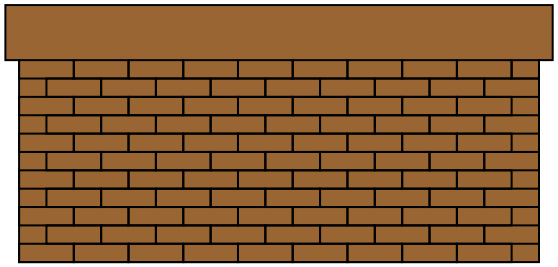
Ongoing challenges

- Time…
- Tutor and student attitudes to ‘Learning *Support*’
- Knowing content and knowing tutor expectations



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Typical activities

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Find someone who…

Has won a scholarship in the past _____	Studies best late at night _____	Has used APA Referencing before _____	Has failed a test before _____
Knows what plagiarism is _____	Knows the meaning of the word credible _____	Studies best in the early morning _____	Enjoys studying in a group _____
Has worked as a teacher or tutor _____	Has a Masters degree _____	Keeps a list of the new words they are learning in NZ _____	Speaks four or more languages _____

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Research skills race

10 Ways Employees can Support Diversity and Inclusion | Diversity Journal

DIVERSITY JOURNAL

Wanted: builders of a better working world.

10 Ways Employees can Support Diversity and Inclusion (http://www.diversityjournal.com/14154-10-ways-employees-can-support-diversity-inclusion/)

Guess Blog by Robin Pedrelli

In most organizations, diversity and inclusion is best approached with a top-down, bottom-up strategy. While it's imperative that D&I efforts are supported by the CEO and actively engaged with, one cannot discount the impact of employee involvement. Engaging employees at all levels is the most effective way to reach critical mass and communicate the import of diversity and inclusion. When employees are eager to join in the process but lack the know-how and confidence to take action, it is important to let employees know that there are many ways to contribute and support D&I efforts and does not necessarily require expertise in the field.

This article offers some concrete tips that are designed to engage employees at all levels within the organization. Remember: It is important to commit to the process. Value the thoughts and ideas of everyone, and celebrate along the way.

Robin Pedrelli, co-founder and partner of Visionpring, Inc

How Employees Can Support Diversity and Inclusion

1. Know the diversity goals and vision of your organization and its connection to the overall business objectives; commit to the process by understanding how diversity impacts your role, and how your role impacts the success of the diversity initiative.

2. Participate in employee engagement surveys and respond as openly and honestly as possible. Finding an internal champion with whom you can comfortably express concerns and/or solicit advice can be instrumental in supporting your efforts.

3. Actively engage in the diversity effort. You can take part in or start an employee Resource Group, or volunteer to chair or serve on committees that organize diversity-related benefits and activities; consider becoming a mentor, mentee, or part of a co-mentoring relationship. These activities require a commitment of time, but represent a valuable opportunity for personal and professional development.

4. Become culturally competent. Take the time to learn about different cultures, races, religions

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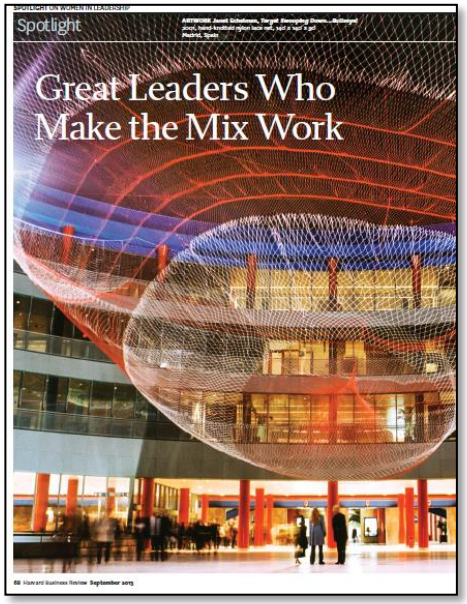

Spotlight

Great Leaders Who Make the Mix Work

UF IFAS Extension

HR022

Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools[1]

Kelli Green, Mayra López, Allen Wysocki, Karl Kepner, Derek Farnsworth, and Jennifer L. Clark[2]

Introduction

The world's increasing globalization requires more interaction among people from diverse backgrounds. People no longer live and work in an insular environment: they are now part of a worldwide economy competing within a global framework. For this reason, profit and non-profit organizations need to become more diversified to remain competitive. Maximizing and capitalizing on workplace diversity is an important issue for management.

Supervisors and managers need to recognize the ways in which the workplace is changing and evolving. Managing diversity is a significant organizational challenge, so managerial skills must adapt to accommodate a multicultural work environment.

This document is designed to help managers effectively manage diverse workforces. It provides a general definition for workplace diversity, discusses the benefits and challenges of managing diverse workplaces, and presents effective strategies for managing diverse workforces.

Diversity Defined

Diversity can be defined as acknowledging, understanding, accepting, and valuing differences among people with respect to age, class, race, ethnicity, gender, disabilities, etc. (Esty et al. 1995).

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Companies need to embrace diversity and look for ways to become inclusive organizations because diversity has the potential to yield greater work productivity and competitive advantages (SHRM 1995). Stephen Butler, co-chair of the Business-Higher Education Forum, believes diversity is an invaluable competitive asset (Robinson 2002). Managing diversity is a key component of effective people management in the workplace (Black Enterprise 2001).

Demographic changes (women in the workplace, organizational restructuring, and equal opportunity legislation) will

1. This document is HR022, one of a series of the Food and Resource Economics Department, UF/IFAS Extension. Original publication date June 2002. Revised October 2015. Visit the EDIS website at http://edis.ifas.ufl.edu.

2. Kelli Green, former graduate student; Mayra López, former graduate student; Allen Wysocki, associate dean and professor; Karl Kepner, emeritus professor; Derek Farnsworth, assistant professor; and Jennifer L. Clark, senior lecturer; Food and Resource Economics Department; UF/IFAS Extension, Gainesville, FL 32611.

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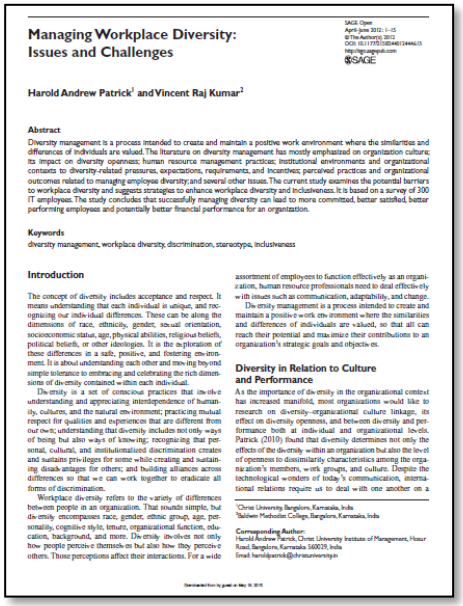

Managing Workplace Diversity: Issues and Challenges

SAGE Open

Harold Andrew Patrick[1] and Vincent Raj Kumar[2]

Abstract

Diversity management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued. The literature on diversity management has mostly emphasized on organization culture; its impact on diversity openness; human resource management practices; institutional environments and organizational contexts to diversity-related pressures, expectations, requirements, and incentives; perceived practices and organizational outcomes related to managing employee diversity; and several other issues. The current study examines the potential barriers to workplace diversity and suggests strategies to enhance workplace diversity and inclusiveness. It is based on a survey of 300 IT employees. The study concludes that successfully managing diversity can lead to more committed, better satisfied, better performing employees and potentially better financial performance for an organization.

Keywords

diversity management, workplace diversity, discrimination, stereotype, inclusiveness

Introduction

The concept of diversity includes acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and fostering environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity is a set of conscious practices that involve understanding and appreciating interdependence of humanity, cultures, and the natural environment; practicing mutual respect for qualities and experiences that are different from ourselves; understanding that diversity includes not only ways of being but also ways of knowing; recognizing that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; and building alliances across differences so that we can work together to eradicate all forms of discrimination.

Workplace diversity refers to the variety of differences between people in an organization. That sounds simple, but diversity encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background, and more. Diversity involves not only how people perceive themselves but also how they perceive others. Those perceptions affect their interactions. For a wide assortment of employees to function effectively as an organization, human resource professionals need to deal effectively with issues such as communication, adaptability, and change.

Diversity management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives.

Diversity in Relation to Culture and Performance

As the importance of diversity in the organizational context has increased manifold, most organizations would like to research on diversity–organizational culture linkage, its effect on diversity openness, and between diversity and performance both at individual and organizational levels. Patrick (2010) found that diversity determines not only the effects of the diversity within an organization but also the level of openness to dissimilarity characteristics among the organization's members, work groups, and culture. Despite the technological wonders of today's communication, international relations require us to deal with one another on a

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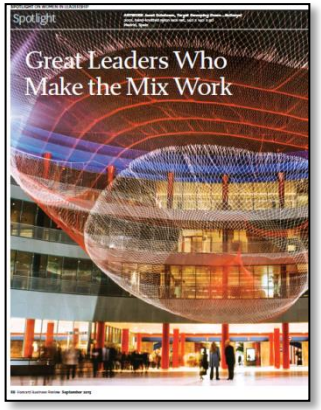
Research skills race

1. Who published *The Leadership Experience?*
2. Which is the least credible source?
3. Which three sources talk about the challenges of diversity?
4. Name two companies with great leaders that support diversity.
5. What journal was the academic article published in?
6. Where exactly could you read about Hertzberg's two-factor motivation theory?
7. Write an in-text citation for the article 'Great leaders who make the mix work'?
8. Write an APA reference for the Pedrelli article.



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Academic honesty discussion

Are the following acceptable?

1. Student A finds a good source of information and tells student B about the source. They talk about it. They write the assignment independently using this information and identify the source in their text. **Yes / No**

2. Student A and Student B find the same source independently. They write the assignment independently and both use exact words from the source without identifying the source in their text. **Yes / No**

3. Student A doesn't know how to start the assignment and so he asks student B who helps him by showing him his own work. Student A writes up the assignment in his own words but there are similarities with student B's work. **Yes / No**

(Barrett, & Cox, 2005)

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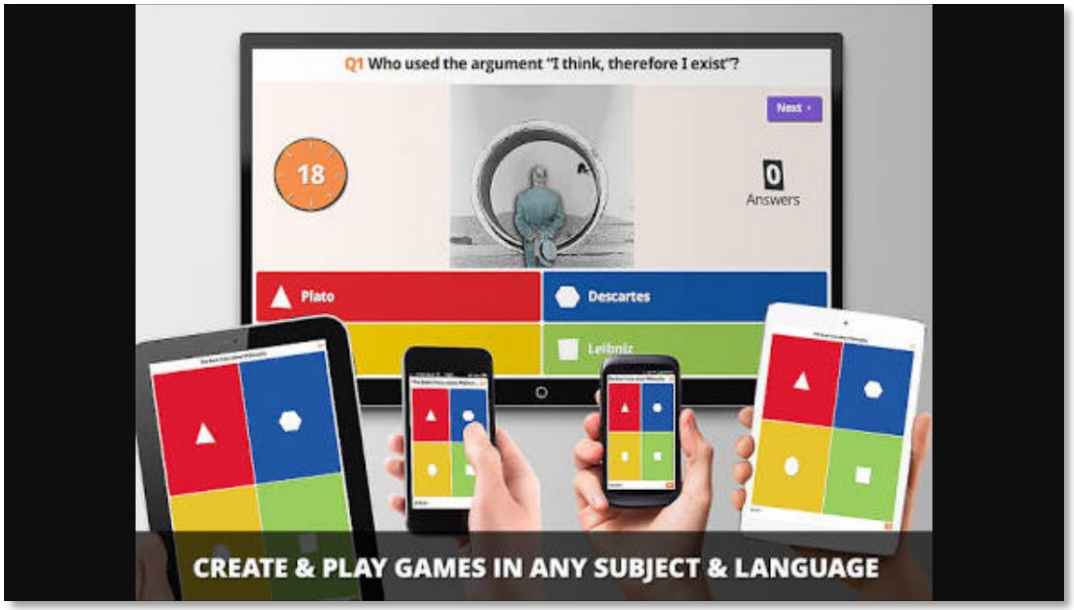

https://play.kahoot.it/#/k/beef0637-3a4a-4278-9503-f629462587f8

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Thank you!

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What are your thoughts?

What works for you? What might be applicable? What advice do you have?

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