International student transition revisited: informing pedagogies for the future

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Overview

• International study transition
• International Pedagogy (Hellstén & Reid)
• Student data
• Implications for reconfiguring teaching and learning for the 21st century
• Invite comments
Cultural membership

- How many boys?
- How many girls?
- Season?
- Month of year?
- Event?
- Gender roles?
- Nationality?
- Clan?

What we know about transition

- Smooth transition enables achievement
- International transition is challenging
- Controversies
Research on international student transition

McInnis 2001: “We researchers have not, for example, asked students enough questions about the relative importance of what we have assumed is important…”

- Pragmatic
- Socio-cultural
- Contextual
- Revealed in academic discourse

What research tells us

- transition pathway is linguistically, pragmatically and culturally cumbersome, uncertain, confusing and in the least disorienting
- communication is construed as ambiguous and in many cases irrelevant or contradictory to what counts as legitimate practice in the system
- the ‘system’ hosting international student transition has failed in its cultural provisions
Example 1

“...the lecturer tends to think that you know everything. That um, um probably that I study actuarial studies and um the lecturer think that, ‘oh, you can cope with everything, you are pretty, pretty smart’. But they didn’t think that we come from a different background and they just think that, ‘oh, that’s what I teach and you must know it the next time’. And it goes very fast.

Example 2

“I know my English, it’s understandable, yes, but sometimes in talking I might have a hard time in communicating, like ‘this is what I need to know’. But the thing is that like sometimes when I talk to them it’s like they give me a (look?) ‘well, don’t you know this already’, you know. And it just makes me feel like, okay, so then I get scared next time, I go: should I go ask them, should I not?”
Attributions

- Internal: ‘I made a mistake’, ‘I made an error of judgment in my ability’, ‘I am not as clever as I thought’.
- External: “I should have been given more academic guidance”, “the university should have provided more information on this” etc.

- Personal attributions lead to motivational factors, which in turn affect learning outcomes.
- When negative personal attributions occur, they may damage self-esteem, self-confidence and integrity.

Implications for international pedagogy

- Effective pedagogy
- Multicultural pedagogy
- Inclusive pedagogy
- Reflective teaching
- Intercultural communication
International Pedagogy

1. a successful transition is contingent upon a practical ‘goodness of fit’
2. fostering the critical examination of implicit institutional practices
3. providing accountability of teaching and learning
4. assuming responsibility for international education

New book

References


Appendices
External attributions

Excerpt

The teachers change a lot, you know… I don’t know exactly, but they said that (he's) sick… and often sick, I think.

• The teachers don’t seem like, yeah, they said they’re there and you can get hold of my by telephone what not, … (later) but yet when you try it out, you approach them, they’re just like “- where’ve you been”, you know.

• If I call them sometimes they’re not there … answer phone call and one of the tutor sometimes when I email her she didn’t reply to me as soon as … no I think, not as soon as possible.

• … so last time I ask my teacher, may I have 5 minutes? So, in China, if you have 5 minutes, that means maybe more than half, more than 5 minutes. 5 minutes just uh, abstract idea.

• I’m not comfortable to, to meet them (academics) in person. Or to speak about my, my problems….

• It could be helpful to meet them (academics) in person and ask about their assignments. What really (emphasis) he or she wants.

• Teachers assume that you know everything and then sometimes you seek for help and then they will say that they feel like annoying… (Interviewer: Do they say that or is it just an impression?) Yeah, impression. Physically look, yeah, you can sense it.

Internal attributions

(The teachers don’t seem like, yeah, they said they’re there and you can get hold of my by telephone what not, … (later) but yet when you try it out, you approach them, they’re just like “- where’ve you been”, you know.) I feel like stupid and you know like, “why did I even ask that question for”, you know.

Like, I feel like, ah, … afraid if I ask question. Doesn't it make me sound silly or…?