INTERNATIONALISATION OF LEARNING & TEACHING ACROSS THE STUDENT JOURNEY

Ian Bache, Mary Kane & Deanna Meth
The backdrop to the development of this booklet is the many years of effort and creativity that staff and students of the University of Sheffield have put into looking at how to make learning more internationally relevant, inclusive and engaging for all students. The authors acknowledge the many individuals whose contributions are highlighted in this booklet and the many unnamed people who work tirelessly to ensure an inclusive atmosphere for all students.

We would particularly like to thank Karen Anderson and Anna Symington for their roles in the Internationalisation of Learning and Teaching Project since its inception in 2006. We also thank Paul White for his stewardship as Pro-Vice-Chancellor, Learning and Teaching, and Louise Woodcock, Head, Academic and Learning Services, for her continued guidance and commitment.

The dedication shown by many has helped establish the foundation of the dynamic internationalised learning environment that we have today at the University of Sheffield.

Thank you.
Welcome & introduction

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Resources and references
As part of the University’s Think Global initiative, we met with departments and schools across the University to discuss successes and challenges in efforts to internationalise. While significant strides have been made, we recognise the benefit to sharing the Sheffield experience with all staff involved in learning and teaching.

This booklet highlights how staff and students have responded to all aspects of internationalisation of learning and teaching, including its impact on the curriculum. It also features a brief overview of the strategic underpinnings of internationalisation more broadly.

Through the range of activity offered at the University, we hope to highlight some ways to foster an engaged community of learners, prepared to take full advantage of our internationalised campus community and the opportunity this affords to students and staff.

Professor Ian Bache, University Director of Learning & Teaching for Internationalisation (2011-14)

Mary Kane and Deanna Meth, Academic and Learning Services

Some may think internationalisation is synonymous with international students. Internationalisation of learning and teaching is about providing an enriched environment for all students.

Aims

Internationalisation of learning and teaching is part of a suite of efforts that happens inside and outside the classroom to provide a deeper, more meaningful learning environment for all students. The aim of this booklet is to look at the potential and impact of these efforts across the entire student journey. It briefly introduces the breadth of internationalisation approaches at the University of Sheffield and then moves to explore key areas in depth. These include academic considerations before the journey begins and the importance of preparing the environment for both home and international students.

This booklet provides examples of how the internationalised learning environment is experienced at
Sheffield, showcasing initiatives and approaches useful to all disciplines and relevant to teaching staff, administrators and leaders alike. Based on the experiences of staff, combined with projects supported through the University’s Think Global initiative, it offers concrete examples that can be adapted for your own purposes.

As indicated by the positive feedback the University receives from student surveys, such as the Student Barometer, and our top ranking in terms of the student experience, many things are going well. However, the dynamic nature of education and its changing environment, in terms of student expectations, demographics and employment considerations, requires us to be both responsive and proactive to ensure continued high-quality provision.

### How to use this booklet
All staff involved in learning and teaching can use this booklet in a number of ways.

#### Influencers and leaders shaping policy and strategy
As a department leader, you may be developing an internationalisation strategy and are considering what to include. This booklet looks at the breadth of relevant learning and teaching issues and the importance of embedding internationalisation in departmental planning.

#### Academic staff
You may find that your cohort has changed and you need a refresher on areas such as group work and teaching diverse groups. Or you may be looking for some new approaches to contextualise your discipline more effectively for students. By offering examples and stories from the University of Sheffield, this booklet aims to inspire you to make practical changes.

#### Administrators and Professional Services staff
As a part of Professional Services you may be supporting the international efforts of a department or faculty. Or you may be an administrator who needs to update your orientation and induction programmes for new
students. By using the student journey, we will show how internationalisation of the student experience affects support for learning and teaching development in all its aspects.

The underlying premise of this booklet is that internationalisation in the learning and teaching context is simply about good teaching, supported by solid structures and support systems. There is no expectation that you will need extensive updating of your skills.

In many ways, it is about revisiting what you are already doing but viewing it from a slightly different angle.

Dip in and out of the booklet to look at areas where you need more support or read it from start to finish.

While the focus of this booklet is internationalisation, the information here is simply about good teaching practice and applies to all who teach or support learning.

**Defining internationalisation**

The most commonly used definition of internationalisation of higher education is:

*“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.”*  
(Knight, 2003, p. 2)
The Sheffield context
Internationalisation is a key theme in learning and teaching at the University of Sheffield. We expect that our graduates will be culturally agile and able to work in diverse environments.

In looking at the internationalisation of learning and teaching, this work has fed into Achieve More, an enhancement to the undergraduate curriculum which will allow students to engage with academics and their research from the outset of their studies. Building on the importance of helping students broaden their horizons, Achieve More will help students explore global issues to develop solutions to real world problems.

Internationalisation also connects with the engaged curriculum, Education for Sustainable Development and enterprise education, helping to lay the foundation for students to enter global labour markets. These approaches allow students to combine their academic experience with external opportunities at local, regional, national and international levels.

Connections to key priorities
Internationalisation is also prominent in other key University strategies and statements. It complements ongoing work on all aspects of improving the student learning experience, from induction through to alumni relations, and as such is woven into the thinking and activities of staff across the institution, including academic departments, Professional Services, e.g. Learning and Teaching Services, student support, international relations, alumni activities, Careers Service, and the Students’ Union.
Strategic approaches and solid infrastructures
Before the student makes a first enquiry about study at the University of Sheffield, planning and discussions must take place at the institutional and departmental level to review goals for internationalisation and how best to meet them. It is also important to ensure the essential infrastructure is in place to support all efforts, including collaboration between staff.

With institutional policies as a guide, the strategic process at the departmental level includes the Head of Department and departmental management teams exploring all aspects of internationalisation. This includes research, learning and teaching, and recruitment and marketing. By having an understanding of expectations and discussing how University strategies are contextualised at the departmental level, the journey is clearer for all.

Collaboration – laying the foundation
The success of internationalisation of learning and teaching is the combination of efforts across the entire University, including academic and support staff and the Students’ Union. It is important to have a clear sense of the role all parties contribute to the student journey – a journey which led students to vote the University of Sheffield number one for student experience in 2014.

In September 2015, the Department of Town and Regional Planning will change its name to the Department of Urban Studies and Planning. This follows its consideration as to how to reflect more accurately its increasingly interdisciplinary and international focus, including a more diverse student cohort and staff.

See the En Route section on page 60 for more details on the many Professional Services complementing work in the classroom.
The award-winning Students’ Union offers a range of activities, such as intercultural student-led activities and events, which play a key role in helping students develop their global understanding and enjoy international friendships.

Staff development and support
Working in an internationalised environment can require extra effort on the part of staff to ensure they have the skills and knowledge to be effective. With international students representing more than 20% of our student body, cultural sensitivity is necessary for all staff.

The following are some key sources of support for the latest developments in learning and teaching, and internationalisation.

Learning and Teaching Services (LeTS) provide support and guidance on all aspects of the learning environment, working collaboratively with staff and students – a key entry point for discussions on internationalisation and classroom issues. (www.sheffield.ac.uk/lets)

The Professional Development Team in LeTS provides a range of services to support teaching practice, including the Certificate in Learning and Teaching (CiLT) for staff new to higher education teaching and new to Sheffield’s research-led environment, and the Sheffield Teaching Assistant for postgraduate students and early career researchers with teaching responsibilities. The Team can also provide bespoke sessions for large groups on topics such as internationalisation, and professional recognition on behalf of the Higher Education Academy.
The Toolkit for Learning and Teaching provides practical examples on the key aspects of learning and teaching, including internationalisation.

The University’s annual Learning & Teaching conference is an opportunity to share practice across the institution.

Supporting the Supporters sessions offered by Student Services cover a range of topics, including cross-cultural communication and Chinese name pronunciation. (www.sheffield.ac.uk/ssd/support/overview)

Staff induction at both the University and departmental levels provides a chance to meet new staff and learn about internationalisation priorities. (www.sheffield.ac.uk/hr/recruitment/induction)

The Higher Education Academy provides comprehensive guidance on internationalisation and subject-specific information. (www.heacademy.ac.uk)

In addition to student exchanges, the Erasmus Scheme also provides Teaching Mobility funds, which allow staff to teach for short periods at Erasmus partner universities. Exposure to other teaching practices and assessment methods can help reflection on your own teaching. Funds are also available for administrative staff. For more information on this competitive process, contact the Global Opportunities and Exchanges team. (www.sheffield.ac.uk/globalopps)

Faculty Directors for Internationalisation are key points of contact for the discussion of international issues.
A faculty approach
The following are some key steps in the Faculty of Social Science’s proactive approach to internationalisation.

- Leadership in place to prioritise direction and approaches;
- Appointment of Faculty Director of International Affairs to oversee international developments;
- Annual Reflection on L&T includes a question on efforts to internationalise;
- Away Day for all Directors of Learning and Teaching on emerging themes in internationalisation;
- Symposium on international research collaboration;
- Several departments submit applications to Learning and Teaching fund for internationalisation;
- Good practice showcase on the internationalisation of learning and teaching;
- Formation of Internationalisation Working Group to examine common challenges and promote good practice;
- Regular staff development sessions on international issues, e.g. teaching international students, Study Abroad programme.
- Launch of Global Opportunities in the Social Sciences (GLOSS). (See page 15).

A school approach
Many departments and schools are developing their own internationalisation strategies to reflect their specific needs and aspirations. The School of Law has developed an ambitious and comprehensive strategy for the period 2012-2017. Its framework brings together all activities, including learning and teaching, research, studying abroad, recruitment, employability and alumni development.

The strategy is accompanied by a detailed Action Plan, with specific annual goals and allocated responsibilities. There is an annual evaluation and report on progress to the School. The School of Law’s strategy has also been presented to other departments and schools across the University as a model of good practice.
Annual Reflection and Periodic Review

The Annual Reflection and Periodic Review of learning and teaching are opportunities to look at the quality of programmes and the experience of the students registered on them. As part of a range of internal processes, they can highlight areas of outstanding performance as well as those which need to be visited or revisited. The sharing of good practice among departments and faculties is an ideal way to highlight internationalisation efforts and may help identify opportunities for programme and module development and revision.

By including a statement or question related to international efforts as part of the Annual Reflection, there will be greater awareness of successful approaches and challenges. This is an opportunity to highlight any successes and take a proactive approach to issues arising. Even small initiatives can inspire other colleagues and are an important way of sharing teaching practices.

- Consider internationalisation of learning and teaching as a topic in any Periodic Review. This can result in useful reflection and concrete outcomes towards meeting goals for internationalisation.
- Explore common challenges faced by cognate departments in or across faculties, and identify ways to explore issues collectively. Consider engaging an external facilitator to discuss particular issues, such as teaching large monocultural cohorts.
- Look at the results from surveys (e.g. the National Student Survey, Postgraduate Taught Experience Survey, and the Student Barometer) to identify challenging areas in terms of internationalisation.
- Use existing opportunities to look at particular issues, such as Student-Staff Committees, Faculty Learning and Teaching Committees, and Away Days.

Due to the high number of international students and diverse student cohorts, the School of Health and Related Research included internationalisation practices and issues (both in teaching and research) as one of the themes in its last Periodic Review. The Department of Landscape also identified internationalisation as a theme.
Preparing students

In addition to strategic considerations and laying the essential foundations, it is important to review the messages conveyed to students. Consider how you are preparing them for learning in an internationalised environment and the overall ethos of the University of Sheffield, which welcomes diversity in its staff and student body.

As part of quality assurance guidance and expectations, giving students sufficient information to make informed choices is important. Research indicates that students are often unclear when they begin their courses about the approach to learning and teaching at Sheffield, such as the focus on independent study, feedback methods, and working in diverse student groups. By giving a clear message from the outset, some of these matters can be resolved.

Some questions to consider in any promotional efforts:

Does the information you provide include coverage of the learning and teaching environment?

Do students know the expectations of them in class?

Are students prepared for working with a diverse student cohort?

The Department of Biomedical Science provides online Learning and Teaching guides for students, offering hints and tips for studying.

Departmental information

Communicating a clear message so that students know what to expect is also important at the departmental level. Review any print materials and the departmental website to see what message it conveys to students. Ask students their opinion on what information they would have liked to have known before they came to Sheffield.

Welcome

Sleamat Datang
Willkommen
Benvenuti
Bienvenue
Welkom
Piliganimu
Akwaaba
Удобно
Välkomnande
Добро пожаловать
환영받는
ようこそ
Vítán
Bienvenidos
Bem-vindo
Foaradh na fáilt
Foon ying
Swaagta
Witamy
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Selamat Datang
Khush amdeed
欢迎
ترحيب
Global citizens
At Sheffield, we expect our graduates to be active citizens who respect diversity and have the cultural agility to work in multinational settings. Through their studies and extracurricular activities, students can develop the skills to be able to work effectively in our interconnected world and to build an awareness of their actions at the local and global level. We express this through Sheffield Graduate attributes. ([www.sheffield.ac.uk/sheffieldgraduate](http://www.sheffield.ac.uk/sheffieldgraduate))

Prepare prospective students for the environment and the diverse community of learners in any formal or informal interaction with them. Acknowledging that the University values diversity prepares students to determine how they can make the most of opportunities, from both an academic perspective and the possibilities of a rich and internationalised social experience.

Responding to changing student needs and interests is an important part of recruitment. Internationalisation efforts should also be examined with regard to new programme development.

Staff recruitment
The University is a diverse community with staff and students from more than 130 countries. It is essential to prepare staff for the dynamic learning environment and the need to develop skills to teach in what can be a complex but rewarding environment. Consider staff who demonstrate openness to different cultures and who value international experience. Look at ways to maximise the experience that international staff bring to the University and offer support to help any new international staff prepare for the UK academic environment and culture.

Due to the global impact of the discipline, the Medical School delivers a number of activities to help students understand what it means to be globally competent healthcare workers, including a session on global citizenship, a symposium on global health, and a master class on humanitarian aid in disasters.

Student recruitment
In any recruitment efforts, it is important to make sure that students have a clear understanding of the University’s goals and values.
Universities are adapting in many ways to the forces of globalisation and internationalisation of education. This is in part a response to national guidance and good practice from, for example, the Higher Education Academy and the Quality Assurance Agency. Internationalisation of the Curriculum is just one way to ensure that our work has international relevance. It also supports respect for a multicultural ethos across the student experience and the University as a whole.

Internationalisation of the Curriculum not only enriches the content of the discipline but also teaching approaches. It can encourage critical thinking and help pave the way for students to develop skills and knowledge which allow them to be active global citizens. While disciplinary approaches may vary, Internationalisation of the Curriculum is a means to help students develop the skills to be successful in diverse environments, while also gaining a deeper understanding of their disciplinary contexts.
An internationalised curriculum refers to both the **content** and the learning and teaching processes and support you provide. It applies to both the *what* and the *how* of learning and teaching.

Internationalisation of the Curriculum is an idea with flexibility as to how you apply it in your teaching. It is not a clearly defined set of ideal or best practices.

On the **content** side, consider how the subject matter is taught, and assessed.

- **What is the global context of your discipline?** Think of the global issues that affect everyone, e.g. the economic, environmental, political and social. How can these be used in your curriculum?
- **How is your discipline taught in other countries?** How do you support your students to look at their discipline through a different lens? Computer scientists, for example, may find that programming is the same but different global contexts require different user interfaces.
- **Are you including international examples where possible?**
- **Do you encourage students to contribute international perspectives or work on internationally themed assignments?**
- **Do you include assessments that reward international points of view?**
- **How do you encourage students returning from study abroad to use that experience in the classroom?**
- **Do you have a sense of the context in which students will apply their studies, or where they plan to work after graduation?**
- **How do you help students understand different cultures and values?**
- **What are the ethical considerations of your discipline?** Engineers, for example, may need to look at the ethical issues of oil exploration, including the environmental impact.
• Is there space in the curriculum to allow students to take unrestricted modules in areas such as cultural studies or second-language learning through the University’s Languages for All scheme? This may be particularly relevant to those whose content is “universal”.

• How international are you as a teacher? Share your international experiences with students. How open are you to difference? Self-reflection is an important dimension of internationalising the curriculum.

• Are you aware of the support services available to help students adapt to a new learning environment?

• Do you have a sense of the background of your students and how this might impact on their learning? Do you know how they were taught before?

• What do you do to encourage interaction between home and international students? By getting students to work together, they can develop key skills, particularly important for working with multicultural groups. These include openness, tolerance, flexibility and good communication skills.

• Consider doing a focus group to get student feedback on how students experience the course. Invite their suggestions on how it could be internationalised.

• Understanding how students make a transition from another education system to UK higher education can help you when planning an internationalised curriculum. As part of the Sheffield Teaching Assistant programme, the Professional Development Team offers a workshop on Academic Culture: Transitions and Expectations.

It is also important to consider how students are supported within these processes.

• Do you have an inclusive approach to teaching? Do you use inclusive language? Do you provide resource materials in different formats?
The Department of Chemical and Biological Engineering has taken a creative approach to group projects to enhance the international experience. Rather than giving students a variety of projects, each group has the same basic project but set in different countries looking at aspects such as legislation and climate conditions. This not only offers variety and interest for students and staff, but also provides a practical way to internationalise the curriculum without diminishing the technical side of engineering education.

The Global Learning Opportunities in the Social Sciences (GLOSS) scheme aims to provide undergraduate and postgraduate students with a range of international learning opportunities. The Faculty of Social Sciences launched GLOSS as a means to promote student engagement in global learning. It currently encompasses the Global Leadership Initiative allowing small groups of high-achieving students to attend a major international summit; SIDshare, a student-run social enterprise involved in international development; and International SURE (Sheffield Undergraduate Research Experience).

See [www.sheffield.ac.uk/gloss](http://www.sheffield.ac.uk/gloss)

Faculty highlight

Building a sense of community is important to all students. The Faculty of Arts and Humanities is leading the way in extending that community to include Sheffield as a whole through initiatives, such as In the City, to provide insights into urban life.
### How ready are you to teach in an international classroom?

This self- and peer-assessment questionnaire can help you gain a sense of how prepared you are to teach in an international classroom. These are questions a teacher should ask with regard to **all** their student cohorts if they are to be effective in helping their students to learn.

Based on 'A profile of the ‘ideal lecturer’ for the international classroom' (Farkas-Teekens, 1997).

<table>
<thead>
<tr>
<th>Your preparation</th>
<th>Never</th>
<th>Partly</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make an active effort to find out about and understand the cultural background of my students.</td>
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</table>

<table>
<thead>
<tr>
<th>Your knowledge</th>
<th>Never</th>
<th>Partly</th>
<th>Always</th>
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<tbody>
<tr>
<td>I am aware of the status of the professional area in which I teach in other educational systems and traditions.</td>
<td></td>
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<tr>
<td>I understand the international context of my professional area and how it has developed in other countries.</td>
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<tr>
<td>I regularly consult with my international colleagues.</td>
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<tr>
<th>Your presentation in lectures and tutorials</th>
<th>Never</th>
<th>Partly</th>
<th>Always</th>
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<tbody>
<tr>
<td>I am clear about the difference between a lecture and a tutorial and what I expect in each, and I communicate that to students.</td>
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<td></td>
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<tr>
<td>I structure my presentations clearly and effectively.</td>
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<tr>
<td>I use clear and concise visual aids to support my teaching.</td>
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<tr>
<td>I regularly invite and obtain feedback on my teaching from a representative sample of my students.</td>
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<table>
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<tr>
<th>Assessment practices</th>
<th>Never</th>
<th>Partly</th>
<th>Always</th>
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<tbody>
<tr>
<td>I provide students with choices and options in relation to types of assessment tasks.</td>
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<td></td>
<td></td>
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<tr>
<td>I analyse patterns of student assessment completions and results for signs of any difficulties for particular groups of students.</td>
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<td></td>
<td></td>
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<tr>
<td>I include module assessment criteria which specifically reward international perspectives and international sources of information.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I use a variety of assessment methods to allow students to demonstrate their range of abilities.</td>
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</table>
Does internationalising the curriculum matter when you have mainly home students in your class? It may be even more important to challenge their worldview in these circumstances to help prepare students for the global context of their discipline and to build their skills.

Social and ethical considerations are a key part of global citizenship. Identify topics that have international relevance in your discipline. For example, the implication of carbon emissions could be part of chemistry, geography or economics discussions and could be used as a starting point to look at how other countries view this topic.

Whilst institutionally we want to promote opportunities for study abroad, the likelihood is that most home students will not travel abroad during their studies. Internationalisation of the Curriculum (IoC) therefore ensures that all students are exposed to international perspectives. This is part of what is called **Internationalisation at Home** which focuses on internationalisation of the learning environment for all students, especially the non-mobile majority.

- Look at the teaching and learning process and how you shape Internationalisation of the Curriculum, such as looking at new modules/courses with international themes or infusing international content in existing modules/courses.
- Make the most of diverse classrooms. Whether a home or international student, keep in mind that students come from a variety of backgrounds, with knowledge of other cultures and international experiences that can add different perspectives.
- Use digital technologies to include international dimensions.
- Invite visiting international researchers to be guest lecturers.
- Encourage student research with an international focus.

Part of the challenge in making changes is having the time to look at new ways of doing things. Have an Away Day to look at IoC. What works? What are barriers? How can they be overcome? Sharing with colleagues can result in creative solutions.
Ten Ways to Internationalise your Curriculum

1. Set tasks that require students to discuss and analyse international/culturally diverse texts, websites and case studies.

2. Use the experience of international students as a tool to inform learning of all students in the course/class.

3. Arrange group tasks that draw on the different backgrounds of students within the group.

4. Include lectures/presentations from guest lecturers using their international experience.

5. Draw on the international experience of existing academic staff in course content and delivery methods.

6. Address global/economic/political/environmental/social/ethical/health issues in course content.

7. Provide study abroad and fieldtrip opportunities as part of the curriculum.

8. Use international publications in teaching activities, e.g. texts, journals, conference proceedings.

9. Provide opportunities for students to take elective units in languages and cultural areas such as awareness/international studies.

10. Explore comparative professional practice.

(Adapted from University of Adelaide’s strategies for internationalisation.)

A lot of what we consider Internationalisation of the Curriculum is already being done at the University. The key is to think about infusing an international dimension to the learning experience throughout the entire student journey.

In the same way that we now recognise that induction is not just an event in the first weeks of semester, but a process over a longer period, we should revisit our approaches to internationalisation both individually and collectively on an ongoing basis.
A personal reflection on Internationalising the Curriculum

“Although I have not taken a course in Internationalising the Curriculum, I have read about the process in the educational literature and had always striven to make my material accessible to all students. I have taken the position that respect for cultural diversity and an understanding that political contexts can alter student perceptions. With this in mind I took to encouraging students to discuss in groups why what we may experience in health-related situations in the UK may not exactly ‘fit’ in their own country.

Students have benefited from understanding that we are not here to ‘push’ a western perspective on health care as being the ‘right’ way, and feel more comfortable discussing the differences without feeling ‘judged’. UK students have gained greater awareness of the barriers people from different cultural backgrounds and political systems may encounter in relation to health.

Ultimately, this appears to have enabled a reduction in stereotyping certain cultural groups. My teaching style has altered to become less didactic and more interactive and student focused, enabling students to develop their skills and thinking supported by their peers.

Assessment has also changed and has shifted to a collaborative approach to building something in a group which comprises diverse individuals, each with their own unique perspective on the field of health care. Students have enjoyed learning about different perspectives and say that it has enabled their own practice because they no longer presume that a one size fits all approach will work.”

Janine Owens
School of Clinical Dentistry
Programme design and review – key considerations

In the development of any new programme or review of an existing programme, use these explorations as an opportunity to consider embedding internationalisation in programme design.

Many departments are developing collaborative programmes that may offer greater opportunities to all students in terms of enhanced curricula, developing language competence and cultural awareness, and improved employability. Academic staff and departments may also benefit from relationships with other universities and institutions including research and networking opportunities.

As part of an engineering management module, academics Elena Rodriguez-Falcon and Alma Hodzic from the Department of Mechanical Engineering designed a suite of learning activities to develop students’ understandings of the importance of intercultural awareness in international projects. They developed an interactive ‘Cultural Awareness Activity’ drawing on and learning from the experience of the diverse cross-faculty cohort.

By displaying the 33 flags of each country represented in the classroom, diversity of the group was acknowledged from the outset. There was also explicit discussion around the value this brings to the students’ learning.

Consider how you can infuse your curriculum with an international dimension every time a course comes up for review, or how you can ensure international approaches are reflected in new modules where feasible.
To help prompt discussion on internationalisation from a range of perspectives, review the questions on page 13. You can also take into account the following in the design and review of all programmes and units.

- How does the programme incorporate international contextual knowledge and understanding relating to the profession/subject area? As part of your programme, develop opportunities to help you and your students understand how a particular aspect of your discipline is perceived in other countries and how others may apply their knowledge in their home country.

- Do you encourage students to build intercultural skills, e.g. taking internationally themed modules? Some programmes are limited by accreditation issues that may mean finding space in a curriculum is difficult. It is important to note, however, that many accrediting agencies also recognise the value of an internationalised graduate.

- How does your programme allow students to benefit from opportunities such as Degrees with Employment Experience or short-term placements?

Invite employers to talk about their expectations of graduates, particularly in relation to how they value international experience.

- How can any international links be used for the benefit of the programme and the students? Are there any University or departmental-level research or exchange links which could be relevant? Is there (or could there be) any distance learning or international collaborative delivery of parts of the programme?

As an option in the Department of Chemistry’s Skills for Success module, students can participate in a series of Philosophical Problems in Chemistry debates which often include global themes and allow students to consider the ethical and social perspectives of their discipline.
Module development
When developing new modules, look at opportunities for infusing international perspectives.

- Think about internationalising the aims and learning outcomes of new modules, e.g. build in ways to include the development of knowledge and skills that will help students perform effectively in a global environment.

- Explore ways of including more opportunities for interaction with fellow students and plan for how you will foster that interaction.

- Consider how to use “non-traditional” or “non-western” materials in programme content.

- If your student body is mainly home or mainly international, look for creative ways to bring students together, e.g. invite undergraduates to a postgraduate poster session or ask visiting international research partners to do a presentation as a lecture.

The following are some Sheffield examples of modules that have infused an international element.

- **International Journalism Week**
The week brings together international scholars who give lectures, seminars and workshops for undergraduate and taught postgraduate students. In addition to being a credited element for students, this week, developed by Jairo Lugo-Ocando of the Department of Journalism Studies, is open to the entire community allowing opportunities for interdisciplinary discussions. It was developed with Erasmus funds, bringing scholars from across Europe to Sheffield.

- **Chemistry in the world around us**
This module covers at an elementary level the chemistry of many aspects of the everyday world, including the atmosphere, personal care products, food, the chemical design of medicines, paints, and dyes. The module will illustrate the importance of chemistry in society, our familiar surroundings, and its global importance.
• Representations of Health, Illness and Disease
This unit, offered by the School of Nursing and Midwifery, provides students with an opportunity to understand how suffering and sickness are portrayed differently between cultures and over time. It also allows students to explore the role of lay perspectives of health, as expressed through popular media, art, literature, history and the social sciences, in the portrayal and understanding of health, illness and modern scientific medicine.

Learning outcomes
As mentioned, learning outcomes must also be taken into account in considering goals for internationalisation. This could comprise tasks which demonstrate specific knowledge of the similarities and differences between the field of academic study and professional practices locally and elsewhere. Students could be asked, for example, to demonstrate how they recognise cultural and language differences in product design.

Internationalising learning and teaching plays a key role in how we help students meet the expectations of a Sheffield Graduate. In addition to supporting student development in terms of knowledge and skills, an inclusive learning environment with a range of learning activities and experiences encourages students:
• to be active citizens who respect diversity, and
• to have the cultural agility to be able to work in multi-national settings.

[Link to Sheffield Graduate website]

[Image of medical professionals]
Assessment
Assessment strategies and methods need to be appropriate for the measurement of achievement of learning outcomes, including those relating to international and intercultural perspectives. Consider how assessment methods take into account the diverse background of students. By having a sense of students’ previous experience of assessment methods, e.g. marking scales, use of spoken and written language, you may circumvent any problems before they arise.

It may also be important to give students more than one opportunity to hand in an unassessed written assignment to allow them to become familiar with academic writing and referencing norms. A debrief on the assessment can include a discussion on plagiarism. It can take students some time to become familiar with all aspects of citation and referencing, so directing students to resources such as the Library’s Info Skills online tutorials or the 301: Student Skills and Development Centre can help reinforce messages about unfair means.

Faculty highlight
The Faculty of Engineering’s Global Engineering Challenge (GEC) is one of the inspirations for the development of the University-wide faculty challenges as part of Achieve More. The GEC is a week-long project for all first year students in the Faculty to tackle real-world problems from a global perspective.

Beyond Level 1, Engineering – You’re Hired builds on the GEC to allow Level 2 students to tackle significant engineering obstacles.

The School of Health and Related Research has established a monthly forum in response to staff requests to share thoughts about pedagogy and explore the use of tools to support teaching and learning. The first was on feedback and assessment; future topics will include internationalisation and group work.
The transition from school to university can be a challenge, particularly with respect to assessment. The Department of Psychology gives lectures at all levels to explain their assessment criteria for essay work and how they are applied in examinations.

The following are some suggestions for internationalising your assessment strategies and giving feedback appropriate to a diverse student population:

- Include module assessment criteria that specifically reward international perspectives/international sources of information.
- Use a variety of assessment methods to allow students to demonstrate their range of abilities.
- Ensure that assessment requirements are explicit and clearly explained, bearing in mind students’ diverse educational backgrounds. The University’s Principles of Assessment should inform the approach to assessment for all departments.
- Be aware that some students may never have used the types of methods used, e.g. multiple choice questions.

It is important to explain the nuances of multiple choice responses if students are unfamiliar with that method.

- If part of your assessment is in-class participation in seminars, explain procedures to intervene or pose a question so that students who are more used to teachers leading the discussion know how to contribute.
- Many teaching staff deliberate over whether to assess language or content, recognising that a fine balance must be drawn. The HEA's Teaching International Students project offers possible solutions, suggesting that if ideas and structure are essentially solid then language can be less of an issue. However, it is important to let students know where they have to improve and the resources available to them.
- Assessment tasks/criteria should avoid disadvantaging any particular groups of students (for example, in terms of specific cultural knowledge needed to complete a task).
- Peer and group assessments should be clearly explained with directions as to what is expected.
Feedback
In the same way that some assessment methods may be unfamiliar to students, academic staff and students may not always understand feedback in the same way. The University’s Principles of Feedback provide guidance on areas such as timeliness and ensuring students are made aware of the range of informal feedback that will be provided during the course of their study.

Teaching a group of diverse learners, including those unfamiliar with the UK education system, can make giving feedback seem more complex. However, as is the case in the majority of the areas discussed throughout this booklet, most of this is good practice relevant to all students.

- Schedule assessment activities to allow some formative feedback to be provided to students during the unit, not just feedback at the end.

Give students time to absorb implications of feedback so they can modify future assignments accordingly.

- Sometimes students do not realise when they are receiving feedback (e.g. oral feedback). You may have to be clear about this.

- Be explicit in your feedback and help students understand what you expect of them, e.g. participation in an academic writing workshop.

- Offer generic advice on common problems.

- Focus on the positive and make sure that your students know what action you want them to take as a result of your feedback.

- Explore different ways of giving feedback, e.g. a summary of key problems, audio feedback, or an individual session. Some staff use Twitter to give feedback.

“Use a variety of assessment methods, e.g. an assignment that allows students to develop their essay-writing skills and an exam where they can use the skills they have developed to answer short essay-based questions.”

Clara Mukuria
School of Health and Related Research
**For your students**

The **Feedback Portal** is a resource to help students make the most of their feedback. It includes a glossary and the Feedback Record – a tool for logging, reflecting on and referring back to feedback over the course of a degree programme. Students can access the Portal through MUSE My Services, iSheffield, or the 301 Student Skills and Development Centre online resources. (Flexible Formative Feedback (F3) project).

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**Helping students understand feedback**

- Set out a timetable of feedback at the start of a module so students know what to expect and when.

- Provide clear signposting of feedback to help students identify the types of feedback available in the context of their course.

- Ensure a forum for students to discuss their feedback with a tutor to help with issues of interpretation and application.

- Use feedback as an opportunity to refer students to additional areas of support around their learning, such as 301, ELTC, Library Information Skills. (Flexible Formative Feedback (F3) project).
Pre-arrival
Prior to arrival in Sheffield, students need guidance and support in readiness for their new learning and teaching environment. Preparing students for the learning culture of the University of Sheffield can be done in many ways, including pre-arrival materials (online and print), post-offer open days, webinars, and peer support.

Appropriate pre-arrival information can help to manage expectations. This can facilitate a smoother transition for students who will be more prepared for the diverse student mix and approaches to learning and teaching at Sheffield, such as the focus on independent study.

Consider giving students a simple academic assignment, such as a short reading, in advance of their first class. This can prepare students for their departmental induction sessions which often include an academic element, such as a group exercise allowing students to interact with staff members and peers from the very outset.

If you are aware in advance of changes to your cohort, use this as an opportunity to review support systems and consider ways to foster interaction between different groups of students.

The following are some examples of how departments have prepared students prior to their arrival on campus.

- The Department of Biomedical Science’s tutor groups are set up pre-arrival as part of a formal timetable and always include an international student. Students stay with the same tutor for three years and each group represents the gender balance for that year.

- The Department of Psychology names an academic representative for students to contact in advance of their arrival for advice on living and studying in Sheffield.
The **School of Mathematics and Statistics** set up a team of ambassadors with the purpose of connecting current home students and preparing incoming international students for coming here.

**Induction**

Induction is a key process for all students, who face unfamiliar circumstances without their usual support systems. The challenge is usually greatest for international students, who often face additional adjustments relating to culture, climate and language. Research indicates that induction is most effective as an ongoing process rather than delivered as a one-off event at the start of programmes.

**Some sample ice-breakers**

- The **School of Health and Related Research** offers an ice-breaker with a quiz testing local knowledge. Prizes can include Yorkshire Tea, Sheffield’s Henderson’s Relish condiment and Yorkshire Parkin. This is particularly good if you have a large cohort of people new to Sheffield. This activity can be used with a tour of the campus, to find key services such as the libraries, Student Services Information Desk or the 301: Student Skills and Development Centre. International students can be teamed up with home students.

- The **Department of Aerospace Engineering**’s ice-breaker sessions include a practical competition where students work in groups to create a model glider. This is preceded by an activity to get all students to talk to each other and find out as much as they can about each other.
• Give students a checklist of 15-20 characteristics that might describe one person or several people in the group, e.g. someone who speaks more than two languages, or someone who has a pet. They then have to match someone in the group to the checklist.

• Have people introduce themselves and say why they have their name (they can talk about their first name, middle name or nick name). They can say if their name has any meaning.

Inductions are also an opportunity for students to ask questions. However, remember that some students may be reluctant to ask questions in a large group.

Ask students to write a question they would like answered about their course, or something that they are worried about, on a post-it note. This should be done anonymously. You can then summarise the questions and answer or invite fellow students to answer.

The Department of Archaeology offered an induction session for students returning for their second year and another session for students returning for their third and final year. These were also extended to include newly arrived Erasmus and Year Abroad students.

To bridge the school-university learning gap, the Department of Physics and Astronomy is delivering 'learning to learn' sessions for physics students with the aim of overtly shifting the responsibility for learning away from the "teacher" and onto the "student". This includes learning theory and practical advice, as well as a short essay where students reflect on their learning and performance. Although only in its second year, student feedback has been very positive to date.

The following are some questions to consider in induction sessions from an internationalisation perspective.

• Is the course informed by an understanding of the pre-university education of all students? You may be familiar with the UK system but asking your students about their background may help you understand their experience.

• In what ways do you seek to enthuse your students for study in higher education? For example, are the best-known names, or the most experienced lecturers, in the department scheduled to take first-year lectures?
• How is the international dimension of your discipline demonstrated across the levels?

• Are there mentoring schemes in place whereby students at Level 2 and above ‘buddy’ Level 1 students? Are home students encouraged to mentor international students?

• At what stage is teamwork introduced? How is the notion of collaborative teamwork introduced to a diverse student body?

• Are there departmental social events to make all students feel at home?

• What support and advice do Personal Tutors receive to encourage discussions on how to benefit from the internationalised environment of Sheffield?

• Are students given guidance on their choices of unrestricted credits (where applicable)? How are they encouraged to think about and take advantage of opportunities to internationalise their experience at home and abroad?

Faculty highlight

The International Faculty (IF) based in Thessaloniki applies a number of practices to internationalise its curriculum. Staff take full advantage of their diverse environment to offer students a unique learning context.

• Students taking the MBA in different cities come together for a week in Sheffield and a week in Thessaloniki.

• Academic staff members visit different cities to participate in module delivery, bringing back an understanding of international student culture which they can then share with colleagues and other students.

• Summer schools are organised to bring students from Sheffield and other places together with IF students. International internships are also offered.

• Modules in communication skills deal specifically with cultural issues and a range of IT tools and services help to ‘shrink’ the distance between students in different locations.
Transitions

It is all too easy to focus on Level 1 induction sessions and the transition that students face moving from school to university – the most common transition we observe in our classes. These are only the starting point for many students. It is important to plan for students who are making transitions in other ways, such as

- moving between levels
- joining a new cohort, e.g. newly arrived exchange students, students returning from study abroad or a leave of absence
- transitioning from undergraduate to postgraduate study.

Support during this period should be similar to induction to help prepare students for the academic environment and expectations at Sheffield.

- The School of Education developed a website for postgraduate taught students to help them prepare for each aspect of their course. This was initially planned for pre-arrival but has been useful to students throughout their studies. See Case Study on pages 54-55 for more details.

- Several departments of the Faculty of Science and Faculty of Engineering are preparing for changes to their student mix. They have been proactively exploring ways to connect students pre-arrival, reviewing teaching methods, and exchanging pedagogical ideas with colleagues.

- The Department of Politics produced a series of short videos to introduce students to some of the broad and challenging ideas they will encounter in their studies, from ethics to economics, grass-roots to global issues.
Teaching in a diverse classroom

Much of the following information may appear to apply to teaching international students, but it is essentially about good teaching practice across the board to create a positive experience for all learners.

For many students ‘academic shock’ can be greater than the more widely recognised ‘culture shock’. **Being aware of students’ prior learning experience** can help in planning for an environment where they can work to their full potential.

With students from more than 130 countries in Sheffield, teaching staff are not expected to know about the background of all students. The aim is to consider how you prepare to teach students from different cultural and educational backgrounds to make them feel they are part of an inclusive community of learners.

The richness of an internationalised education can mean students benefit from a deeper learning experience. Through active participation, they may gain different points of view and develop skills necessary to work in a diverse environment. They will hopefully be inspired by their environment to gain a broader understanding of their discipline and its potential global impact. They will, however, look partly to teaching staff to facilitate that learning through opportunities in the class.

In thinking about what happens in the diverse classroom, here are some considerations regarding pedagogical approaches:

- Make sure students are familiar with the teaching approaches used. If students are used to a traditional lecture-style approach, think of how to help them develop independent learning abilities.
- Be inclusive in teaching approaches with openness to otherness. Try to move beyond seeing students in separate international/home camps.
• The University has staff from around the world. Consider inviting international colleagues to give a lunchtime session to staff on the educational system of their country, including how they handle learning styles, such as auditory, kinaesthetic, or visual learners.

• How will the teaching context shape delivery? Lectures may still be commonly used, but how can they be more interactive? Ask students to turn to their neighbour to discuss a question. Move around in the classroom. Use clickers or phones with tools like Poll Everywhere to get immediate feedback. (Contact CiCS’ Audio Visual Services to hire clickers).

• Look at ways to provide support in an online teaching environment, to build a sense of community.

• Some students may not be familiar with what is expected of them in terms of independent learning, critical thinking, academic writing, reading and note-taking. By clearly explaining expectations and sources of support, you can help your students adapt.

It is perhaps even more important to prepare students for the learning environment **before** they come to Sheffield.

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**Plagiarism**

Plagiarism is often raised as a concern, particularly around cultural perceptions. It is important to advise students what constitutes unfair means, such as plagiarism or collusion, and help them develop good academic practice. Providing students with resources before they commence studies can be particularly helpful to PGT students.

The following are some examples of ways to help students avoid plagiarism.

The **Department of Electronic and Electrical Engineering** runs a small-group tutorial on plagiarism at which they discuss a number of scenarios and ask students to respond on how each case should be handled.
In the diverse classroom, group work involving home and international students can present challenges, not only of different skills and abilities, but also of different expectations. Explaining the purpose, benefits and ground rules of any group activity or project is important to help your students to be active members in the small group environment.

- Developing intercultural competence can be achieved through mixing, learning and working together. Preparing students for studying and working together is an important step before assigning students to groups. Doing this in a meaningful way can help students build their confidence (HEA, 2014).
- Explain why students are assigned to groups, what roles each group member is expected to play, and how contributions are assessed. Check and re-check if students understand instructions – particularly important in the case of lab work or areas where health and safety are important.

Students in the School of Nursing and Midwifery can complete a plagiarism study skills package and are encouraged to submit an 800-word assignment to show how Turnitin checks for plagiarism.

The School of Education offers a session on “Introduction to UK university culture: working with other international students” to prepare new MA students for the learning environment. Through a guided discussion, students explore potential barriers and problems, and collectively explore solutions.

Before starting group work activities, ask students to use a post-it note to describe the best team they have been on and why. Post each comment on a chart. Use this as a basis for a discussion about group work and what makes them successful.

The Faculty of Engineering asks staff to assign students to groups if there are more than three in a group.
Look for opportunities to internationalise group work

- Choosing group assignments that recognise international comparisons and perspectives can encourage students to select a more diverse group.
- Assign both home and international students to group projects.
- Give specific roles to students.
- Consider awarding extra marks for projects with an international element.

Have a discussion about what makes good teamwork before the first group project.

The Department of Civil and Structural Engineering re-configured its Level 3 design project to include an international dimension. Building on a UK-based project they have undertaken earlier, student groups investigate the risks and opportunities of undertaking a similar project but in an international location. Each group includes an international student whose home country is usually used as the basis of the project. Groups investigate a range of factors that could affect project implementation, including social, political, cultural and environmental factors, as well as more technical issues.

Faculty highlight

The Faculty of Science’s Teaching Network allows colleagues to meet informally to talk about teaching and exchange ideas. The focus is not on internationalisation specifically, but sharing ideas, such as school-to-university transitions and expectations of independent learners, is beneficial to all students.

“I try to learn the names of everyone in the seminar so that it is easier to get students to engage with me but I generally want them to discuss issues amongst themselves. A tip I got from a colleague was to ask students to write their names and sign the register each week as soon as they were settled in their seats. I then use the register in the first few weeks to pinpoint who is who depending on the direction in which the register is sent round.”

Clara Mukuria, School of Health and Related Research
Hints and tips on teaching diverse groups

- Think less about the nationality of students and more about their previous educational experience.

- Know yourself and think about your own academic cultural experience and expectations.

- Ensure all students understand the terms used in the learning environment. Avoid using idioms or local terms that are not easily understood. Check comprehension by using a show of hands. Ask students to put down one question they have about the class on a post-it note to gauge where they face challenges.

- Active participation of all students is important but putting students on the spot can be particularly difficult for those studying in a second or third language, or for those who are less confident about speaking in public. Give them the opportunity to reflect, prepare, rehearse and deliver.

- Think about the pace of your teaching in a diverse classroom. Silence doesn’t mean students are unengaged. They may be translating or trying to understand expectations. It is important to clearly explain procedures in assignments or classroom activities.

- Look at predictable areas of conflict in the classroom. This will help you anticipate and manage problems. Group work, for example, is often a challenge. Identify collaborative tasks that draw on all members of the group. Clarify how you will observe and monitor groups, e.g. ask for minutes of group meetings so that you will have a sense of who is doing what.

- Be explicit about expectations, e.g. I expect x assignment to include...

  My office hours are between x and x. You do not require an appointment.

  I will respond by email to any enquiries at the following times: between 3 p.m. and 4 p.m. Tuesdays and Thursdays.

- Use informal evaluation of your teaching to identify problem areas. Ask students to write you a postcard, identifying three things they like about the module and one they don’t like.

(Adapted from a presentation made at the University of Sheffield by Jude Carroll, Educational Consultant.)
Pedagogical approaches
Enhancing interaction among students can be supported in an unobtrusive way through your pedagogical approaches. This also applies to internationalising the curriculum.

Inquiry-Based Learning (IBL)
Whether undertaking small- or large-scale inquiries that enable students to reflect and engage actively with the concepts and questions of their field of studies, students often work in collaboration with each other, reinforcing interaction. With the flexibility that IBL offers, it is an ideal approach for internationalising the curriculum.

The Department of Politics recognises that international MA students may face particular challenges in developing IBL-related skills due to the broader range of cultural and educational backgrounds. Researchers Ian Bache and Richard Hayton (see Resources on page 67) suggest making sure students have a clear sense of expectations of the teaching and learning environment, such as module structure, including teaching hours, requirements for private study and assessment methods, before their arrival to help them adapt to expectations of the IBL environment and methods.
Working in pairs
Encourage students to work with a different partner for short discussions. Ask students to move around the room.

Buzz groups
Similar to working in pairs, buzz groups involve a small number of students discussing an issue for a few minutes and then sharing with other groups. This is a good exercise for those reluctant to speak in front of large classes.

Using technology
Consider inviting “virtual” teachers from three or four countries (including those where your students are from) to talk about the discipline in their countries, e.g. hot topics, approaches, what they are researching.

Massive Open Online Courses
The School of Health and Related Research, the School of Clinical Dentistry and the School of English have all looked at the advantages of MOOCs (Massive Open Online Courses) to give learners from around the world free, web-based, open access. In addition to allowing students to build knowledge, they come into contact with learners from around the world. More than 15,000 learners from approximately 110 countries participated in the English Country House MOOC.

Discussion groups
Use teaching formats such as discussion groups to encourage the participation of all students. They also help identify areas where students are having difficulties. Respecting and encouraging diverse viewpoints can build students’ confidence in working in multicultural groups. It is important to give students time to prepare and rehearse if you expect them to present.
Interaction between international and home students is a major focus of the University’s internationalisation of learning and teaching efforts. The following section provides an example of a live research project conducted by the Institutional Student Ambassadors for Learning and Teaching (SALTs) which looked at this issue.

**Project overview**
Student Ambassadors for Learning and Teaching work on individual projects to improve the learning and teaching environment. In consultation with Academic and Learning Services and Professor Ian Bache, University Director of Learning and Teaching for Internationalisation, the 2012-13 Institutional SALTs Team agreed to look at experiences of interaction in the learning environment.

The SALTs decided to focus on both international and home students to gain their views of interaction in the classroom.

The project explored how current practices in the learning environment can support a more integrated experience for all students with a focus on:

- challenges facing departments to integrate students
- responding to student feedback that lack of interaction is an issue
- developing an understanding of what international students bring to home students and vice versa to enhance interaction
- raising awareness of good and bad practice.
Integration to interaction: making the shift
The University offers a number of ways to support and encourage meaningful interaction among students at all levels. On a social level, Student Services and Accommodation Services provide opportunities for students to mix through activities such as mentoring programmes and Global Campus, a series of events and workshops to help students make the most of our international campus. Our award-winning Students’ Union also has an array of activities aimed at breaking down barriers so that students see themselves as a collective rather than individual national groups.

From a learning and teaching perspective, we have often talked about how to encourage “integration” among students. Based on the research conducted for this project, we have moved towards the use of the term “interaction” but both words are used throughout this section.

While integration can encourage intermixing, it may unintentionally make students feel that as newcomers they have to adapt to the host culture rather than a more inclusive approach requiring efforts on the part of home students also. Interaction is about the two-way benefit that students can gain from being part of a community which values and recognises all contributions.

The responsibility for increasing interaction lies with the entire University community – not just teaching staff. Students must also take responsibility for making the most of opportunities open to them and recognise that small steps can lead to a more engaged experience.
“Our Institutional Student Ambassadors for Learning and Teaching (SALTs) project looked at how intercultural interactions take place in the classroom environment. We were inspired by the Australian Learning and Teaching Council's *Finding Common Ground* and its use of “interaction” rather than “integration”, which we felt was more inclusive. Through this project, we hoped to generate discussion on how we can break down barriers and celebrate the diversity in our classes.

If one thing resonated with us, it was these interactions are about all students. For us, the project highlighted that we not only need to be aware of barriers between home and international students, but also the challenges faced by others, for example, those students who live at home, and mature students.”

Christopher Maidment
Lead Ambassador
on behalf of the Institutional Student Ambassadors for Learning and Teaching Team

The Institutional SALT’s Team received the Student Employee of the Year Award (SEOTY) 2013. Back row from left to right: Christopher Maidment, Sarah Browne, Rito Dipto, Thomas Fisher; Front row: Meanna Yeung. (Not pictured: Kerry Dragon).
Top tips from students to increase interaction
Using information gathered in focus groups, questionnaires and individual interviews, this section provides hints and tips on how students see interaction and suggests ways to break down barriers.

“A lot of people tend to target integration regarding international students. However, by going through this project I’ve […] come to the realisation that it’s more than just international students, it’s also home students integrating with students from different regions of the UK.”

Institutional Student Ambassador for Learning and Teaching

- Look at ways to encourage rather than enforce integration.
- Integration is not just about home and international students. Other students (e.g. students with families and mature students) may face challenges due to lack of time to spend on campus or work commitments.
- Try to provide opportunities to encourage student interaction in all years and across levels.
- Think beyond first-year, e.g. new students arriving, returning or new exchange students – how will you help them fit into the environment?
- Promoting interaction can take the form of simple actions, such as considering how you allocate students to groups.

The Management School hosted a Faculty of Social Sciences seminar with the Confucius Institute on cultural aspects in learning and teaching to support greater integration of Chinese students. The School also continues to develop relationships with institutions around the world to increase opportunities for students to gain international experiences through summer schools and other exchanges and to facilitate staff exchanges where possible and appropriate.
“Keep in mind that making connections on campus affects all students so be aware of issues that students who live at home are facing or mature students. [...] Being aware of the limited amount of time that students are actually on campus can mean making more of an effort to plan for interaction.”

Institutional Student Ambassador for Learning and Teaching

**Importance of space and time**

- **Communal space**: Think about the opportunities students have to stay in the department. Is there space where they can mix and mingle with students and staff?

- **Fewer class contact hours** mean less time for students to have in-class opportunities to make connections. Think of ways to encourage opportunities outside the classroom, e.g. provide communal space to support communities of learners, especially when building new premises.

- **Social space** is one of the best ways to support interaction. If moving to a new building, consult your students on how they would use or plan the space. Give students a reason to stay after classes rather than going straight to the library or home. Think about how the space will be used and serve as a space to encourage students to gather.

**Lectures**

- Look at how lectures can include interactivity between students – even something as simple as asking students to discuss a topic for a few minutes with the student sitting behind them in a lecture can help. Lectures don’t have to be an “integration no-man’s land”.

- Get students to relate their own experiences. This can open up discussion between students.

- Make space for small group discussions.

- Get students to move around the lecture theatre during long sessions.
"I think more could be done in lectures – if only to get students to engage with learning and the material they are being taught."

Focus Group Participant

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The **Department of Town and Regional Planning** convened intercultural workshops at the start of the semester to look at group work. By having smaller group sizes and self/peer assessment for group work the Department hopes to address some of the intercultural challenges that can arise.

**Group work**

- Avoid assigning groups by alphabetical order. You might end up with a group of students from a particular country if you organise alphabetically.
- Use a subtle approach to assigning students to groups or pairs. Students may resist being assigned to groups but explaining the purpose may help.
- When planning field trips, be prepared for what to do if students are segregated in the evening (i.e. by those who drink or don’t drink alcohol). Come up with ways to make all students feel included.

"I think it is important that we get put into groups with a variety of people, so you get experience and learn more from other cultures."

Focus Group Participant
Top tips from teaching staff to increase interaction

Teaching staff shared their thoughts on integration at various events where SALTs presented their project including a full-day session on increasing interaction sponsored by the Higher Education Academy. Events like this gave staff time to move the discussion from seeing integration as a bolt-on notion to a more educationally valid terrain.

The following are some comments from teaching staff:

Module development

- When planning a module, think about your objectives for interaction and how you will achieve those objectives.
- There is a need to explore how we design curricula to invite interaction into the classroom.

Teaching techniques

- There may be resistance by students to being assigned to groups. It is important to explain the purpose to help students see the value of your approach.
- Look at ways in which we can build space in the curriculum to reflect and recognise the transitions that students are experiencing to help build positive relationships with other students.
- Look at your fundamental teaching techniques, e.g. sometimes academic staff launch into content. Consider an information-sharing session for a first class to give students a chance to get to know each other.
- It is important to examine the holistic picture of diverse groups interacting together, not just specific student groups.
- Self-reflexivity – an important aspect of critical thinking – can be used, particularly in intercultural encounters.
- Organise a focus group to find out what students think might help foster interaction.
• Be aware of student needs to build relationships with co-nationals, e.g. from an employability networking perspective.

• Interaction may be a better word than integration – there have to be productive interactions but we are integrating students into a community of learning.

Encourage a strong student voice. Students in the Department of Chemistry’s newsletter shared the benefits of international links, including building connections between home and international students.

Beyond the classroom
• From a pedagogical perspective, look at how to enhance the outside learning environment and the use of informal spaces, particularly in the case of students with low contact hours.

• Personal Tutors can remind students of opportunities available to them, e.g. encourage students to join societies – an important way of making connections.

“The whole purpose of it was to get all the students and lecturers together and we all did a quiz together. They cancelled one of the lectures and we just had a few hours of all the students bonding.”

Focus Group Participant

“Integration in the classroom in some ways is a learning step to integration at work and integration in future careers.”

Focus Group Participant
Increasing student interactions

The Elephant in the (Class) Room or Lice on the Bald Head
Anna Holder, Cristina Cerulli, Julia Udall, Kim Trogal
School of Architecture

What issues did you address?
Issues can arise in group teaching situations which we are either not comfortable discussing or have no language to do so. Working with a cohort of Masters of Urban Design students (mainly from East Asia) we sought to find ways to name the ‘Elephant in the Room’ or ‘Lice on the bald head’ (an equivalent idiom used in some parts of China) to allow students to discuss more openly what can be difficult topics due to linguistic and cultural barriers.

What did you do?
We held two informal discussion sessions to encourage students to reflect on their challenges in the classroom, then drew and wrote about our experiences. Students designed a series of visualisations of their ‘elephants’ and a written commentary.
As teachers we also named the ‘elephants/lice’ that we have encountered.

As a result of the discussions, we produced a mini-booklet or ‘field guide’ which we hope will help identify and address barriers to home-international student interaction and peer learning. The final stage of the project was to display this work, along with the students’ representations, and to open up discussions in the School amongst staff.

**Worth considering**

An unconventional project name can draw the attention of other staff members as well as students. Barriers to interaction are not confined to one particular group or individual. For example, a student not understanding something but feeling that they should, and therefore staying silent, could affect both home and international students.

Develop and design pedagogical approaches which help students to take more active roles or contribute in different ways to discussions to help develop awareness within the group.

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**Learning across cultures: using diversity as learning resource**

David Forrest and Richard Steadman-Jones, School of English, Christina Healey, English Language Teaching Centre (ELTC)

**What issues did you address?**

The School of English’s undergraduate student body is dominated by home students. Students are therefore not readily exposed to the mutually beneficial relations between groups of learners from different cultural backgrounds. We decided that a creative approach to exploring ways to integrate home and international students was necessary.

**What did you do?**

We developed a module to allow Level 3 School of English students and advanced ESL students from the ELTC to work together. Students collaborate on projects exploring the cultural dimensions of everyday life in the city from a comparative perspective. This module not only aims to integrate international students socially and widen their experience of the city but also brings the two groups together on a basis of equality. Students meet weekly throughout the semester and, in small mixed groups, develop projects investigating their different
perspectives on everyday themes, such as food, education, music, or family. The projects might consist of films, photo essays, written texts, or audio programmes and will involve the students in getting out and about in the city and learning about each other’s responses.

We hope that this module will allow home students to use their skills of cultural and linguistic analysis in a comparative way. It will also give international students the chance to develop their language skills and reflect on their ‘host’ city with support from the ELTC.

What advice would you give others?

- Think of the advantages that exist by conceptualising Sheffield as an international, intercultural, and less parochial space.
- Look at ways to globalise the parochial by integrating a civic agenda and an internationalised one.
- Think of ways that diversity could be considered as a resource in your discipline.

The role of English language support in multicultural group work activities

Cilla Hollman-Sykes, ELTC
Malcolm Tait and Glyn Williams, Department of Town and Regional Planning

What issues did you address?

In an effort to understand the effectiveness of English language support, the Department of Town and Regional Planning worked with the ELTC to examine the impact of language support on international postgraduate taught students (PGTs), particularly in their ability to participate effectively in group work activities with native speakers of English.

What did you do?

Group projects are common in town and regional planning. This can be complicated by groups that include a mix of people from a variety of backgrounds. We looked at the challenges faced by groups of PGTs of whom slightly more than half are international students.
Students undertook a simulation exercise to recreate decision-making in a town planning project. They experienced the uncertainties and complications that can arise from group projects that include a mix of people from a variety of backgrounds.

We observed group interactions during module workshops over a period of weeks with a particular focus on one group’s interactions. We had discussions with the Group Leader to help improve the level and type of interactions.

Our aim was to overcome early divisions along nationality lines in order to stimulate cooperative learning by all students within this multicultural cohort. Initial findings show that while groups may be willing, they do not always have the know-how to collaborate in a learning situation of this kind.

What advice would you give others?

- Provide guidance on managing groups.
- Recognise that group work is challenging for all students, but the challenges may be different for different groups.
- Look at issues beyond language challenges to explore problems that students face in group projects, e.g. lack of understanding of roles, different expectations of group members.
- Be open to discussions with group leaders to suggest strategies to try to overcome any difficulties in group projects.
- Allow students to debrief after projects to gain feedback.

Although international students need to learn how to engage with peers in what may be a very alien learning context, home students also need to be supported in learning ways of working with students from cultures where interactional patterns may be very different from their own.
As part of ongoing efforts to increase understanding of the advantages and challenges of multinational cohorts, the Faculty of Engineering’s Staff-Student Committee looked at some concerns and possible solutions to increasing interaction. By giving concrete examples of the benefits of interaction in terms of group work, career development, building contacts, possibilities of research abroad, you can set the scene for a positive classroom experience.

The following highlights have been adapted from discussions that took place among the student and staff committee members.

**What issue did you address?**
Students are reluctant to join in on group projects and select groups based on nationality.

**Possible causes**
- Language skills or lack of understanding of task.
- Preference for familiarity on the part of both international and domestic students.

**Possible solutions**
- Staff select groups which are designed to be diverse to encourage interaction.
- Make the first assigned group task straightforward to allow students to gain confidence in the processes.
- Students might not appreciate the need to be assigned to a particular group. Clearly explain the rationale, benefit and roles of team members to alleviate some concerns. Give an example of good group work and outline why it works.
- Assign roles within groups so that all students are active. Rotate roles in future groups.
- Direct students to resources on group work prior to their first group assignment.
What issue did you address?
In a lecture, students from the same country all sit together.

Possible causes
- Students find it easier to relate to students from similar backgrounds and therefore tend to sit together.
- A perception that British students are difficult to approach and by the same token, a perception that home students do not feel welcome to join international students.
- Groups of friends may walk to lectures together and then end up sitting next to each other in class.
- International students may share resources such as dictionaries or be concerned about language abilities so might feel more comfortable sitting with a supportive group of other international students.

Possible solutions
- Encourage teaching staff to consider training on how best to teach a diverse cohort.
- Ask students to introduce themselves to each other at the start of the lecture, particularly in early weeks of Level 1.
- Where feasible, mix up where students sit in lectures, e.g. ask students who usually sit at the back to move to the front.
- Try to establish a level playing field for students by acknowledging the various backgrounds of new students. Provide sources of support on MOLE, such as a reference list of commonly used terms.
- Post PowerPoint presentations in advance but explain that much more information will be provided in lectures to ensure that students attend lectures.
- Use a randomising procedure to select groups. Explain that the more students work together, the easier this will become. This may establish greater interaction in lectures too.

Student-Staff Committee membership should include representation from home and international students for each level. The Department of Landscape has increased their committee membership to ensure international student participation.
What did you do?
We conducted focus groups with students to explore what would be useful in terms of preparing for studying at the School of Education. In response to the findings, we produced a website for students, which could be accessed before they started the course. Student feedback highlighted the value of continued support. We therefore provided information and guidance on the website as students progressed through the course.

The website highlights key milestones on the course, such as preparing a group presentation, participating in a reading group, or writing assignments. Within each of these milestones, previous MA students provide written advice and guidance drawn from their own experiences. For some students, the challenges they experienced seemed to relate to study skills development, i.e. active participation in seminars, working in groups, and asking critical questions, so the site also addresses these issues.

What issues did you address?
The School of Education has seen a substantial increase in the number of international students enrolled on Master's programmes. Students on a one-year programme have to get up to speed with the learning environment very quickly, which can impede their learning and integration into the academic community. This project sought to address student concerns regarding the need for more pre-arrival support, to allow them to access more readily curriculum content and to support a smoother transition onto the programme.
What advice would you give others?

- Use former students to write content for the website. They are closer to the reality and can highlight particular issues in their own language.

- Websites are works in development. Plan to update and develop the website in collaboration with students.

- Involve staff. The resource is of benefit to learners and teachers. Learners can access the resource to know what to expect in the coming year while teachers can direct students to the resource for advice and support in developing a range of skills to help them successfully complete the course.

- Direct students to relevant support sites for your discipline. This will help them independently develop their study skills, which complements the taught study skills programmes.
The Information School and the Department of Journalism Studies employed four international students and one home student with relevant local knowledge to produce teaching case studies about internet use in four countries: China, Iran, Malawi and Ghana. By drawing on international students’ knowledge, staff had access to learning resources that they would not otherwise have had due to lack of local knowledge and language skills. The project also increased student input into, and understanding of, designing learning materials and the use of case studies in teaching.

For more information:
Jo Bates, Information School

Lessons learned

- Student-produced work yielded many insights on local conditions in the countries profiled, significant aspects of which are not readily available in the public domain – e.g. conditions of internet use in Iran.
- The research process clarified the importance of local language skills and knowledge for researching internet use across a range of countries, yet highlighted the popularity of common search tools, such as Google, across differing national contexts.
- Producing the case studies was a fascinating exchange experience for staff and students. This was a key aspect of the learning experience.
The Challenge is now in its fourth year so some valuable lessons can be learned from the Faculty’s experience to date:

- Students value team working and meeting new people.
- Students like working on “real” problems.
- Students are very engaged with the project and international students particularly find it a positive way of making connections. (One third of participants are usually international students).
- Team-working functions well – students are assigned to groups, usually four home students and two international students.

The Global Engineering Challenge (GEC) is a week-long project where all first-year students in the Faculty of Engineering tackle real-world problems from a global perspective. The project is based on the Engineers Without Borders Challenge – a national competition for engineering undergraduates.

Students have to think about more than just technical issues. They consider the social, ethical and environmental implications of their decisions too and gain key career skills by working on group projects throughout the week.

The GEC has been used as one of the models for the Achieve More, Level 1 challenges, allowing all students at Sheffield to take part in a similar activity in their faculty.
The **Faculty of Medicine, Dentistry and Health** recognises the need to help students develop the skills to allow them to work with patients from a variety of cultures and countries. Recognising that many students in health professions can face cultural and language barriers when meeting patients whose first language is not English, the Faculty’s Student Ambassadors for Learning and Teaching (2012-13) developed a phrasebook tailored to the healthcare student.

**Languages in Clinic**  
SALTs recognise the need for healthcare workers to develop an open rapport with patients. In an effort to establish empathy by breaking down communication barriers, SALTs developed the Languages in Clinic (LIC) book. This book offers key phrases in 10 languages, including Hindi, Polish, Arabic, Mandarin and Spanish – a reflection of the multicultural diversity in Sheffield.

Phrases were chosen to reassure the patient and to solicit yes/no responses so that students could understand the responses.

Phrases included the following, and were given with a phonetic pronunciation:

- My name is ______.
- I am a Doctor/Dentist/ Nurse/....
- Please can you point to where it hurts?
- Do you understand?

**Lessons learned**

- SALTs projects should be meaningful for students.
- Think about practical aspects of your discipline when trying to encourage “cultural agility”. Students may respond more readily to the practical application of their skills.
- By designing a book which is small enough to fit into a student’s pocket but big enough for patients to read, SALTs have developed a tool that can be built upon and continue to be of value.
What issues did you address?
SIDshare is a student-run social enterprise that operates as an NGO to promote engagement in international development. Students work with community partners in the city, region and with more than 50 NGOs across the world.

Before allowing students to embark on projects with external partners, mentoring and training are critical, particularly to those with little or no experience in international development. By developing a peer-assisted learning scheme and interactive training materials, students were more adequately prepared for their involvement. Training for local NGOs was also developed.

What did you do?
The project built on funding to train postgraduate research students with a teaching background to cascade their learning. These PGRs offered a series of interactive workshops for students and local NGO partners.

SIDshare includes students from all levels across the University including Geography, Sociology, Economics, Mathematics, Music, Computer Science, and Animal and Plant Sciences. To ensure the longevity of the project, interactive training toolkits were developed and have been uploaded to the SIDshare virtual incubator.

What advice would you give others?
- While training provides students with the skills to work with external partners (a ‘learning about’ approach), it needs to be accompanied by mentoring and experiential learning (a ‘learning for’ approach).
- Try to break away from the divisions that can characterise university learning. Project groups are deliberately constituted from a mix of international/home, academic backgrounds and levels (UG/PGT/PGR).
- Look for local opportunities to internationalise the curriculum. We actively involve local stakeholders in SIDshare and its training courses as well as projects.
**Personal Tutors**
Personal Tutors play a key role in helping students throughout their academic journey. Being aware of the opportunities available to students to build international capabilities is essential. Tutors can identify modules for students that may broaden their horizons due to the global focus or remind students of opportunities for Internationalisation at Home.

In your first tutorial meetings with students, introduce yourself and talk a little about your learning background to set the scene for tutees. Describe any experience you have of work, study abroad, including similarities and differences.

**Mentoring support for postgraduate students**
Volunteer mentors offer their time to support students new to the Sheffield environment.

The University has a well-established undergraduate programme – Sheffield Mentors – but has also been piloting a mentorship programme for PGT students. Although teething problems can be experienced, it is important to look at where the gaps exist in our service support and find ways to address the needs.

**Skills development and employability**
Expectations of graduates go far beyond academic learning to help students develop the skills they will need for future employment. While disciplinary knowledge is key, the Sheffield Graduate attributes include preparing students who are respectful of diversity and able to work in multi-national settings, fitting firmly within an internationalised learning environment.

The **Department of Automatic Control and Systems Engineering** has been involved in mentoring activities at UG and PG levels. It was also part of the opt-out pilot PGT scheme – an extension of the University’s own Sheffield Mentors scheme for undergraduates. It also offered a departmental PGR mentoring scheme. All schemes are monitored and reviewed to evaluate viability and usefulness.
Achieve More
Recent developments to encourage students to develop skills include the introduction of the Higher Education Achievement Report and the launch of Achieve More, the University’s Strategic Curriculum Change initiative, which includes a strong focus on international skills. To help build key academic and personal skills, some 6,000 first year students have participated in a Faculty Challenge activity in 2014-15. These are designed to help students gain an insight into the ways in which leading-edge research is used to tackle global issues while developing team-working and problem-solving skills.

Achieve More is an enhancement to the curriculum which allows students to engage with academics and their research from the outset of their studies. In Level 2, students will work across disciplines and faculties to further broaden their horizons and subject knowledge.

“The new faculty challenge event for all first years in the Arts and Humanities – ThinkCreate – affords the possibility for more globalised thinking. It will afford students an unusually free discursive and creative space in which to think collectively, in cross-disciplinary groups, about issues of importance both nationally and internationally. Each group will identify a specific issue to explore and debate, and all the themes they are invited to work within are in principle global in scope. The idea is to get students thinking outside their home disciplines, so that they can explore an idea together, learn from each other, and come to see things from a range of different perspectives.”

Miranda Fricker, Department of Philosophy
Faculty highlight

In addition to expectations of the Sheffield Graduate, the Faculty of Medicine, Dentistry and Health has defined a set of graduate attributes which students have the opportunity to develop within their degrees. These include the need to be adaptable and responsive, with the ability to tolerate uncertainty, as well as a broad understanding of public health and global healthcare.

Attributes are linked to the notion that graduates will ultimately work in inter-professional multicultural teams worldwide, and work is underway to embed reflection on these attributes within students’ personal and academic planning.

Life beyond the classroom

There are many opportunities beyond the 'classroom', such as volunteering, spending a year abroad, buddying or short-term work experiences which support an internationalised learning experience.

- The Students’ Union offers volunteering opportunities for students to work with international communities based in Sheffield and supports many global advocacy and campaigning societies committed to making a difference.

- The range of activities offered by the Students’ Union also includes language opportunities and student societies helping students make friends or engage with the broader community and build valuable skills for future jobs.

- The University’s International Relations Office provides key partnership development opportunities, which in turn widen the spectrum for students.

- The Global Opportunities and Exchanges team and Student Support and Guidance provide not only study abroad opportunities but help students make valuable
social connections as well as providing the essential support services needed by international students. They also support academic staff in key areas, such as Supporting the Supporters and facilitating exchanges.

While the study of foreign languages is by its very nature “international”, the School of Languages and Cultures is still pushing frontiers, expanding its offer to include languages of those countries shaping the global economy, such as Brazil and Russia.

- Students often listen more readily to employers and their expectations. Invite employers to your class who can reinforce the message of the value of international experience here and abroad.

- If students need particular training, the 301 Student Skills and Development Centre provides a range of services and support to help students adapt to the academic environment. The 301 Centre also administers the Languages for All scheme.

- The Careers Service is the backbone to employment support, including placements and Degrees with Employment Experience – both local and international opportunities. Staff are increasingly looking at building placement opportunities to allow students access to a range of experiences.

- The support provided by Corporate Information and Computing Services (CiCS) is an essential part of the student experience. CiCS can also help teaching staff with the technical challenges that may arise in building international links, e.g. setting up an international seminar using Skype.

- The Library is a key ally to ensure international journals are available to your students as well as providing a home for student communities to thrive.

- The English Language Teaching Centre offers individual support to students as well as tailored departmental language classes.

- Your Global Sheffield offers students information on how to make the most of international experiences at home and abroad.

This is not a comprehensive list but gives a sense of the range of services that underpin internationalisation efforts.
Recognising that students have often gained practical experience during their work and study placements abroad, the Department of Germanic Studies has developed a new module called “German for Enterprise,” which will link local businesses and students in their Final Year Language programme. Building on their study or work abroad experience in Germany or Austria, students will work with local businesses to help them expand their trade into German-speaking Europe.

Student engagement

The benefits of engaging students as partners in the learning and teaching environment are increasingly recognised, and include generating a more positive learning experience. The Higher Education Academy, for example, has recently developed a guide to help encourage greater partnerships in learning and teaching, including how to engage students more actively in areas such as curriculum development. Helping students feel part of the larger community through strong departmental connections, not only with fellow students but academic staff, can also be enhanced by internationalisation efforts. Building a sense of community means thinking about how you offer an inclusive environment to all students and staff.

Using student representatives as a key window on learning and teaching efforts is an important means to gain valuable insight. Involve representatives by preparing them to talk about learning and teaching, and ensuring they understand how and where they can give input to developments and offer feedback.

At Sheffield, the Student Ambassadors for Learning and Teaching (SALT) scheme is one of the most obvious examples of engagement in pedagogical or curricular issues. SALTs can offer valuable insight into what is or isn’t working in the learning environment across the faculty, contributing to further development. They also bring the perspective of a home or international student.

Several departments organise conferences (including international conferences) with participation from students and staff alike to help solidify a sense of community.
Preparing for the future

An important part of the student journey is to prepare students for what lies ahead. By reminding students of services and support to help with the transition to work life or postgraduate studies, you can also recommend international activities as part of that transition.

- The Careers Service offers advice and support to home and international students. Many opportunities include international placements.
- Encourage students to connect with alumni efforts. Alumni are your best ambassadors and can be beneficial to students and your department in terms of future contacts.
- Invite students to be international ambassadors if they are returning to their home county.
- Ask graduating students to contribute profiles once they have begun work, particularly if working in an internationalised context.

The following are two examples.

The **Second Annual Undergraduate Philosophy Conference** was held in March 2014. Organised by undergraduate students with support from a member of staff, students reported a real sense of achievement in putting the event together and seeing a successful outcome.

The **Department of Hispanic Studies** involved undergraduates, postgraduates and staff in the organisation and running of the Anglo-Catalan Society Conference and related cultural events.

Promoting a positive learning and teaching environment is a key element of student engagement.

- Advertise and promote the Think Global Awards offered by the Students’ Union – especially in the learning and teaching environment. Knowing what students value in your internationalisation efforts may surprise you. Share successes with colleagues.
- Use all interactions with students as a means of supporting student engagement.
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The following are some useful resources in developing approaches to internationalise learning and teaching.

Sheffield-specific information

- University of Sheffield internationalisation resources
  www.sheffield.ac.uk/als/current/internationalisation
- Toolkit for Learning and Teaching
  www.shef.ac.uk/lets/toolkit
- Inclusive Learning and Teaching Handbook
  www.shef.ac.uk/lets/strategy/resources/inclusivelandt


  www.sheffield.ac.uk/ibl/resources/sheffieldcompanion

General


**Internationalisation of the curriculum**

The Higher Education Academy provides links to Internationalisation of the Curriculum from different disciplinary perspectives.
  www.heacademy.ac.uk
Oxford Brookes University. Internationalising the Curriculum Resource Kit. www.brookes.ac.uk/services/cci/resourcekit.html


**Student engagement**

**Interaction between home and international students**


**Teaching international students**


Web links can change frequently. See the *Toolkit for Learning and Teaching* for updated resources.
This booklet provides examples of how the internationalised learning environment is experienced at the University of Sheffield, showcasing initiatives and approaches useful to all disciplines and relevant to teaching staff, administrators and leaders alike.

Every effort has been made to ensure the accuracy of the information given in this publication.

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