

**Student integration:**  
**mixing and collaboration**  
**inside and outside the classroom**

Jude Carroll,

# Student collaboration and interaction

'Whole university' issue

Requires deliberate action

## **'Brainstorm' activity:**

1. Benefits of students' mixing [for staff and for students']
2. Consequences of not attending to integration?
3. Reasons why students might choose avoidance / exclusion

# Agree?



.... the main benefits of the globalisation of higher education are not financial (as valuable as that may be) but intellectual and cultural. The coming together of people from different parts of the world to study has the potential to form creative global communities that learn to **interact and collaborate in new and previously incomprehensible ways. Such is the dynamism of life in the 'global village'.**

( UK VC quoted in Shiel & McKenzie, 2008, p. 1)

**`...create a  
climate of  
interaction'**

..... off campus

.... on campus

.... in the department

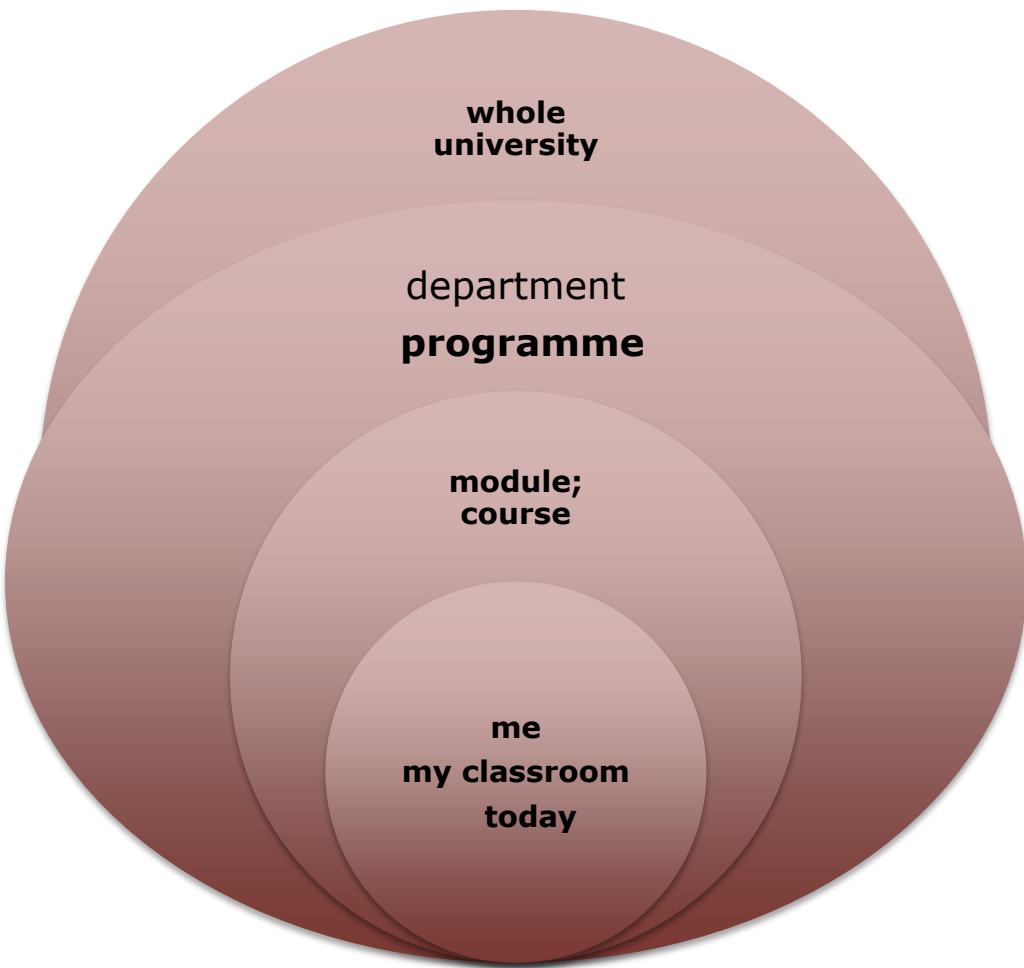
.... on a programme/ course

.....in a unit

..... in the classroom



# Collaboration and interaction amongst students: the opportunities



*'For the student, it is  
the overall  
experience which  
matters'*

# Key elements for “Finding common ground”

## Preparation:

- How to '*create a climate of interaction*' (Arkoudis et al, 2010)?
- When to start? Creating expectations.....
- Necessary groundwork:

## Plan and design for it. '*Make it worth the effort*'. (Leask & Carroll, 2011)

- In the programme, in the course, in the classroom
- On campus
- In the community

Can students **reflect on** and make sense of the experience?

# Integration: key elements

1. You prepare, they prepare. Skills teaching. Social groundwork
2. You design the task ..... [then they participate, you support their participation.]
3. You require reflection. They reflect and process the experience. They identify the benefits, ....they identify any future utility.



# Key idea for making group work 'work'

It can't be the first place where diverse students meet

It can't be the only place where diverse students meet

It can't be an unsafe place for diverse students to collaborate.





	prepare for mixing	participate in mixing	process/ make sense of .....
off campus			
on campus			
in the department			
on the course / programme			
in the classroom			

# Task: in 3's

Select one setting **other than 'on the course'** for encouraging mixing [on / off campus, in department, on the programme]

Identify one opportunity

'Flesh it out'. What exactly would happen? When? With whom?

Be ready to report back any lessons learned.

## Integration w/in a course:

group work

Frequent or extended over time  
tasks .....

[fewer group

Low-stakes, low risk

Authentic, 'real'

Valued and 'worth the effort'

# Key elements in group work to support integration

- **Membership:** Who is in the group? Who decides?  
What criteria?
- **Task / activity** or problem for the group to tackle  
Is it really a group task?  
Students co-operate or students must collaborate?  
Does it use the diversity in the group?
- **Assessment:** product or process?  
Is individual contribution measured?
- **Support & Conflict:** Skills development. Conflict:  
teacher-managed or student-managed?

# Collaborative tasks for diverse groups

High level complexity [Too hard to do alone]

Exploring similar and different perspectives

Sharing diverse experiences

- **analyse an issue** or case study from your own perspective; present evidence from different perspectives
- **Pool** knowledge and work through a problem
- **Apply** a practical skill
- **Solve problems** using different data sets, incl from students' home countries. Group explores the contexts.
- **Interview** each other or others and incorporating the data
- **Collect** a range of perspectives approaches, contexts; comparing and analysing impact

Opportunities for mixing and collaborating in face to face classrooms

# 'Finding common ground'

1. Prepare for it

2. Plan and design for it. Make it worth the effort.

**\*\*3. Reflect and make sense of it \*\***



# Integration: 'Processing'

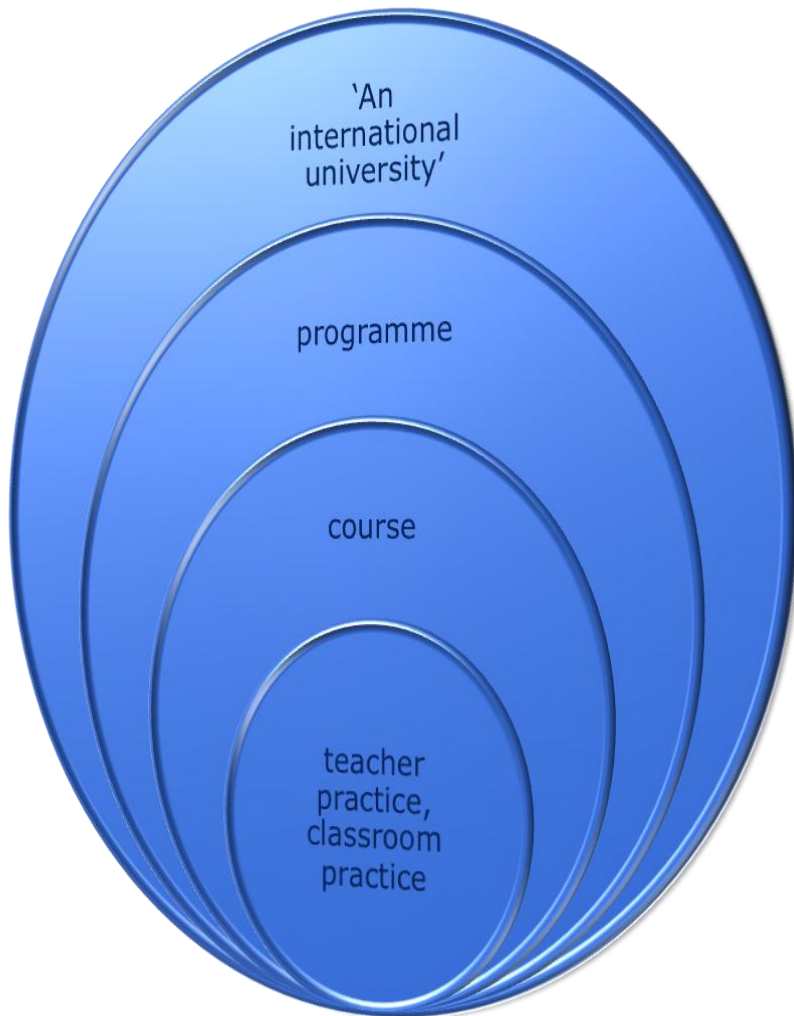
## Making sense of ....

Provide plenty of experience to use for reflection /  
examples / awareness

Provide theoretical frameworks for reflection  
Make requirements to self-assess, selfaudit, reflect

Choosing when and how often to reflect ..... 'For the  
student, it is the overall experience that matters'  
*[Note: this means programme-level planning]*

# Collaboration and interaction amongst students: the opportunities



*'For the student, it is the overall experience which matters'*

# Resources and guides

Arkoudis, S., Yu, X., Baik, C., Borland, H., Chang, S., Lang, I. Lang, J., Pearce, A. & Watty, K. (2010). Finding Common Ground: enhancing interaction between domestic and international students: Guide for academics

[http://www.cshe.unimelb.edu.au/research/projectsites/enhancing\\_interact.html](http://www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html)

Leask, B. and Carroll, J. (2011) 'Moving beyond 'wishing and hoping': internationalisation and student experiences of inclusion and engagement', *Higher Education Research and Development*, 30:5

'Teaching International Students Lifecycle' resource

<http://www.heacademy.ac.uk/ourwork/teachingandlearning/internationalisation/studentlifecycle>

*Look for topics on 'mixing', induction, group work, cross cultural skills. Each has a long list of further reading*