

PG CERT: ACTION RESEARCH PROJECT

MINAL MALIK

RESEARCH QUESTION

What teaching strategies can I implement to foster a sense of belonging and inclusion for first-year international students in my classroom?

ADDRESSING SPECIFIC CHALLENGES:

1. How can I help first-year international students overcome anxiety and fear of speaking up in my classroom?
2. What resources and support systems can I connect first-year international students with to help them adjust to the academic and social environment?

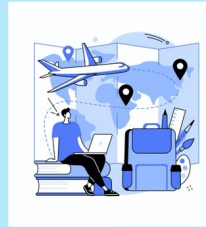
USING SPECIFIC STUDENT GROUPS:

1. What specific challenges do first-year international students face in my classroom, and how can I address them?
2. How can I tailor my teaching approach to better engage and support first-year international students who are [introverted/extroverted/visual/auditory learners]?

"Chinese graduate students often face unique challenges when transitioning to a new culture and academic environment. These challenges can include language barriers, cultural differences, and academic expectations." — Zhang, & Li, (2012)

INTERNATIONAL STUDENTS IN THE UK

Top countries of origin: **China, India, and Nigeria.**



In 2021, there were 600,000+ international students studying in the UK.
A 10% increase from 2020.

20%

of students enrolled in BA Fashion Marketing in the UK were international students.



12%

of non-EU students less likely to achieve a first or 2:1 degree than UK students.

3x

more likely for international students to study at a university in London.

£31.3 BILLION

contributed to the UK economy by international students in 2021/22. **£37.1 billion by 2025/26.**

PERSONAL MOTIVATION:

- As a teenager I studied for a year at a boarding school abroad in Asia.
- Thrown into unfamiliar international syllables, a kaleidoscope of customs, and a cultural labyrinth, my year abroad was a sensory shock.
- Speaking English, a supposed lifeline, morphed into a mere thread amidst the vibrant tapestry of other languages used through the classrooms and outside it.
- Every interaction held the potential for misinterpretation, or a cultural faux pas.
- My senses, perpetually overloaded, struggled to adapt. Was this mere culture shock, or something more? Did this constant bombardment impact my learning, my integration, even my identity?
- As a result, I understand the initial anxieties and feelings of isolation that can arise in unfamiliar surroundings. I wanted to use my personal understanding to create a space where students feel safe, valued, and empowered to participate fully.

LITERATURE-BASED SUPPORT:

- Studies have shown that a positive and inclusive classroom environment significantly impacts the academic success and overall well-being of students, particularly those from diverse backgrounds (Tatum, 2017; Chang, 2019).
- Research suggests that international students often experience higher levels of anxiety and stress during their first year (Ward, 2011; Nguyen, 2013). This stress can negatively affect their academic performance and sense of belonging (Dou, 2016).
- Implementing culturally responsive teaching practices and creating a climate of respect and understanding can significantly reduce these challenges and foster a sense of belonging for international students (Nieto, 2009; Gay, 2010).

LITERATURE-BASED SUPPORT:

Specific Examples from Literature:

"International students often stumble at the gate of academic success due to language barriers. The complexities of academic vocabulary, nuanced arguments, and fast-paced discussions can leave them bewildered and hinder their comprehension and participation." **Eberly Center for Teaching and Learning.**

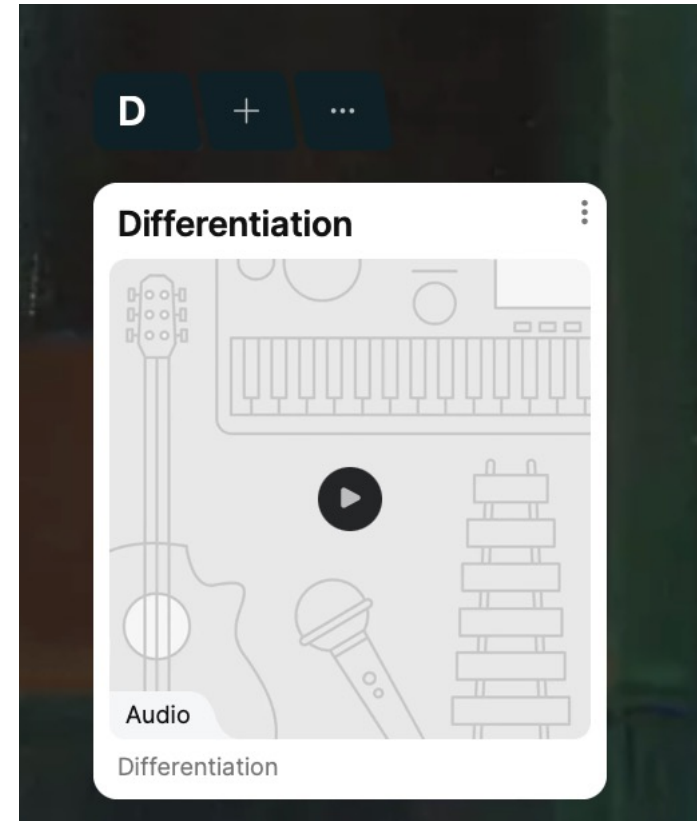
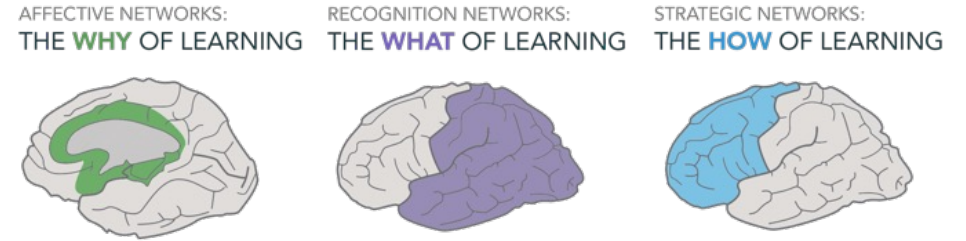
‘Ethnicity and Degree Attainment’ found that students from minority ethnic groups are less likely to achieve a degree than white students. The authors argue that this is due, in part, to the use of exclusive language in the classroom. - **Broecke and Nicholls (2007).**

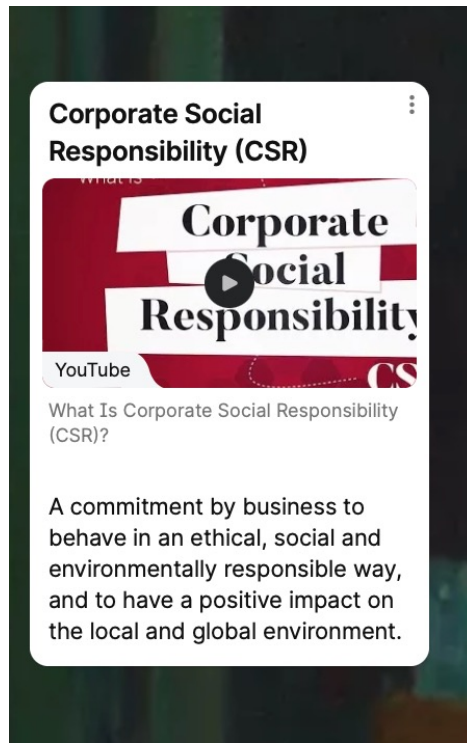
THEORETICAL UNDERPINNING:

Universal learning theory

Multiple Means of Engagement:

- **Multimediality:** The Padlet allows diverse content including text, audio, video, and images, catering to different learning styles and preferences.
- **Choice and autonomy:** Students can choose how they contribute (individually or collaboratively) and engage with content (reading, listening, watching).





THEORETICAL UNDERPINNING:

Universal learning theory

Multiple Means of Representation:

- Variety of language formats: Definitions and explanations are provided in text, diagrams, infographics, or videos, offering clear representations for different understanding levels.
- Background knowledge activation: Prior knowledge can be activated through links to relevant resources, background information, or related concepts.



THEORETICAL UNDERPINNING:

Universal learning theory

Multiple Means of Action and Expression:

- Scaffolding and supports: Hints, tips, and examples are provided within entries or as additional resources to support independent learning and understanding.

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Ansoff Matrix



Ansoff, H. I. (1957). Strategies for Diversification. *Harvard Business Review*. (Vol. 35 Issue 5, Sep/Oct). p113-124.

THEORETICAL UNDERPINNING:

Inclusive learning theory - theory of critical pedagogy.

Education should be used to challenge social inequalities. An inclusive language glossary can therefore help to challenge social inequalities by providing students with the resources they need to understand and use appropriate academic language.

The glossary would also promote collaboration between students and lecturers, which would help to create a more inclusive learning environment.

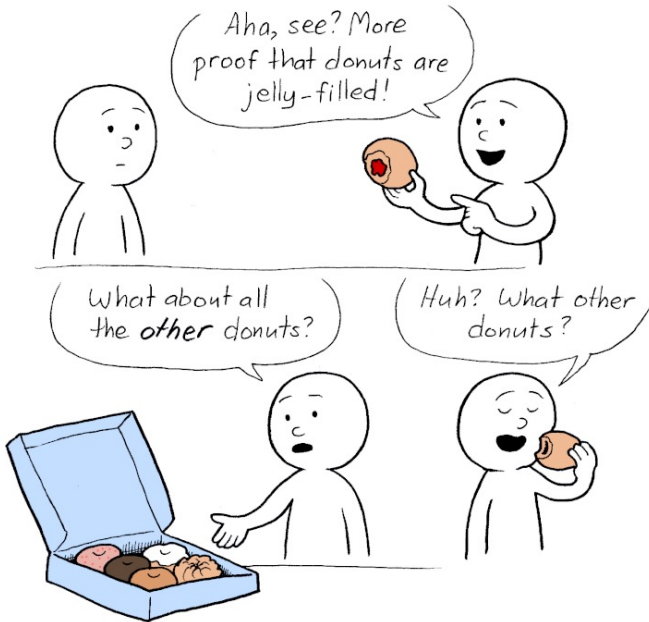
THEORETICAL UNDERPINNING:

An inclusive language glossary can help to make language more explicit by providing definitions of terms that may be unfamiliar to some students.

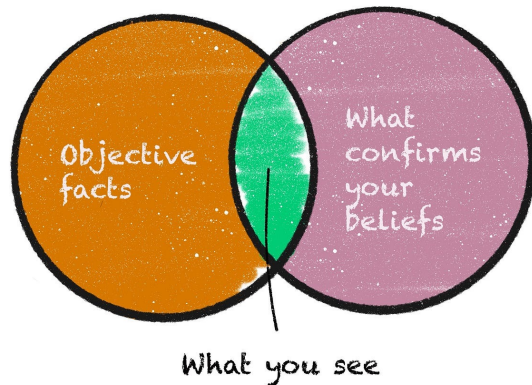
An inclusive language glossary can also be linked to more general theories of inclusive learning, such as the following:

- **The theory of critical pedagogy**, which argues that education should be used to challenge social inequalities;
- **The theory of transformative learning**, which argues that learning should lead to personal and social transformation;
- **The theory of intercultural competence**, which argues that people need to be able to communicate effectively with people from different cultures.

Let me tell you about *confirmation bias*.

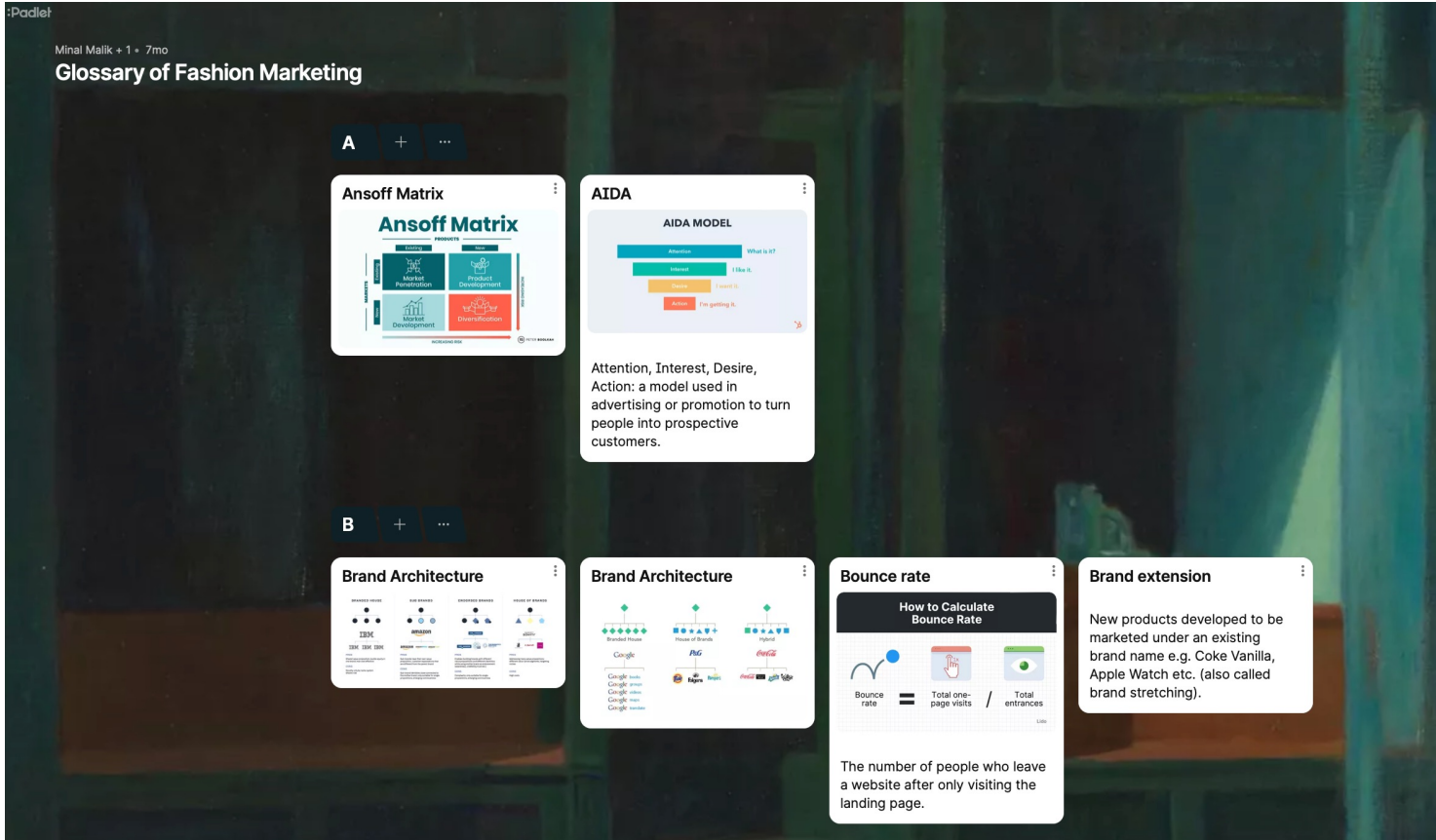


Sylvia Othner



PERSONAL BIASES

- **Cultural familiarity:** own understanding of Asian and British cultures may lead to unconsciously overlooking challenges faced by students from other cultural backgrounds.
- **Socioeconomic background:** upbringing might not reflect the socioeconomic realities of many international students, potentially leading to misinterpretations of their experiences.
- **Educational system:** the British education system might make it difficult to fully grasp the differences in learning styles and expectations students from other systems might face.



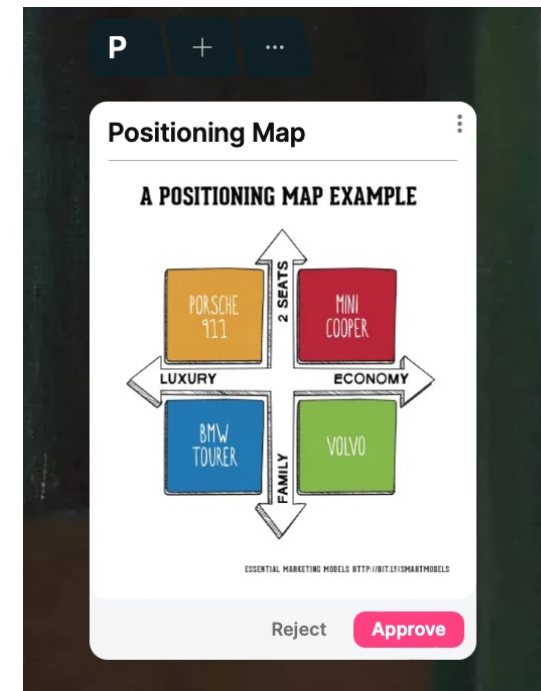
Context:

For this project, I investigated the impact of a multilingual and culturally diverse learning environment on a student's cognitive function, social integration, and identity formation. As part of the research, I designed and implemented an interactive glossary on Padlet to create a safe and engaging space for students to capture and share key concepts from the class.

REFLECTION ON RESEARCH METHODOLOGY: INTERACTIVE GLOSSARY ON PADLET

METHODOLOGY:

- **Platform Selection:** Padlet was chosen due to its user-friendly interface, multimedia capabilities, and collaborative features. It allows students to contribute definitions, theories, and class content in various formats, fostering diverse learning styles and promoting active participation.
- **Anonymity:** To encourage honest and open participation, student contributions were made anonymous. This minimised the fear of judgement, embarrassment, or shy behaviour, potentially increasing engagement and diverse perspectives.
- **Moderation:** To ensure accuracy and maintain academic integrity, teacher moderation was implemented. This ensured the information shared aligned with class content and prevented inaccurate or misleading information from circulating.
- **Data Collection:** Data was collected through the Padlet itself, capturing student contributions, interactions, and engagement patterns. Additionally, surveys and interviews with participating students were conducted to gather their direct feedback and experiences with the glossary.



METHODOLOGY:

- Signups for recruiting international students;
- Quantitative and qualitative;
- Non-probability sampling – convenience and selective sampling.

CONSENT

- Students informed about the research: through a written email provided before the first seminar where we used Padlet, and then verbally explaining it during the seminar.
- Ensured anonymity and confidentiality: guaranteed that individual student contributions will be anonymous and that identifying information won't be collected or shared. Explained how entries were anonymised before analysis.
- Provided an opt-out option: Gave students the right to decline participation or withdraw their contributions at any point.
- Made sure they understood that participation was voluntary and would not affect their grades or standing in the course.

CONSENT

Send

▼

From: m.malik@fashion.arts.ac.uk ▼

Subject: Exploring Concepts Together - GFBT Padlet & Research

Hi everyone,

Next GFBT seminar, we will be trying out an exciting new tool, Padlet, to build a collaborative glossary of key concepts in branding. You can share definitions, visuals, even videos!

This Padlet will also play a role in my research on, "*What teaching strategies can I implement to foster a sense of belonging and inclusion for first-year international students in my classroom?*" for one of my PG Cert units.

Your anonymous contributions will help me understand how we learn together in diverse settings as well as help you refer back to key concepts taught throughout this unit.

Participation is optional and will not affect your grades. You can opt-out anytime. Learn more and opt-out by 30th November 2023 via this [form](#).

Let's build a vibrant knowledge hub together!

Best,

Minal

Minal Malik
Senior Lecturer in Fashion Marketing

ual: london college of fashion

B fashion business school

CIM

University of the Arts London
London College Of Fashion
105 Carpenters Road
London
E20 2AR
United Kingdom

GFBT Padlet & Research Consent Form

Additional Information:

- If you have any questions about this research project, please contact Minal Malik at m.malik@fashion.arts.ac.uk

* Required

* This form will record your name, please fill your name.

General

1. Do you agree to participate in this research project? *

☐ Yes

☐ No

EVIDENCE OF PROCESS:

- **Screenshots:** Snapshots of Padlet entries showcasing the variety of multimedia content and student participation.
- **Logs:** Access and interaction logs from Padlet showing student engagement levels and patterns.
- **Survey results:** Quantitative and qualitative data gathered from student surveys regarding their experience with the glossary.
- **Interview transcript:** Excerpts from students' interview providing qualitative insights into their perspectives and learning experiences.

SURVEY + GROUP INTERVIEW

- Microsoft Forms
- Open-ended and close ended questions
- Multiple choice
- Followed by group interview/ discussion:
 - What did you like most about the Padlet glossary?
 - What improvements would you suggest for the Padlet glossary?
 - Do you have any other feedback or suggestions regarding the use of the Padlet glossary in the course/ on units?

GFBT Padlet Glossary Survey

* This form will record your name, please fill your name.

Overall Experience:

1. How valuable did you find the Padlet glossary for understanding key concepts in the course?



2. To what extent did the Padlet glossary contribute to your active engagement in the learning process?



3. How satisfied are you with the anonymity of contributions in the Padlet glossary?

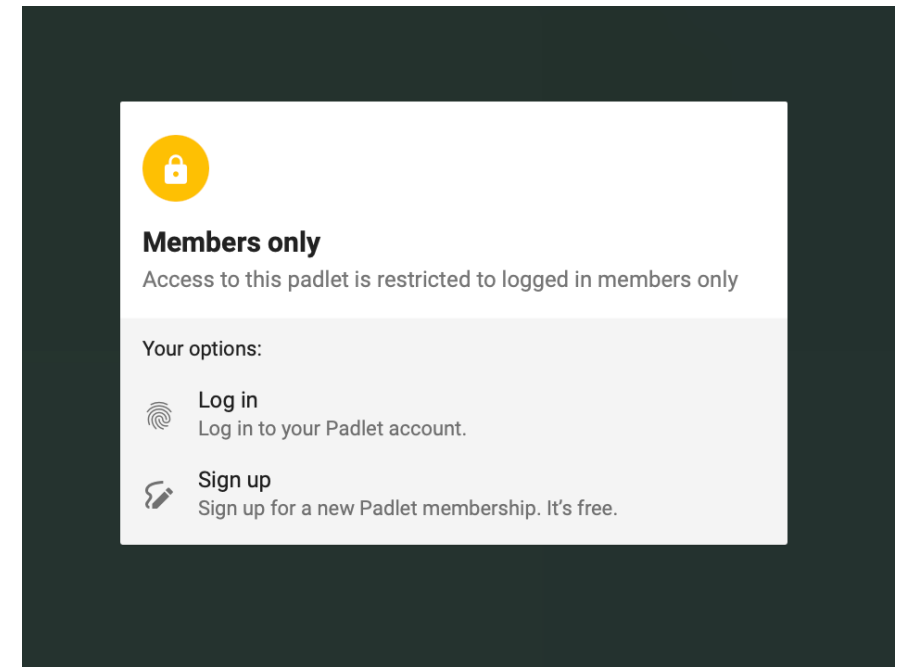


STRENGTHS:

- **Multimediality:** The platform supported diverse learning styles and preferences by allowing contributions in various formats (text, audio, video, images).
- **Anonymity:** Encouraged honest and open participation, potentially leading to richer insights and diverse perspectives.
- **Collaborative Learning:** Fostered peer-to-peer learning and knowledge sharing, enriching the understanding of key theoretical concepts.
- **Teacher Moderation:** Maintained academic integrity and ensures the shared information is accurate and relevant.

CHALLENGES:

- **Technological barriers:** Some students faced technical difficulties with the platform, limiting their participation.
- **Motivation:** Sustaining long-term engagement and ensuring consistent participation was challenging.
- **Moderation workload:** Carefully reviewing and moderating entries required substantial time investment from teachers.



Student Feedback



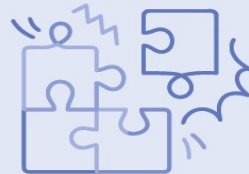
"Easy to access and use, even for someone like me who isn't very familiar with the tech. I like the variety of ways we can contribute, like text, images, and videos. It makes learning more engaging than just reading textbooks."

"Not everyone participates actively, and sometimes the same few people are contributing most of the content."



"Contributing to Padlet and seeing others engage with it gives me a sense of belonging in class. It's nice to know I'm not alone in trying to understand these complex branding concepts."

"Sometimes the Padlet can be slow or glitchy, especially when there are many people using it at the same time (connection in EB). This can be frustrating when I'm trying to contribute or access information."



"When I'm struggling with a theory, I can check the Glossary and find different explanations until it clicks. It's like having a mini-study guide built by us students, which can be more relatable than the lecturer sometimes."

FINDINGS + RESULTS

FINDINGS + RESULTS

- **Improved understanding of key concepts:** encouraged deeper engagement with the unit.
- **Enhanced sense of community:** building a shared knowledge base fostered a sense of collaboration and belonging among students, I often found them going for coffee together or discussing it with other students.
- **Increased confidence in expressing knowledge:** anonymising contributions encouraged typically hesitant students to participate verbally and share in class discussions.
- **Improved communication skills:** Creating clear and concise definitions, explanations, and visual aids honed students' communication and critical thinking skills – evident in their summative draft reports.

FINDINGS + RESULTS

- **Gaining insights into student understanding:** revealed areas of confusion, common misconceptions, and diverse perspectives on the material, allowing me to tailor my teaching accordingly.
- **Identifying effective learning resources:** content students chose to share and engage with in the Padlet informed selection of future teaching materials and resources.
- **Promoting active learning:** Padlet as an interactive tool could shift the focus away from passive lectures and towards active student participation in the learning process.

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Segmentation

Market Segmentation



Geographics

Country
City
Density
Language
Climate
Area
Population



Demographics

Age
Gender
Income
Education
Social Status
Family
Life Stage
Occupation



Psychographics

Lifestyle
AIO: Activity, Interest, Opinion
Concerns
Personality
Values
Attitudes



Behavioral

Benefits Sought
Purchase Usage
Interest
Occasion
Buyer Stage
User Status
Life Cycle Stage
Engagement

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Customer Segmentation

CUSTOMER SEGMENTATION

	GEODEMIC	DEMOGRAPHIC	PSYCOGRAPHIC	BEHAVIORAL	PERSON	PREDICTIVE
SAMPLE	Where	Who	Why	What	Who, What, Why, When	Who and What
WHAT IS IT?	Geographic segmentation based on location. Includes country, city, and zip code.	Demographic segmentation based on statistical data about a target audience. Includes age, gender, income, and education.	Psychographic segmentation based on psychological and lifestyle factors. Includes personality, values, and interests.	Behavioral segmentation based on consumer behavior. Includes usage rate, benefits sought, and purchase occasion.	Person segmentation based on individual characteristics. Includes personality, lifestyle, and attitudes.	Predictive segmentation based on data analysis to forecast future behavior. Includes machine learning and artificial intelligence.
EXAMPLES	Targeting customers in specific geographic areas for local marketing campaigns.	Targeting young professionals for a new financial service.	Targeting environmentally conscious consumers for sustainable products.	Targeting frequent travelers for a new airline loyalty program.	Targeting extroverted individuals for a new social media platform.	Targeting customers likely to churn for retention campaigns.
WHY USE IT?	Identify new markets and tailor marketing efforts to specific geographic areas.	Understand the needs and preferences of different demographic groups to create targeted messaging.	Build deeper connections with customers by understanding their values and interests.	Optimize marketing strategies based on actual consumer behavior and usage patterns.	Personalize marketing efforts to resonate with individual customers.	Anticipate future trends and customer needs to stay ahead of the competition.

NOW GO INNOVATE



SMARTPOLO

FINDINGS + RESULTS

- Duplications: tackling duplicate entries in the Padlet glossary.
- Multiple entries: challenges of multiple entries for the same concept and knowledge overlap.
- Choice of title: naming entries - optimising entries for user engagement.

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Brand Architecture

BRANDED HOUSE



IBM

IBM IBM IBM

PROS
Strong brand recognition, builds equity in one brand, easy to roll out.
CONS
Quality only by name system, brand risk

SUB BRANDS



amazon

amazon amazon amazon

PROS
Each brand has its own voice, clear differentiation, can target different audiences.
CONS
Difficult to build equity for single brand, consistency across touchpoints

ENDORSED BRANDS



amazon

amazon amazon amazon

PROS
Provides backing for sub-brands, can leverage brand equity, clear differentiation.
CONS
Difficult to build equity for single brand, consistency across touchpoints

HOUSE OF BRANDS



amazon

amazon amazon amazon

PROS
Allows for brand extension, builds equity in one brand, easy to roll out.
CONS
Quality only by name system, brand risk

Brand Architecture



Google

Google books
Google groups
Google videos
Google maps
Google translate



P&G

Pampers
Folgers
Ranger



Coca-Cola

Coca-Cola
Diet Coke
Coke Zero

RESEARCH LIMITATIONS

- **Limited Scope:** analysing data from 7 international students during seminars through Padlet may not have captured the overall student experience or the larger topic being researched.
 - A broader range of data collection methods might be necessary and larger participant pool.
- **Power Dynamics:** as the lecturer, I had inherent power within the seminar setting. This may have influenced how students interacted with the Padlet and potentially biased the data.
- **Focus on Technology:** Overly relying on Padlet as my main research tool limited my understanding of the broader social and cultural factors at play in the seminars.
 - Combining technology with other qualitative methods can provide a more holistic picture.

Time.

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Infographics refs:

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- Higher Education Policy Institute: <https://www.hepi.ac.uk/>
- Universities UK: <https://www.universitiesuk.ac.uk/>