The Global Education Profiler (GE-P): How well are we fostering ‘Global Graduate’ skills & qualities?

Helen Spencer-Oatey & Daniel Dauber
Outline

- Development Rationale: Issues of Integration
- Global Education Profiler (GE-P)
  - Design
  - Findings
- Next steps
Development Rationale: Integration issues
Integration issues

UKCOSA report 2004:

- Only 15% of Chinese students reported having any UK friends;
- “It is a major concern that two of the largest national groups on campus (Greek and Chinese students) mainly socialise with fellow nationals or other international students on campus.”
Warwick’s ISB/SB data (2014, additional items)

Satisfaction with making friends (n = 2031, UGs & PGs)

- From my home country:
  - China: 92%
  - EEA: 87%
  - UK: 89%
  - Other overseas: 63%

- From this country:
  - China: 79%
  - EEA: 94%
  - UK: 63%
  - Other overseas: 70%

- From other countries:
  - China: 93%
  - EEA: 93%
  - UK: 93%
  - Other overseas: 88%
Newspaper reports

e.g. Wall Street Journal (2016) published article Belkin & Jordan, with headline:

- “Heavy recruitment of Chinese students sows discord on US campuses”

- 679 comments, with criticisms and counter-criticisms of American university recruitment policies and of Chinese and American students’ attitudes and behaviour.
Integration & welfare

“Integration of all students is an elemental factor in the expanding concept of internationalisation [...]”

Risks from poor integration

- feelings of isolation, poor social and academic performance, personal safety.

Benefits from integration apply to

- students and faculty, “calibre of education itself and the long term promotion and marketing prospects of a university and a nation.”

British Council, 2014, p.4
Integration & employability

“More and more business leaders are identifying real business value in employing staff with intercultural skills. [...] The challenge now for employers, governments, skills providers and employees alike is to better recognise and develop these vital skills – be it learning a foreign language or being open to different outlooks and world views.”

British Council, 2013, p.2
Design of the Global Education Profiler (GE-P)
HEA Perspective

“Internationalisation represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society.”

HE Academy

https://www.heacademy.ac.uk/enhancement/themes/internationalisation#sthash.V6EJJDAC.dpuf
Developing ‘Global Graduates’

- How can we foster students’ global skills and qualities?
Developing ‘Global Graduates’

Anderson proposes 3 ‘engines’ that promote such development:

(a) A willingness to open oneself up to new cultural influences;
(b) A willingness to face obstacles head-on by the use of instrumental strategies, and
(c) Perhaps most crucial of all, a resolve not to run away.”

Anderson 1994: 313
Global PAD Growth Model

Contexts for Growth

MOTIVATION/ATTITUDES FOR GROWTH

- Willingness & interest to be open to cultural differences
  - Spirit of adventure
  - Curiosity

EXPERIENCES OF DIFFERENCE

- Actual engagement with experiences of difference:
  - Move out of comfort zone
  - Engage with unfamiliarity
  - Experience ‘critical incidents’
Global Education Profiler

The GE-P probes these two aspects, by asking questions in two ways:

- ‘Importance to me’
- ‘My actual experience’

and shows any gap between the two.
Global Education Profiler

The GE-P probes these two aspects in relation to the following:

- social integration
- academic integration
- communication skills
- foreign language learning skills
- global skills & support
GE-P Findings from one Warwick Dept. (n = 338)
Binary results

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- **SI**: Important to me
- **Al**: My actual experience

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Social Integration

- Nurturing: 4%
- Flourishing: 64%
- Stagnating: 6%
- Dissatisfying: 25%
Global Skills & Support

- Nurturing: 2%
- Flourishing: 60%
- Stagnating: 7%
- Dissatisfying: 32%

Students' Actual Experience vs. Importance to Students
Social Integration: Asian student responses

Select a region
Asia

-1.15
Gap score

4.90
Importance

3.75
Experience

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Social Integration: European student responses

Select a region

Europe

-0.40
Gap score

4.50
Importance

4.10
Experience

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Global Skills & Support: Asian student responses

Select a region

Asia

-1.28
Gap score

5.03
Importance

3.74
Experience
Global Skills & Support: European student responses

Select a region
Europe

-0.69
Gap score

4.64
Importance

3.95
Experience

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Potential relevance for learning gain

For institutions

- Probes different domains (social, academic etc.);
- Reveals whether there is an attitude/motivation problem;
- Reveals whether there is an experience issue;
- The gap design reveals areas with the largest percentage of disaffected students;
- Identifies most critical issues for students (importance measures + size of gap);
Potential relevance for learning gain

For institutions
- Can reveal the viewpoints of different cohorts of students (e.g. UG/PG, different nationalities etc.)
- Can benchmark progress over time in all the above.

For individuals
- Can use individual results for personal development.
Next steps
Phase 1: Growth model

Warwick’s Growth Model: Foundations

Global PAD Growth Model

Contexts for Growth

Routes to Growth

Manifestations of Growth

MOTIVATION/ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

COPING PROCESS

LEARNING PROCESS

IC COMMUNICATION SKILLS
IC RAPPORT SKILLS
IC KNOWLEDGE
IC QUALITIES

Global PAD Growth Model

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Training programmes

- **GoGlobal 3 Stage Training**

  **Stage 1:**
  - F2F workshop
  - Follow-up e-Course

  **Stage 2:**
  - Reflective activities

  **Stage 3:**
  - F2F workshop, focusing on reporting skills & qualities in ‘employer speak’
Training programmes

A digital resource for multinational student groupwork
Supporting intercultural communication in team projects

- **Bespoke Training**
  - E.g. Work with WIHEA and Statistics

- Research perspectives, activities, and reflection
- Based around four core components of team communication

- Communication patterns
- Giving feedback
- Trying out ideas
- Work patterns

Devised and developed with WIHEA funding by an interdisciplinary team from Statistics and Applied Linguistics: Elke Thonnes, Sophie Reissner-Roubicek, Thomas Greenaway and Xiaozhe Cai

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Other development resources

Global PAD open source tools at http://www.warwick.ac.uk/globalpadintercultural

- Global people competency framework
- Global PAD 3R (Report, Reflect, Revaluate) tool
- Global PAD Stretch tool
- ‘Core concept’ papers

Very popular – over 30,000 downloads per month!
Current developments

Bite-size training resources to address needs revealed by the GE-P

- Asking questions (useful for lectures/seminars, group work, & assessment centres)
- Working in groups
Thank you! Any questions?

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