Linking continents and bridging cultures - Embedding Intercultural Competencies into the Pre-sessional EAP Programme

Tomasz John & Teza Soe (UCA)

AIMS

- development of intercultural competencies
- application of practical solutions
- generation, sharing ideas and good practice

NICKNAME
Swang

COUNTRY
China

LANGUAGE
English, Chinese

PREVIOUS EDUCATION
Interior Design BA

COURSE PROGRESSING TO
Illustration MA

Past

First of all I would like to introduce myself. My name is SWANG , I come from China and I studied Interior Design for four years. This soulless course made me realise more and more clearly that I was not interested in what I was learning. It took me a long time to think about what I want to pursue. At that time an illustration gave me a positive feeling of optimism, which is probably what I want to bring to others. That is why I came to UCA to study Illustration. Above all, I strongly believe that the inner anxiety and the pain of the heart cannot be cured by drugs, but art can lead to healing.

Now

During the ten weeks of the pre-sessional courses, I have acquired many new skills, for example how to write an article, how to do a presentation and how to communicate and cooperate with others...I made many new friends, also met 5 kind and responsible tutors. Every project offered many benefits to me and this valuable experience is enough to let me have a strong confidence to face my main course.

Future

Maybe I will enjoy the next academic year or maybe not. However, these experiences, which will accompany me throughout my life, remind me of a Chinese song's lyrics: Fall in love with a wild horse, but never own the prairie. The wild horse symbolises art, and the university symbolises the prairie. I am following the prairie because art grows here. I hope I can learn what I want to learn and do what I want to do.

University
for the
Creative Arts

International Pathway Programmes

- [UCA video]
- Pre-sessional English for Art, Design (PSEAD): 10w and 5w
- International Foundation for Art, Design and Media (IFADM): 7m
- Graduate Diploma for Art and Design (GDAD): 8m

University for the Creative Arts

Our campuses

Based at Canterbury, Epsom, Farnham and Rochester, our campus communities are the lifeblood of UCA. Whichever campus you study at, you'll be surrounded by people with the same creative passions and interests as you.

UCA
Strategic Mission
2013-2018

INTERNATIONAL

Our commitment to internationalisation will create an international community of staff and students and inform all aspects of University life.

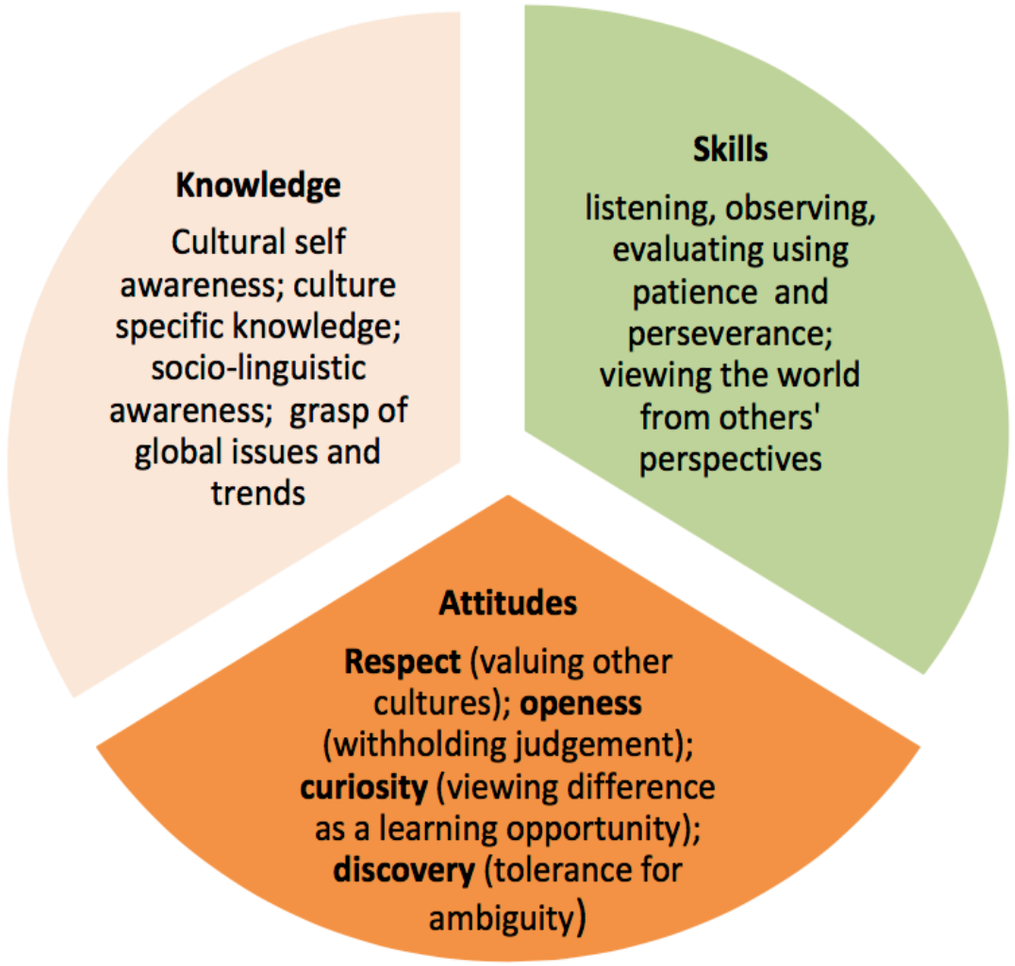
Our students will be required to develop international perspectives, understanding and ambitions, and so have the potential to work across the world.

Our courses will encourage students to participate in exchange programmes, international projects and study visits.

University
for the
Creative Arts

INTERCULTURAL COMPETENCIES

Constituent elements of intercultural competence
(Adapted from Deardorff, 2006)



‘Abilities to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions’ (Deardorf, 2006)

The Melting Pot

University for the Creative Arts

CULTURAL SHOCK

Project Brief

University for the Creative Arts

Pre-sessional English for Art and Design
#ucapsead #artactivism

Project 3/1: Art and Activism

Aims and Learning Objectives	A1, A2, A3, A4 LO1, LO2, LO3, LO4
Date of Briefing	28 July 2016
Project Start Date	28 July 2016
Project Deadline	9 August 2016
Course Co-ordinator	Tomasz John
Lecturers	Sam Talbot, Anna Jordan, Celia Martinez, Nikoleta Zachari
Guest Lecturers	Mary-lou Barratt, Hala Georges, Marilene Ribeiro, Teza Soe

Kaleidoscope of Cultures (Las Vegas, NM, USA)
http://www.insideoutproject.net/en/group-actions/usa-santa-fe-nm

University for the Creative Arts

Project outcomes

Project 3/1 Submission Checklist

Have you done it?		Tick
Project Proposal	Write a Project Proposal (FE/BA: 500 words; MA: 800 words). Collect at least 6 sources for the bibliography section. Use at least 3 quotations.	
Group Presentation and Critique	Actively contribute to the project proposal presentation and engage in the critique	
Visual Journal	Evidence of research, annotations, drawings, photographs, documentation of the continual evolution and development process of Project 3/1 including generating, exploring and refining ideas (at least 10 pages)	
Blog Entries	Summarise the entire experience of Project 3/1 and how you engaged with the relevant research (3 entries)	
Social media engagement	Use #ucapsead at least 5 times throughout the duration of the project. Engage meaningfully with online discussions/critiques on facebook	
Course Folder	Organise your file hand-outs, printouts, research sheets, etc.	

Formative Assessment: Aims & LOs

A1	Advance Academic English in preparation for studying on main course: help enhance academic study skills by improving reading, writing, listening and speaking skills in English and improve the overall IELTS score or equivalent by 1.0/0.5*
A2	Develop study and research skills as well as enhance critical thinking
A3	Increase confidence as a university creative arts UG/PG student
A4	Develop intercultural competencies in relation to knowledge, skills and attitudes, such as: cultural self-awareness, respect, openness, empathy, curiosity and discovery

LO1	Advanced Academic English in productive skills: writing and speaking
LO2	Advanced Academic English in receptive skills: reading and listening
LO3	Developed academic reflective and analytical skills
LO4	Developed research skills: Harvard referencing and increased knowledge and ability in using academic vocabulary and grammar
LO5	Developed ability to work independently and in groups

PSEAD: Art Activism –
Linking Continents, Bridging Cultures

University
for the
Creative Arts

PSEAD: Art Activism –
Linking Continents, Bridging Cultures

University
for the
Creative Arts

PSEAD: Art Activism – Linking Continents, Bridging Cultures

University for the Creative Arts

PSEAD: Art Activism –
Linking Continents, Bridging Cultures

University
for the
Creative Arts

Feedback & Testimonials

Would you recommend the PSEAD to other international students? Explain why/why not:

“PSEAD is really useful for international students to adapt to the uni life before main course in UK”

“Yes. Really fun and unforgettable experience”

isb™ INTERNATIONAL STUDENT BAROMETER

University for the Creative Arts

University for the Creative Arts

Canterbury
Epsom
Farnham
Rochester

Tomasz John
tjohn@uca.ac.uk

Teza Soe
tsoe@students.ucreative.ac.uk

University for the Creative Arts
Canterbury
Epsom
Farnham
Rochester

REFERENCES

Deardorff, D. K. (2006), The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, Journal of Studies in International Education 10:241-266
Journal, 6, 4-6

HEA Internationalising HE Framework:
https://www.heacademy.ac.uk/system/files/resources/internationalisingheframeworkfinal.pdf

Nilsson, B. (1999). Internationalisation at home – theory and praxis. EAIE Forum, Spring, 12.global levels. Development Education ontemporary Education, 71 (4), 1-13.

Reid and Spencer-Oatey, (2014), 2006)Towards the global citizen: Utilising a competency framework to promote intercultural knowledge and skills in higher education students, in Cross-Cultural Teaching and Learning for Home and International Students by Ryan (2014), Routledge

Schoorman, D. (2000). What really do we mean by 'internationalization'. C
Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales, Journal of Studies in International Education 2004 8: 5

UCA Strategic Mission 2013-2018 https://issuu.com/unicreativearts/docs/strategic_vision_-_web_version