How well are we fostering ‘Global Graduate’ skills?
Learning gain insights from the Global Education Profiler

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Legacy Project
Learning Gain: An Agenda for Change
Woburn House 27 Sept 2018
Outline

Learning gain in relation to ‘global skills’

- The need and the challenge
- Design of Global Education Profiler (GE-P)
- GE-P findings to date
- GE-P contribution
‘Global graduate’ skills & qualities: the need and the challenge
The need & the challenge

“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

Culture at Work. The Value of Intercultural Skills in the Workplace, 2013, p.2
CBI/Pearson Education & Skills Survey 2017

Foreign language skills
- Very satisfied: 5%
- Satisfied: 48%
- Not satisfied: 47%

Business & Customer Awareness
- Very satisfied: 4%
- Satisfied: 56%
- Not satisfied: 40%

International cultural awareness
- Very satisfied: 9%
- Satisfied: 52%
- Not satisfied: 39%

Attitudes/behaviour, e.g. resilience
- Very satisfied: 12%
- Satisfied: 56%
- Not satisfied: 32%

Relevant work experience
- Very satisfied: 10%
- Satisfied: 59%
- Not satisfied: 31%

Knowledge about chosen career
- Very satisfied: 12%
- Satisfied: 61%
- Not satisfied: 27%

Communication Skills
- Very satisfied: 11%
- Satisfied: 64%
- Not satisfied: 25%

Positive attitude to work
- Very satisfied: 14%
- Satisfied: 64%
- Not satisfied: 22%

Problem solving
- Very satisfied: 14%
- Satisfied: 65%
- Not satisfied: 21%

Teamworking
- Very satisfied: 12%
- Satisfied: 67%
- Not satisfied: 21%
CBI/Pearson Education & Skills Survey 2017

- **Teamworking**: 12% Very satisfied, 67% Satisfied, 21% Not satisfied
- **Problem solving**: 14% Very satisfied, 65% Satisfied, 21% Not satisfied
- **Positive attitude to work**: 14% Very satisfied, 64% Satisfied, 22% Not satisfied
- **Communication Skills**: 11% Very satisfied, 64% Satisfied, 25% Not satisfied
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The need & the challenge

➢ How can we foster students’ global skills and qualities?
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
Diversity & Internationalisation

- Internationalisation is typically associated with international student recruitment, inward & outward mobility etc.

BUT

➢ To what extent does a diverse student body necessarily enhance students’ educational experience and equip them to succeed in a globalising workplace?
Diversity & Internationalisation

“simply having a diverse student body does not mean the education or even the campus is global in nature. What comes as an essential part of a global education is the inclusion of international students in communities and classes.”

British Council
Integration of international students: A UK perspective
2014, p.4
Diversity & Internationalisation

- Diversity is a step on the way but insufficient in itself;
- It needs to be accompanied by:
  - Suitable contexts for growth;
  - Cycles of experiential learning;
  - Manifestations of intercultural growth.
Global People Growth Model

Contexts for Growth

MOTIVATION/ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

Routes to Growth

COPING PROCESS

LEARNING PROCESS

Manifestations of Growth

IC
COMMUNICATION SKILLS
IC RAPPORT SKILLS
IC KNOWLEDGE
IC QUALITIES

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Experiences of difference

- Come from mixing socially and academically with people from different backgrounds;
- i.e. **Interaction and Engagement** of different student constituencies within the classroom and within the university community.

➢ Helps foster enhanced learning & growth opportunities for both students & staff.
Experiences of difference

➢ So how far are students ‘experiencing difference’ and engaging with the opportunity for growth?

▪ Existing studies have pointed to problems, but they are typically either small scale or report just mean figures.

▪ We designed the Global Education Profiler to explore this in a more nuanced way.
Design of the Global Education Profiler (GE-P)
Global People Growth Model

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

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

HIGH EXPERIENCE

LOW EXPERIENCE

My actual experience (EXP)
Global Education Profiler (GE-P)

- NURTURING
- FLOURISHING
- LIMITING
- UNFULFILLING

- Low Importance to Students
- High Importance to Students
- Low Students' Experience
- High Students' Experience

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Global Education Profiler (GE-P)

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

❖ Respondents can add open comments on each of these aspects.
GE-P Findings from one dataset
The Sample

- 2360 students;
- From 6 universities in the UK, Ireland, Belgium and Germany;
- Reliability scores for both scales for all of the constructs were very high (Cronbach’s $\alpha > 0.85$);
- IMP and EXP scores were statistically significantly different for all constructs.
## Results

### Mean scores for Global Skills and Support by regional cluster

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Home</th>
<th>EEA</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Importance</strong></td>
<td>4.20</td>
<td>3.87</td>
<td>4.5</td>
<td>4.75</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>3.45</td>
<td>3.23</td>
<td>3.72</td>
<td>3.80</td>
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</tbody>
</table>
Scatterplot results

Domestic students

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Scatterplot results

EEA students
Scatterplot results

Asian students
# Results

<table>
<thead>
<tr>
<th></th>
<th>Global Skills &amp; Support rated as important or very important</th>
<th>High or very high experiences of Global Skills &amp; Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students</td>
<td>68%</td>
<td>41%</td>
</tr>
<tr>
<td>EEA students</td>
<td>82%</td>
<td>57%</td>
</tr>
<tr>
<td>Asian students</td>
<td>90%</td>
<td>61%</td>
</tr>
</tbody>
</table>
GE-P contribution
GE-P contribution

Learning gain article

“Attention needs to be directed away from test score improvements towards

- Developing an understanding of the factors contributing to learning;
- Supporting students to maximise their social, cultural and political capital.”

Alex Forsythe, Measuring with Meaning
THE, 13 Sept 2018
GE-P & 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);
GE-P & 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;
▪ Staff version of GE-P also available.

For individuals

▪ Can use individual results for personal development.
GE-P contribution

- But of course this is just the first step ...
Training programmes

- GoGlobal 3 Stage Training
  - Stage 1: Transitions
    - F2F workshop
    - Follow-up e-Course
  - Stage 2: Participation
    - Reflective activities
  - Stage 3: Employability
    - F2F workshop, focus on training students to explain own skills & qualities in ‘employer speak’
Training programmes

Bespoke Training
- E.g. Work with Engineering and Statistics

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

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

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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