Intercultural Training Clinic

Summary of flipcharts from UKCISA 2019 conference

ISSUE 1. Impostor syndrome

(See cartoons)

ISSUE 2. Best approach? (Small v. large scale; in-curriculum v. separate; compulsory v. voluntary; uniform v. bespoke)

Small v large scale

- Size of session should be dependent on what you are trying to achieve. For example, for students a welcome talk might be quite big but interactive workshops smaller.
- Things may shift as context does. Warwick journey: started small-scale and compulsory and then went wider but voluntary.

Compulsory v. Voluntary

- Compulsory is good because then you can reach all parts of your staff. Use testimonials from your "converted" as this may appeal to those not typically interested in this area.
- If voluntary people feel they have chosen to come and motivation to learn will be higher
- The ones who come already have some motivation to learn about the subject so use this and push them to be champions in the uni. Can they try and influence in some way those will never attend non-compulsory training?
- If incentives high eg. you get academic credits for attending then don't need to worry about this so much. Eg. stress this can be added to CV, provide accreditation.
- Compulsory would be ideal but delivered to small groups - part of welcome induction into departments.

Bespoke

- One size does not fit all. Professional staff and academic staff may have some different needs. Better to tailor to needs but takes more work and therefore costs is higher. However can suit different learning types with different materials. Learners prefer teachers to make the links/bridges rather than they themselves having to.

ISSUE 3. Making our training model sustainable

Return on investment

- Get evidence of impact - how it will impact teaching and learning
- The training workshop should just be springboard for intercultural learning. Lots of sign-posting for self-development should be included.
- Roll out programmes can reach more people but if non-specialist staff leading do need to be careful about quality.

Digital?

- Are they really engaging and learning with this platform?
- Requites staff time and knowledge too
- Can move on very fast eg. platforms used so this too can age
- Useful to have for people who wouldn't go to face-to-face training
- Can have two parts to training: 1 digital, 1 face-to-face.
- Important to have some digital resources but feel that there should be a 'physical' element too.
- Can have a digital 'toolkit' that trainers can choose resources from.

Don't want things to date

- important workshops are constantly updated to keep trainers fresh

Who should run the training?

- We use paid PhD students who research in relevant areas - strong trainers because they have academic background and can relate to students. Also helps meet strategic aim to provide training programmes for students.
- If you don't use specialist trainers - quality assurance can be an issue

ISSUE 4. How to create rich content for training

- Don't skim across the surface - think about depth. Self-discovery.
- Have a working group with diverse people on it to feed into session (admin, academic and students).
- Search for video clips online
- Research what content is needed by talking to students (old and new), academic staff, support staff - what do they need?
- Share best practice, talk to other providers
- 'Steal like an artist' - borrow ideas from others
- Plan pre-prepared questions to direct topics
- Plan sessions in a way in which you can use the knowledge and experience of everyone in the room to share best practice.
- Focus on the idea of a whole Global Community, including all students not just international students
- Regular reflection on the content and relevance of content, use feedback and monitor.
- Keep up-to date with current trends/issues.
- Use diverse materials to deliver topic eg. videos, snapchat - interactive.
- Make your own films or get students to
- Use real-life experiences (anonymised)
- Use visuals, cartoons, photos etc
- Use experiential activities were appropriate
- Tweak activities to suit your audience
- Ensure you have a good evidence base
- Take photos from real-life to help us reflect on how confusing rues can be in UK Unis, for example. Eg. photo of a sign saying no food or drink in the room but the room clearly has a university catering trolley in there - fully-loaded with drinks and snacks.
- Find inspiring extracts from alternative sources eg. literature
- Keep looking and trying to improve it, listen to feedback
- Don't just use PPT. If you do use it well!

ISSUE 5. Selling the importance of intercultural training to students

- Get buy-in from top-level
- Demonstrate the impact on individual students
- Sell it to students as a way of making the most of your time at university
- Work on home student engagement by planting seeds at school outreach events, working in partnership with careers and employability services to stress employability angle.
- Sell it to international students that it can help them understand expectations of a British University, how to take part in seminars, how to achieve etc.
- Know your audience
- Make workshops interactive
- Use messaging that works with your audience eg. working with people who think differently to you rather than 'intercultural'
- Test messages at fayres and stalls within the university
- Ask students to promote the programme - design an interactive video
- Ask student to give you a USP for the workshop
- Know what social media students are using and sell on appropriate platforms
- Think about what you are calling the programme. Choose a name that will have the widest appeal.
- Can we incentivise, can it be part of an enhancement module and gain a credit?
- Sell the wide range of benefits, from day-to-day, academic and future career
- Use testimonies from 2nd/3rd year students about how it helped them - quotes or videos on social media, for example.

ISSUE 6. Selling the importance of intercultural training to staff

- Show the training can meet the university E&D/internationalization strategy goals.
- Use academic data to demonstrate impact
- Show the workshops are relevant to both academic and professional jobs
- Incentives (tea, coffee and biscuits, certificate etc)
- Make sure the training is enjoyable so the word spreads!
- Link to employability/CPD
- Even if central HR/Staff Dev team is not running it make sure it is run in partnership with them
- Do outreach - give presentations about the training, use forums to raise awareness of the course.
- #story-telling, # case studies #sharing
- Collect evidence to demonstrate impact - what's changed?
- Give staff opportunities for self-reflection
- Talk to the right people
- When participated the discuss how it went
- Invite them to bring real-life examples to the training
- Highlight that this will make their life easier by giving them understanding or strategies that can help them communicate more effectively with their students. Especially for supervisors and staff with more intense student-staff relationships. It can save you time and stress!
- Encourage senior staff to come to training. Ask them to then usefulness cascade to their teams (This will also hopefully help engage more long serving staff, not just new staff.