



D&A

design and arts college
of new zealand



Academic Support for International Students in New Zealand

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D&A

design and arts college of new zealand

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New Zealand Tertiary Education System

	Number	% of Tertiary Students
Universities	8	41.4
Polytechnics	20	30
Private Training Establishments	898	16.7
Other Tertiary Education Providers	16	9
Colleges of Education	4	3



1992-90 1993



1990 1991



Design & Arts College of New Zealand

450 Students per year, 140 International Students

Foundation Certificate in Design & Arts	6 months	Level 4
Advanced Diploma of Art + BFA (year IV) + Honours	3 years 1 year 1 year	Level 7
Diploma of Contemporary Photography	2 years	Level 6
Certificate/Diploma of Communication Art & Design (Graphic Design)	2 years	Level 6
Diploma of Architectural Design	3 years	Level 5
Advance Diploma of Fashion Design	3 years	Level 6
Diploma of Interior Design	2 years	Level 5
Certificate of Makeup Design & Production	1 year	Level 4

Design & Arts College International Students

Countries: *Japan, Korea, India, Austria, Ukraine, China, Thailand.*

YEAR	Total Student Roll	International Students
1998	213	5
1999	210	22
2000	229	35
2001	252	36
2002	288	80
2003	449	139
2004 (not including July intake)	349 (possibly 434)	105 (possibly 140)

International Students in New Zealand

- *Design & Arts anecdotal evidence:*
- Disestablish more international students from programmes than domestic students for
 - o Bad attendance
 - o Insufficient progress towards completion
- Lecturers find international students more time consuming in class than domestic students.
 - o International students have more personal issues that affect their learning than domestic students (e.g. late handing in assignments or not at all)
 - o Problem: consistency and fairness issue for domestic students.

- Need for research and Staff Professional Development.



Research & Staff Professional Development

Literature research:

The most prominent research carried out in New Zealand on International students:

Berno, T and Ward, C 2003. Cross Cultural and Educational Adaptation of Asian students in New Zealand.

- Longitudinal research over 5 years on the psychological, social and educational adaptation of international students in New Zealand.
- Useful findings and recommendations for amongst other staff professional development.



Research & Staff Professional Development

More specific research is needed:

- About the specific teaching and learning situation at D & A
- About what educational adaptation is needed for successful study at D & A
- About what specific support is needed by international students, at D & A
- About what professional development is needed at D & A



The Research Project

- A longitudinal research project is intended
- Information to be gathered by:
 - Questionnaire development and data analysis
 - Cross-referencing through:
 - *Student interviews*
 - *Staff interviews*
 - *Administrative and educational documentation analysis.*
- Developing an evolutionary staff development programme.



Questionnaire Construction

- Administer on first days of arrival:
 - *Expectations and perceptions*
- Administer again after 2 months and 6 months
 - *Actual experience or reality of teaching and learning situation.*



The Research Project

Aim:

To establish what academic support is required by International students at the D & A.

Main research question:

How can staff professional development improve academic support of International students at the D & A?

Sub research questions:

Planning: Do International students experience difficulty in settling into Tertiary Education Institutions in New Zealand? (Literature review, staff interviews)

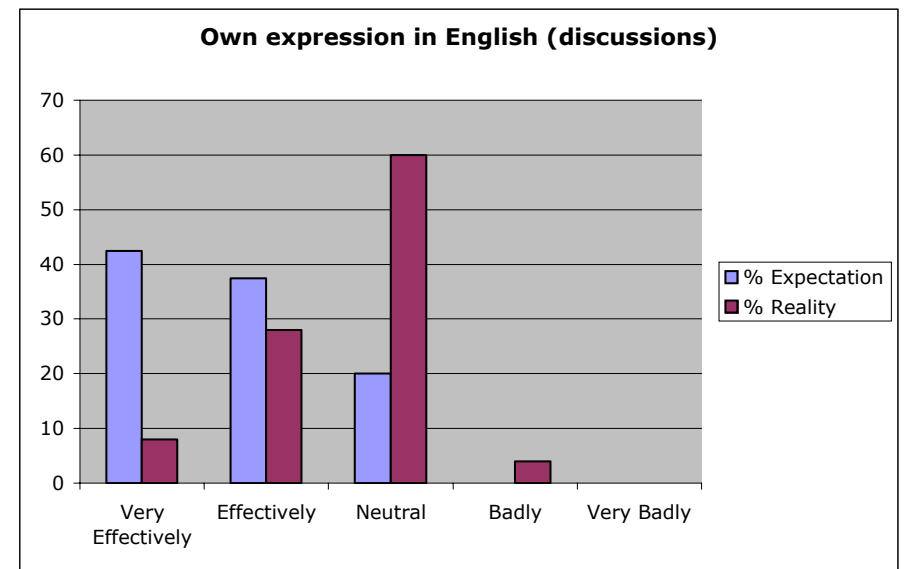
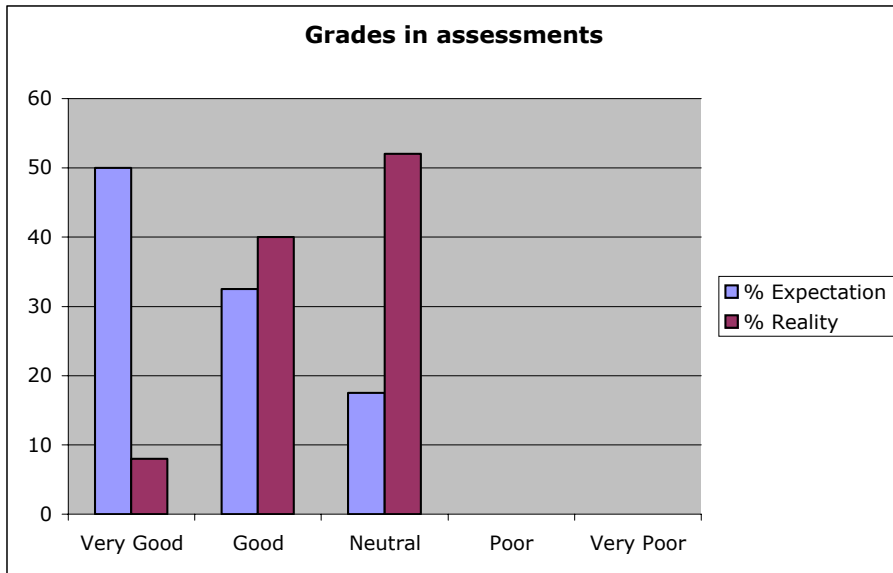
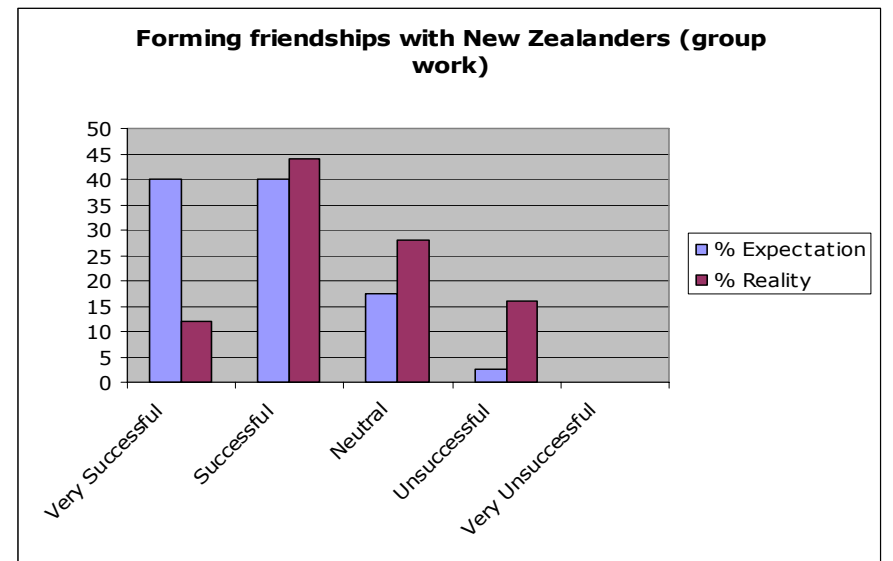
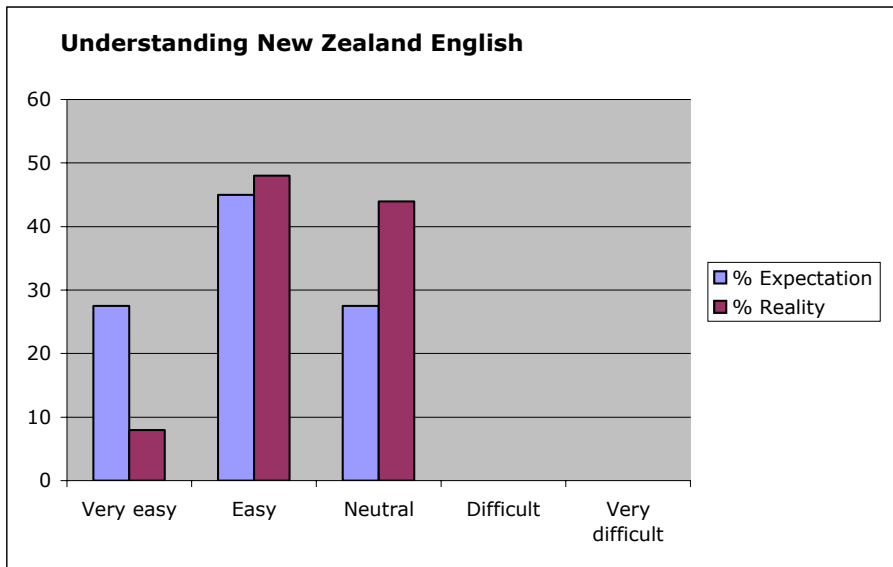
Implementation: What are the academic expectations of International students when they arrive at the D & A? (questionnaire survey, student interviews)

Evaluation: (Conclusions)
What aspects of Academic support should be built into staff professional development programme?

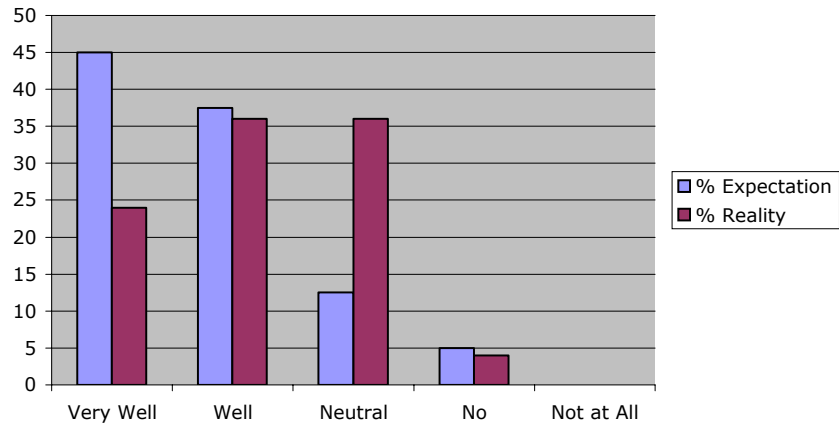
Observation: What are International students real academic experiences after two months of being students at the D & A? (Questionnaire survey, lecturer interviews, student interviews)

Action Research

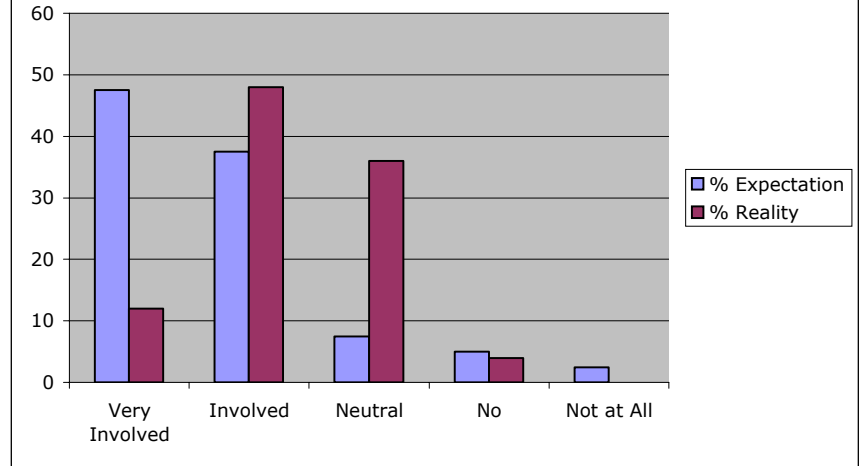




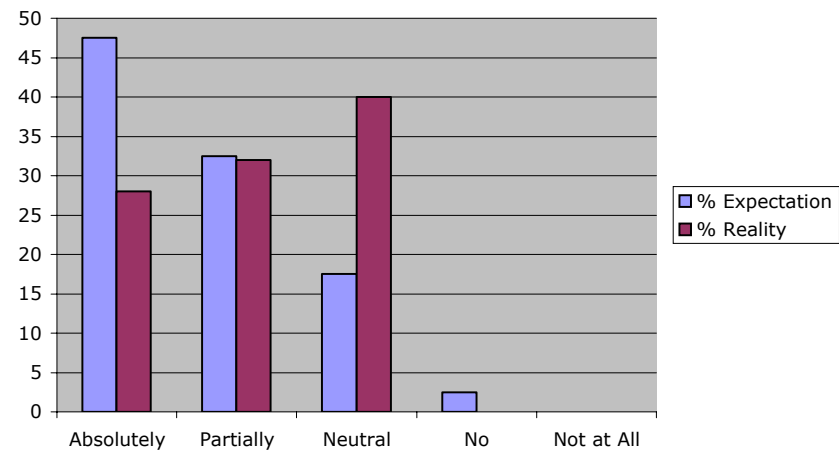
Acceptance by New Zealanders (classroom atmosphere)



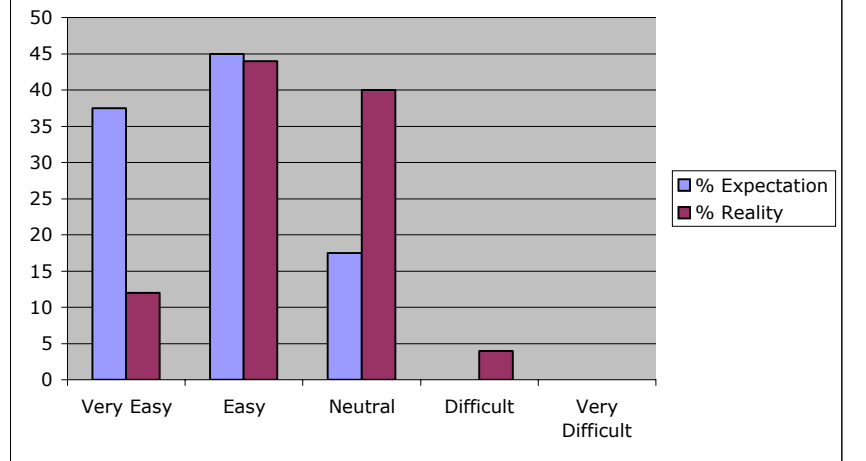
Involvement in academic activities (group work)

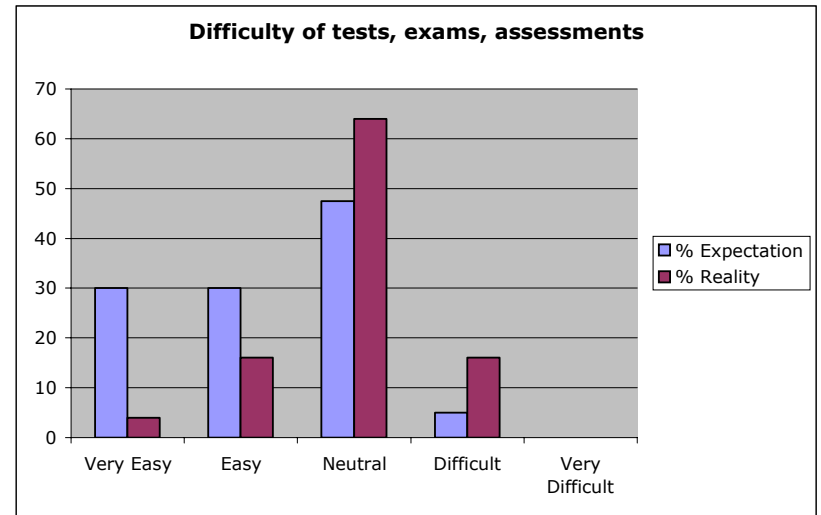
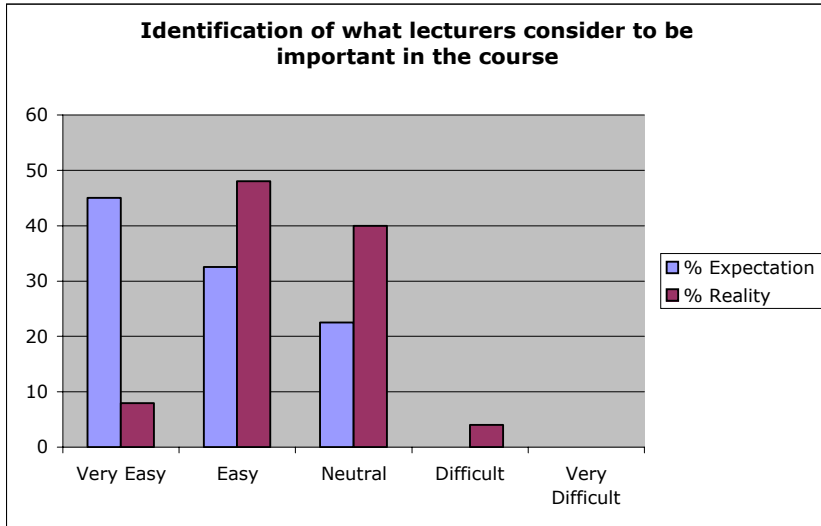
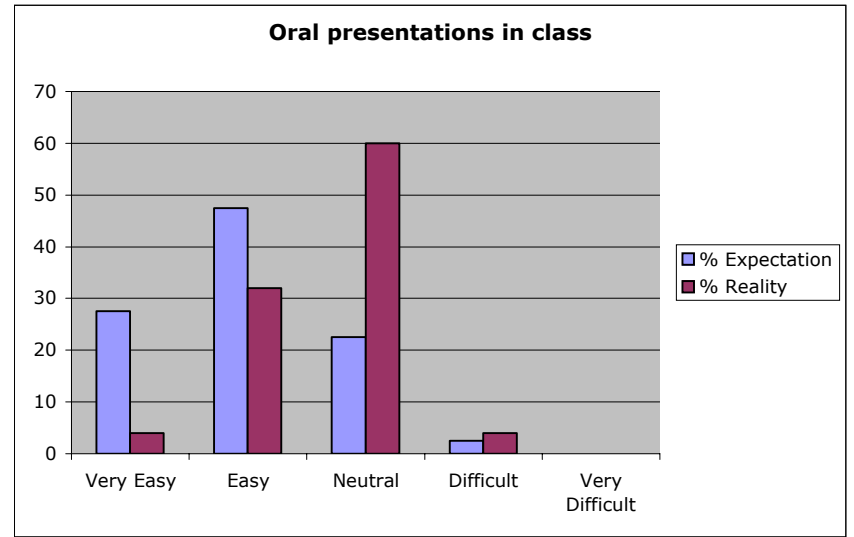
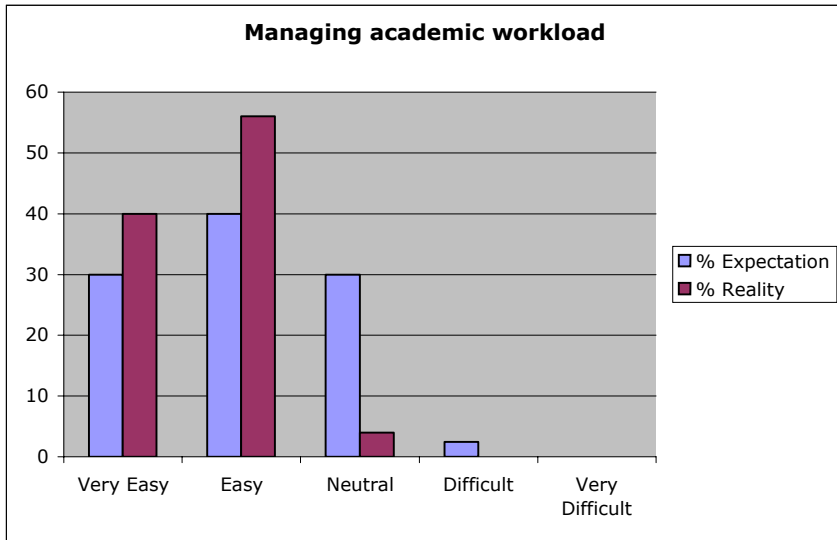


Equal status in classrooms

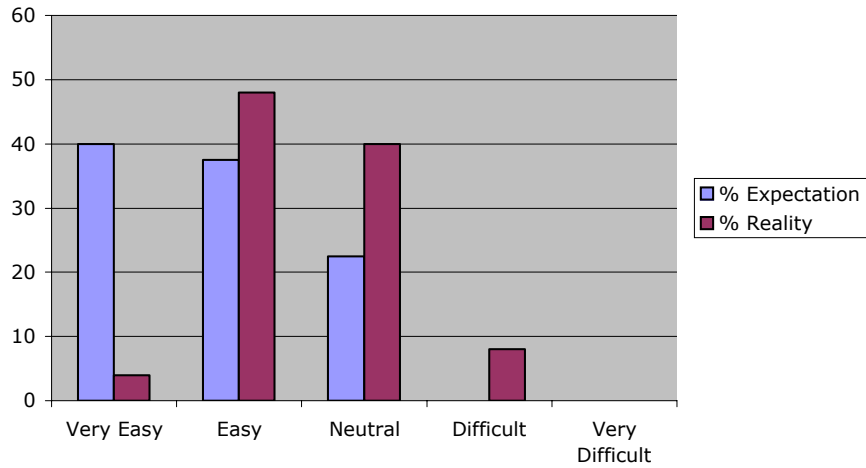


Understanding of course expectations

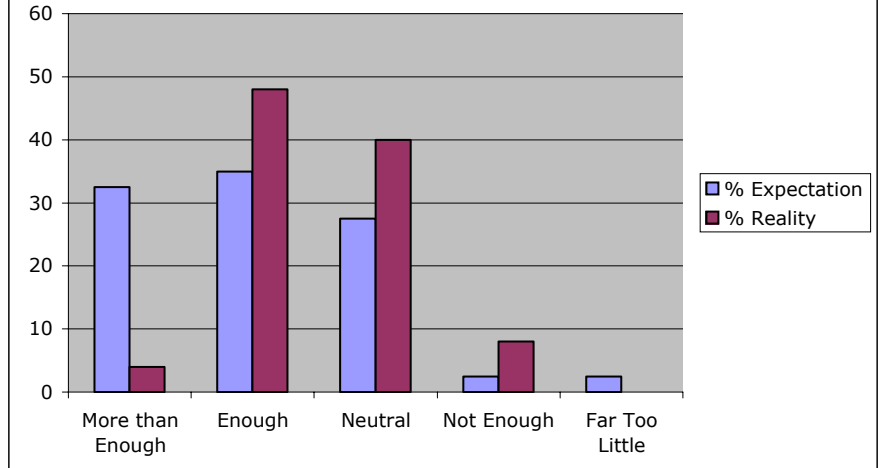




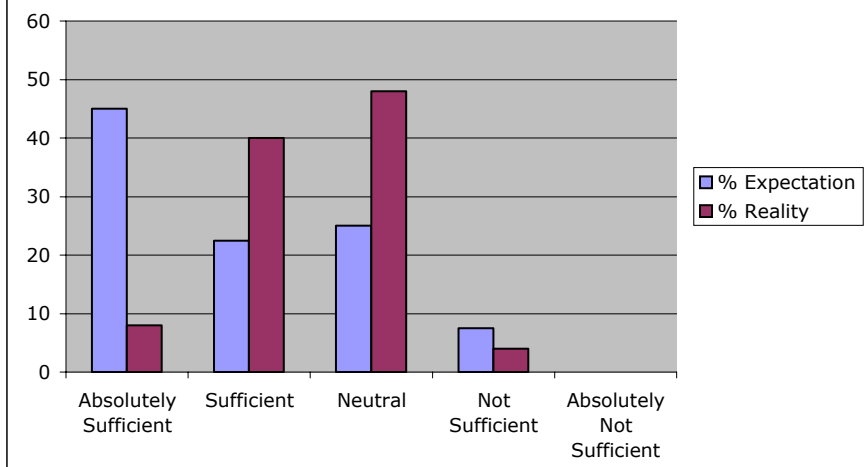
Difficulty level of study in New Zealand



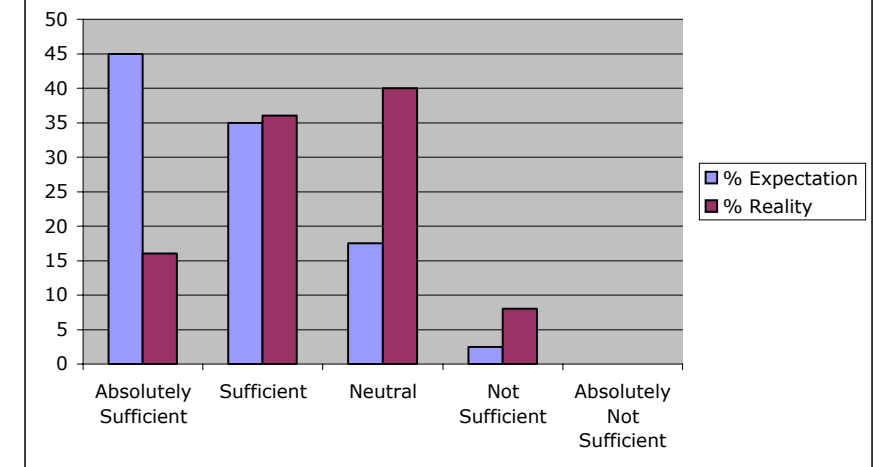
Notes/ Hand-outs in course



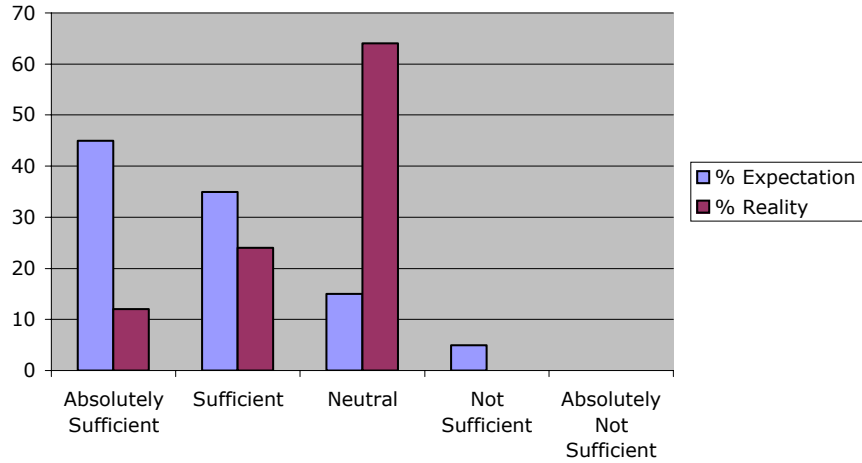
Importance of memorisation



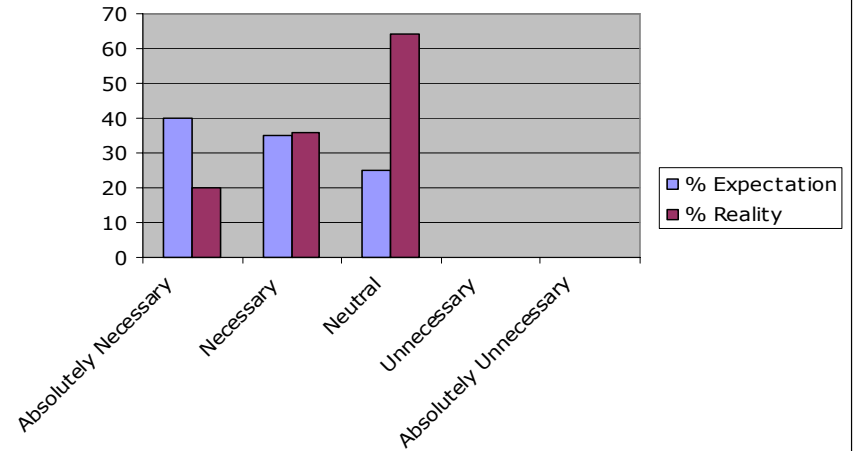
Importance of understanding



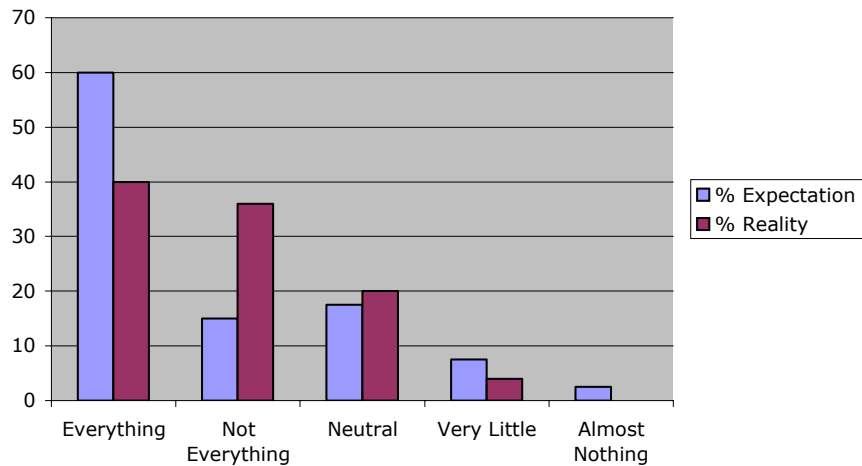
Importance of ability to apply knowledge



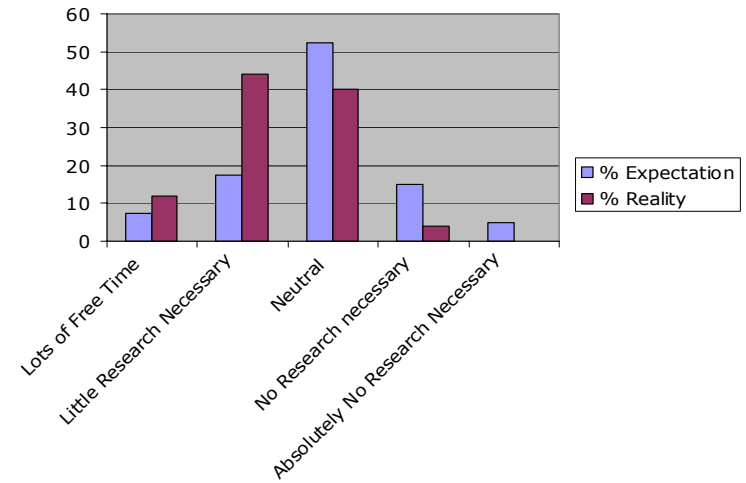
Importance of higher order thinking skills



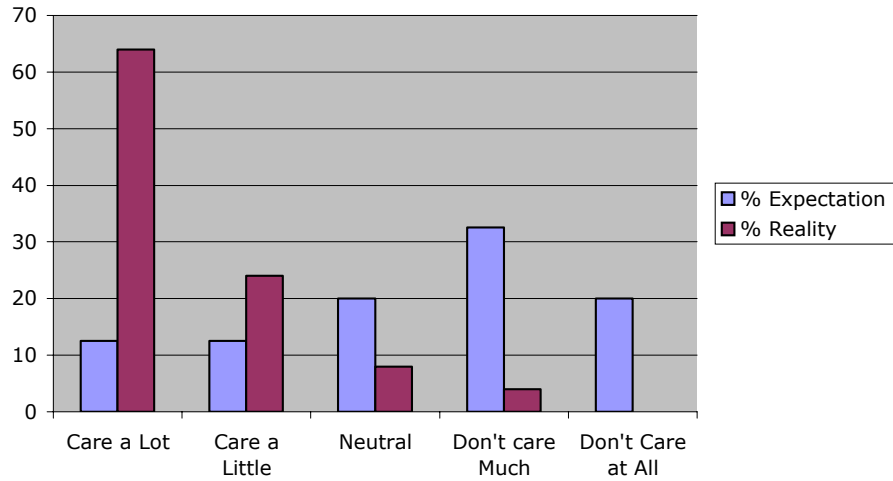
Importance of lecturer as source of knowledge



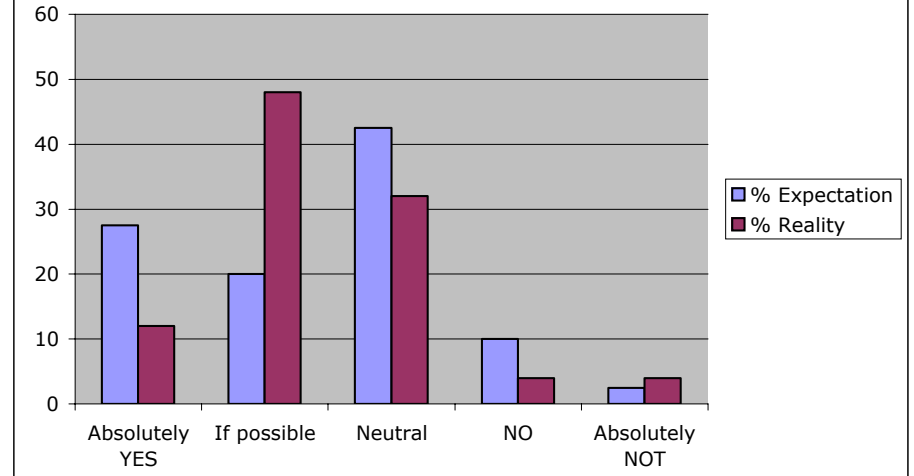
Availability of free time



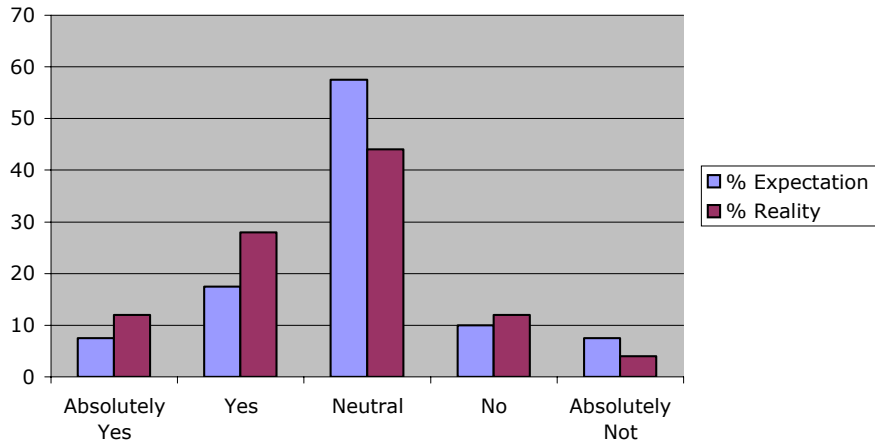
Seriousness about study



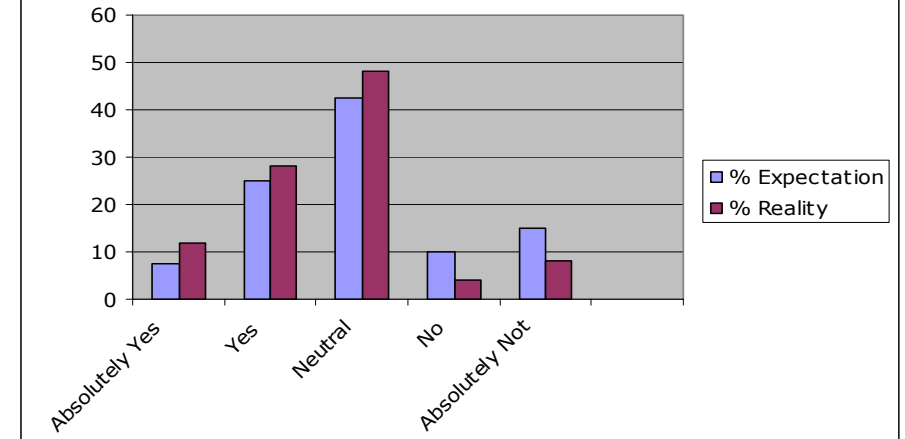
Desire to emigrate



Do you want to go back to your own country and stay there after qualification?



Do you want to emigrate to another country after qualification?



Preliminary Conclusions

1. Language issues (A, D, H, J, K)

Staff: Language Support

2. Difficulty Level of Study in New Zealand (C, F, I, K, L, M, N, O, S)

Staff: Study Support

3. Want to stay in New Zealand

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