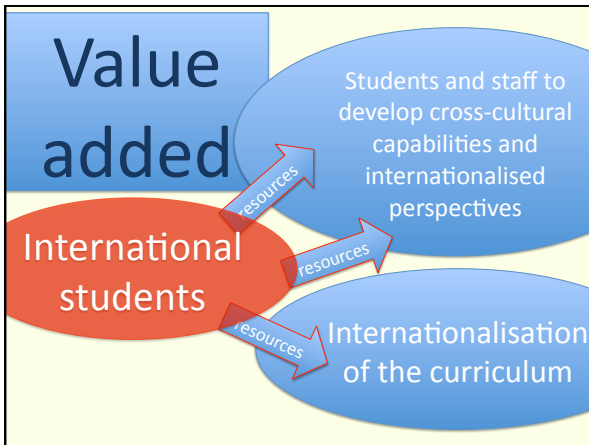
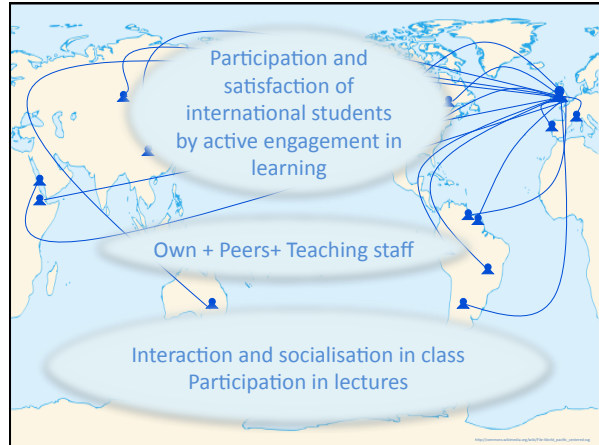


Inclusive Practices to Promote International Students' Participation and Satisfaction

7 September 2011, DEE Conference, LSE

The block contains three screenshots:

- Top left: A screenshot of the 'Economics' department website at Oxford University, showing navigation menus and department information.
- Top right: A screenshot of the 'Department of Economics' website at Cardiff Business School, featuring a profile of Dr. John Doe and a list of staff members.
- Bottom: The cover of 'The Handbook: Motivating international students', described as 'A practical guide to aspects of learning and teaching' for international students and staff.



A list of activities with small images illustrating each:

- Fact finding: Accompanied by a small bar chart.
- Implementing strategies: Accompanied by a portrait of a woman.
- Filming+analysis of lectures: Accompanied by a photo of a person in a lecture hall.
- Reflecting on technologies: Accompanied by a photo of a presentation slide.
- Identifying resources: Accompanied by a small map of the world.

“Sorry I can’t be of help...I don’t do anything specific in lectures to promote the learning of international students...”

Higher Education Statistics Agency (HESA)

08/09

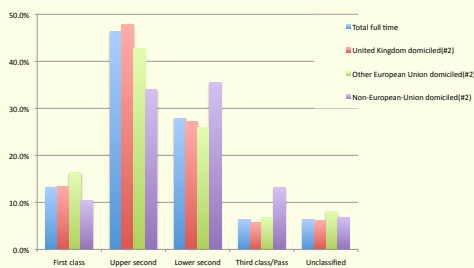
31,740 students studying economics in the UK
37% are non UK: 10% other-EU+ 27% non-EU

09/10

31,780 students studying economics in the UK
Breakdown unavailable

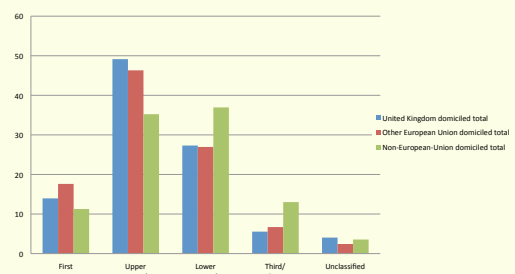
http://www.hesa.ac.uk/index.php/component/option,com_datatables/Itemid,121/task,show_category/catdex,3/#subject

Higher Education Statistics Agency (HESA) – 2008/09



HE qualifications obtained in the UK by class of first degree
(aggregate of all subject areas)

Higher Education Statistics Agency (HESA) – 2009/10



HE qualifications obtained in the UK by class of first degree
(aggregate of all subject areas)

Do international students self-select subjects that are

- less language intensive?
"Before enrolling on this programme [MSc in Management] I got an MEng [4 years Engineering] in the UK- I did not find it difficult because it is mostly equations and practical stuff. I am finding it really difficult to write essays and dissertations- many of my friends are having the same problems" PG from Malaysia
- less culture specific?
"When I first came to the UK I had never heard and could not spell words like philosophy, liberalism, and so many others but noone asked questions in class about them. In my country we do not study these things in High School." UG from Brunei

Fact finding



Implementing strategies



Filming+analysis of lectures



Reflecting on technologies



Identifying resources



"Sorry I can't be of help...I don't do anything specific in lectures to promote the learning of international students...
beyond using international examples"

Implementing teaching strategies that we identified as supportive



International Economics

students asked to prepare information on which sectors their country trades in/to and from which countries all students were involved

findings were very interesting for students+ lecturer
Active participation and engagement of international students of economics in their own learning, in the learning of their peers and in the learning of teaching staff

students far more willing to answer questions in the lecture that followed



International Finance

- Students smile as they come in
- Variety of languages being spoken
- Students in good time
- Room is full
- Over 100 students
- Reminder of summary of previous lecture and addressing students queries "I want to explain something again as several of you emailed me about it"
- Signalling what is most important "I want you to know this very well- it is very important and it will be in the exam"
- Building up complex diagrams on the board- excellent pace, very lively delivery
- Repeating/reiterating most important points



- Plenty of rhetorical questions: so how much will you get from?/ Cash in your pocket- how much cash?
- Plenty of practical examples: Let us suppose that you are a US investor and that you want to invest in...
- Notes taken by students appeared to be excellent
- Using humour- referring to a longish mathematical expression as "a little monster"
- Acknowledgement of diversity: Whatever bank you use here in the UK
- Awareness of the audience: "bless you" when someone sneezes and keeps on lecturing- everyone laughs!



Awareness of culturally bound references:

- Nick Leeson?
- Barings?
- Deutsche Bank



Personal Response Systems

Mixed feedback:

“best thing to have!”

“would never use them!”



Personal Response Systems



Rely on:

- Teachers preparing questions/comments/answers beforehand
- The questions being shown remain in view

Changes the pace of the lecture

Adds variety to the lecture

Opportunity for all students to revisit the questions/comments/answers

Careful to give enough time for international students to read and understand the system

Careful with language used

Necessary?

If you are using them, give students chance to work in small groups to discuss the options

Resources on the web

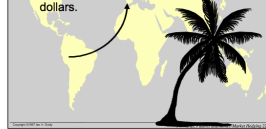
Tools for Hedging

- Petrobras has to pay for equipment from Japan, in Japanese yen, in 3 months
- Borrow and pay now?
- Use a forward contract/FX swap?
- Pay later at spot?



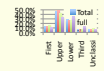
Corporate Hedging Decisions: Frutas Amazonas

Exporting bananas to Spain, get paid in Spanish pesetas. Funding is in U.S. dollars.



Forwards, futures and Money Market Hedging, Ian Giddy, NY University

Fact finding



Implementing strategies



Filming+analysis of lectures



Reflecting on technologies



Identifying resources

