



Library services for International Students

Moira Bent, Newcastle University

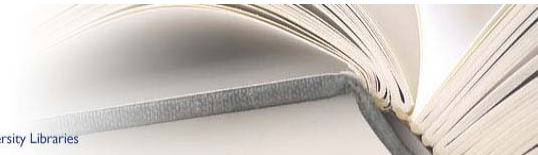
Karen Senior, University of Bolton



Impact of the research

“SCONUL’s research has shown how the increasing number and diversity of international students can be a shot in the arm for university budgets, but the effects can be quite different for those who have to service their high expectations and complex needs. These guidelines should be welcomed by all vice chancellors in particular as they help our institutions to provide a world class service to our international students”

Toby Bainton, Secretary of SCONUL



Project Group



Guidelines published May 2008

Karen Senior (Chair)
Moira Bent,
Marie Scopes,
Mamtimyn Sunuodula,

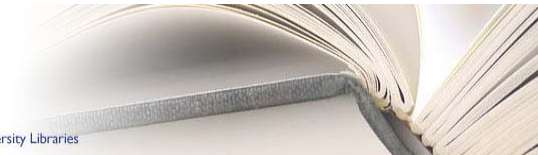
University of Bolton
Newcastle University
Leeds Metropolitan University
Durham University

Remit

To produce guidelines for library services for international students to include best practice and case studies on behalf of the SCONUL Access Group

Research methodology

- Literature review
- Online surveys -UK
- Focus Groups with students
- Email lists/blogs
- Personal visits
- Library/ University websites review



Definitions : international students

“...we speak of international students when we mean students who have chosen to travel to another country for tertiary study ... most of their previous experience will have been of other educational systems, in cultural contexts and sometimes in a language that is different from the one in which they will now study.”

(Carroll & Ryan, 2005)



Why now?



- Globalisation
 - Competition
 - New challenges from China & India
 - European degrees taught in English
 - Online degrees
 - Employment & citizenship
 - Visas and immigration

- Current economic climate
 - Exchange rates
 - Economic situation in home country

“Success will go to those institutions and countries that are swift to adapt, slow to complain and open to change.”
(Schleicher, 2007)



The International student profile: world



- Global demand for HE international student places:
 - 2003 – 2.1 million
 - 2020 – 5.8 million
- USA, UK, Australia, New Zealand, Canada:
 - 2003 – 1 million
 - 2020 – 2.6 million

(Bohm et al., 2004)



The international student profile: UK



2006/2007

- 351,470 (113,705 EU) (Source HESA 2007)
- Annual contribution to UKs national income est at £5.5 billion (Source HEPI 2007)

International Student profile in the UK

- 11% FT undergrads
- 41% UK taught Masters
- 42% UK research PhDs



Source countries

- China 49,595 (-2%)
- India 23,895 (+24%)
- USA 15,955 (+8%)

- Nigeria 11,135 (+16%)

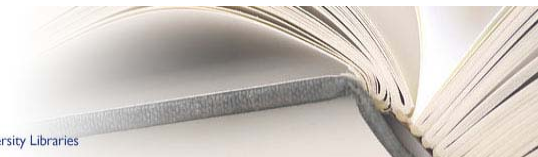
[HESA 2006/7]



Top UK Recruiters

- 4. London Metropolitan 7,115 (25%)
- 6. City University 6,385 (27%)
- 8. LSE 5,975 (66%)
- 9. University of Westminster 5,730 (23%)
- 12. Imperial 5,240 (39%)
- 14. University of Greenwich 4,975 (20%)
- 15. University of the Arts 4,930 (33%)
- 16. Middlesex 4,885 (21%)

[HESA 2007]



Market share

OECD 2007

- USA 23%
- UK 12%
- Germany 10%
- France 9%
- Australia 6%
- Japan 5%



Research results

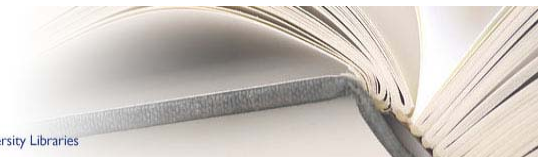


72% (36) of respondents said the **University** had an International Strategy/Policy but only 8% (4) said the **Library** had an International Strategy/Action plan

Only 8% (4) of libraries had specific web pages for international students

25.5% (13) had a designated member of Library **staff** for international students and 76.9% of these spend less than a quarter of their time on this role

Although 70% offered staff development training , only 30% included information relating to learning styles

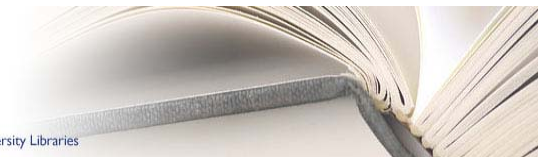


The SCONUL Guidelines

- Exclusivity versus inclusivity
- Strategies and policies
- Practical solutions
 - Key concepts
 - Special touches
 - Examples of best practice

“we need to concentrate on ensuring that we at all times give a quality experience to our students who come here”

Mary Stiasny (Assistant Director, Institute of Education, Univ of London)



Managing Expectations

Information should be

- Realistic
 - Students
 - University staff
- Clear and accurate
- Practical
- Available
 - Before arrival
 - On library web pages
 - At Library induction
 - During Information literacy teaching



Key Concepts: 1, 2,14



Staff Development

- Cross-cultural awareness training
- Specific information about different pedagogies
- Encourage library staff to learn a language
- Plain English guidelines
- Participation in diversity/international events

Key Concepts 3, 4, 7, 16, 17



Adapting Resources

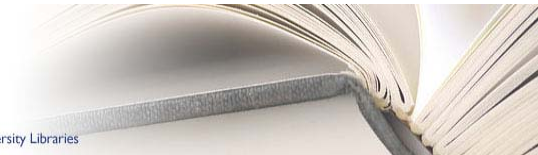
Space

- Library as social space
- Access/ opening hours
- Special touches

Stock

- Collection development policy
- Wider international perspective
- Access to international media

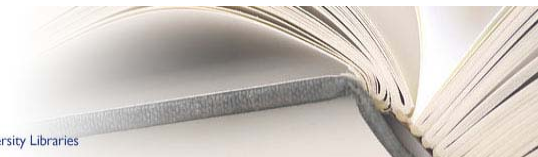
Key Concepts 1, 3, 15



Information Literacy

- Understand different T&L environments
 - Teaching styles
 - Didactic
 - Independent learning
 - Learning habits
 - Ethical use of information
 - Learning attitudes
 - Motivations and pressures
 - Understanding scholarly communication issues
- Flexibility and choice
 - Library induction
 - Subject specific training embedded in curriculum
 - One-to-one tutorials
 - Other support mechanisms

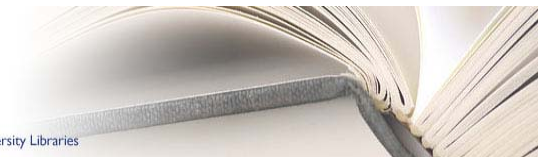
Key Concepts 6, 8, 11, 12, 13



International pedagogy

“We need to explore whether there are innovative pedagogies (perhaps an international pedagogy) which is more appropriate to the needs of mixed groups of students including home as well as international students”

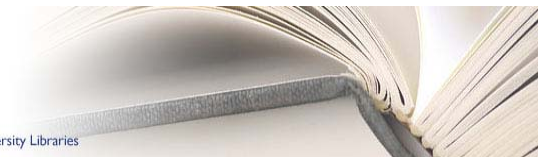
Mary Stiasny (Assistant Director, Institute of Education, Univ of London)



Publications

- Plain English
- Web pages – exclusivity > inclusivity
- Material in different languages
 - Unique international profile
 - Staff/ student involvement
- Glossaries

Key Concepts 4, 5, 14, 15



Communication

Two way communication

With

- Other support services
- Academic staff
- Students
 - Involvement
 - feedback
- Other libraries
 - Workshops
 - Mailing list
 - Special touches



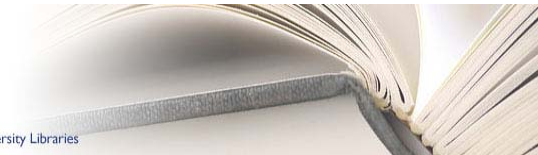
Key Concepts 4, 9, 10, 16



Strategy

All Key Concepts can contribute to an overall strategy

- Benchmarking
- Written library strategy
- Library university links
- Views of international students



SCONUL Guidelines: Library services for international students

Guidelines can be found at

http://www.sconul.ac.uk/groups/access/papers/international_students.pdf

References can be found at

<http://blogs.ncl.ac.uk/moira.bent> click on Databases of references on left.

We can be contacted at

Moira.Bent@ncl.ac.uk and K.Senior@bolton.ac.uk

