Linking continents and bridging cultures - Embedding Intercultural Competencies into the Pre-sessional EAP Programme

Tomasz John & Teza Soe (UCA)
AIMS

▷ development of intercultural competencies
▷ application of practical solutions
▷ generation, sharing ideas and good practice
International Pathway Programmes

- **UCA video**
- Pre-sessional English for Art, Design (PSEAD): 10w and 5w
- International Foundation for Art, Design and Media (IFADM): 7m
- Graduate Diploma for Art and Design (GDAD): 8m

Our campuses

Based at Canterbury, Epsom, Farnham and Rochester, our campus communities are the lifeline of UCA. Whichever campus you study at, you'll be surrounded by people with the same creative passions and interests as you.
UCA
Strategic Mission
2013-2018

INTERNATIONAL
Our commitment to internationalisation will create an international community of staff and students and inform all aspects of University life.

Our students will be required to develop international perspectives, understanding and ambitions, and so have the potential to work across the world.

Our courses will encourage students to participate in exchange programmes, international projects and study visits.
‘Abilities to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions’ (Deardorf, 2006)
The Melting Pot

CULTURAL SHOCK
## Project Brief

### Pre-sessional English for Art and Design

**#ucapsead #artactivism**

### Project 3/1: Art and Activism

| Aims and Learning Objectives | A1, A2, A3, A4
|                             | LO1, LO2, LO3, LO4
| Date of Briefing            | 28 July 2016
| Project Start Date          | 28 July 2016
| Project Deadline            | 9 August 2016
| Course Co-ordinator         | Tomasz John
| Lecturers                   | Sam Talbot, Anna Jordan, Celia Martinez, Nikoleta Zachari
| Guest Lecturers             | Mary-lou Barratt, Hala Georges, Marilene Ribeiro, Teza Soe

**Kaleidoscope of Cultures (Las Vegas, NM, USA)**

# Project outcomes

## Project 3/1 Submission Checklist

<table>
<thead>
<tr>
<th>Have you done it?</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Project Proposal</strong></td>
<td>Write a Project Proposal (FE/BA: 500 words; MA: 800 words). Collect at least 6 sources for the bibliography section. Use at least 3 quotations.</td>
</tr>
<tr>
<td><strong>Group Presentation and Critique</strong></td>
<td>Actively contribute to the project proposal presentation and engage in the critique</td>
</tr>
<tr>
<td><strong>Visual Journal</strong></td>
<td>Evidence of research, annotations, drawings, photographs, documentation of the continual evolution and development process of Project 3/1 including generating, exploring and refining ideas (at least 10 pages)</td>
</tr>
<tr>
<td><strong>Blog Entries</strong></td>
<td>Summarise the entire experience of Project 3/1 and how you engaged with the relevant research (3 entries)</td>
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<td><strong>Social media engagement</strong></td>
<td>Use #ucapseed at least 5 times throughout the duration of the project. Engage meaningfully with online discussions/critiques on facebook</td>
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<tr>
<td><strong>Course Folder</strong></td>
<td>Organise your file hand-outs, printouts, research sheets, etc.</td>
</tr>
</tbody>
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## Formative Assessment: Aims & LOs

<table>
<thead>
<tr>
<th>A1</th>
<th>Advance Academic English in preparation for studying on main course: help enhance academic study skills by improving reading, writing, listening and speaking skills in English and improve the overall IELTS score or equivalent by 1.0/0.5*</th>
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<tbody>
<tr>
<td>A2</td>
<td>Develop study and research skills as well as enhance critical thinking</td>
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<tr>
<td>A3</td>
<td>Increase confidence as a university creative arts UG/PG student</td>
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<td>A4</td>
<td>Develop intercultural competencies in relation to knowledge, skills and attitudes, such as: cultural self-awareness, respect, openness, empathy, curiosity and discovery</td>
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<tr>
<td>LO1</td>
<td>Advanced Academic English in productive skills: writing and speaking</td>
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<tr>
<td>LO2</td>
<td>Advanced Academic English in receptive skills: reading and listening</td>
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<tr>
<td>LO3</td>
<td>Developed academic reflective and analytical skills</td>
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<tr>
<td>LO4</td>
<td>Developed research skills: Harvard referencing and increased knowledge and ability in using academic vocabulary and grammar</td>
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<tr>
<td>LO5</td>
<td>Developed ability to work independently and in groups</td>
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PSEAD: Art Activism –
Linking Continents, Bridging Cultures
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Linking Continents, Bridging Cultures
**PSEAD: Art Activism – Linking Continents, Bridging Cultures**

**NICKNAME**: Daisy  
**COUNTRY**: Taiwan  
**LANGUAGE**: English, Chinese, Taiwanese  
**PREVIOUS EDUCATION**: Ming Chuan University  
**COURSE PROGRESSING TO**: Illustration MA

**About Me**

Having grown up in a rural area in the south of Taiwan, I was taken to art classes by my mother. This led to my passion for art, which I pursued further at the University of Education. My experiences of art have been deeply influenced by my cultural background. I believe that art can bridge cultural gaps and connect people from different backgrounds.

**Challenges of PSEAD**

Coming from a rural area, I faced challenges in balancing my studies and personal life. I often had to juggle between my studies and part-time work. These experiences taught me the importance of perseverance and resilience.

**Future Plans**

I plan to continue developing my skills and eventually open my own art studio. I am also interested in art education and believe in the power of art to inspire change.

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**NICKNAME**: Jimmy  
**COUNTRY**: Taiwan  
**LANGUAGE**: English, Chinese, Taiwanese  
**PREVIOUS EDUCATION**: National Taipei University of Education  
**COURSE PROGRESSING TO**: Illustration MA

**About Me**

Having graduated from the University of Education, I decided to pursue my passion for art further. I believe that art has the power to transform and inspire, and I intend to use my skills to make a positive impact on society.

**Challenges of PSEAD**

While studying at PSEAD, I faced challenges in balancing my studies and personal life. However, these experiences have made me more resilient and better equipped to handle future challenges.

**Next Stage**

I plan to work as an illustrator, combining my love for art with my passion for social issues. I aim to create artwork that raises awareness and inspires change.
PSEAD: Art Activism –
Linking Continents, Bridging Cultures
Would you recommend the PSEAD to other international students? Explain why/why not:

“PSEAD is really useful for international students to adapt to the uni life before main course in UK”

“Yes. Really fun and unforgettable experience”
Tomasz John
tjohn@uca.ac.uk

Teza Soe
tsoe@students.ucreative.ac.uk
REFERENCES


Hea Internationalising HE Framework:  
https://www.heacademy.ac.uk/system/files/resources/internationalisingheframeworkfinal.pdf


Reid and Spencer-Oatey, (2014), 2006)Towards the global citizen: Utilising a competency framework to promote intercultural knowledge and skills in higher education students, in Cross-Cultural Teaching and Learning for Home and International Students by Ryan (2014), Routledge


University for the Creative Arts