



Elephants in the Design Studio

Deborah Cobbett

d.cobbett@sheffield.ac.uk

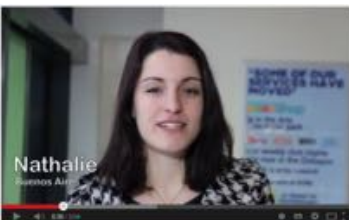
English Language Teaching Centre, University of Sheffield



The
University
Of
Sheffield.

Outline

- International students at TUOS
- What's it like at SSoA?
- Elephants in the studio
- Implications



Sheffield SU - We Are All International Students



Sheffield SU - 257 videos

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Published on 4 Mar 2013

For more information see: <http://www.sheff.ac.uk/union/news.php?>

https://www.youtube.com/watch?v=fsX_yg6ovol

We Are International

A collaborative project to support talented international students as they apply to study in the UK

Home

Campaigns

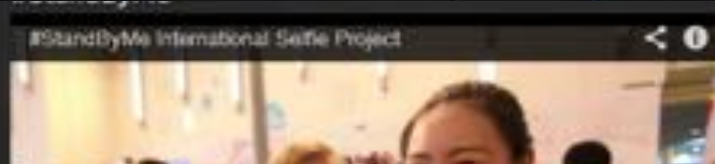
Supporters

Get Involved

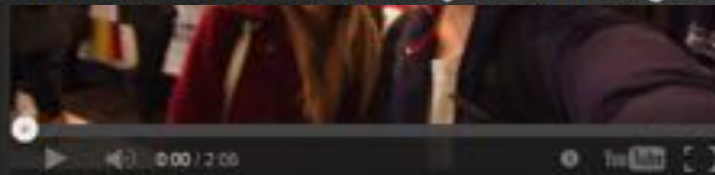
#StandByMe

Activity Map

Blog



Friendship, camaraderie and love transcend nationality. #StandByMe demonstrates the tremendous number of international friendships within UK universities, and beyond, through the medium of the selfie.



Friendship, camaraderie and love transcend nationality. #StandByMe demonstrates the tremendous number of international friendships within UK universities, and beyond, through the medium of the selfie.

To upload your own selfie, email selfie@weareinternational.org.uk and don't forget to share it on Facebook, Twitter and Instagram using the hashtags #StandByMe and #weareinternational. You can also tag the [@standbymeuk](#) account. To accompany the photo, please include where you're both from and provide a short description of your relationship and what it means to you.

Check out our ever expanding selfie wall below! Hover over or click on the photos below to read stories about the international friendships and relationships of people studying in the UK.



Hyatt D and Brooks G (2009)

Investigating stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK
[available at https://www.ielts.org/pdf/Vol10_Report1.pdf]

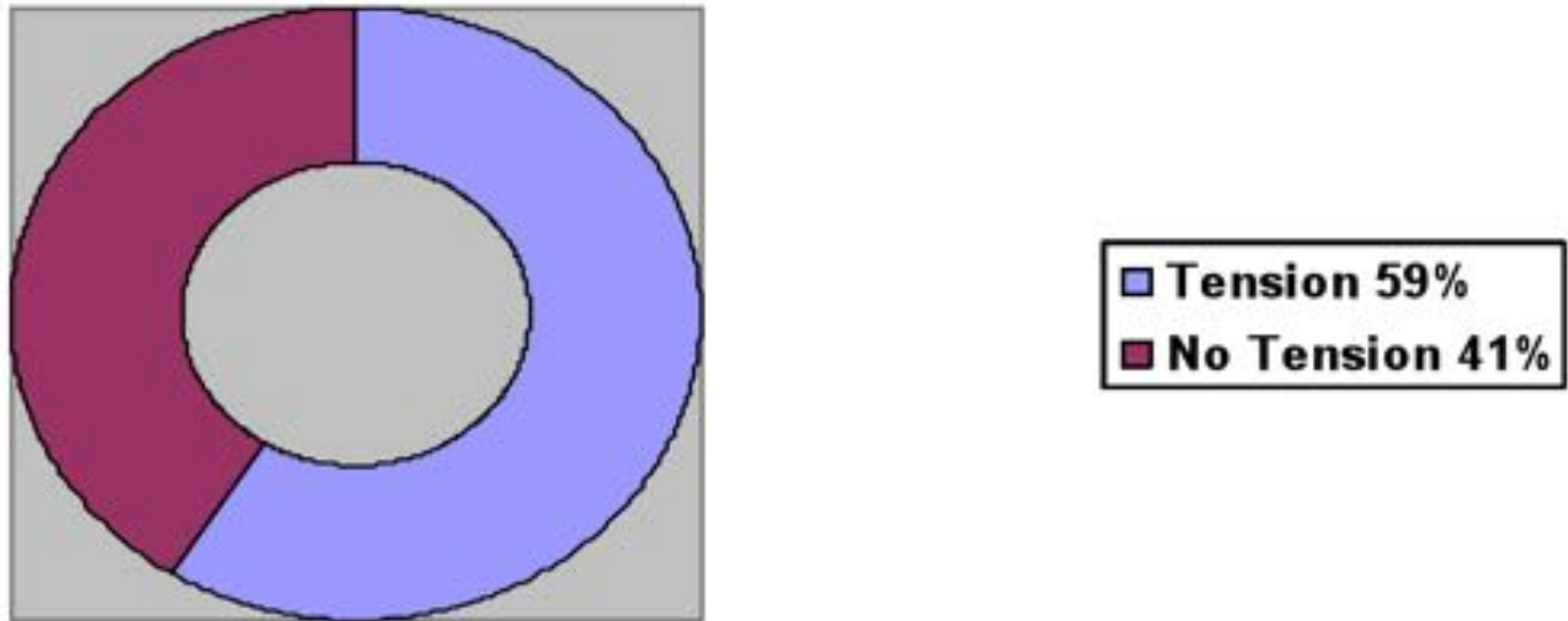


Figure 7: Tension between setting of standards for entry and need to recruit?

Respondents stressed need to support students before and during their courses.

Student Ambassadors for Learning and Teaching (SALT) Teaching (SALT)



“It seems quite a negative thing to be forced to work with an international student”

Easy Things To Fix?

- What about other groups e.g. students who live at home?
- Alphabetically organised seminar groups
- Field-trips- Segregation based on drinking
- What about after first year?
- Communal Space
- Lectures...

SALT Institutional Group

Good Practice in Lectures

Real world examples from around the globe.

Getting students to relate their own experiences.

Asking questions to promote small group discussions.

Getting students to move around the lecture theatre during long session.

SALT Institutional Group

'What's it like at the University of Sheffield School of Architecture?'

HOW WILL I CHANGE?

What should I expect?

If you already possessed all the knowledge, skills and insight you might want, you wouldn't need to come to university.

We are shaped by our experiences and we cannot predict how we will be changed by them. Most students find the experience of undertaking a course at SSoA is a much richer one than they had imagined.

It is useful to be prepared to have your ideas challenged and to be open to ways of looking at the world that you might not have considered before.

BEING SELF-REFLECTIVE

We encourage you to be reflective about your own education. This helps you to gain a balanced perspective on your learning and development and helps you to plan your own learning agendas.

"It's different from school - you learn to always question and reflect upon your work. That reflection really helps you maintain a critical approach to your work which is so important as a designer"

International Undergraduate student

"Work at Sheffield is iterative - if you conclude that something doesn't work, the process is useful because you learn..."

MAAD student

ESTABLISHING NEW NETWORKS

SSoA is a community of learning. The common interests people share make the School a natural place to create networks and friendships. We are known as a very friendly School.

"At Sheffield you are encouraged to develop your projects with others, and not to internalise them within the School itself. You can develop a project that is not just about knowledge for yourself, but that also generates knowledge that can be of benefit to others."

MArch student

"I've met so many interesting people."

3rd Year student



COMMUNICATION

- why is it so important?

We communicate with one another in many ways, including verbally, using gestures, writing, drawing, diagrams and models. Communicating clearly is important so that you are able to explain, develop and present your ideas.

Good communication skills are vital in graduate-level jobs and especially in architecture practice. It is important for you to be adaptable to present your ideas clearly to different audiences. It is useful to remember that listening is also a communication skill.

TO HELP DEVELOP CONFIDENCE IN YOUR WORK

Explaining your ideas clearly and concisely helps you to prioritise what is important to you in your work. It helps you to reflect on what you have achieved and where you need help.

"I was encouraged to do a lot of working models to explain my ideas, rather than just relying on verbal explanations. I've found it's a brilliant way of improving my confidence, as I'm able to make my ideas clearer to others."

International Undergraduate

"As students grow more confident in their designs, you can see how their speaking skills improve!"

3rd Year student



Supporting peer learning

Visualising and
Challenging Barriers to
Domestic-International
Student Integration
at SSoA.




University of Sheffield
School of Architecture.



Project supported by Trade
Internationalisation of Learning and
Teaching Fund, provided by Learning and
Teaching Services.

Project development supported by Anna
Holder, Julia Udall, Kim Trogal, Cristina
Corrill and Ian Hicklin.

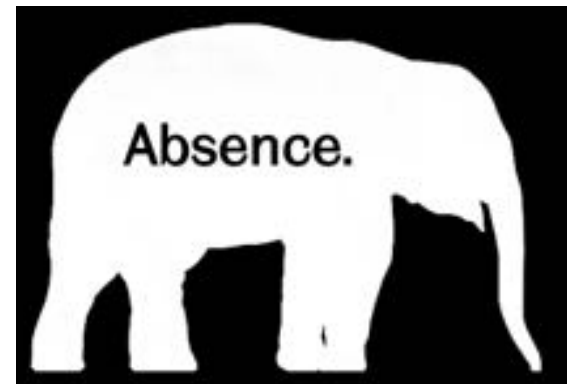
Flyer design team: Shiwei Li, Yuejiao
Wang, Jianyu Hu, Nicos K-Taylor,
Shaomeng Zhang.



COLLEGE OF ARCHITECTURE

The 'Elephant in the Room'
project came from a desire to support peer
learning amongst students from both domestic and
international backgrounds. This booklet is the result of
collaborative projects between students and tutors from within the
school of architecture and is designed to raise visible a number of
the social and cultural barriers, which limit the potential for class
and group discussions.

Anna Holder, Kim Trogal, Julia Udall/Sheffield School of Architecture
Shiwei Li, Yuejiao Wang, Jianyu Hu, Nicos K-Taylor, Shaomeng Zhang



Reflections and hopes

- Pay attention to group dynamics/ participation
- Need to realise value of international inputs
- Develop awareness that all students and staff can develop skill set
- Discussing exclusion is not easy
- Work to address barriers
- Promote inclusive international studio and School culture for all staff and students

In language support classes

- Using elephants to foster confidence to ask!
- Feedback on essays jointly with lecturers
- Sharing student drafts
- Invitation to students' studio presentations
- Collaboration on preessional projects
- ...but lack of time to collaborate

Elephants in architecture

- Ranges from engineering to critical theory
- ‘Flexible’ language entry requirements
- Stressful studio work
- Problems with presentations and portfolios
- Knowledge gaps: eg theories of ‘development’
- ‘Fragmented ways of fostering ... academic and disciplinary language and learning’ (Percy 2014)

Other elephants

- Internationalisation as recruitment
- Ethnocentric curricula > global perspectives
- Language, culture and knowledge gaps
- Pressures and demands on staff
- Low take-up of study abroad opportunities
- Passive xenophobia (Peacock and Harrison 2009)
- ‘Beside me is an empty chair’ (Leask 2009)

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