Edinburgh Napier UNIVERSITY

‘Re-constructing “culture of learning” – international student experiences in China and the UK.’

The Future is Global

Preparing for learning futures: the next ten years.

HEA Annual Conference 2014, Aston University

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background

- Edinburgh Napier established a permanent office in Beijing in 1999 and were one of the first UK universities to do so.

- Internationalisation is a key strategic priority for Edinburgh Napier and an activity in which it has a long-term record of success. Our approach to internationalisation is not simply focused on recruiting international students, but is also based on a partnership approach with institutions overseas.

- The University has secured philanthropic support to enable us to run a programme of staff exchanges which are designed to ensure that our staff are able to deliver the best culturally sympathetic learning experience to our Chinese students and that staff in our partner institutions are better able to prepare their students for study overseas.

(Edinburgh Napier University)

McDonald's
麦当劳
大三房
3M施工中心
美国汽车防爆膜
（假一赔百）
TYRE PLUS 驰加

map

- Zhengzhou, Henan Province, China

2006

- Zhengzhou University of Light Industry, Henan Province
- 2 Lecturers from BDes Product Design in School of Creative Industries began two week teaching exchange programme.
- 2 3rd Year students from BDes Product Design went on exchange. In 2010 increased to 6 students.

context

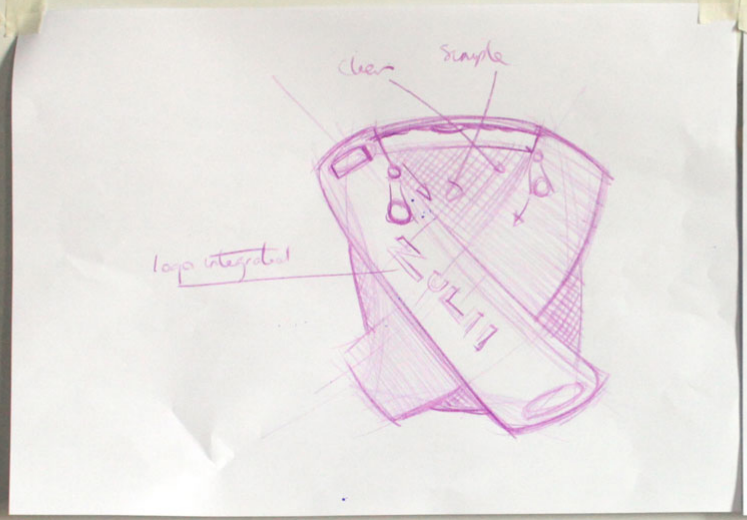
- 120 Chinese students from two years in 2 weeks
- intensive week-long programmes with design projects focusing on problem solving and innovation.
- initially lecturer gave demonstrations to class and students worked on their own individual projects.
- 1 translator to 40 students

Tutor road show

- Image of mobbed lecturer

There were some positives

- Lecturer's skills honed
- Demonstration & communication skills improved
- Drawing used as a means of communication
- Storyboarding used as a means of communication
- Lots of attention flattered the ego- but mindful of a reality check.
- Good to be away from UK programme- gives time to reflect and organise own thoughts
- Projects can be tested for developing back at Napier.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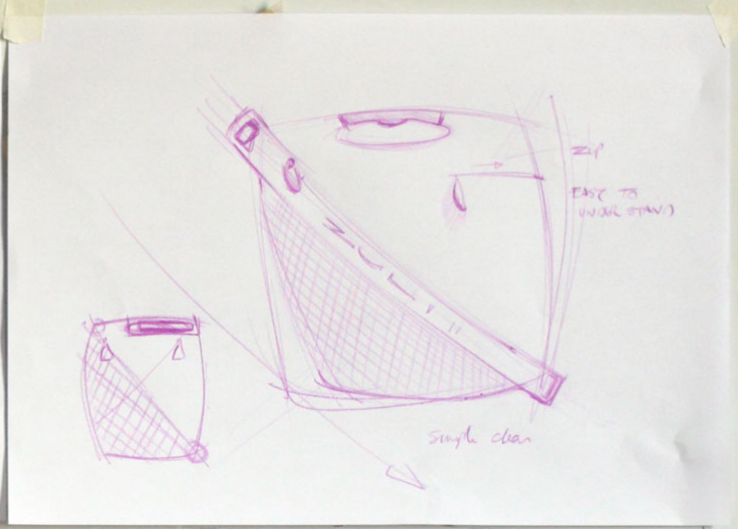
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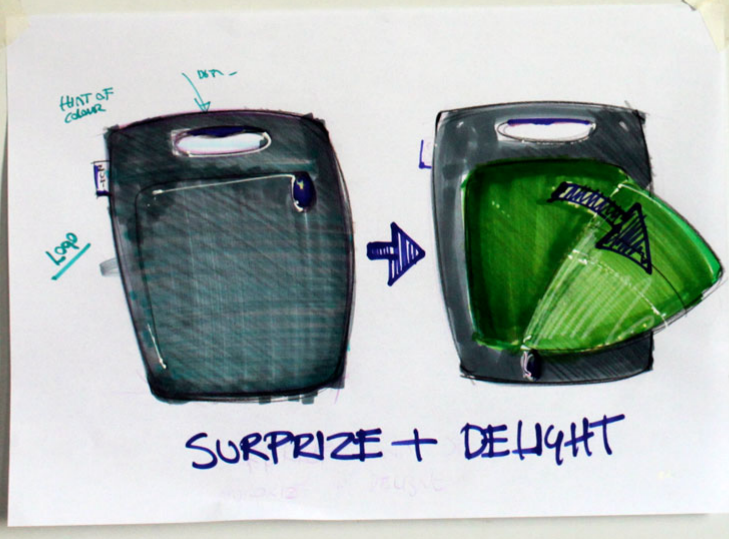

HINT OF colour
LOOP
SURPRIZE + DELIGHT

Core aims and goals

- Teach western design process.
- Prepare some students for a 2 plus 2 exchange with our programme
- Chinese students taught by following their professor, do not question the professor, become their professor. We want to challenge this.
- Western tutors want students to ask questions of them and their selves.
- Chinese student will not ask questions to peers or criticise them.
- Will not pursue one idea and develop it, they tend to jump around.

Joining the dots

- image

2010

- Team teaching with Napier moving image lecturer
- Bigger class of 60 students
- Divided into small groups
- New approach utilizing video as a research tool to dramatise and analyse the usability and design of 3D prototypes.
- 'They are not just producers and consumers, they are also making arguments about the nature of the world and how they recognize it' (Stanley 2009: 151).

FLOWER POT COMMERCIAL
- STORY IN PICTURES (NO WORDS)
— CONTEXT
— SOMETHING HAPPENS
— PRODUCT MAKES A DIFFERENCE
-PERSUASIVE
-SHOW SPECIAL FEATURES
-DETAIL
CLOSE UP
TAGLINE WE CAN
MEMBER
Shire

suitcase

- image

theory

The relationship between a creative artist and his work, and therefore his work itself, is affected by the system of social relations within which creation as an act of communication takes place, or to be more precise, by the position of the creative artist in the structure of the intellectual field…

(Bourdieu 1969)

Foucault sees a productive aspect to power:

> (it) doesn't only weigh on us as a force that says no, but…it traverses and produces things, it includes pleasure, forms of knowledge, produces discourse. It needs to be thought of as a productive network which runs through the whole social body.
>
> (Foucault 1980: 119 in Hall 2001: 77)

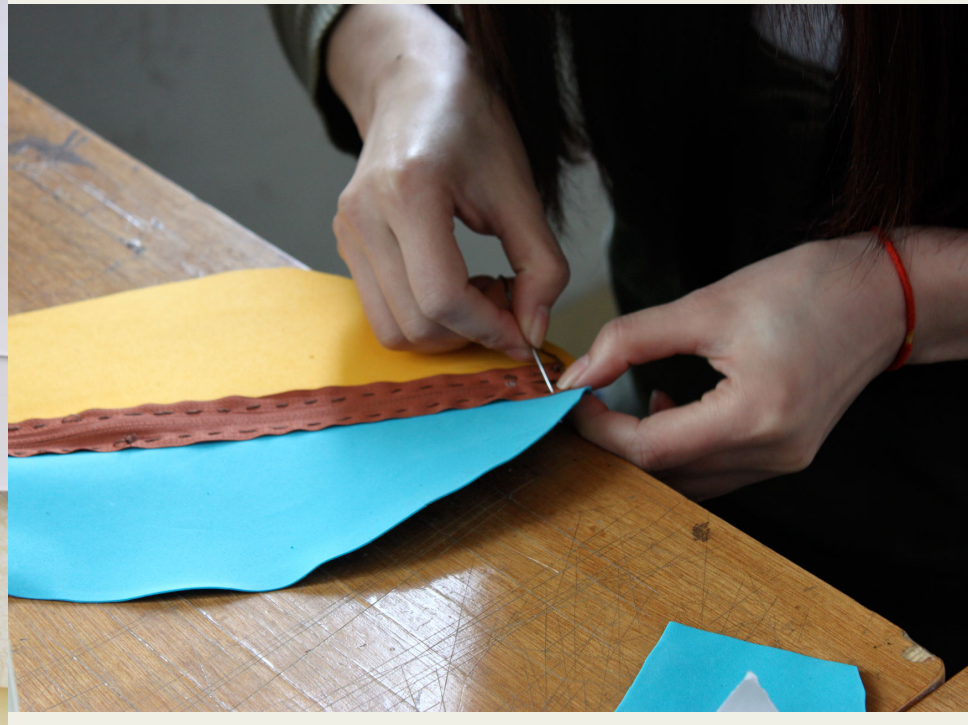
‘What can technology do for us?’

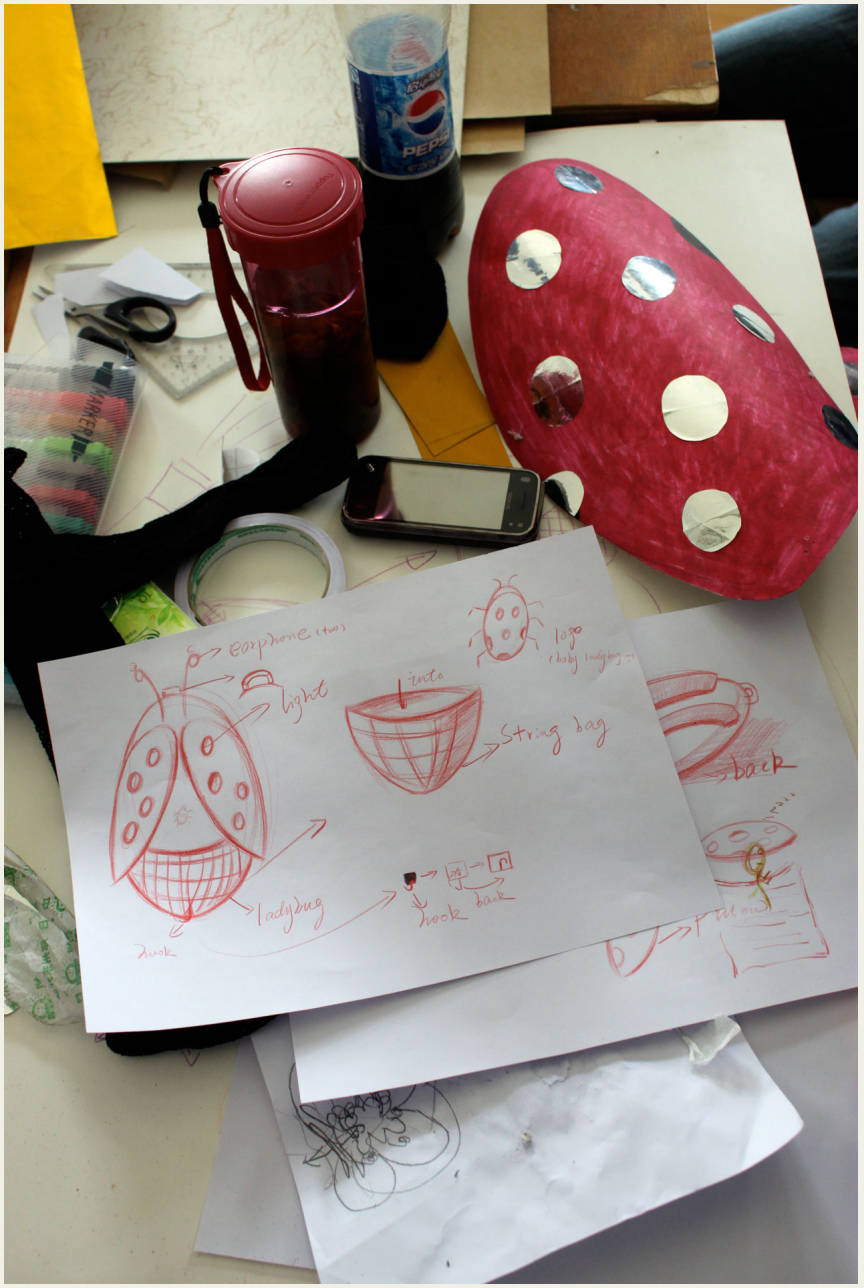
‘Technology works best when it has to meet a challenge.’

(Laurillard 2008: 8)

N.G.U

side out umbrella




earphone (two)
light
into
String bag
back
ladybug
hook
back

Using video

- Each morning the groups needed to present a 45 sec-2 min film review either in the form of different genre narratives:
  - News report
  - Interview
  - Sales commercial

- These required the students to approach review and treat their projects in very different ways.

- This gave every team member a voice and a role.
- Became outward looking
- Created a sense of occasion, an event, also a buzz around the university.

- Video example

Perspective

- It became about the students
- Yes you can do this
- It's ok to have fun
- Everybody got a voice
- Released hidden talents.
- Students released their potential
- Space to grow

TITLE
TEXT
IMAGE
GRID SYSTEM
STORY IN PICTURES
PERSAUSIVE

pinball

- image

- Working in teams we were able to spend more time and cover the room.
- Gauge the students
- Remember the students.
- Inspiring ….refreshed our teaching practice.
- A little bit seat of pants.
- Most rewarding was the students started to communicate with each other.
- Show initiative and take responsibility and ownership of their projects.
- Role plying and running like a company was the trick here.

- Video of teaching

conclusions

- Communcation through drawing
- Learning through role playing
- Engagement through domestic technology
- Hybrid media creativity
- Student agency
- What impact will the cultural shifts in Chinese education have in the UK?

YOU CAN SIT EVERYWHERE
LONELY LADY

GIVE UP .
EARTH MEW!

abercrombie
BRAVES
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