

# Tailoring graduate attributes to meet the needs of international students in a pathway program



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## International and regional origins of EIBT students between 2012 - 2014

|            |           |              |
|------------|-----------|--------------|
| Azerbaijan | India     | Pakistan     |
| Bangladesh | Indonesia | Saudi Arabia |
| Bhutan     | Iran      | Singapore    |
| Brazil     | Japan     | South Korea  |
| Burundi    | Kenya     | Sri Lanka    |
| Cambodia   | Lebanon   | Taiwan       |
| China      | Macao     | Tanzania     |
| East Timor | Malaysia  | Uganda       |
| Egypt      | Mauritius | UAE          |
| France     | Nepal     | Vietnam      |
| Gambia     | Nigeria   | Zambia       |
| Hong Kong  | Oman      | Zimbabwe     |

## Graduate Attributes

Hager and Holland (2006, p. 2) defined it as:

...thinking skills, such as logical and analytical reasoning, problem-solving and, intellectual curiosity; effective communication skills, teamwork skills, and capacities to identify, access and manage knowledge and information; personal attributes such as imagination, creativity and intellectual rigour; and values such as ethical practice, persistence, integrity and tolerance.



## Graduate Attributes

Oliver's (2011, p. 2) study listed the most common generic attributes (i.e., apart from knowledge outcomes) as appearing to be clustered *among* seven broad areas:

- 1) critical and analytical, and sometimes creative and reflective thinking;
- 2) ethical and inclusive engagement with communities, cultures and nations;
- 3) information literacy, often associated with technology;
- 4) learning and working collaboratively;
- 5) learning and working independently;
- 6) problem-solving, including generating ideas and innovative solutions; and
- 7) written and oral communication.

## EIBT's Core Learning Values

### (1) **Respect** — *respect yourself and others will respect you*

- acting in an ethical and sustainable manner;
- adhering to rules of academic integrity;
- developing cultural awareness and a global perspective;
- identifying and honouring the needs of others; and
- working collaboratively and building positive relationships.

### (2) **Excellence** — *excellence is the key to success*

- being an effective communicator across a wide range of literacies;
- gaining a mastery of a body of knowledge;
- preparing, planning and committing 100% to everything;
- taking responsibility and increased ownership for personal learning; and
- using the wisdom of others as a foundation of knowledge.

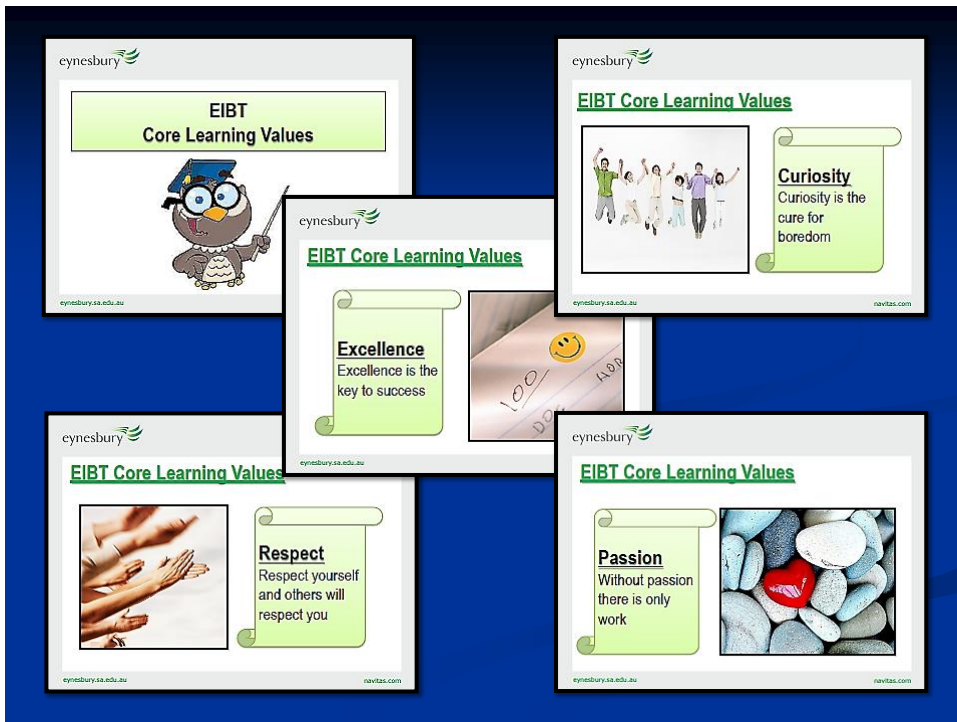
## EIBT's Core Learning Values

### (3) **Curiosity** — *curiosity is the cure for boredom*

- actively exploring, investigating and analysing possibilities;
- asking questions to deepen understanding;
- embracing the principles of research and investigation;
- engaging in a broad range of learning activities; and
- making informed judgments about validity and reliability of opinions.

### (4) **Passion** — *without passion there is only work*

- being an active member of the classroom and community;
- having a positive attitude;
- remaining committed to a lifetime of learning;
- showing the courage to follow convictions; and
- striving to solve problems and generate ideas.



## Orientation – 3 Days

- Fees & Payment Information
- Student Insurance
- Doctors & Medical Clinics
- DIBP – Student Visa Issues
- Keeping Safe – SAPOL
- Money Matters – Westpac
- Aussie BBQ
- Life-Be-In-It Activities
- Fire Evacuation Procedures
- Student Portal
- Academic Integrity & Turnitin
- Student Events
- Diagnostic Testing
- Core Learning Values



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## Choosing a 5<sup>th</sup> Core Learning Value



- *What CLVs did your group consider?*
- *What were your Top 3 CLVs?*
- *Which CLV had the highest level of agreement in your group and why?*
- *What does your CLV mean to the group?*
- *Can both EIBT staff and students relate to this CLV?*
- *How can staff and students demonstrate this quality in the EIBT context?*
- *How does your CLV relate to EIBT's other four CLVs?*
- *How many CLVs does EIBT need and why?*



|                      |  |
|----------------------|--|
| <b>Ambition</b>      | <ul style="list-style-type: none"> <li>*Students who set themselves ambitious goals tend to be more satisfied than those with lower expectations. In other words, it is important to stretch yourself and aim high.</li> </ul>   |
| <b>Balance</b>       | <ul style="list-style-type: none"> <li>*All the core of an effective study-life balance are two key everyday concepts, namely achievement and enjoyment.</li> </ul>  |
| <b>Cooperation</b>   | <ul style="list-style-type: none"> <li>*It is important to work cooperatively with academic and professional staff, as well as other students to accomplish tasks.</li> </ul>  |
| <b>Creativity</b>    | <ul style="list-style-type: none"> <li>*This involves the ability to take responsibility for and demonstrate commitment to one's own learning, motivated by curiosity and an appreciation of the value of learning.</li> </ul>   |
| <b>Determination</b> | <ul style="list-style-type: none"> <li>*The price of success is hard work and dedication, and whether one wins or loses, their determination to give their best is key.</li> </ul>   |
| <b>Dreams</b>        | <ul style="list-style-type: none"> <li>*Individuals should have a dream if they want to make a dream come true. Students can create a vision for their future, and the clearer the vision, the faster one can move closer toward it.</li> </ul>  |
| <b>Effort</b>        | <ul style="list-style-type: none"> <li>*Expenditure of effort in terms of time, energy and commitment is necessary to accomplish goals.</li> </ul>   |
| <b>Happiness</b>     | <ul style="list-style-type: none"> <li>*Education has been widely recognized as a key to improve health and longevity. People who are more interested in doing and learning are more likely to be engaged in doing and learning, and being and happiness can blossom.</li> </ul>                                     |
| <b>Honesty</b>       | <ul style="list-style-type: none"> <li>*Students should be honest in their ethical, social and global responsibilities.</li> </ul>   |
| <b>Independence</b>  | <ul style="list-style-type: none"> <li>*The feeling of accomplishment and competence is meaningful and motivating to students as they begin to complete tasks with minimal prompting or guidance.</li> </ul>   |
| <b>Patience</b>      | <ul style="list-style-type: none"> <li>*Individual patience is important for development, as those who are willing to take their time to accomplish a goal can invest more for the future.</li> </ul>  |
| <b>Perserverance</b> | <ul style="list-style-type: none"> <li>*Students should persist through academic assignments that are mandated, but may not be intrinsically interesting to them, as well as manage competing demands across coursework from multiple courses.</li> </ul>  |
| <b>Positivity</b>    | <ul style="list-style-type: none"> <li>*Students should endeavour to demonstrate enthusiasm, leadership and the ability to positively influence others within a school environment.</li> </ul>   |
| <b>Punctuality</b>   | <ul style="list-style-type: none"> <li>*Students need to manage their time to meet expectations and demonstrate drive, determination and accountability.</li> </ul>  |
| <b>Rationality</b>   | <ul style="list-style-type: none"> <li>*When accepting the judgment of another, students should use their own critical thinking skills to help determine the accuracy of that judgment.</li> </ul>   |
| <b>Calm</b>          | <ul style="list-style-type: none"> <li>*Students need to develop the ability to manage their emotions and remain calm under pressure, which is linked to performance success.</li> </ul>   |
| <b>Communication</b> | <ul style="list-style-type: none"> <li>*The effectiveness of communication with faculty and peers can directly affect the success of students. It is an essential vehicle by which students convey their thinking to others and process information.</li> </ul>  |
| <b>Confidence</b>    | <ul style="list-style-type: none"> <li>*Transitioning to a new learning environment can be daunting, so it is beneficial to commence the term with self-confidence and to seek help when and where necessary.</li> </ul>   |
| <b>Energy</b>        | <ul style="list-style-type: none"> <li>*Motivation is the energy that drives a student to accomplish their goals and pushes you one more time, even in the face of adversity.</li> </ul>   |
| <b>Grateful</b>      | <ul style="list-style-type: none"> <li>*Feeling grateful for the opportunity to study abroad can keep you positive and optimistic, and this quality will bring increased positive people, events and opportunities into one's life.</li> </ul>   |
| <b>Joyful</b>        | <ul style="list-style-type: none"> <li>*Ideals like freedom, diversity, innovation, and a pursuit of excellence are at the heart of joyful learning.</li> </ul>  |
| <b>Optimistic</b>    | <ul style="list-style-type: none"> <li>*These students are more likely to have a positive attitude, which enables one to better cope with challenges and learning experiences.</li> </ul>  |
| <b>Organised</b>     | <ul style="list-style-type: none"> <li>*A student with good organizational skills can walk into a situation and see what could be done to improve a situation, a setting, or a project.</li> </ul>   |
| <b>Persistent</b>    | <ul style="list-style-type: none"> <li>*Continued effort and striving in the face of difficulty, opposition or failure is a key characteristic of successful students in achieving their academic goals.</li> </ul>  |
| <b>Punctual</b>      | <ul style="list-style-type: none"> <li>*Students must recognise that good attendance and punctuality will maximise achievement and enhance not only their learning experience but develop their employability skills.</li> </ul>   |
| <b>Self-Control</b>  | <ul style="list-style-type: none"> <li>*It is the ability to make positive choices; to think before acting. Without self-control, students may say and do things impulsive, which often leads to trouble. It is important to pause and think of the consequences that may result from certain behaviours.</li> </ul> |
| <b>Supportive</b>    | <ul style="list-style-type: none"> <li>*Transitioning to another country and school comes with challenges which, if inadequately addressed, may negatively affect academic performance and psychological well-being. A supportive network of family, friends, and teachers is essential.</li> </ul>                  |

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