

Langara College Post Degree Diploma Programs

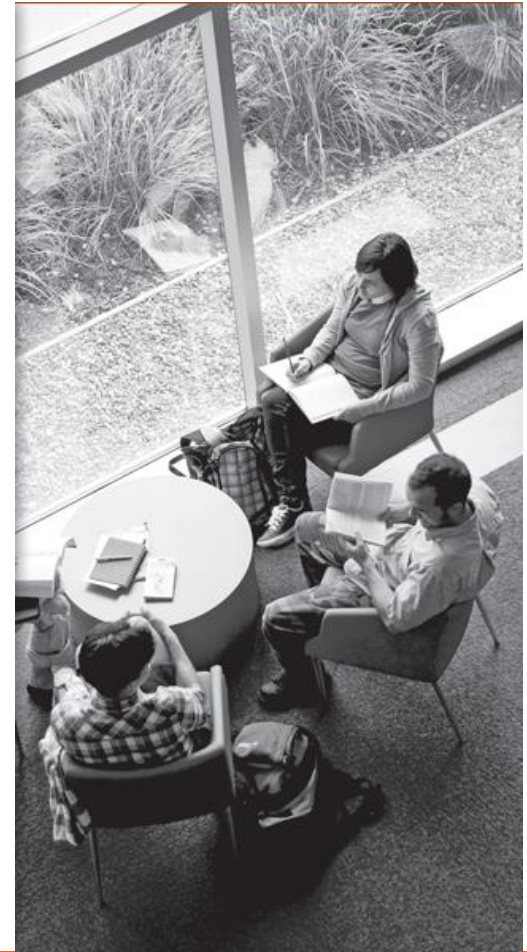
Creating Innovation in International Education by Integrating
Mandatory Work Experience

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About Langara College

- History
 - 1965 - Vancouver City College
 - 1994 – Langara College
- Locations
 - 100 West 49th Avenue, Vancouver
 - 601 West Broadway, Vancouver
- Programs
 - University Studies
 - Career Studies
 - Continuing Studies



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THE COLLEGE OF HIGHER LEARNING.

Langara College Welcomes the World

https://youtu.be/q7WK_fPJ4



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BC Strategic Priority – International Education

B.C.'S INTERNATIONAL EDUCATION STRATEGY

Launch refreshed B.C. International Education Strategy including potential areas of focus such as:

- Continue to promote B.C.'s competitive advantages in international education (e.g. the B.C. Transfer System)
- **Enhance pathways to learning, working and community**
- Collaborate with federal partners to alleviate challenges in study/work permit processing issues
- Work to address barriers to study abroad opportunities for B.C. students
- **Strengthen integration of international and domestic students**

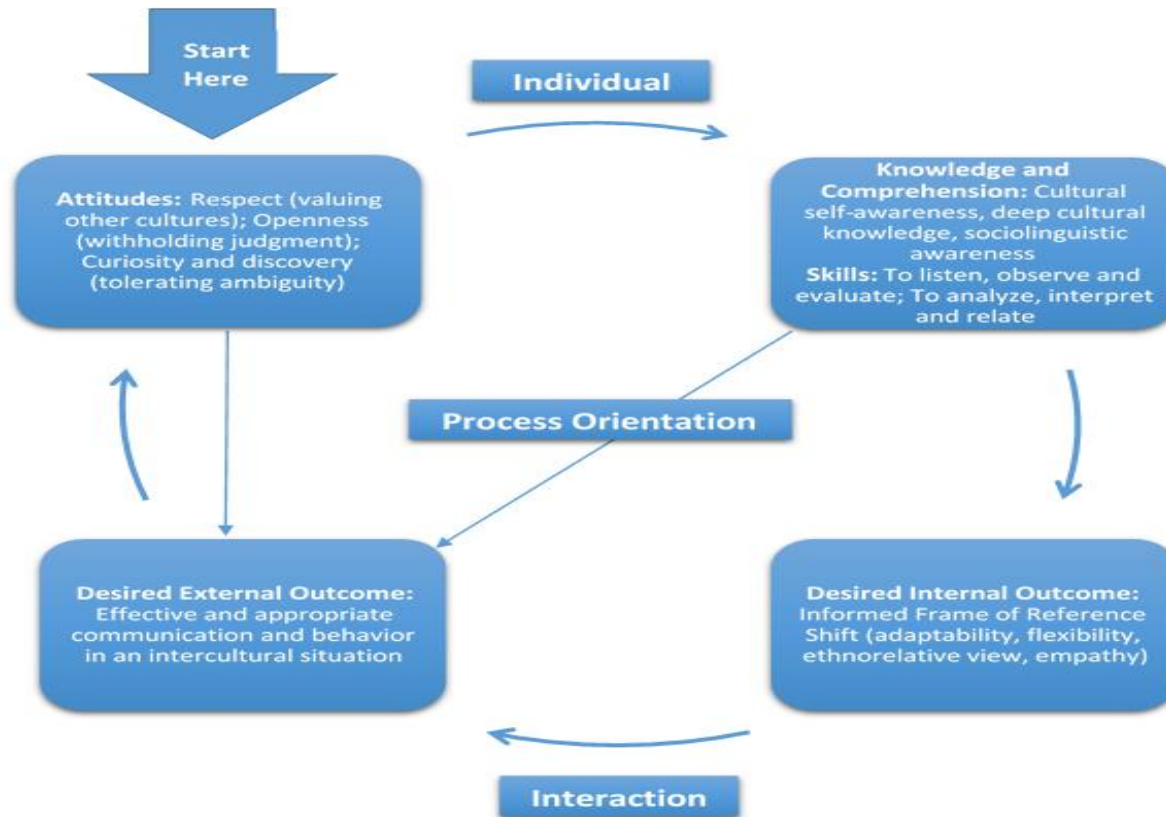
(Source: B.C Provincial Update at BCCIE 2016 Summer Seminar)

Overview – I have arrived!

The Story of an International Student

- Promised Land
- What? I have many assignments (in groups).
- Take care of myself, by myself?
- Relatives, lack of social network, homesick
- No time to explore
- P/T work necessity, not option
- Depression, loss of face

Process Model of Intercultural Competence: Deardorff



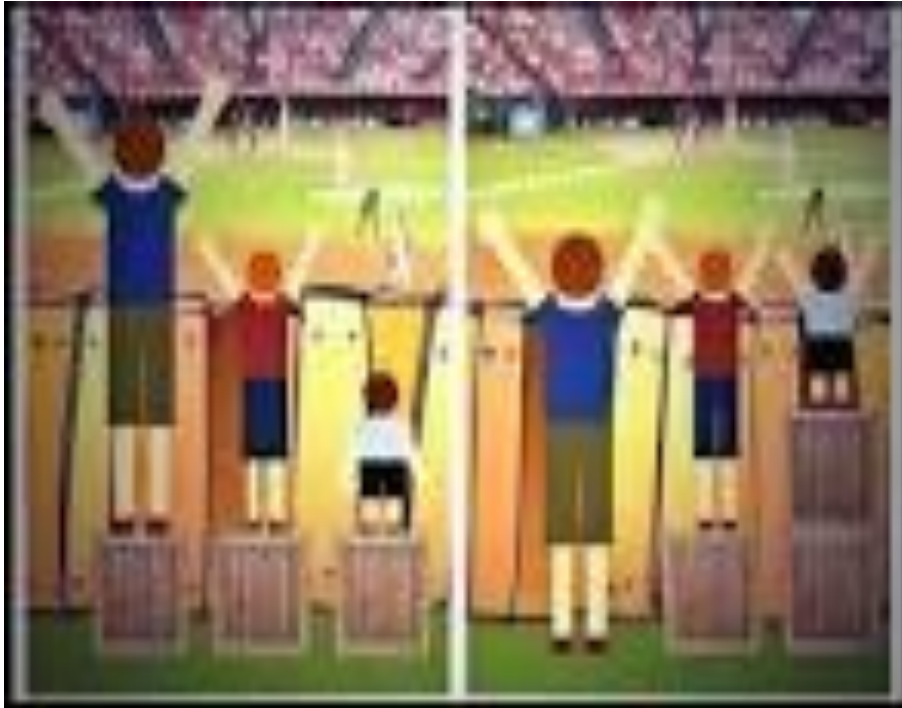
By Dr. Darla K. Deardorff in *Journal of Studies in International Education*, Fall 2006, 10, p. 241-266 and in *The SAGE Handbook of Intercultural Competence*, 2009 (Thousand Oaks: Sage).

Intercultural Competence

M. Hammer

“The capability to shift cultural perspective and adapt behavior to bridge across cultural differences and commonalities.”

International VS Domestic Students



- They are ALL OUR students!
- Extra support
 - Language
 - Counselling
 - Smaller class sizes
 - Global learning examples
 - Different type of work integration


Perspective of the Dean

- Academic Reasons
 - Market(s) we had not previously served
 - Not everyone who wants a business credential wants an MBA...
 - 2-year programs retain students longer than university transfer
- Instrumental Reasons
 - 2-year programs attractive to international students, particularly potential immigrants
 - Tuition freeze does not apply
 - Meets government mandates

Program Design

- Ensure manageable course load for new Canadians
- Build in mandatory work experience
- Build in extensive support/preparation for work experience

Surprises/Challenges...

- Very high international demand
- High spoken English fluency 
high written English fluency
- Major disconnects on academic integrity
- Still working on better integrating PDD students with other students
- All international class was challenging for many instructors

Perspective of a Student - Arneet

- Lack of options for International graduate degree students
- PDD - an excellent alternative for post degree studies
- Thesis not mandatory unlike Masters
- More practical and career focused
- Condensed program format

Perspective of a Student - cont'd

- Co-op element – an advantage
- Training for Canadian work culture
- Effective Co-op structure
- Less time investment

Perspective of a Student - Sikander

Why I Chose the Post Degree Diploma Program:

1. Career Opportunities
2. Duration of Program
3. Work Experience

A Faculty Member's Perspective

- The task of teaching Canadian business, marketing, and workplace knowledge
- Significance
- Importance of Reflection
 - Curriculum deliberation (Schwab, 1983)
 - Reflective learning and practicum (Schön, 1983)
- Understanding & supporting student needs



Concerns

- There were concerns over how many international students would obtain a paid work experience at the end of their program due to:
 - a) Limited prior knowledge & experience
 - b) Employer perceptions of hiring international students

Outcomes

The first 2015 cohorts yielded a high success rate.

- 53 out of eligible 55 students completed a work experience.
- 2 unsuccessful students:
 - moved to Toronto late
 - did not receive a valid work visa

Questions for Panel

Question #1:

What did you think about the PDD program prior to start? Did this change during the program and / or after the program ended? How?

Questions for Panel

Question #2:

In your opinion, is the PDD program an example of internationalizing of higher education?

Questions for Panel

Question #3:

What are future possibilities for the PDD program?

Questions?

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Conclusion

Imagine you are 20 years old.

What would you tell your younger self?

<https://www.youtube.com/watch?v=NQv78-FBoU0>

References

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- Hammer, M. (2012). The Intercultural Development Inventory: A new frontier in assessment and development of intercultural competence. In M. VandeBerg, R.M. Paige, & K.H. Lou (Eds.), Student Learning Abroad (Ch. 5, pp. 115-136). Sterling, VA: Stylus Publishing
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- Schwab, J. J. (1983). The practical 4: Something for curriculum professors to do. *Curriculum inquiry*, 13(3), 239-265.