

Engaging international students in biotechnology & enterprise

A collaboration with St. Xavier's College, Mumbai

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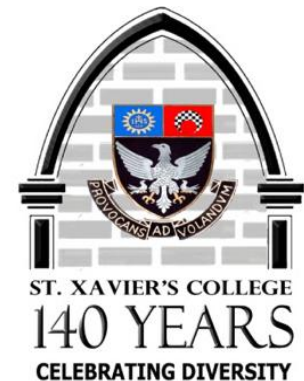
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Internationalisation of curriculum

- multicultural classes can be a valuable resource for student learning
- But is particularly challenging for international students on a year-long masters programme



Group work as a learning tool for international students



- ❖ encourages a deeper understanding
- ❖ develops team working skills necessary for employability.
- ❖ Increases inter-cultural awareness
- ❖ Expose students to tackling tackling open-ended questions (such as entrepreneurial team activity or innovation management).

Challenges of multicultural group work



- ❖ Clique / group formations based on national or linguistic commonalities.
- ❖ Language and cultural issues may lead to a breakdown of communication
- ❖ International students may be delegated less challenging tasks whereas the work ethic of UK students may be perceived to be weak by their international student peers

A collaborative MSc in Industrial Biotechnology & Enterprise, with Mumbai

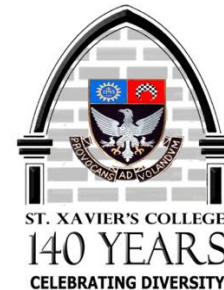
Year-long programme

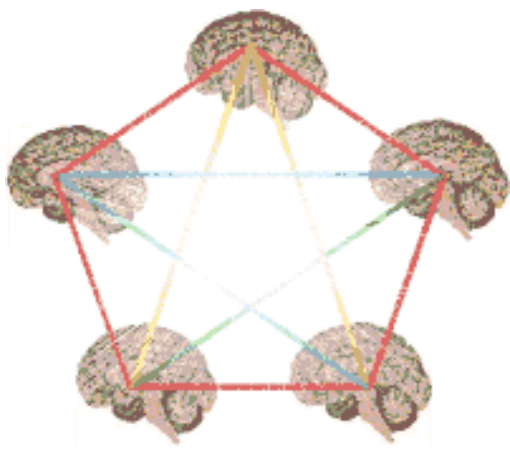
June - Sep: Intensive theory on advanced biotechnology and management principles (St. Xavier's College, Mumbai)

Sep - Jan: Research projects and taught modules (University of Bath, UK)

Jan – June: Internship in a biotechnology company

- 2-week induction at Bath: Intensive training on academic and practical skills
- Taught elements learnt in India were applied in the UK through a unit on Industrial Biotechnology & Enterprise.
- Lectures by entrepreneurs were run in parallel with business development workshops.





Engaging multicultural students through collaborative learning

GROUP WORK

- Students divided into teams
- Teams were partially self-selected based on their Belbin profiles, but were also directed to ensure a mix of international and UK students.
- Indian students worked together with UK students on a team business plan.
- Lectures by entrepreneurs were run in parallel with business development workshops.

Assessments

Learning outcome:

Develop a novel biotechnology-related commercial idea by the team

Summative Assessment: 50% Exam + 50% coursework

- Filtration of 2-4 business ideas (formative feedback given by staff)
- 'Dragon's Den' pitch
- Detailed business plan
- **Peer assessment** of the team performance
- Examination on lectures by UK entrepreneurs

Engaging multicultural students in group-work

Ice-breaking activities and team-work activities

1 x 5 weeks: included

‘getting-to-know-you’ and FB accounts

designing Olympics 2012 logo as a team

problem-solving using examples from everyday life and business

Workshops

Case study-based workshops components of a business plan

Monitoring progress and contributions on Moodle

Sharing information and progress on Moodle chat (separate groups for anonymity). Part of formative feedback process for staff

Student Feedback

It was an eye-opener for me, seeing how some of the students worked – Indian student

It was great meeting with students at Bath – I really enjoyed the experience

good idea for a module, the peer review is a very sensible component

LOVED ..designing a business plan and presentation...going through the works. Gives a basic idea of what it would be like to try and start a small business. lower percentage exam useful, allows you to gain an understanding of a market in brief. Gave a good scope of biotechnological markets.

I don't think they (Indian students) appreciated our workload, they would simply not turn up for our scheduled meetings - home student

facebook



Areas for improvement remain

- **using peer mentoring schemes more effectively**
- **Academic induction (formative sessions on research skills training)**
- **Social events / 'United Nations' / Global Food / Fashion event in week 1**

Thank you for listening.....

