Enhancing Learning Autonomy through Cross-Cultural Learning between Languages and Business Students

Kiefer Lee and Christine O'Leary (SBS)



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The project aims to provide opportunities for Masters Marketing and final-year Languages students to work *interdependently* and *independently* to enhance their autonomy as business professionals.

By working with the Languages students who act as the country-language-culture experts, the Marketing students would develop an international marketing strategy for a new product/service offer in a European market.

Manage Student Expectations

There was a mismatch between the expectations of Marketing and Languages students. Need to be better at aligning expectations between student groups in terms of what outcomes are expected of them.

Timing

Marketing students were studying a one semester module, whilst the Languages students were on a year long module. Deciding when these two groups of students work together needs to be better synchronised.

Facilitation of Student

 Develop an engaging learning environment that encourages students of different disciplines to work interdependently and independently to enhance their autonomy

 Develop and evaluate a learning, teaching, assessment and feedback strategy that involves collaborative learning of students from different disciplines

 Provide an opportunity in which staff of different subject groups to collaborate with the view to develop innovative LTA practices that enhance student learning experience

Existence of Power Dynamics

Within an inter-disciplinary project, perception of superiority and inferiority between students may exist due to differences in knowledge and experience.

Collaboration is Clearly Embedded in Assessment

Student's are more likely to fully engage with the project if it is clearly embedded in the assessment. They must be

Collaboration

Students often don't collaborate well with each other without facilitation. A better facilitation strategy needs to be in place to ensure progressive levels of collaboration.



incentivised to do so.

Reflection is Facilitated Through Assessment

This gives two benefits: (a) Enable students to develop reflective practice; and (b) Facilitate evaluation of 'authentic' inter-disciplinary learning 'during' the project.

Sheffield Hallam University

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