

2-5E Building a Sense of Belonging: Student-Led Creation of Resources to Aid in the Transition of International Students

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The School of Chemistry welcomes a cohort of students each year from US HEIs to study organic chemistry. In addition to having to adapt to a different education system, these students come from diverse cultural and academic backgrounds and often have gaps in their knowledge that can be a barrier to developing their full potential whilst at the University of Glasgow [1]. To address this issue and to try to ensure a smooth transition, integration and to facilitate independent learning, we have been involved in a multifaceted, student-led project creating support materials. These resources include online tutorial-type videos and documents that align with the Year 1 and Year 2 organic chemistry lecture courses and an “Introduction to the School of Chemistry” handbook from the student perspective, that guides new students through the School visually as well as in text. As final year student project leaders, we also act as peer mentors/buddies for our visiting students.

As the undergraduate developers involved in this student-led project we see that, in addition to supporting visiting students’ learning and integration, we are involved as co-creators of the curriculum. Additionally, this project has provided us with an opportunity to develop positive graduate attributes; work-related learning; problem-solving, collaboration, organisation and communication.

We would like to present details of our experiences and the findings of this project at the University of Glasgow Learning and Teaching Conference and to discuss the future sustainability of our resources.

References

International Students - Transitions into Scottish Higher Education: A Scoping Study (2016)
Irene Bell, The Quality Assurance Agency for Higher Education.
<http://www.enhancementthemes.ac.uk/docs/publications/international-students---transitions-into-scottish-higher-education-a-scoping-study.pdf?sfvrsn=18> (accessed 13/10/17)