

## **Intercultural Competence - Enabling Reflection**

Authors: Helen Warren and Emily Tzu-Ping Ou

Author One: Helen Warren  
Student Development International, Student Life and Learning

UNSW AUSTRALIA  
UNSW SYDNEY NSW 2052 AUSTRALIA  
T: + (02) 9385 0533  
F: + (02) 9385 6369  
E: [H.Warren@unsw.edu.au](mailto:H.Warren@unsw.edu.au)

Author Two: Emily Tzu-Ping Ou  
*Student Development International, Student Life and Learning*

UNSW AUSTRALIA  
UNSW SYDNEY NSW 2052 AUSTRALIA  
T: + (02) 9385 0533  
F: + (02) 9385 6369  
E: [Emily.ou@unsw.edu.au](mailto:Emily.ou@unsw.edu.au)

The outcome of this workshop is for participants to contribute and build upon ways they help international students integrate into their new culture. Participants will come away having examined their own practice and the services and supports offered to students at their institutions. It is expected that participants will come with information they are ready to discuss and distribute regarding successful strategies used in their areas of work.

To be able to integrate into a new culture it is already accepted that a person needs to first have an understanding of their own culture. They need to reflect on their own value system, and beliefs and what they bring to the new culture. They can then sift through and examine knowledge and skills and ways of being that differ from those they have begun to observe in their new culture. They can consider which of their life experiences and world view may support or hinder them from settling in. What further knowledge do they need to understand this new culture? What skills are missing? While many students will do this independently,, others will do so by being given the opportunity in a workshop run by Student Development International during a 2 day international student orientation in addition to a follow up workshop conducted a month after arrival. Some will engage readily in a presentation, group discussion and self-reflection activities. However the challenge lies in how to motivate and support those students who are less willing to do so or who don't see the importance or relevance of doing so. The authors have worked in tertiary education with students in similar capacities (such as Medicine. and Social Work) to help them reflect in order to set goals for development. There are clearly challenges across many student communities to do so.

This presentation discusses those challenges. It looks at ways we have tried to further engage students. We will open up discussion and sharing of other strategies university staff have used to enable students to do so. We will not only focus on the challenges but share and request stories of situations where students have successfully integrated into university life and the culture of their new communities.