



Breaking Barriers: A Seamless Approach to Developing Academic Literacies



Internationally Educated Professionals Bridging Program

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Inkshed 2012 - Presenters

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Introductions

- Marlene Bernholtz M.A., T.E.S.L.
 - Contract Faculty, IEP Bridging Program, Writing Department, and Schulich School of Business MBA Program
- Sophie Bury M.L.I.S.
 - Associate Librarian, Bronfman Business Library, Schulich School of Business
- Jeannie Haller M.A., T.E.S.L.
 - Instructor, IEP Prequalifying Session: Jumpstart to Success; Concurrent English Support Course



Presentation Outline

- What are Academic Literacies?
- Integrating Academic Literacies within the IEP Program at York University
 - Program Overview
 - Fostering an Integrative Approach
 - Foundations and Process
 - Successful Outcomes
- Discussion



What are Academic Literacies?

- Academic Literacies include a range of skills necessary for student success at university.
- For the IEP Program, these include:
 - Library Research skills
 - Writing skills
 - Presentation skills
 - Communication skills
 - ESL skills



IEP Program Overview

- The IEP Bridging Program prepares Internationally Educated Professionals to transition into positions that match their education, credentials and experience.
- Students come from diverse cultural and language backgrounds, with expertise in business, IT, or Human Resource Management.



IEP Program Structure

- Pre-qualifying Session: Jumpstart to Success
- Phase I: Foundation Skills
 - Professional Communication in a Canadian Context
 - Canadian Business Culture and Management Skills
 - Fundamentals of Canadian Business Law and Ethics
- English Support Classes
 - Phase II: Specialized Skills
 - Relevant mainstream credit courses
- Experiential Education
 - Career coaching, Professional mentorship, Internship



Fostering an Integrative Approach Favourable Conditions

- New Program
 - Pilot program with evolving processes and structures
- Visionary, Receptive Administration
 - Kelly Thomson, Faculty Lead
 - Leslie Sanders, Faculty originator of Professional Communication course
 - Nora Priestly, Project Manager
 - Briana Sim, Program Liaison Co-ordinator
 - Open to new ideas and models
 - Ready to put processes and resources in place to contribute to collaborative approach



Favourable Conditions

- Holistic, integrated approach
 - Diverse experience/expertise
 - Business Research/Information Literacy
 - Writing instruction
 - English as a Second Language Teaching
 - Business communication
 - Professional communication focus
 - Assignment design/group project work
 - Specialized approach to ESL support



Favourable Conditions

- Partnerships and Communication
 - Collaborative, proactive mindset
 - Respect for reciprocal relationships
 - Regular, frequent, meaningful communication
 - Recognition of how developing the connections among academic literacies contributes to IEP student success



Favourable Conditions

- Customization & Flexibility
 - Opportunities exist to develop and refine
 - ESL development mechanisms
 - Library skill development activities
 - Assignment design and process



Foundations and Process

- Prequalifying Session: Jumpstart to Success
 - Great flexibility and support, focused on Foundation Courses
 - Introduce skills taught in Foundation courses
 - Prepare for Professional Communication course
 - research, APA style, plagiarism prevention
 - Support Foundation Courses
 - analyze ethical issues
 - examine Canadian business culture
 - Provide on-going assessment + formal mid-term to assess student's future support needs



Foundations and Process

- English Support Classes
 - Dedicated to supporting student performance in Professional Communication course
 - Extends academic literacies for IEP students in an ESL-supported environment
 - Flexible, student-centred approach facilitates individual development
 - Fully integrated into IEP program



Foundations and Process

- Professional Communication in a Canadian Context (ADMS 3015)
 - Core module for all IEP students
 - Ensures all students benefit from academic literacies
 - Skills are taught in context
 - Scenario-based assignments, collaborative work on profession-related issues, article review and presentation
 - Assignments build academic literacies
 - Researching/reviewing source material related to profession
 - Critically assessing/comparing materials
 - Communicating effectively in various business genres
 - Iterative, recursive approach



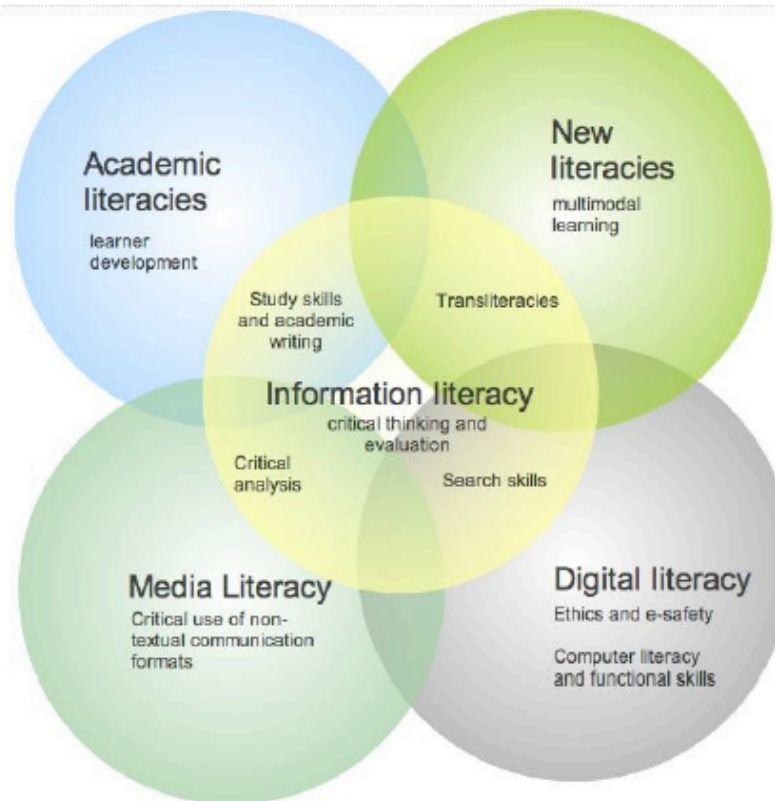
Foundations and Process

- Information Literacy - core course component
 - Determine extent of information needed
 - Access needed information effectively & efficiently
 - Evaluate information and sources critically
 - Incorporate selected information into knowledge base
 - Use information effectively to accomplish specific purpose
 - Understand economic, legal, and social issues regarding the ethical/legal access/use of information



Foundations & Process

Information Literacy Landscape

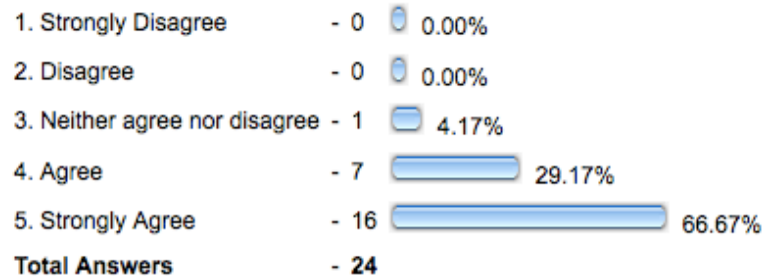


Secker &
Coonan (2011)

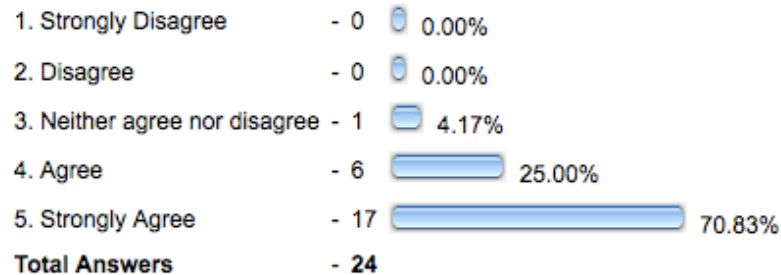


Successful Outcomes: Feedback on library session (2012)

☐ 4. The session prepared me well for my course assignment or research project



☐ 5. What I learned has useful and relevant application beyond this course:





Successful Outcomes: Student Responses

- “The instruction that you gave us is very useful. The course of communication remind me to work harder in improving my English and communication skill.”
- “Thank you very much for teaching us to communicate better. I learned a lot and enjoyed your class, even though it was hard work.”
- “The entire session was useful, informative and effective for me being an IEP. I should carry on all the concepts that is being discussed in the class.”



Recommended Readings on Academic Literacies

- Lea, M. (2004). Academic literacies: a pedagogy for course design. *Studies in Higher Education*, 29(6), 739-56.
- Lea, M. & Street, B. (1997). *Perspectives on academic literacies: An institutional approach*. Swindon: Economic and Social Research Council.
- Lea, M. & Street, B. (1998). Student writing in higher education: an academic literacies approach, *Studies in Higher Education*, 23(2), 157-72.
- Secker, J. & Coonan, E. (2011, July). *A new curriculum for information literacy: Executive summary*. Retrieved from <http://eprints.lse.ac.uk/37681/>



Discussion

- Could this approach be adapted to other academic contexts?