

Breaking Barriers: A Seamless Approach to Developing Academic Literacies

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Internationalization at York

- York University's Academic Plan 2015-2020 prioritizes enhancing quality in Teaching and Student Learning, including
 - Expanding internationalization in the curriculum
 - Increasing international experiences such as summer programs, international internships, and exchanges

Statistics: Change over Last Eight Years

International Students at York	2009-10	2016-17	Growth
Undergraduates	17.6%	20.2%	2.6%
Graduate students	22.8%	26.5%	3.7%

Introductions

- Marlene Bernholtz M.A., T.E.S.L.
 - Assistant Lecturer, York University Writing Department, IEP Bridging Program
- Sophie Bury M.L.I.S.
 - Chair, Learning Commons & Head Librarian, Bronfman Business Library, Schulich School of Business, York University

IEP Bridging Program Vision

“We’re really hoping to foster a kind of reciprocal relationship so that employers and internationally educated professionals can see what they have to learn from each other.”

Kelly Thomson
Faculty Lead

IEP Bridging Program Overview

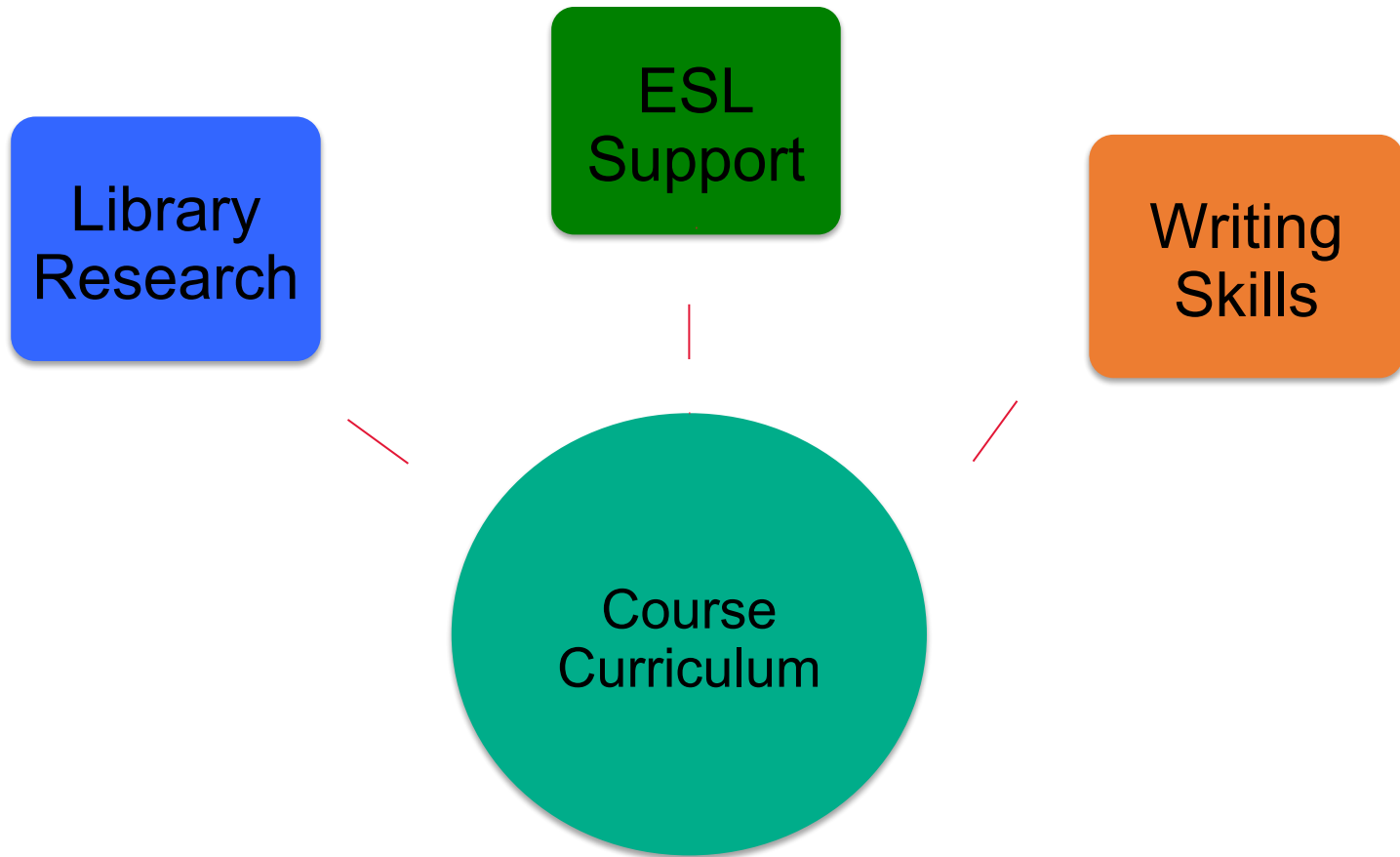
- Objective
 - Prepare Internationally Educated Professionals to transition into positions that match their education, credentials and experience in Canada
- Participants
 - Adults with expertise in Business, IT, or Human Resource Management
 - Diverse cultural and language backgrounds

The Conventional Approach

- Deficit Model
 - Academic literacies “remediated” through “supports” by academic services
 - Supplemental (extra-curricular), not embedded
 - Cause of “problem” located within individual students

Haggis, 2006

The “Remediated/Support” Model



The Objective

Bridging programs for IEPs need to focus on “the development of a Canadian professional identity and cultural competency, not just bridging gaps in discrete knowledge and skills.”







Lum, 2009 p. 3

Suggested Basis for Innovation: Teaching Academic Literacies

- Sociocultural, not absolute
 - require intent participation, apprenticeship
- Best taught through a developmental and systemic approach
 - cannot be separated or segmented
- Need to be *embedded* within curriculum
- Process-oriented, requiring metacognition + reflection

Lea & Street, 1998; Haggis, 2006

ACRL's Information Literacy Threshold Concepts

-  Authority is Constructed & Contextual
-  Information Creation as a Process
-  Information Has Value
-  Research as Inquiry
-  Scholarship as Conversation
-  Searching as Strategic Exploration

The Association of College & Research Libraries. (2015)
Framework for Information Literacy for Higher Education

Multi-modal Learning: IEP Program



Course Context - Professional Communication in the Canadian Context

The Challenge

- To develop both “verbal language proficiency” and “personal and interpersonal skills”

St. John, 1996, p. 8

The Solution

- To take an integrative, strategic approach that considers linguistic, structural, and content components of communication

Integrated Literacies Approach

1

Jumpstart to Success

- Bridges to social, academic, & professional competency

2

Information Literacy

- Customized
- Team taught
- Hands-on

3

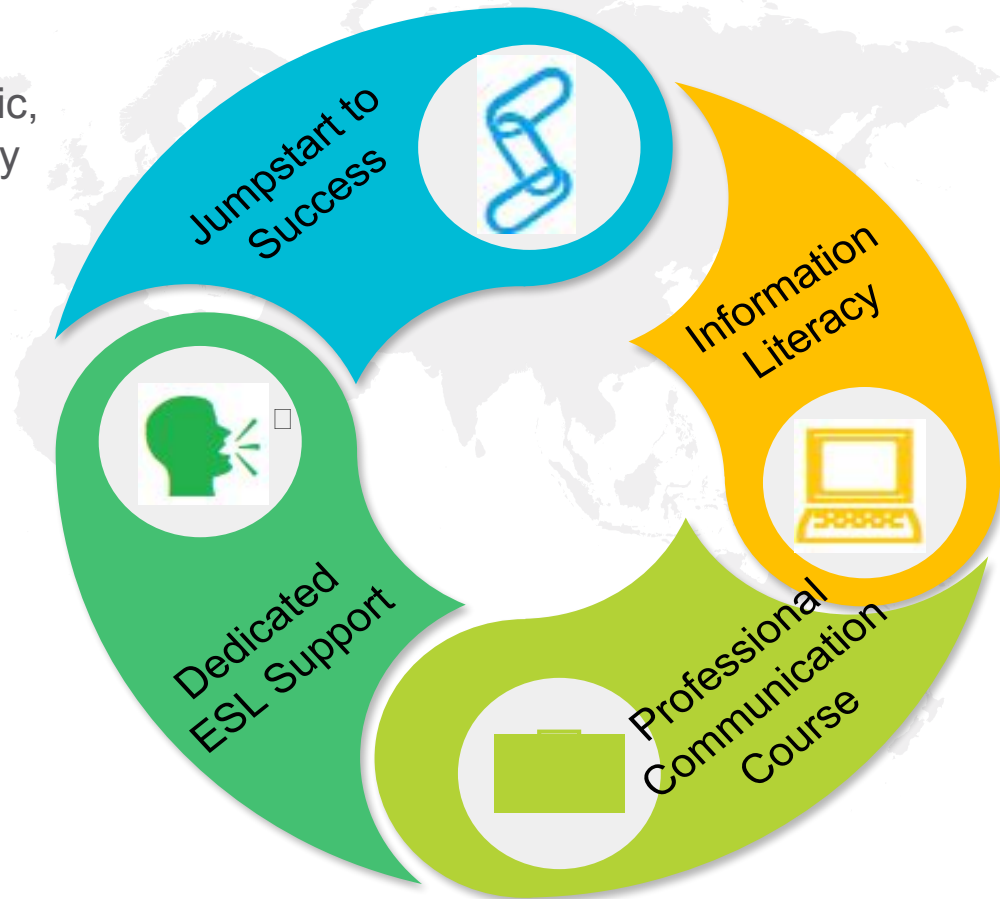
Professional Communication Course

- Reports, presentations, reflections, annotated bibliographies, feedback

4

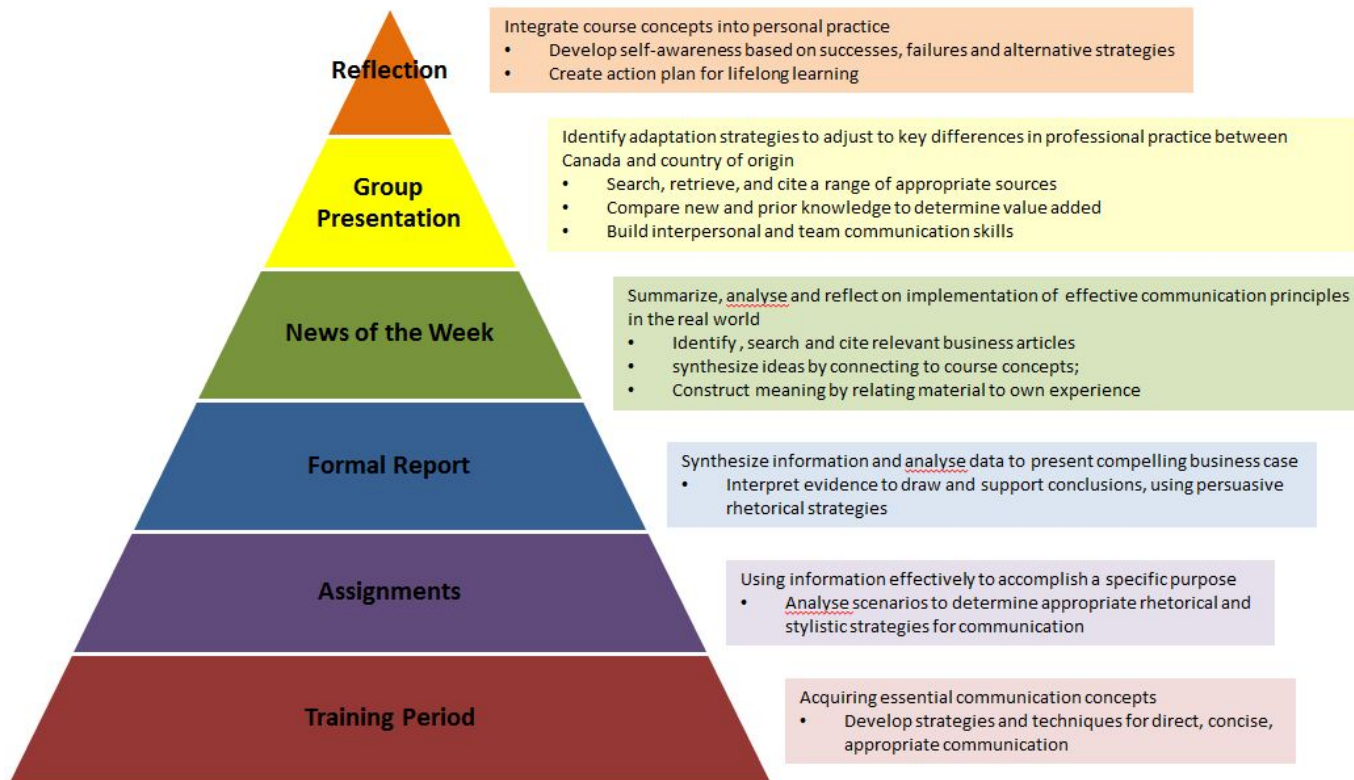
Dedicated ESL Support

- Fully integrated
- Student-centred
- Assignment driven
- Culturally informed

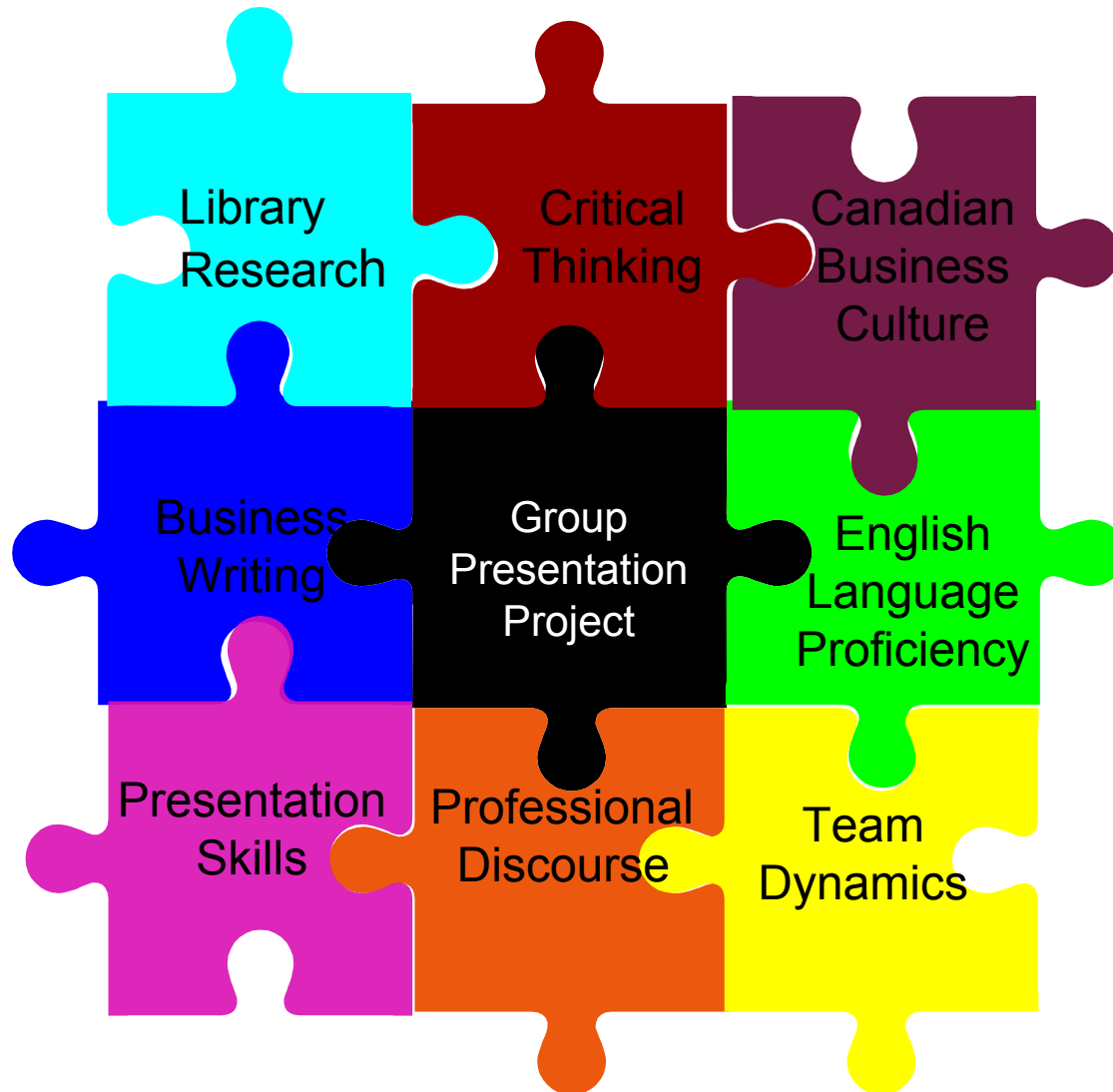


Integrated Methodology Approach

Scaffolded Assignment Design



Culminating Group Presentation Project



Fostering an Integrative Approach: Favourable Conditions

- Visionary, Receptive Administration
 - Open to new ideas and models
- Inclusive Culture
 - Respect for reciprocal relationships
- Fully Transparent Communication
 - Frequent, multi-directional discussion
- Supportive Environment
 - Ready to put processes and resources in place to contribute to collaborative approach

Celebrating Success



Readings that Informed this Presentation

Association of College & Research Libraries. (2015, February 2). *Framework for information literacy for higher education*. www.ala.org/acrl/standards/ilframework

Haggis, T. (2006). Pedagogies for diversity: Retaining critical challenge amidst fears of 'dumbing down'. *Studies in Higher Education*, 31(5), 521-535.

Lea, M. (2004). Academic literacies: a pedagogy for course design. *Studies in Higher Education*, 29(6), 739-56.

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Lum, L. (2009). *Accommodating learning styles in bridging education programs for internationally educated professionals*. Canadian Council on Learning. Saint-Lazare, Quebec: Gibson Library Connections

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St. John, M. J. (1996) Business is booming: Business English in the 1990s. *English for Specific Purposes*, 15(1), 3-18.