

GENERAL INFORMATION	
Title	Social and linguistic support. Community Connecta Programme
Key words	International students, Spanish and Catalan courses, linguistic support, cultural integration
Objectives	<p>Connect students with international background in order to enhance the exchange of knowledge, learn languages and offer support to socialization. To organises Catalan and Spanish courses adapted to students' individual needs for helping with language-learning.</p> <p>To receive language support from a Catalan student volunteer to learn Catalan language and culture, as well as the opportunity to take part in social activities.</p>
Phase of studies <i>(Choose all phases it applies)</i>	Access <input checked="" type="checkbox"/> Retain <input checked="" type="checkbox"/> Graduation <input type="checkbox"/> Transition to work-life <input type="checkbox"/>
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Master's <input checked="" type="checkbox"/>
Level <i>(Choose all levels it applies)</i>	International <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institutional <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/>
Name of the institution	Universitat Autònoma de Barcelona
Location <i>(City and country)</i>	Bellaterra (Cerdanyola del Vallès), Spain
Target group/s	The whole university community, and mainly UAB students; students and teachers outside the Catalan-speaking area.
Stakeholders involved	Students and Teachers, Language services at the UAB

<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>Connecta (and before Connecta, Ajuda'm program) combines activities, services and resources for getting to know the language and culture, language exchanges, and informal language practice. There are many activities carried out in the framework of the programme:</p> <ul style="list-style-type: none"> - Welcome activities: The UAB organizes different activities in order to promote its campus and the activities in which students can participate during their stay. - International Educational Fairs: UAB participates in a wide number of international education fairs. - Exchange Programme Coordinators: UAB centres provide a dedicated support office for counselling international students on matters relating to their study and residence at the UAB. - Tandem o to form pairs of people en plan includes: <ul style="list-style-type: none"> • Tandem web: intercanvis-linguistics.uab.cat. • Tandem: Films in their original language • Tandem: Speak in group • Reading Clubs
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A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>In Spanish, Catalan and English:</p> <p>Connecta programme</p> <p>Ajuda'm (Help me) programme</p> <p>Tandem web</p>
<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>Ajuda'm programme worked since 2006- 2007 until 2013-2014. The programme was replaced by Connecta programme since then.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>The total amount of international students at UAB is annually around 5,868 but in the programme have been involved at about 800 students</p>
<p>A4. SCALABILITY ("volume") <i>Describe how it has been or can potentially be scaled up and practiced</i></p>	<p>This practice could be scaled up to other institutions and students; e.g. Connecta programme offers free activities for UAB students every month. These activities could involve students from other universities and open these activities. Other example is the</p>

<p><i>in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>language partner, implemented twice per academic year, where 2 students are involved (one local and other foreign). This experience starts when the foreign student is at the University but it could start before through virtual media with more than 2 involved students.</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>The programme contains a series of activities perfectly adapted to any kind of institution. It could be transferred to local students promoting the international dimension and facilitating the university integration through the cultural and linguistic contents. The programme is similar to other practices currently in development in the Catalan society and promoted by other institutions as local government. The linguistic and cultural immersion is a priority and the programme is already implemented in the society.</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>There is no official data about assessment, but based on the direct interaction with the person in charge of the programme, they inform us that the programme has been successfully implemented and there were positive results. All the agents (students, teachers and managers) have been involved in the assessment process. One evidence example can be watched in the following video (about language partner).</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>+34 93 581 13 25 / +34 93 433 50 60 s.llengues.info@uab.cat</p>

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p>	<p>Very weakly</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Weakly</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Well</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Very well</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p>The program Ajuda'm language and cultural immersion (programa Connecta) offers activities, services and resources for language exchange, where students are involved and have an active role. For example: Catalan students can be language partners for foreign students.</p>			

<p>B1.2 Rights Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>Languages and cultures are two key axes of this programme. Diversity of languages and cultures are recognised and valued.</p>				
<p>B1.3 Access Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>The programme is open to all the university community: students from UAB and foreign students who will be at UAB for a time.</p>				
<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>With this programme students are able to share their cultural and idiomatic background with their colleagues, spreading the diversity of the university.</p>				
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>This programme welcomes foreign students to the UAB when they are from out through activities and resources that make possible their social inclusion in the UAB; that is, to be part of the UAB community.</p>				
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>	<p>According to the information provided by the person in charge of the programme, the programme promotes engagement between all actors involved in the activities through peer to peer learning process, collaboration in the design and implementation of the activities and flexible design of actions.</p>			
<p>B3. STUDENT SATISFACTION Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</p>	<p>There is no data related to students satisfaction, but due to the long timeframe of programme development and the responsible opinion, the programme could be considered as a successful experience</p>			

<p>B4. STUDENT WELLBEING <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>The adaptation to a new environment is a difficult process especially for those who are not familiar with local languages and cultural peculiarities of the host country. The programme offers to students and teachers support in this process and facilitates their integration. Please see for more details the programme objectives and actions</p>
<p>C. FINAL REFLECTIONS (based on the previous description of you good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>In order to impact on the international and local student and to measure this impact, the programme needs to be carried out during longer period of time. This requires engagement for all the agents involved (as we stated in the previous parts, there are many actors involved in the programme).</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Monitoring of the process and impact analysis at the end of the programme are needed in order to compare the objectives designed at the beginning of the programme and the changes produced at the end.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>There is limited dissemination access and limited data related to the programme available on line or in open access platforms.</p>

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)