INDEX

Academic confidence, 64 Academic progression, 15–16 Academic resilience, 15 Academics, 70–71 Academic tutor, 15–16 Acceptable behaviour, 4 Acculturation, 28–29 Adaption and transition, 45–46 Alienation and dissonance,	Black, Asian and Minority Ethnic (BAME) student, 4–5, 28–29 Bridging barriers belonging, 17–19 institutions support, 19–24 resiliency, 12–17 British Education Research Association (BERA) guidelines, 9
123–124 Anglo-Saxon model, 51 Authenticity, 108–109	Caring responsibilities, 23 Class-cultural discontinuities, 5–6
BAME (Black, Asian and Minority Ethnic) student, 28–29 Barriers to higher learning, 116–119	Cognitive skills, 72–73 Communication, 1 and acceptance, 14–15 patterns, 75–77, 109, 115–116, 118–119
Becoming and belonging, 47 Becoming itself, 108–109 Belonging, 17–19, 61 becoming and, 47 and detachment, 29–30 and identity, 37–39 self-efficacy and, 69	Community activities, 17 'Commuter' phenomena, 75–77 'Commuter students', 89–90 Confidence, 123–124 Construction process knowledge, 112–113
becoming and, 47 and detachment, 29–30 and identity, 37–39	89–90 Confidence, 123–124 Construction process

Content integration,	Cultural groupings, 72
112–113	Cultural identification,
Coping skills, 12–14	60-61
Cosmopolitanism, 59–60,	Cultural identity, 17, 30,
111–113	33–34, 61, 67,
attitude, 88	101–103, 116–117,
engagement, 121, 123	122
mind-set, 96, 103	and achievement, 25
Cross-cultural	Cultural integration and
communication, 23-24	music, 41-42
Cultural adaptation, 21	Cultural interactions, 8,
and acceptance, 85-86	78-79, 86-87
Cultural barriers, 51,	Cultural journeys, 26–27
115-116	and obstacles, 44-47
Cultural behaviours,	and transitions, 31-44
99-100	Cultural knowledge, 17
Cultural capital, 19-20,	Cultural learning,
50-51, 96, 102-103,	111–112
105-106, 122-123	Culturally defined
Cultural classroom, 3–6	framework, $5-6$
Cultural complexity, 112	Culturally plural learning
Cultural context, 85–86	environments, 109–110
Cultural differences, 15,	Culturally responsive
21, 29–30, 34–36,	teaching, 118-119
49-50, 90-91,	Cultural meaning-making,
94-95, 100-101,	27
110-111	Cultural
Cultural dislodgment, 34	miscommunication,
Cultural dissonance, 23,	99-100
28-29, 78-79,	Cultural plurality, 111–112
87-89, 101-102,	Cultural realities, 58-59
119-120	Cultural resistance, 47
Cultural diverse	Cultural scripts, 27, 79-80
classrooms, 49-50	Cultural shaping of
Cultural diversity, 1,	individuals, 109-110
61-62, 69, 71-72	Cultural transitions,
Cultural dynamics, 50	20-21, 40-41,
Cultural engagement, 101	69-74, 79-80

Cultural understanding in Empathy, 72-73higher education, Empowering school, 85 - 86112 - 113Culture Empowerment, 71–72 definition, 3-4Encourage engagement, and developing 22 - 23relationality Enthusiasm, 33-34 barriers to higher Equity pedagogy, learning, 116-119 112 - 113bridging barriers and Ethnic minority, 73-74 student voice, students, 18 External network factors, 119 - 121cosmopolitan learning 16 environment, 110 - 114Fascination in cultures, 57 - 58cultural identity, 107 relationships, 114-116 'Feeling university', 5-6, student engagement, 49-50,51105 - 106Freedom, 108–109 Generation migrant Determination, 72–73 and resilience, 34-36 communities, Differential attainment, 75 - 77The Guardian newspaper, 121 Dissonance, 92–93, 14 102-103, 117-118 alienation and, 123-124 'Habitus' of higher cultural, 23, 28–29, education institutions, 113-114 78-79, 87-89, 101-102, 119-120 Heterogeneity, types, 93-94 113 - 114Higher education Education culture, 5-6learning experience, 26 environment, 84-85 resilience, 20-21 Higher Education Educational experience and Academy (HEA), 2-3cultural journey, Higher education 92 - 93institution (HEI), 2-3

'Home' student population, 11–12 'Home tribe', 75–77 Human capital and resilience, 46 Humanity, 115–116 Human social behaviour, 17–18	Learning community, 75–77 potential, 68–69 and resilience, 36–37 socio-cultural theories of 21 'Learning from lives', 6–7 Linguistic ability, 57–58
Identified cultural identity, 102–103	Macro level dissonance, 93–94
Identity and belonging, 37–39	Meso level dissonance, 93–94
Immigrants, 20	Methodology, 6–9
Indices of Multiple	Micro dissonance, 93–94
Depravation (IMD),	Migrants, 26–27
77-78	Migration and resilience,
Individuals' abilities and	45-46
skills, 17	Miscommunication,
Informal networks and	109-110
communities,	Monocultural learning
117–118	environment, 66
Institutional habitus, 18–19	Motivators for learning, 52–53
Integration/acculturation, 20	Multicultural education,
Intercultural interactions,	112-113
110-111	Multicultural experience,
Intercultural learning,	59
72–73	Multiculturalism, 59,
International mobility,	111–112
45–46	
International Students,	Narrative, 7
26–27	inquiry, 7, 9
'I too am Oxford'	National Survey on
campaign, 72	Student Engagement (NSSE)
Knowledge enrichment, 121	engagement items from, 13–14

NT 1 1 PP	1 1 20 24
Nottingham Trent	development, 30–31
University	levels, 30–31
Personalisation Project,	migration and,
123-124	45–46
Nurturing a culture, 18	and perseverance,
	56-57
Passion, 33–34	and support, 17
Pedagogy, 113–114	Resilience-based model, 17
Perception and memory,	Resiliency, 12–17
8-9	
Persistence and motivation,	Self-alienation, 60−61
51	Self-confidence, 72–73
Personal challenges,	Self-efficacy, 12–14,
56-57	52-53
Personal engagement and	and belonging, 69
resilience, 29–30	Self-learnt knowledge,
Positivism, 70–71	58-59
Powerlessness, 119	Self-realisation, 55,
Prejudice reduction,	72-73
112-113	Self-segregation, 72
Prevent Policy, 92–94	Self-worth, 70–71
Project-based learning,	Sense of positivism, 70-71
14–15	Sense of resourcefulness,
Pseudonyms, 9	12–14
•	Social activities, 75–77
Reception and resistance,	Social and cultural capital,
30	52
Relationality, 16	Social capital, $5-6$, 61
Religious and ethnic	Social competence, 14–15
groupings, 85	Social interactions, 17,
Religious identity,	20-21, 27
80-82	Socialisation, 75
Resilience, 14–15,	Social structure,
16–17	112–113
and adjustment,	Stoicism, 111–112
34–36	Story-telling, 6–7
and coping, $56-57$	Stress, 15
definition, 45–46	Struggling alone, 40

Students' cultural journeys, 105–106 engagement, 109 resilience, 30–31 satisfaction, 14 social adaption, 85

Themes and narratives, 27–28 Transitions in cultural terms, 27–28 University
experience, 27–28
learning community,
75–77
support, 40
Unstructured in-depth
interviews, 8
US National Survey on
Student Engagement
(NSSE), 11–12

'White culture', 66