Techniques for engaging of International Students in the classroom
Quick-write: Jot down notes

- What unique challenges do International Students (I.S.) face during class?

Working towards:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Instructional Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty understanding spoken language</td>
<td></td>
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<tr>
<td>Widely different experiences, cultural norms, lenses</td>
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</tbody>
</table>
What disciplinary group do most closely identify with?

A. Arts and Humanities
B. Social Sciences
C. Mathematical, Physical and Life Sciences
D. Engineering
E. None of the above
How large are the typical classes that you teach?

A. Less than 30
B. 30-60
C. 60-100
D. 100-200
E. More than 200
Workshop Objectives

- Explore strategies to help I.S. engage in our classes
- Consider methods to support I.S. in written work/papers
- Brainstorm ways to foster Academic Honesty
- Contemplate opportunities for enhanced learning that I.S. bring
Which objective are you MOST interested in?

A. Explore strategies to help I.S. engage in our classes
B. Consider methods to support I.S. in written work/papers
C. Brainstorm ways to foster Academic Honesty
D. Contemplate opportunities for enhanced learning that I.S. bring
Planning your lecture

- Begin and/or end sessions with **learning objectives**
- Provide succinct key points on slides
- English subtitles for videos
- Awareness of challenging speech:
  - hypothetical and rhetorical questions
  - popular cultural icons
  - idioms
  - acronyms
  - Jargon
- Post PowerPoint slides on GauchoSpace
Planning your lecture

- Post PowerPoint slides on GauchoSpace
Lecture delivery

- Cultivate student engagement (participation)
- Model the type of thinking that you want your students to engage in
- Enhance your oral presentation with visuals
Cultivating Participation

- Explain reason for it
- Build in a **variety of ways of fostering interaction**, including some that allow I.S. ample time to formulate responses:
  - Quick-writes
  - Think/pair/share
  - For in-class activities, provide directions both verbally and in writing
  - Instructor discusses posts from online forum (that students participate in prior to class)
Cultivating Participation

- Explain reason for it
- Build in a variety of ways of fostering interaction
- Rather than asking “any questions” or “do you understand?” ask...
- Repeat and reframe I.S. questions
- Encourage Office Hours
Lecture delivery

- Cultivate student engagement (participation)
- Model the type of thinking that you want your students to engage in
- Enhance your oral presentation with visuals
Model the type of thinking that you want your students to engage in.

- Consider this idea within your discipline... What does it mean to “think like a _____ ?”

- How can you help model the type of thinking, inquiry, analysis or problem solving that you want students to engage in?
Making your thinking explicit...

- Bryanna Kunkel, Chemistry, Learning Glass podcast for extra problem solving

Neutralization Stoichiometry

ex. Calc volume (mL) of 0.1M NaOH required to neutralize 50 mL 0.2M sulfuric acid.
Lecture delivery

- Model the type of thinking that you want your students to engage in
- Cultivate student engagement (participation)
- Enhance your oral presentation with visuals and more
## Engaging international students in the classroom

[http://tinyurl.com/hjcmffp](http://tinyurl.com/hjcmffp)

<table>
<thead>
<tr>
<th>Challenge/Opportunity</th>
<th>Lecture-based Strategy</th>
<th>Technology Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty understanding spoken language</td>
<td>Slow-down, repeat Post PowerPoint/notes</td>
<td>Lecture capture</td>
</tr>
<tr>
<td>Lack of background preparation</td>
<td>Cover more background material Review</td>
<td>Adaptive testing (e.g. ALEKS) Lesson Activity Podcasts (GauchoCast, Learning Glass)</td>
</tr>
<tr>
<td>Widely different experiences, cultural norms, lenses</td>
<td>Ask students for their opinions, thoughts, ideas, experiences</td>
<td>Discussion Forums</td>
</tr>
<tr>
<td>Difficulty knowing if students are “getting it”</td>
<td>Ask students to answer questions, written and oral</td>
<td>Online quizzes</td>
</tr>
<tr>
<td>Instructor is unaware of students’ backgrounds, strengths, interests</td>
<td>Personalize the course using ... background survey ... knowledge of majors ... slide jumps in PowerPoint ... TAs to relay information</td>
<td>i&gt;clickers Feedback surveys</td>
</tr>
<tr>
<td>Difficult to formulate words in English on the fly</td>
<td>Opening free write Explain to neighbor Give practice</td>
<td>Discussion Forum</td>
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## Academic Dishonesty: Cheating

http://tinyurl.com/gv4kr7k

<table>
<thead>
<tr>
<th>Underlying reason for cheating?</th>
<th>Strategy to Overcome?</th>
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<tbody>
<tr>
<td>Don’t feel like they can succeed (helplessness)</td>
<td>Give extra resources for help</td>
</tr>
<tr>
<td></td>
<td>Encourage office hours</td>
</tr>
<tr>
<td>Stress</td>
<td>Encourage office hours</td>
</tr>
<tr>
<td></td>
<td>CLAS for time-management?</td>
</tr>
<tr>
<td>Desperation</td>
<td>Set students up for success with more, lower-stakes assignments (&amp; examples, clarification, etc)</td>
</tr>
<tr>
<td>Don’t understand what degree of “collaboration” is acceptable</td>
<td>Allow group assignments (if you can’t beat ‘em...)</td>
</tr>
<tr>
<td></td>
<td>University-wide module, e.g. Sexual Harassment?</td>
</tr>
<tr>
<td>Haven’t considered consequences/Think everyone else does</td>
<td></td>
</tr>
<tr>
<td>Lack of respect for the system/No fear of being caught</td>
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</table>
How useful did you find the past 45 min?

A. Extremely useful, let’s continue the conversation
B. Very useful, great ideas that I can use
C. Somewhat useful, knew most of the ideas already
D. Not very useful, nothing new or nothing I will use
THANK YOU!

- After-thoughts?
- Great ideas?
- Continue the conversation?

.....let’s chat

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