

Teaching International Students

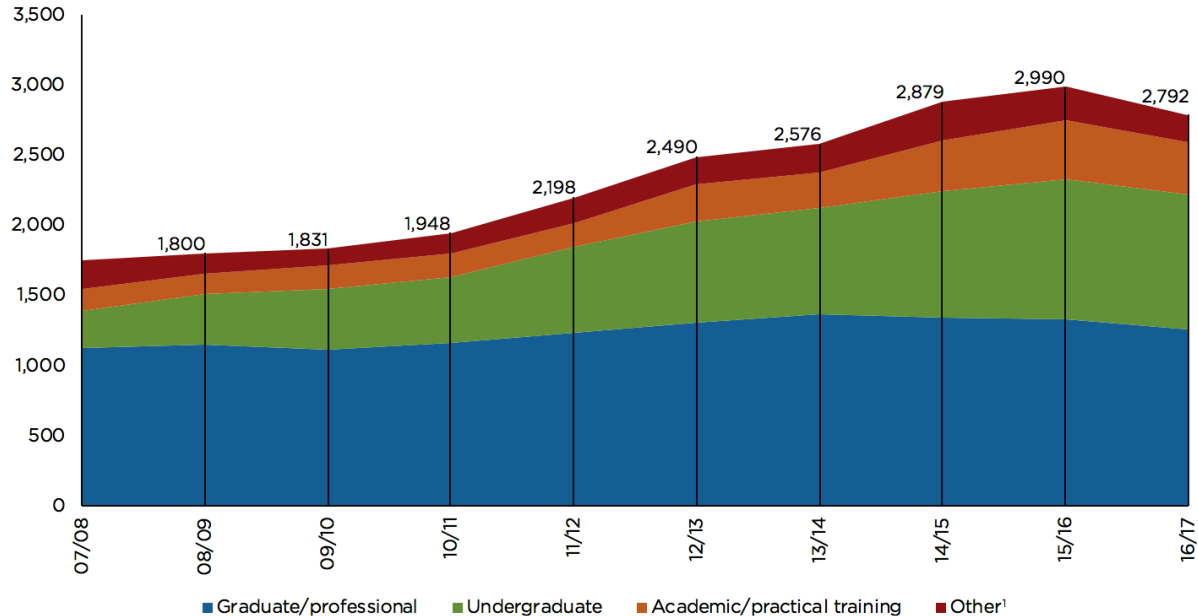
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LTC 8730 Survey of Art Education 2017 Summer

Introduction

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Questions

What's international students' perception of study in the U.S.?

What challenges have they faced and encountered?

How do international students overcome those challenges?

What's American teachers' perception toward international students?

How do teachers help and support them?

What do teachers do to develop international students' learning skills?

How do teachers include them in the communities?



Multiculturalism & Globalism

- “Multiculturalism implies the preservation of differing cultural traditions, expressions, and distinctions of people within a unified society. Multiculturalism refers to interactions of people from diverse backgrounds or agendas within the same tangible, regionalized space (Manifold, M. C., Willis, S. and Zimmerman, E. 2014, p. 4).”
- “Globalism refers to more than the sum of nations and cultures (Manifold, M. C., Willis, S. and Zimmerman, E. 2014, p. 4)”. It suggests an interconnectedness of peoples within and across world nations and cultures.



International Students

WHO ARE THEY?

- Capability with English?
- Far from support/family/help?
- Unfamiliar with “how it works here”
- Inappropriate skills?
- Cultural distance travelled?

“International students are who come from non-English-speaking countries, as well as US students who were raised in a household where English was not the primary language spoken” (Retrieved at <http://cte.virginia.edu/resources.>)





According to Carroll, J. & Ryan, J. (2005):

The particular challenges faced by international students:

- Learning and living in a different culture;
- Learning in a foreign university context;
- Learning while developing English language proficiency;
- Learning the academic disciplinary discourse.



Cultural Differences for International Students

For instance, students from Asian may have been taught that it is a sign of disrespect to look directly at teachers when they are speaking, to question them directly, or to differ from their opinions. students from such cultures may be more hesitant to speak up in class discussion than some other students.

Teachers' perception?

- Reluctant to participate in classroom activities?
- Hardly volunteer replies?
- Seldom answer, let alone initiate questions?
- Seldom speak up about their opinions even if they have one?
- Hold back from expressing their views?

Carroll (2005) claims that “One reason why international students are frequently characterized as passive and silent in lectures is that they are using every ounce of their energies in trying to keep up with what is happening.”



How do educators enhance international students' learning?

According to Carroll, J. & Ryan, J. (2005):

Develop intercultural perspectives and encouraging effective communication with students from diverse cultural backgrounds.

need be aware of students' different experiences and expectations and cater for these in their learning.



Strategies

Encouraging contributions in class

- Memorize students' names and invite them to speak.
- International students need to be given adequate time to prepare responses.
- Ask international students how the issue would be considered from their experiences.
- Briefly summarize the discussion from time to time, highlighting the key points.
- Remember to wait before moving on to another, as it can take time for international students to understand the question, consider their response and communicate that in English.
- Structure group tasks so that international and domestic students are grouped together.

-- Carroll, J. & Ryan, J. (2005)



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It is not the international students' cognitive skills that are in question, but their English language ability that influences their reading, understanding, interpretation and evaluation of the material that is demonstrated in either written or oral expression (Carroll, J. & Ryan, J. 2005).

Strategies

Supporting student in developing critical thinking skills

- Explain and demonstrate what critical thinking skills are required in your disciplinary area.
- It may be useful to highlight the importance of the reading material to the content of the course. This will assist students to access the main ideas presented in the text.
- When setting required reading, offer questions for students to guide their reading of the text.
- Develop students' critical thinking skills through classroom discussions.

-- Carroll, J. & Ryan, J. (2005)



Strategies

The Habit of The Heart:

- We're all in this together
- An appreciation of the value of others
- An ability to hold tension in life-giving ways
- A sense of personal voice and agency
- A capacity to create community

-- Zeichner, K. M., & Liston, D. P. (2013)



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Teacher's communication and listening skills determine the quality of the relationship between teacher and student (Uhl, C., & Stuchul, D. L. 2011).

Strategies

- Speak WE instead of I
- Drop the label, and everything would become more filled with possibility.
- Speak truthfully to students, this is the path toward deeper, more meaningful relationship, both with ourselves and each other.

-- Uhl, C., & Stuchul, D. L. (2011)



Strategies

Gardner (2006) claims that children identify with groups and make distinctions in color, gender, language, dress style, and economic status by school years. It is significant to cultivate students' respectful mind. The respectful mind welcomes diversity, and believes that the world would be a better place if we respected each other. As educators, it is crucial to provide role models and offer lessons that show how we should treat each other, especially how we get along with international students.

- How can educators model the respectful mind? -- Gardner, H. (2006)
- Avoid labeling a group.
- Be open to the possibility of being wrong.
- Offer the benefit of the doubt.
- Avoid displaying false respect.



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Project!