

GATAcademy

Workshop



University of Windsor
Faculty of Education

Connecting Best Practices for Teaching Linguistically and Culturally-Diverse International Students with International Student Satisfaction and Student Perceptions of Learning

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Research Team

- Dr. Clayton Smith, Faculty of Education, University of Windsor
- Dr. George Zhou, Faculty of Education, University of Windsor
- Prof. Michael Potter, Centre for Teaching and Learning, University of Windsor
- Ms. Deana Wang, International Student Centre, University of Windsor
- Ms. Miranda Pecoraro, Outstanding Scholar (3rd Year Social Work), University of Windsor
- Mr. Renan Paulino, MITACS Intern, University of Windsor





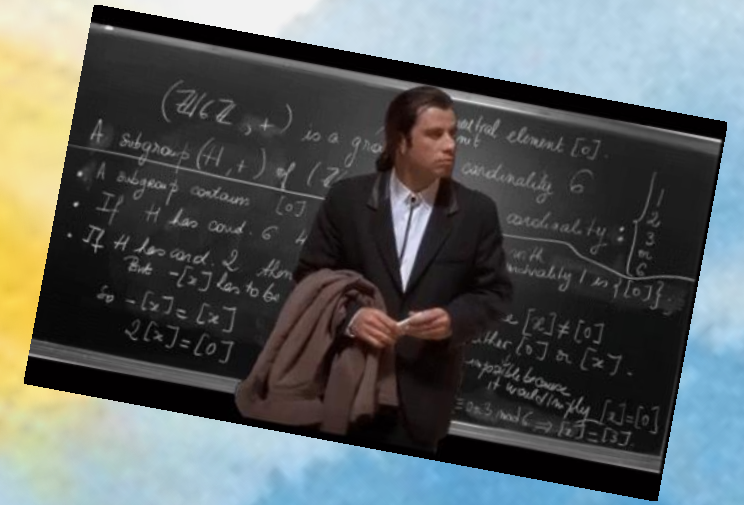
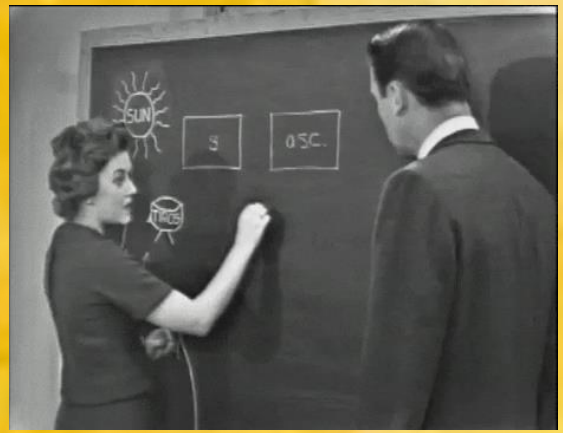
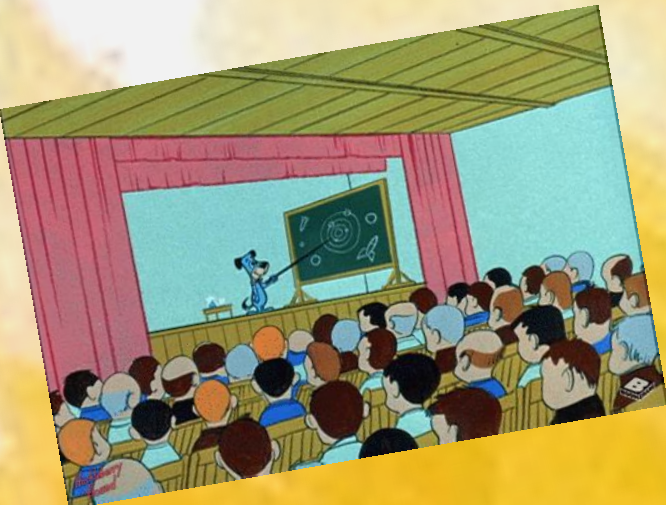
STUDENT PANEL

- ❖ Victor Sam, Bachelor of Computer Science, Ghana
- ❖ Sumeet Kaur, Bachelor of Arts (Honours) – Criminology, India
- ❖ Zhuying Zhuo, JD – Law, China

HELLO

my name is

GETTING TO KNOW
EACH OTHER



MATCHING PRACTICES WITH STUDENTS PROFILES



PROFILES

1. A male undergraduate business student from China, who is 18-20 years of age.

GENDER+ LEVEL OF STUDY+ AREA OF STUDY+ COUNTRY OF ORIGIN+ AGE

2. A female undergraduate engineering student from India, who is a first-generation university student.

GENDER+ LEVEL OF STUDY+ AREA OF STUDY+ COUNTRY OF ORIGIN+ FIRST GENERATION

3. A male undergraduate science student from Iran, who is in his first year of study.

GENDER+ LEVEL OF STUDY+ AREA OF STUDY+ COUNTRY OF ORIGIN+ YEAR OF STUDY

4. A female undergraduate arts, humanities, & social sciences student from Nigeria, who has already spent a number of years studying abroad.

GENDER+ LEVEL OF STUDY+ FIELD OF STUDY+ COUNTRY OF ORIGIN+ LENGTH OF TIME STUDYING OUTSIDE THE COUNTRY

5. A male undergraduate nursing student from Pakistan, who is studying off-campus on placement/co-op.

GENDER+ LEVEL OF STUDY+ AREA OF STUDY+ COUNTRY OF ORIGIN+ STUDY LOCATION

WHAT TO DO?

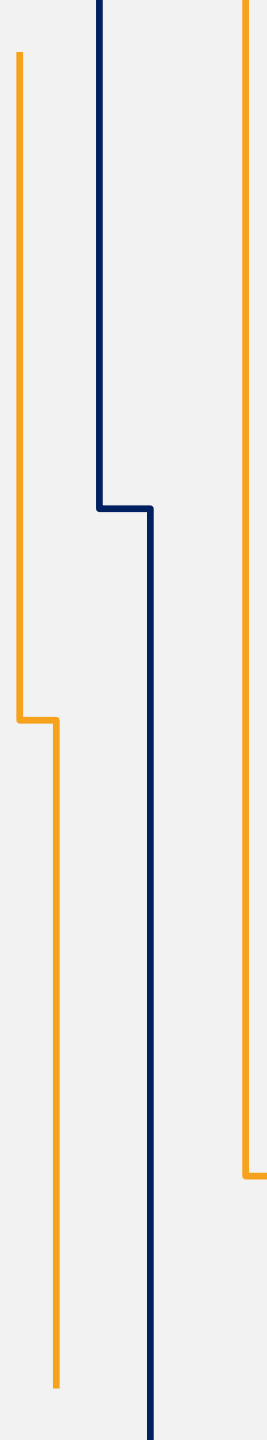
1st You have to gather with your group. The colors of the candies match... Whoever has the red candy, gather with the red basket and so on.

2nd Each basket has a international student profile, and on top of your table there are some teaching practices to better teach these students. Your role is to figure out which practices best match the profile of your group.

3rd Whenever you find the best practice of teaching, just put inside the box.

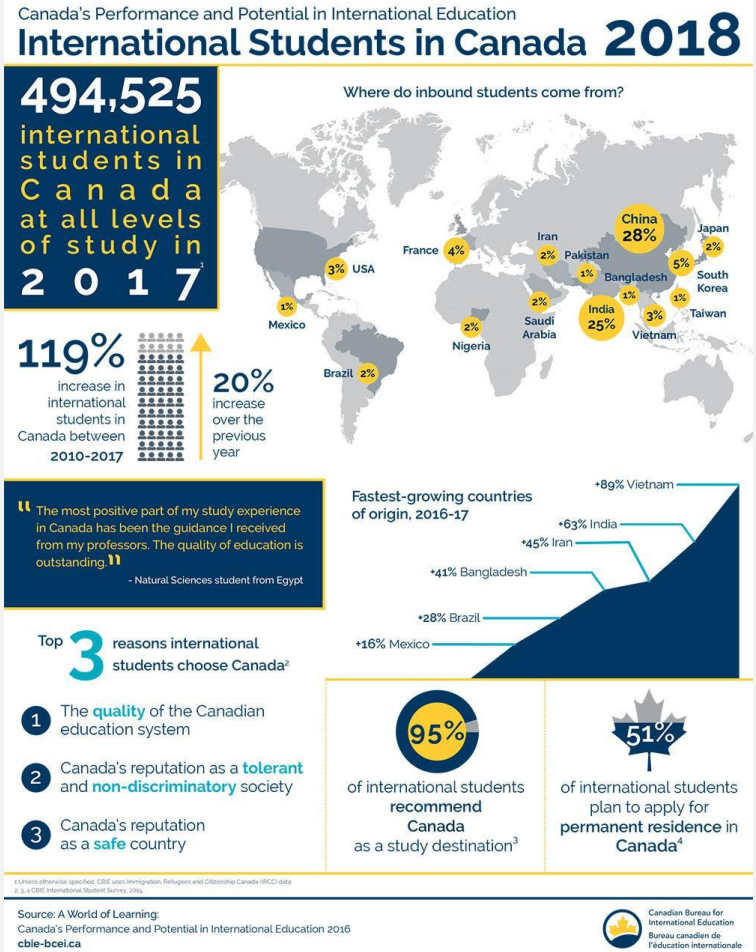
NOTE: You can only pick 10 of the teaching practices. Choose carefully!

4th Let's discuss the reasons why you matched those practices with the profiles.





Connecting Best Practices for Teaching
Linguistically and Culturally-Diverse International
Students with International Student Satisfaction and
Student Perceptions of Learning: Research Findings



Campus Internationalization

Current internationalization initiatives normally focus on external areas:

- Education abroad
- Student exchange
- Recruiting international students
- Institutional partnerships

Moving Forward

More institutions are developing academic-related internationalization initiatives:

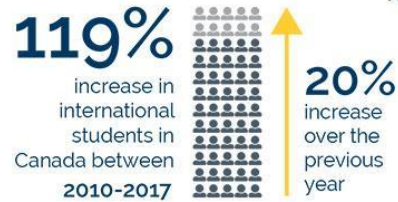
- International or global student learning outcomes
- International-focused general education requirements
- Foreign language requirements

- As of December 31, 2018 there were 572,415 international students in Canada. This number from Immigration, Refugees and Citizenship Canada (IRCC)* represents a 16% increase over 2017 in which international student numbers grew by 20%.

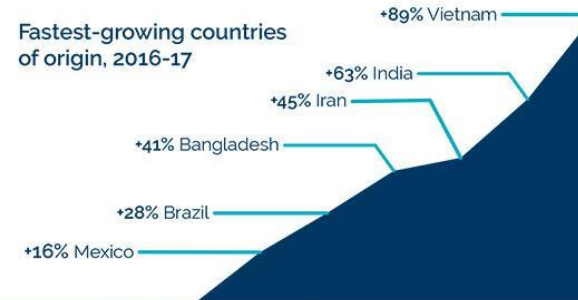
International Students in Canada 2018

494,525
international students in Canada at all levels of study in 2017¹

Where do inbound students come from?



“The most positive part of my study experience in Canada has been the guidance I received from my professors. The quality of education is outstanding.”
- Natural Sciences student from Egypt



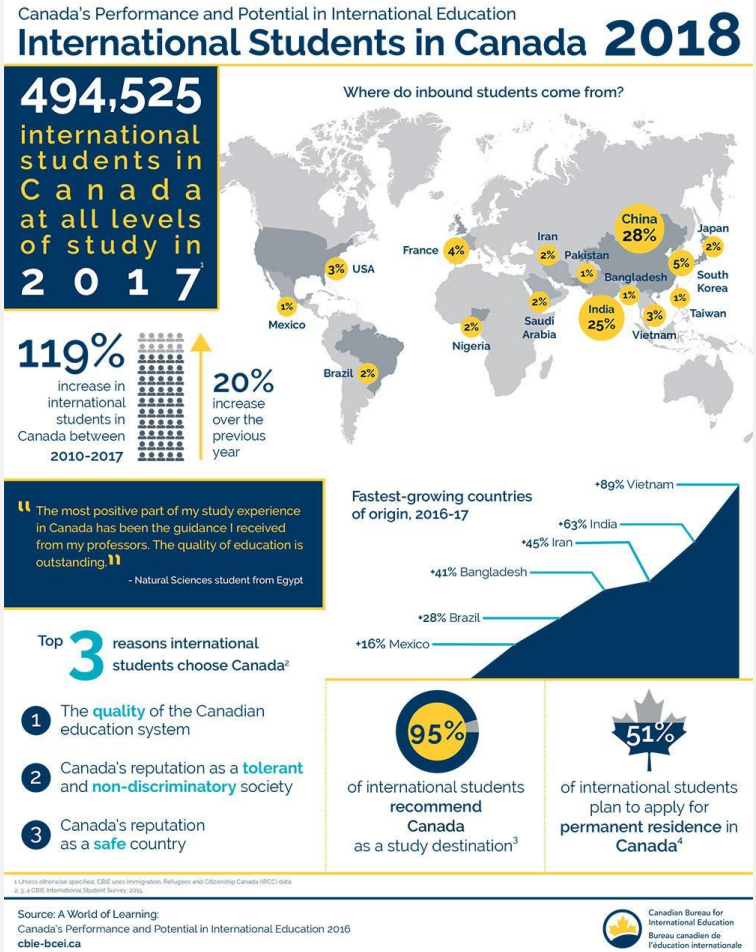
Top **3** reasons international students choose Canada²

- 1 The **quality** of the Canadian education system
- 2 Canada's reputation as a **tolerant** and **non-discriminatory** society
- 3 Canada's reputation as a **safe** country

95% of international students recommend Canada as a study destination³

51% of international students plan to apply for permanent residence in Canada⁴

¹ Unless otherwise specified, CBIE uses Immigration, Refugees and Citizenship Canada (IRCC) data
^{2,3,4} CBIE International Student Survey, 2015.



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CHALLENGE!

- Few instructors have received formal training for intercultural learning or inclusive education (Paige, & Goode, 2009).
- But there are many promising teaching practices that faculty can add to their teaching repertoire, which will improve their teaching of international students and are believed to result in high levels of student learning.



Promising Teaching Practices (107)

Academic integrity (3)	Academic skills (3)	Assessing needs(2)
Assessment (3)	Assignments(7)	Class preparation (3)
Clarifying expectations(4)	Climate in classroom (4)	Communicating outside of the classroom (4)
Culturally-responsive teaching (11)	Differentiated instruction (6)	Diversity and inclusion (14)
Feedback (5)	Group work (6)	Language proficiency (4)
Lecture design and delivery (18)	Note-taking (5)	Physical environment (2)
Reviewing material (2)	Student-centred teaching (6)	Verbal communications (7)
Visual communications (3)		



Research

- **Purpose:** To explore the promising teaching practices for teaching linguistically and culturally-diverse international students by identifying the teaching practices that have high levels of student satisfaction and student perceptions of learning.



Research Questions

1. What are the promising teaching practices for teaching linguistically and culturally-diverse international students that have high international student satisfaction?
2. What are the promising teaching practices for teaching linguistically and culturally-diverse international students that are associated with high international student perception levels of student learning?

Data Collection

- Online survey questionnaire administered in February 2018
- Five focus group discussions in March-April 2018
- Six individual interviews in March-April 2018
- 32% response rate

FINDINGS QUANTITATIVE DATA:

- Academic integrity
- Assessment
- Assignment
- Clarifying expectations
- Communicating outside of the classroom
- Lecture design and delivery
- Verbal communication
- Visual communication



FINDINGS FOCUS GROUPS/INTERVIEWS:

- Student learning experiences were **mainly positive**.
- Most identified **instructors as a key factor** in the student experience.
- Some **characteristics** were especially appreciated, including: humour, valuing diverse cultures, and an encouraging approach.
- Students at **all study stages** endorsed a student-centred approach, use of interactive teaching methods, specific and prompt feedback, use of practical experiences, pleasant learning environment, and methods that support the learning of additional language learners.
- **Undergraduates** were interested in academic support, updated curricula, and partially-filled slides in advance of class.
- **Graduate students** spoke of the importance of a free learning environment, multi-modality teaching strategies, use of digital and visual materials, and emotional, physical, and non-judgemental support from their supervisor.



Variability by Individual Student
Characteristics of Student Satisfaction
with Promising International Student Teaching
Practices: Findings

NEW Research

The purpose of the current study was to examine multiple characteristics of linguistically and culturally diverse international students at a mid-sized, comprehensive public university in Canada, and to measure variability in student satisfaction and perception of learning of promising teaching practices according to individual attributes.



Research Question

The following research question guided our study:

- How do differences among international students in regard to level of study, year of study, age, gender, field of study, country of origin, length of time spent studying outside country of origin, whether parent(s) were educated to a degree level, and study location impact student satisfaction and perception of learning of promising teaching practices?





Conclusion

Implications and recommendations for practice

This study identified a number of potential recommendations for practice. We found that there are many teaching practices that result in both student satisfaction and student perceptions of learning in the following areas: academic integrity, assessment, assignments, clarifying expectations, communicating outside of the classroom, lecture design and delivery, verbal communications, and visual communications. Use of these teaching strategies by instructors should lead to enhanced international student success.

Variability was found for respondent level of study, year of study, field of study, country of origin, length of time studying outside the country or origin, and study location. Instructors who learn about the background of their students as it relates to these individual characteristics and use them as a way of modifying instruction will likely enhance international student success in their classrooms.

QUESTIONS
AND COMMENTS

