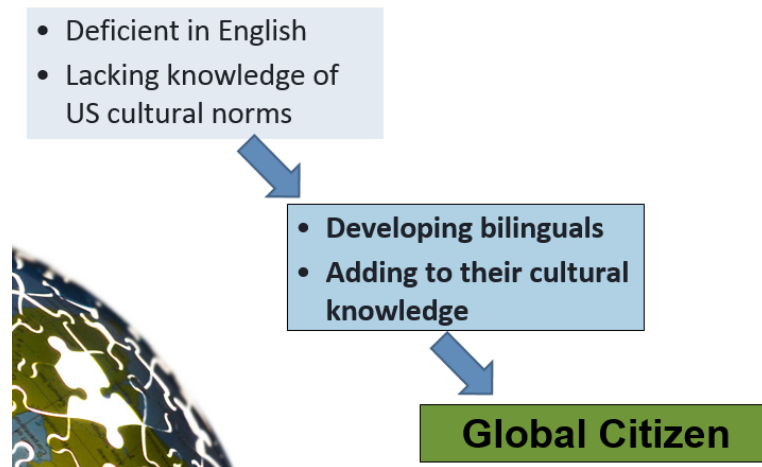


# Working with International Students

## Changing Our View



### Cultural Differences that Affect College Success

- concept of self – collectivist vs. individualist (Relying on group? Or self?)
- rule of law – greater faith in relationships than written policies or regulations
- harmony vs. confrontation – impacts class participation
- educational framework – memorization for the Chinese and a focus on product (test results)
- social relationships – formal and hierarchical
- role of silence – sign of respect for teacher

### What is the hardest thing in US classroom?

Suggestions from WU international students.

- Japanese student, “I still can’t used to saying opinion in class. We don’t do this in Japan because of respect to the teacher.”
- Chinese student, “Listening to what other students with different accents are saying.”
- Both said, “Understanding test and quiz questions/directions”

### Help them join the discussion:

(From Graff, G., & Birkenstein, C. (2010). *They say / I say: The moves that matter in academic writing*. New York: W.W. Norton)

- Link what you are going to say to what was previously said.
  - I really liked Aaron’s point about the two sides being closer than they seem. I’d add that both seem rather moderate. (explain more)
  - I take your point, Jingjing, that \_\_\_\_\_. Still, I think that...
  - Though Huimin and Yuchen seem to be at odds about \_\_\_\_\_, they may actually not be all that far apart..... (explain more).
- Name the person and the idea you are responding to.
- Say clearly that you are going to change the subject
  - So far we are talking about the characters in the film. But isn’t the real issue here the cinematography?
  - I’d like to change the subject to one that hasn’t yet been addressed.

## Make Lectures Comprehensible

- Post notes and slides as you can on D2L (or other learning management system), but please suggest to students to hand write notes also.
- Be aware of cultural specific material that you may need to provide background info for
- Gloss or call attention to key words
- Provide time for questions, and maybe offer office hours for students to come in small groups
- List outcomes for each day
- Have a routine or use similar words to denote important material (you probably already do that but could help the students to notice that).
- Don't ask, "Do you understand?" Asian students may seek to keep harmony and not disrespect you by saying they didn't understand; therefore, you are not a good teacher. Ask meaningful questions to gain a sense of their understanding of the content.

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