

Creating an Inclusive Classroom Community for International Students

University Center for the Advancement of Teaching

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Strategies

Making Expectations Clear

- Don't expect that international or domestic students understand your expectations of them.
- Provide specific and clear instructions about classroom activities both written and orally.
- Have an open discussion about teachers' expectations and the nature of the classroom.
- Model what you expect from students by providing samples of assignments.

Structuring Participation

- Allow longer wait time when asking for oral participation.
- Ask the whole class to write down their ideas first and then report them to the group.
- Ask culturally relevant questions while not putting students on the spot to represent a certain culture.
- Create multiple modes for participation that include more than speaking in class (i.e. class blogs, discussion board posts, listserv, handwritten comments, office hour visits).

Designing Assignments

- Sequence readings and assignments so they build on each other and become progressively more challenging.
- Follow assignments up with debriefing discussions about successes and common problems. When discussing common problems, do not identify students by name.

Presenting Content

- Speak clearly and slowly with steady speed.
- Use discourse markers such as (next, then, after, and so on).
- Avoid inaccessible vocabulary, culturally specific words, or slang.
- Allow students to audio record the class if necessary, or audio record the class yourself.
- Encourage students to copy or borrow notes from peers and discuss the notes with peers.
- Highlight key terms on the board or in a PowerPoint.
- Ask comprehension-check questions and use classroom assessment techniques to gauge student learning throughout the course.
- Make course materials available to students in more than one format (i.e. verbally in class and through written documents available on the course website or email)

Adapted from Jordan and Ching; Kim; and Roy in the Resources List

Resources

Carroll, Jude and Janette Ryan, eds. *Teaching International Students: Improving Learning for All*. London and New York: Routledge, 2005. Print.

Jordan, Tina and Robby Ching. "Strategies for Working with ESL Students in Content Classes." *Center for Teaching and Learning Teaching Workshop Series*. Sacramento State University. 2000. Print.

Journal of International Students. <http://jistudents.org/>

Kim, Soonhyang. "Teaching International Students Across the Curriculum: Supporting Academic Listening/Speaking." 2006. Print.
(This resource is available in hard copy on the Help Yourself Carousel near the front desk of the UCAT office.)

Lin, Shu-Yuan and Susan Day Scherz. "Challenges Facing Asian International Graduate Students in the US: Pedagogical Considerations in Higher Education." *Journal of International Students*. 4.1 (2014): 16-33. Web.

National Center on Universal Design for Learning. <http://www.udlcenter.org/>

Office of International Affairs. *2013 International Undergraduate Student Needs Assessment Survey: Summary of Results*. 2013. Print.

Office of International Affairs and Center for the Study of Student Life. *International Undergraduate Student Experience: Inside and Outside the Classroom*. 2013. Web.
<http://cssl.osu.edu/posts/documents/internationalstudentbrief2013.pdf>.

Roy, Shelly R. "Educating Chinese, Japanese, and Korean International Students: Recommendations to American Professors." *Journal of International Students*. 3.1 (2013): 10-16. Web.

Sovic, Silvia and Margot Blythman, eds. *International Students Negotiating Higher Education: Critical Perspectives*. Oxon and New York: Routledge, 2013. Print.

Su, Feng, ed. *Chinese Learning Journeys: Chasing the Dream*. Stoke-on-Trent and Sterling, VA: Trentham Books, 2011. Print.