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If you do not get a chance to fill out the site roster before the event begins, you may visit the following site after the event:

http://attend.krm.com/19734

We will be accepting names for 3 business days after the event. Thank you for your participation.
Slide 1

Today's Chinese Student: Understanding the U.S. Classroom

Slide 2

Technical Assistance

Audio

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Need Help?

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Slide 3

How many are attending at your site?

Slide 4

NAFSA Webinar Series: Today's Chinese Student

IELTS

NAFSA thanks IELTS for its generous support of this webinar series.
Today's Chinese Student: Understanding the U.S. Classroom

NAFSA Webinar Series
April 4, 2013
3 pm Eastern

Registration is now open!
www.nafsa.org/onlineconference
Sponsored by IELTS

Slide 7

NAFSA Webinar Series: Today's Chinese Student!

Jeff Lindgren
Assistant Director, Center for Teaching and Learning
University of Minnesota

Scott Stevens, Ed.D.
Director, English Language Institute
University of Delaware

Wenbo Fan
Undergraduate Student
University of Delaware

Slide 8

Scenario
When students and instructors do not share a common culture, specifically a common understanding of educational culture, problems can arise.

Today’s Agenda

Advisers

Students

Faculty

Administrators

Having international students in our classes and on our campuses is a unique opportunity to enrich the experience of all of our students.

The Academy vs. Students

Administrators

Staff

Faculty

Students
Slide 13: Same Game, New Rules

Slide 14: How can we support learning for ALL students?

Slide 15: It needs to be an intentional and institution-wide commitment and effort.

Slide 16: Administrative Steps

- Investment
  a. Train stakeholders
  b. Hire key personnel
- Coordinated Efforts
  a. Bring together key personnel
  b. Have support from the top
How can we understand more about Chinese learners in the classroom?

Li, Jin (2012). Cultural Foundations of Learning: East and West

- Westerners define learning cognitively: thinking, school, brain, discovery, understand, question authority
- Asians define learning morally: learn assiduously, study as if thirsting, be diligent, persevere, respect teachers

Cultural Differences that Impact Academics and Campus Life

- Conception of Self
- Rule of Law
- Educational Framework
- Social Relationships
- Role of Silence

NAFSA Webinar Series: Today's Chinese Student
Scott Stevens, Ed.D.
Director, English Language Institute
University of Delaware

Wenbo Fan
Undergraduate Student
University of Delaware
Today’s Agenda
Advisers and Staff
Students
Faculty
Administrators

Preparing Global Citizens
“The common assumption...is that it is the internationals who bear the onus for poor communication, and therefore it is the internationals who must undergo transformation in the North American model. An alternative perspective, in contrast, recognizes that communication is a reciprocal process.”
– David Rubin

Conception of Self
<table>
<thead>
<tr>
<th>China</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collectivist</td>
<td>Individualist</td>
</tr>
<tr>
<td>Value placed in own cultural group and individual modesty</td>
<td>Self-reliance, self-promotion</td>
</tr>
<tr>
<td></td>
<td>Value freedom from imposed constraints</td>
</tr>
</tbody>
</table>

Conception of Self
Potential Impact on Academics and Campus Life
• Limited class participation
• Not wanting to appear immodest
• Less willing to risk behavior that is displeasing to group
• May not respond to posted extra credit assignments/activities
Use Native Speaking Classmates as a Resource

- Incorporate problem-based learning and group work
- Create mixed study groups; assign group projects
- Build rapport among group members: interviews, dinners, activities
- Provide incentives for native speakers to serve as tutors

Mentoring – The Most Effective Approach to Promoting Engagement (Leask and Carroll, 2011)

To Submit a Question...

- Click on 'General Chat' on the menu bar.
- Type your question in the upper section and then click 'Send.'

Submitted questions will be answered verbally as time allows.

Today’s Agenda

- Administrators
- Students
- Advisers and Staff
- Faculty
What is the experience of Chinese high school students?

Supporting Students

Rule of Law

<table>
<thead>
<tr>
<th>China</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold great faith in personal relationships than in written policies or regulations</td>
<td>Have great faith that laws, regulations, and policies lead to fair outcomes and must be followed or changed through rule-governed processes</td>
</tr>
</tbody>
</table>

Potential Impact on Academics and Campus Life

- Rules can be circumvented to achieve goals
Slide 33: Academic Advising

Slide 34: Academic Honesty: Choosing Our Metaphors

Two views:
1. Plagiarism as crime against academy, with institution as protagonists, linked to generalities of Asians as non-thinking rote (and inferior) learners
2. Socially and culturally constructed reaction to fundamental differences in values about role of individual in creating knowledge

Slide 35: How do you communicate the rules of the game?

Slide 36: NAFSA Webinar Series: Today’s Chinese Student

Scott Stevens, Ed.D.
Director, English Language Institute
University of Delaware

Wenbo Fan
Undergraduate Student
University of Delaware
Today’s Chinese Student: Understanding the U.S. Classroom

Slide 37: Today’s Agenda
Advisers and Staff
Students
Faculty
Administrators

Slide 38: Relationship Building

Slide 39: Educational Framework
<table>
<thead>
<tr>
<th>China</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>• May focus on extensive memorization without as much emphasis on critical response or new application</td>
<td>• American system emphasizes creativity, exploring new ideas, challenging existing concepts or theories</td>
</tr>
</tbody>
</table>

Slide 40: Potential Impact on Academics and Campus Life
• Problems in responding to “why?”
• Unfamiliarity with problem-based learning
• Unease with self-expression
• Great facility in memorization aids in taking standardized exams
Slide 41

Social Relationships

<table>
<thead>
<tr>
<th>China</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal, hierarchical</td>
<td>• Informal, egalitarian</td>
</tr>
<tr>
<td>• Most comfortable in context in which position and rules for behavior are known</td>
<td>• Social hierarchy is present but less visible and de-emphasized</td>
</tr>
</tbody>
</table>

Slide 42

Social Relationships

Potential Impact on Academics and Campus Life

• Confucian respect for professors can severely inhibit class participation

Slide 43

Effective Pedagogy through Universal Design

1. Goals and Expectations
2. Assessments
3. Teaching and Learning Activities

Slide 44

1. Goals and Expectations

Be Transparent, Explicit, and Intentional
Slide 45

2. Assessment

Measure Whether Goals Have Been Met

Slide 46

3. Teaching and Learning Activities

Make Lectures Comprehensible and Enhance Interaction

Slide 47

Make Lectures Comprehensible

Instructor Teaching Practices:
1. Post notes on websites or platforms before or after class.
2. Be aware of cultural references that international students may not understand.
3. Speak slowly and clearly – within reason.
4. Provide instructions in writing for assignments and in-class activities.
5. Display key words to facilitate comprehension.
6. Provide time for asking/answering questions.

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Consistent Patterns and Sound Pedagogy Facilitate Comprehension

Consistent Patterns
- Phrasing questions
- Tapping into schema

Sound Pedagogy
- List the lesson's outcomes for the day
- Spiral material

Comprehension
Slide 49

<table>
<thead>
<tr>
<th>Role of Silence</th>
<th>China</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt speech</td>
<td>distained</td>
<td>Silence in the presence of others is rare and uncomfortable</td>
</tr>
<tr>
<td>Student silence</td>
<td>sign of respect</td>
<td>Focus on interactional competence</td>
</tr>
<tr>
<td>More pronounced in situations where student's status appears ambiguous or student feels unwelcome</td>
<td>Silence viewed as lack of preparation, competence, or respect</td>
<td></td>
</tr>
</tbody>
</table>

Slide 50

<table>
<thead>
<tr>
<th>Role of Silence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Impact on Academics and Campus Life</td>
</tr>
<tr>
<td>Seldom participate if not part of grade</td>
</tr>
<tr>
<td>Seldom given time by teachers to give considered opinion (lack of hang time or support for risk taking)</td>
</tr>
</tbody>
</table>

Slide 51

| Take an Ethnographic Approach |
| Describe: | Interpre: | Evaluate: |
| What's happening? | What can we learn? | What can we do? |

Slide 52

<table>
<thead>
<tr>
<th>Enhance Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan Interaction</td>
</tr>
<tr>
<td>2. Create Environments that Foster Interaction</td>
</tr>
<tr>
<td>3. Support Interaction</td>
</tr>
<tr>
<td>4. Engage with Subject Matter</td>
</tr>
<tr>
<td>5. Develop Reflective Processes</td>
</tr>
<tr>
<td>6. Foster Communities of Learning</td>
</tr>
</tbody>
</table>

Slide 53
1. Plan Interaction
- Faculty must incorporate interaction as part of the course design
- Must be tied both to learning outcomes and assessment
- Mixed groups should be formed at onset of course and made permanent throughout the semester

Source: Finding Common Ground

Slide 54
2. Create Environments that Foster Interaction
- Set the tone: welcoming, supportive atmosphere (introductions, ice breakers)
- Put both groups at ease and set expectations
- Begin class by having groups review notes from previous class meeting

Source: Finding Common Ground

Slide 55
3. Support Interaction
- Help students understand the value of cross-cultural interaction
- Help them understand the value of peer learning
- Impart skills for effective interaction: attending skills, tuning ears, patience, showing interest

Source: Finding Common Ground

Slide 56
4. Engage with Subject Matter
- Goal: diverse perspectives on subject
- Ask international students to seek data from own country on subject
- Have students do peer reviews on each member’s projects
- Team-based learning: taking tests collectively

Source: Finding Common Ground
Use Non-Native Speaking Classmates as a Resource

- As a cultural resource
- Draw upon their world view to offer different perspectives on issues
- Provide demonstrations informed by their cultural traditions

5. Develop Reflective Processes

- Require students to confront differences in each other’s cultures, attitudes, perspectives with goal of arriving at negotiated meanings
- Reflect on learning process and metacognitive skills
- Use questions to trigger reflection

6. Foster Communities of Learning

- Students with stronger sense of belonging will demonstrate more collaborative tendencies and be happier in academic setting
- Participants identify actions to take to foster cross-cultural peer interaction (Zuniga, 2007)
- Create online discussion groups
- Peer assisted study “schemes”
- Invite groups or class to home for dinners

Source: Finding Common Ground
April 4, 2013 NAFSA Webinar
Today’s Chinese Student: Understanding the U.S. Classroom

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Everyone Plays a Role

- Administrators
- Faculty
- Staff
- Students

Slide 62

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Contact: alisonsz@nafsa.org

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