

Site Roster

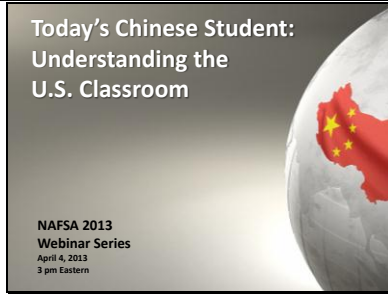
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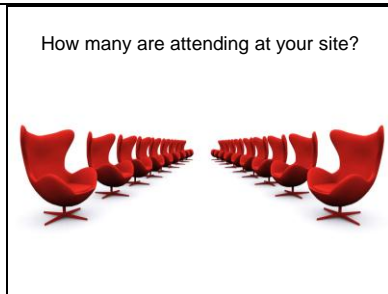
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Today's Chinese Student



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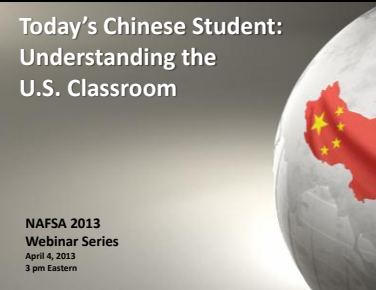
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**Today's Chinese Student:
Understanding the
U.S. Classroom**

NAFSA 2013
Webinar Series
April 4, 2013
3 pm Eastern

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**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

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Scenario



A clapperboard with fields for ROLL, SCENE, TAKE, Director, Camera, Date, and A05 DAY 01E.

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

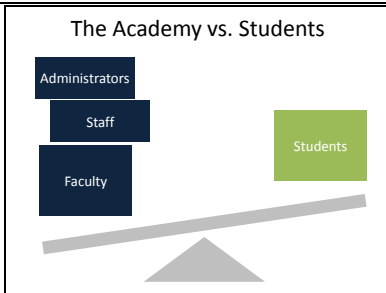
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Having international students in our classes and on our campuses is a unique opportunity to enrich the experience of all of our students.

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

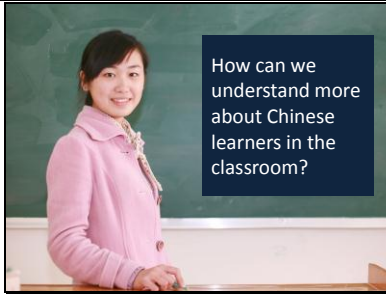
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Administrative Steps

- Investment
 - a. Train stakeholders
 - b. Hire key personnel
- Coordinated Efforts
 - a. Bring together key personnel
 - b. Have support from the top

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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

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Cultural Differences that Impact Academics and Campus Life

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

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Today's Agenda



- Administrators
- Students**
- Advisers and Staff
- Faculty

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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

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Conception of Self

China	United States
<ul style="list-style-type: none">• Collectivist• Value placed in own cultural group and individual modesty	<ul style="list-style-type: none">• Individualist• Self-reliance, self-promotion• Value freedom from imposed constraints

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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

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Use Native Speaking Classmates as a Resource

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

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



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To Submit a Question...

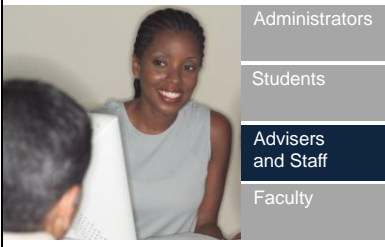
- Click on 'General Chat' on the menu bar.
- Type your question in the upper section and then click 'Send.'

Submitted questions will be answered verbally as time allows.



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Today's Agenda



Slide 29

What is the experience of Chinese high school students?



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Supporting Students



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Rule of Law

China	United States
<ul style="list-style-type: none">Hold great faith in personal relationships than in written policies or regulations	<ul style="list-style-type: none">Have great faith that laws, regulations, and policies lead to fair outcomes and must be followed or changed through rule-governed processes

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Rule of Law

Potential Impact on Academics and Campus Life
<ul style="list-style-type: none">Rules can be circumvented to achieve goals

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Academic Advising

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**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

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How do you communicate
the rules of the game?

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Today's Agenda



Administrators
Students
Advisers and Staff
Faculty

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Relationship Building



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Educational Framework

China	United States
<ul style="list-style-type: none">• May focus on extensive memorization without as much emphasis on critical response or new application	<ul style="list-style-type: none">• American system emphasizes creativity, exploring new ideas, challenging existing concepts or theories

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Educational Framework

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

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Social Relationships	
China	United States
<ul style="list-style-type: none">• Formal, hierarchical• Most comfortable in context in which position and rules for behavior are known	<ul style="list-style-type: none">• Informal, egalitarian• Social hierarchy is present but less visible and de-emphasized


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Social Relationships	
Potential Impact on Academics and Campus Life	
<ul style="list-style-type: none">• Confucian respect for professors can severely inhibit class participation	

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Effective Pedagogy through Universal Design	
<ol style="list-style-type: none">1. Goals and Expectations2. Assessments3. Teaching and Learning Activities	

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1. Goals and Expectations	
	Be Transparent, Explicit, and Intentional

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2. Assessment



Measure Whether Goals Have Been Met

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3. Teaching and Learning Activities



Make Lectures Comprehensible and Enhance Interaction

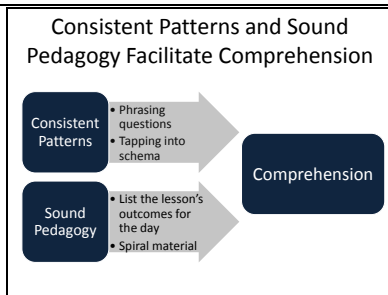
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Make Lectures Comprehensible

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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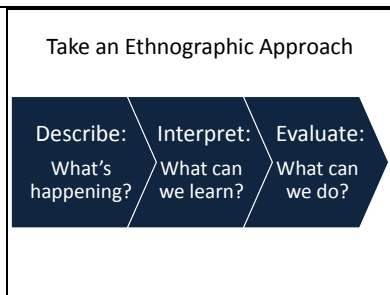
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Role of Silence	
China	United States
<ul style="list-style-type: none">• Prompt speech distained• Student silence is sign of respect• More pronounced in situations where student's status appears ambiguous or student feels unwelcome	<ul style="list-style-type: none">• Silence in the presence of others is rare and uncomfortable• Focus on interactional competence• Silence viewed as lack of preparation, competence, or respect

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Role of Silence	
Potential Impact on Academics and Campus Life	
<ul style="list-style-type: none">• Seldom participate if not part of grade• Seldom given time by teachers to give considered opinion (lack of hang time or support for risk taking)	

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Enhance Interaction
<ol style="list-style-type: none">1. Plan Interaction2. Create Environments that Foster Interaction3. Support Interaction4. Engage with Subject Matter5. Develop Reflective Processes6. Foster Communities of Learning
<small>Arkoudis, Yu, Baik, Borland, Chang, Lang, Pierce, Wetty (2010). <i>Finding common ground: enhancing interaction between domestic and international students</i>. Australian Learning and Teaching Council.</small>

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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

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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

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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

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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

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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

Source: Finding Common Ground

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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 (Zunigra, 2007)
- Create online discussion groups
- Peer assisted study "schemes"
- Invite groups or class to home for dinners

Source: Finding Common Ground

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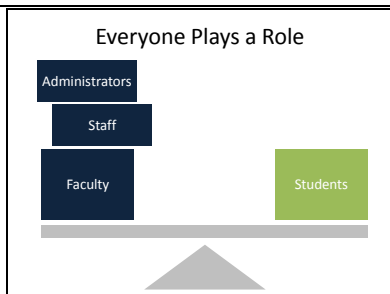


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