Slide 1

Today's Chinese Student:
Cultural Insights for
Better Integration

NAFSA 2012
Webinar Series
December 4, 2012
3 pm Eastern

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How many are attending at your site?

Slide 4

NAFSA Webinar Series:
Today's Chinese Student

IELTS

NAFSA thanks IELTS
for its generous support
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Today’s Chinese Student: Cultural Insights for Better Integration
December 4, 2012 NAFSA Webinar

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77% of New International Students at MSU
11% of New Students at MSU

Slide 10

International Enrollment Management

Slide 11

We want a welcoming and inclusive campus for all students.

Slide 12

Audience Poll
Approximately what percentage of your international students are from China?

A. More than 75%
B. 50 – 75%
C. 25 – 50%
D. 10 – 25%
E. Less than 10%
Slide 13: Today’s Agenda
- Today’s Chinese Student
- Intercultural Adjustment and Communication
- Guiding Principles

Slide 14: Students are Diverse

Slide 15: Past vs. Present
- Planned Economy → Market Economy
- Closed Society → Globalizing Society
- Familiar with Only Conventional Media → Growing Up with Internet
- Conservative Political Views → Diverse Cultural Influences, More Tolerance, Open Values
- Spend Within Means/High Level of Saving → Desire to Consume, Bigger Than Means
- Social Harmony → More Self-expression and Independence

Slide 16: Cultural Shifts
- Market-Driven Economy
- New Nationalism
- Changes in Academic Focus
- Media and New Information
Slide 17
Market-Driven Economy
Cultural Shift

Slide 18
New Nationalism
Cultural Shift

Slide 19
Changes in Academic Focus
Cultural Shift

Slide 20
Media and New Information
Cultural Shift
Chinese Worldview

- Avoidance of conflict
- Acceptance of hierarchy
- Respect for elders and authority
- Relationship to the group
- Formality, indirectness and the importance of “saving face”

Today’s Agenda

- Today’s Chinese Student
- Intercultural Adjustment and Communication
- Guiding Principles

Intercultural Adjustment

- Well-being
- Fitting in
- Preservation of identity

Domestic → International
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Essentials for Integration

- Clear Communication
- Cultural Knowledge
- Motivation
- Skills and Opportunities for Relationship Building

Slide 26

Intercultural Communication in the Classroom

Slide 27

American Student Journal

The first time I walked into this class we had to turn to the person next to us and ask each other questions about each other. When I saw that, it was my partner I thought we would have nothing in common. I didn’t even know if she spoke English. After our introductions activity, we ended up having a lot in common. We both didn’t like scary movies and liked a lot of the same things.

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Chinese Student Journal

In class or group working, it was hard for me to state my opinion even though other domestic students can give quick responses to questions that are asked. When I thought about this, I noticed that the reason why I cannot do that is because my answer might be wrong or might be not accepted by other students. Also, in Asian cultures students are required to keep silent to respect. But we got a little bit used to stating our opinion. Teacher helped us because she always picks someone to answer.
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Keys to Intercultural Competence

- Cognitive
- Affective
- Behavioral

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Differences in Communication Reflect Cultural Differences

- Avoidance of conflict
- Acceptance of hierarchy
- Respect for elders and authority
- Relationship to the group
- Formality, indirectness and the importance of “saving face”

Slide 31

Chinese Student Journal

Asian people value their face and feel ashamed to ask questions. We are high context culture and understand via observation. We value harmony and always try to help others save their face as well. But in US culture they tend to express themselves in a direct way. Why can I express some of my feelings in English but not in Chinese? For example, I cannot say “I love you” in Chinese to anyone, including Mom and Dad, and even: “I like you” is seldom used by myself but I can easily say these in English.

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Don’t Underestimate Chinese Students’ Fears of…

- Prejudice
- Forbidden ideas and experiences
- Psychological betrayal of own country and values
Slide 33: Intercultural Communication

- Verbal:
  - Fluency
  - Taboo Subjects
  - Humor
  - Metaphors
  - High vs. Low Context
- Nonverbal:
  - Eye Contact
  - Physical Distance
  - Time
  - Gestures/Posture/Touch
  - Silence

Slide 34: We want a welcoming and inclusive campus for all students.

Slide 35: Questions to Consider When Advising a Student

- How am I making sense of this interaction?
- How is the student making sense of this interaction?
- What cultural gaps or differences is the student facing?
- What is the best path to answering the student’s questions, clearing up confusions, and finding connections?

Slide 36: Chinese Student Journal

I am thinking about how to maintain my Chinese culture while learning the pretty different American culture. For instance, one is too shy and the other outgoing. The word “westernize” sounded to me. In China, it is a negative word. In my opinion, this word means one person loses his culture identities, which is the most serious problem. I’m trying to balance these things.
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

- Today's Chinese Student
- Intercultural Communication
- Guiding Principles

Who on campus is responsible for the Chinese students?

Everyone! The entire campus needs to own it.
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We want a welcoming and inclusive campus for all students.

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Guiding Principle #1

Begin with Leadership and Teamwork

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Guiding Principle #2

Provide Comprehensive Student Orientation

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Guiding Principle #3

Connect Students to Support Services
Guiding Principle #4
Collaborate with Students

Guiding Principle #5
Promote and Celebrate Culture and Diversity

Guiding Principle #6
Connect All Students

Guiding Principle #7
Support Faculty and Staff
Guiding Principle #8
Engage with the Community

Guiding Principle #9
Communicate to Build Trust

Guiding Principle #10
Be Proactive and Responsive

teamwork  support  decision  strategy
ethic  vision  integrity
Leadership  communication  motivation  responsibility
Slide 53

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NAFSA Webinar Series: Today’s Chinese Student

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Michigan State University

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NAFSA Webinar Series: Today’s Chinese Student

Coming next:
Understanding the U.S. Classroom, April 4, 2013

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

Scott Stevens, PhD
Director, English Language Institute
University of Delaware