GROWTH OF GLOBAL GOLDEN BEARS

168 Total International Students as of 9.27.2016
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WHERE DO OUR INTERNATIONAL STUDENTS COME FROM?
TRANSITIONS TO WNE

All students may experience:

- Homesickness
- Stress at home
- Financial issues
- Academic culture shock
- Housing issues
- Food issues
- Housing issues
- Academic culture shock
- Financial issues
- Stress at home
- Homesickness

How do they fare in the first semester at WNE?

This is the most challenging semester.

All international students also have to:

- Handle weather shock
- Understand cultural differences
- Overcome language barriers
- Deal with visa scams
- Understand different state laws
- Understand immigration regs
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- (Handout PhD Comics – F1 Visa Process Explained)
- Understand immigration regs
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First Semester GPA

Fall 2015: 2.75, 11 Students
Fall 2014: 2.45, 13 Students
Fall 2013: 2.38, 14 Students
Fall 2012: 3.00, 24 Students

ACADEMIC ACHIEVEMENT
GRADUATION RATES

Fall 2015 -
Fall 2014 -
Fall 2013 -
Fall 2012 -

Graduation Rates

GRADUATION RATES
HOW WOULD YOU HANDLE THIS REAL-LIFE SCENARIO?

Please read the scenario, think about your role, take 2-3 minutes to enact the scene, and discuss:

§ How was this scenario handled?
§ What worked? What did not work?
§ If it did not, what might have helped?

and discuss:

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(e.g. suggestions of resources)
WHAT DO INTERNATIONAL STUDENTS EXPERIENCE WHEN COMMUNICATING IN CLASS?

International students vary individually and culturally.

- Idioms and pop culture references are usually lost on international students.
- Accustomed to rote memorization and regurgitation, they may expect questions demonstrating ignorance or disrespect rather than appropriate engagement and polite interest.

For example, some may think that asking questions demonstrates ignorance or disrespect rather than appropriate engagement and polite interest.

Religious and cultural beliefs, as well as their earlier education, may not be visible but affect student attitudes toward communication in the classroom and with professors.

- Nervous to participate in class
- Math for Arabic language speakers
- Use handout on English language skills
- Some experience insecurity regarding their academic skills, especially written

As American as apple pie, “the bee’s knees”

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International students vary individually and culturally.
When we were discussing in class, my American classmates form their own discussion groups. They didn’t want to include me and other international students. They think we are poor in English and may not contribute to the group.

During my TA section, a student complained about the grade of his lab report. While discussing his answer, he soon got upset and rudely said, "You don’t understand what I’m saying," in which he meant my English was too poor to understand him. In fact, he didn’t understand the material, and that was why he didn’t understand me. "I know a professor who is harsh on Asian students only and ignores what they have done for a lab meeting. However, the professor does not act like that to Caucasian students."

My lab mates sometimes say sexual words behind me really quickly. And if I don’t understand the word, they laugh at me and make me feel I’m sexually harassed. If I ask them to repeat the word, they just ignore me. "When we were discussing in class, my American classmates form their own discussion groups. They didn’t want to include me and other international students. They think we are poor in English and may not contribute to the group."

From: Jongyeon Ee (2013), "He’s an idiot! 10 Experiences of International Students in the U.S.,” Journal of International Students, 3(1), 72-75.
Pitfall

International students do not appear to be taking notes, asking or answering questions, discussing material, or working well with peers. What are they doing?

Possibilities

- Struggling to listen and/or translate what you and their peers are saying.
- Thinking about what they understood (or did not) from the reading, lab experience, computer exercise, etc.
- They may not know or understand what they are expected to do in class, including attending regularly, taking notes (or how to do so).
- Email Sophia Rios with questions or concerns about specific students or material, or working with peers.
- Discussing questions, answering taking notes, asking do not appear to be

International students
understanding of a core concept.

When illustrating or explaining a point, you may use cultural references, jargon, or idiomatic expressions. These may be familiar only to some domestic students or other professors.

These can be obstacles to comprehension, especially for international students.

Try to avoid idiomatic expressions, cultural references, and jargon.

We may not be able to remove every cultural reference or idiom from our speech, but we can try to be more aware and attentive.

Invite students to ask about words or expressions they do not understand, especially if they interfere with their understanding of a core concept.

Possibility

These may be familiar only to some domestic students or other professors.

Explaining a point, you may use cultural references, jargon, or idiomatic expressions. For international students, these can be obstacles to comprehension, especially when illustrating or explaining a point.
Managing student expectations about development of skills like reading comprehension and writing.

E.g. "I went to the Writing Center so why did you give me such a low grade?"

1. Encourage students to use academic support services (Writing Center, tutors).
2. Offer bonus points on assignments for doing so.
3. Explain that fundamental skills require sustained practice and develop noticeably over the medium- and long term.
4. Remind them that the investment is worth it.

Possibility
Pitfall

Students are often nervous, some totally averse, to speaking with or emailing their professors.

They may approach you after class when there is not enough time to talk.

They may appear to understand your answer but do not really.

They may not come to your office hours or schedule an appointment.

Possibility

Remind all students to contact you with questions or concerns. Invite students to speak with you in an open-ended way. Let them define their question or concern. Do not interrupt, even if you are trying to help them. They may have rehearsed these sentences carefully before speaking with you. Identify the student’s main concern and focus on the resources that might help them. Follow up.

- Ask the student: “Have you spoken with [Sophia Rios, Katie Ahlman, the Writing Center, etc.] about this?” If not, why? If so, what resulted?
- Ask them to summarize what you have discussed in their own words. Try: “What is your plan of action?” or “What are your next steps?”
Academic cultures vary worldwide and many international students do not understand the specific rules of academic integrity in the U.S.

Example: Sharing a computer file in an Engineering exam.

Augmenting a file is not the same as copying.

Possibility

Resources

Refer to International Education Systems PDF and other online resources. Present clear instructions for each assignment (not “write an essay” or “work together”).

Define the structure of what you expect the students to produce.

Possibility

Understanding Academic Integrity

Academic cultures vary worldwide and many international students do not understand the specific rules of academic integrity. Present clear instructions for each assignment (not “write an essay” or “work together”).

Define the structure of what you expect the students to produce.

Possibility

Resources
WHAT COULD YOU ASK AS YOU PREPARE SYLLABI, TEACH, AND MENTOR TO ADDRESS THESE ISSUES?

§ What are my goals for this class and its assignments?

§ How will I evaluate each assignment? Which skills/solutions/areas do I want to prioritize in my assessment and which are supplementary?

§ Have I created opportunities for students to interact with one another in this class? Will I assess these interactions?

§ Have I created in-or out-of-class assignments or experiences that allow students to develop and demonstrate their understanding of the course goals in different ways (verbal, visual, written, etc.)?

§ Have I read my syllabus from the perspective of an international student?

§ Audience suggestions?
QUESTIONS, CONCERNS, SUGGESTIONS:

Re: international students, email:
  Sophia Rios, Academic Success Center: sophia.rios@wne.edu
  Ka-e Ahlman, International Student Coordinator: ka-e.ahlman@wne.edu
  Jonathan Beagle, Director, Center for Teaching and Learning: jonathan.beagle@wne.edu

Also see WNE online resources:
  - International Education Systems Compared (PDF)
  - International Students and Scholars Services – Faculty Resources:
    - International Students and Scholars Services – Faculty Resources,
      http://www1.wne.edu/international-students/faculty-resources
  - International Education Systems Compared (PDF)

Re: teaching and mentoring international students, email:
  - Kate Ahlman, International Student Coordinator: kate.ahlman@wne.edu
  - Sophia Rios, Academic Success Center: sophia.rios@wne.edu

Re: international students, email:
Immigration comics present: "The F-1 Process Explained" by Jorge Cham

1. Dream of studying in America, Land of Opportunity!
   Technically, America is the continent...

2. Find out how much opportunity costs
   tuition is How much??

3. Futilely write to professors
   new mail from another foreign student!
   delete

4. Take standardized English test (years of listening to American pop culture finally pay off!)
   "A cow is a farm animal!"

5. Trust your future in hands of questionable local mail system
   I love my country!
   but I can't wait to get out!

6. Get accepted!
   Wake up at 4am, form line at U.S. consulate

7. Get in, wait in another line
   Get interviewed
   So, what's your PhD about?

8. Wait some more
   Visa granted!
   Say goodbye to relatives (the ones you like)
   will you come back to visit?
   if I can afford it?

9. Get eye scanned, fingerprinted, subtly interrogated
   So, what's your PhD about?
   Are you a terrorist?
   Howdy, y'all!
   Welcome to America!

10. Find out University is actually in the middle of nowhere.
11. Set used to culture, pay taxes, establish friendships
12. Face fact you are now over-qualified for most jobs in your home country
14. Realize the place you now call home doesn't feel the same way about you


# THE SCORE COMMUNICATION PRINCIPLES

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<thead>
<tr>
<th>The SCORE Principle</th>
<th>The Rationale</th>
<th>Suggestions</th>
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| **S** Simplify and Specify | Much miscommunication happens across cultures because the language is hard to understand or details are not specific. | Make your communication as easy to understand as possible:  
- Aim for short sentences that are 12 words or less.  
- Simplify complicated language. "If it wouldn't be too much trouble, would you mind?" becomes "Could you please...?"  
- Make time zones, locations, and deadlines clear in e-mails.  
- Limit use of acronyms and idioms, and when used, specify what they mean. "By 'ballpark figures,' I mean a general estimate of pricing." |
| **C** Clarify and Confirm | It is not uncommon for two people to think they understand each other when each has a different understanding of the situation. It is therefore important to continually clarify what you are intending to communicate and confirm that this is in fact what the other person understands. | Ensure the message you are delivering is clear and understood:  
- Clarify often what you are trying to say: "What I mean is..." / "To clarify..."  
- Check regularly that you understand the other person: "So what you are saying is...?" / "Could you clarify that last point?"  
- Check to ensure the other person has understood you: "What is your understanding so far?" |
| **O** Organize and Outline | When our communication is structured and organized into different sections and key points, it becomes easier for others to understand the main points we are making and to follow our communication. | Structure your communication:  
- Number or letter key ideas to divide them into the main points.  
- When face to face, use your hands and gestures to help structure key points you are making.  
- State the purpose of your e-mail in the subject line.  
- Use headings to organize different topics within an e-mail. |
| **R** Rephrase and Reframe | Providing multiple ways of saying the same thing increases the chances of our being understood. | Provide alternative ways of saying the same thing:  
- If saying something one way doesn't work, try a different way.  
- Use analogies, metaphors, and stories when helpful in making a point: "It's a lot like a software update..." |
| **E** Explain with Examples | Providing the rationale behind our thinking can make our intentions clearer to others. By using examples to illustrate our points (and sometimes literally illustrating our point through drawings and visuals), our message becomes clearer. | Reinforce key concepts with explanations and examples:  
- When you present an idea or make a request, provide the why behind it: "Here's why getting this step right in the process is critical..."  
- As much as possible, provide examples that bring these to life.  
- Provide visual examples by drawing ideas on paper or showing images. |