

# WELCOME

## Engaging International Students in the Classroom

As you are settling in, go to

<https://PollEv.com/polinavinogr025>

and complete the survey

# Topic 1: Seeing students as individuals to improve teaching and learning

- Why does recognizing students as individuals matter?
- How does this improve both our experience as instructors, and the student learning experience?
- How does recognizing the individuality of international students improve our effectiveness as instructors and the students' learning?
- What are some strategies to achieve this?



# Sample Survey Questions

Pre-Class Survey	Critical Incident Questionnaire
<ul style="list-style-type: none"><li>• What is your name?</li><li>• How would you like me to call you?</li><li>• What is your gender? What third person pronoun do you use to self-identify? (e.g., they, she, he...)</li><li>• Where were you born?</li><li>• How long have you lived in the US?</li><li>• Have you ever lived outside of the country of your birth?</li><li>• What is your race or ethnicity?</li><li>• What languages are spoken in your family?</li><li>• What languages do you prefer to speak in most situations?</li><li>• Several questions pertaining to class content - reflection on content</li><li>• What else would you like me to know about you?</li></ul>	<ul style="list-style-type: none"><li>• At what moment since our class started this semester did you feel most engaged with what was happening?</li><li>• At what moment since our class started this semester did you feel most distanced from what was happening?</li><li>• What action that anyone (student or teacher) took in class did you find most affirming or helpful?</li><li>• What action that anyone (student or teacher) took in class did you find most puzzling or confusing?</li><li>• What about the class (since we started this semester) surprised you the most?</li></ul> <p>(Brookfield, S. D. (1995). <i>Becoming a critically reflective teacher</i>. San Francisco, CA: Jossey-Bass Inc. Publishers, p. 115)</p>

## **Topic 2: Common needs of, or challenges for, international students**

- What are some of the biggest barriers to learning that international students face in US classrooms?
- What practices can faculty incorporate that minimize these barriers for international students?
- What are some of your top classroom tools/strategies for engaging undergraduate students?
- What are some of your top classroom tools/strategies for engaging graduate students?



# Topic 3: Engaging effectively across student differences

- When a student doesn't respond in the way we expect, does this mean they don't understand?
- What are some challenges of the classroom environment that might be invisible to us, but are significant for international students? How can we reduce these?
- How can we think about differences international students may bring, while still holding them accountable for the work?
- How does language acquisition work, and how might this manifest in my classroom?



# Topic 4: What's the goal? What's most important here? Thinking about the design of activities and assessments.

- Reflecting on our expectations without changing our standards