

# Global Education and Global Students

Challenges and Recommendations

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## International Students at UMM

### 2008 numbers

- 17 exchange students
- 19 *new* degree seeking students
- 30 returning international students
- 49 total degree seeking students

### Countries represented:

- Moldova
- Singapore, Malaysia
- Netherlands
- Kenya, Ghana
- India, Japan
- Taiwan
- South Korea
- Nigeria
- China

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## International Students

### Views

- As a positive influence
  - Act as ambassadors of the US
  - Provide connections for ongoing partnerships
  - Bring needed international perspectives (Ku, Lahman, Yeh & Cheng, 2008)
- As a challenge
  - Demonstrate language difficulties
  - Encounter cultural differences (Burmapp, 2006; Koehne, 2006; Peelo & Luxon, 2007; Grayson, 2008; Ku, Lahman, Yeh & Cheng, 2008)

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## International Students-Positive Influences

- ▶ International students may
  - Act as ambassadors of the US
  - Provide connections for ongoing partnerships
  - Bring needed international perspectives (Ku, Lahman, Yeh & Chung, 2008)
- ▶ Universities may
  - "...become richer centers of dialogue, exchange of ideas and recognition that many realities and knowledge exist and are valuable" (Koehne, 2006)

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## Challenges (for the student)

- ▶ Culture shock
  - Stress
  - Bewilderment
  - Feelings of insecurity and decreased self-esteem
  - "U theory", rising learning curve model, and third space (Burnapp, 2006)
- ▶ Adjustments
  - To college
  - To a new country (Grayson, 2008)
- ▶ Balancing contradictory ways of being (Koehne, 2006; Mortenson, 2006)

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## Challenges

- ▶ Language and study skill classes
  - Additional burden
  - Additional time (Koehne, 2006; Peelo & Luxon, 2007)
- ▶ Language translation
- ▶ Language rate

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## Culture Shock

- Culture Shock



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## Challenges

- ▶ Study skills–
  - Difficult to teach outside of subject areas (Peelo & Luxon 2007)
- ▶ The educational system–
  - Is different (Ku, Lahman, Yeh, & Chang, 2008)
- ▶ Social and cultural adjustments–
  - Are needed
  - For example, how to understand "tacit" expectations for assignments (Peelo & Luxon 2007)

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## Approaches to Increase Success

- ▶ Academic mentoring
  - Communicate clearly and effectively
  - Provide honest feedback
  - Promote mentee's development at the university
    - Emotional and psychological support
    - Role modeling
  - Provide career guidance (Mortenson, 2006; Ku, Lahman, Yeh, & Cheng, 2008)
- ▶ Caring
  - Listen, make sure you understand what they want to say
  - Be available, show extra patience
  - Remember international students' uniqueness
  - Seek ways to foster their connections with the campus community and each other (Ku, Lahman, Yeh, & Cheng, 2008)

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## Approaches to Increase Success

### › Caring advising

- Faculty counsel students in managing their academic stress
- Faculty encourage 'support seeking'
- Faculty provide supportive messages that acknowledge and legitimize feelings instead of messages that focus on problems or distract them away from their troubles
- Faculty recognize individuals within cultural groups (Mortenson, 2006)

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## Approaches to Increase Success

### › Curriculum design

- Engage students as co-contributors of curriculum (Tom Turner)
- Adjust curriculum instead of just adding additional courses
- Include an international perspective in course content and materials
- Be open to and take advantage of global and international perspectives in thinking and analysis
- Design courses that recognize the social construction of learning (Peelo & Luxon, 2007)

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## Approaches to Increase Success

### › Seminar activities

- Emphasize the social construction of knowledge vs. reproductive understanding
- Explore the why as well as the how of required language patterns
- Consider students' abilities not as a cognitive lack and skills that must be taught, but rather a need to help students adapt their approaches to learning and their views of themselves as learners (Burnapp, 2006)

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## Approaches to Increase Success

- › Acknowledge students' prior learning experiences
- › Help students position themselves in relation to the topics
- › Clarify 'tacit' explanations for assignments
- › Teach strategies within specific academic contexts
- › Use bridging skills to help students cope with forms of teaching and learning that are new to them (used at the discipline level)

(Burmapp, 2006; Koehne, 2006; Peelo & Luxon, 2007; Grayson, 2008; Ku, Lahman, Yeh & Cheng, 2008)

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## Approaches to Increase Success

- › Familiarize students
  - With the local academic culture to enable them to be effective in the environment
- › Make familiarization a part of the curriculum
  - By engaging students' own experiences in the learning process
- › Include as part of familiarization
  - Discussion of prior and personal experiences to generalize or theorize about what they know,
  - Input on theoretical approaches and content building,
  - Bridge building between that experience and the abstract debate of the content, and
  - Guided reading on the topic

(Burmapp, 2006; Koehne, 2006; Mortenson, 2006; Peelo & Luxon, 2007; Grayson, 2008; Ku, Lahman, Yeh & Cheng, 2008)

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## Approaches to Increase Success

- › Include opportunities for reflection (introduced and modeled)
- › Recognize that hybridity and not complete acculturation is going to result
- › Encourage multiple approaches to learning and use of all available resources
- › Recognize the positivity of other approaches (other knowledges and traditions)—not just expecting them to be equipped for the expectations of our institutions

(Burmapp, 2006)

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Peelo, M. & Luxon, T. (2007). Designing embedded courses to support international students' cultural and academic adjustment in the UK. *Journal of Further and Higher Education* 31: 65-76.

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