Towards a culture that values teaching

Connecting Best Practices for Teaching Linguistically-Diverse International Students with International Student Satisfaction
Presenter

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• UWindsor roles: Associate Professor (Faculty of Education); Vice-Provost, Student Affairs & Dean of Students; Vice-Provost, Students & International; Vice-Provost, Students & Registrar

• State University of New York College of Agriculture & Technology at Cobleskill, Tallahassee Community College, University of Maine at Augusta
With a Little Help...

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• UWindsor roles: International Student Advisor, Coordinator of International Student Recruitment
• Durham College
At the end of today’s workshop, you will be able to...

✓ **Describe** the best practices for teaching linguistically-diverse students;

✓ **Discuss** international student satisfaction with the international student experience; and

✓ **Compare** best practices for teaching linguistically-diverse international students with levels of international students satisfaction.
Our Approach

• Active learning:
  ✓ Be engaged
  ✓ Ask questions at any time
• Relax and have some fun!
Some Thoughts from the Teaching and Learning Literature
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Strategies for teaching linguistically-diverse international students

International student satisfaction
What are the best practices for teaching linguistically-diverse international students?

Shout them out!
Our UWindsor International Student Panel

Hanin Alahmadi
Ph.D. student, Faculty of Education, Saudi Arabia

Areeba Kamal
Master of Applied Computing, India

Sixu (Shallen) Chen
MFA/BFA grad, China

Xinyu (Frank) Fan
BCOM grad, China

Basil Malik
3rd Year Civil Engineering, Pakistan
Some Questions

• What teaching practice used by one of your professors was your favourite and why?
• What teaching practice was the most effective for your learning?
• What are some of the teaching practices that you did not enjoy and why?
• If you could do one thing to enhance the teaching of international students what would it be?
...What Are the Best Teaching Practices that Have High Levels of International Student Satisfaction?
Imagine being invited to play a new game where you believe you are familiar with the rules and what the expectations of the other players are. Now imagine that the rules of the game have changed, but no one has let you know. When you try to apply the ‘old’ rules, you find yourself being penalized. Leask (2004) uses this metaphor of “same game, new rules” to describe the challenges that many international students face when they first arrive on campus and begin their studies.

-Aisha Haque, Western University, 2014
Questions & Comments