



# **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...

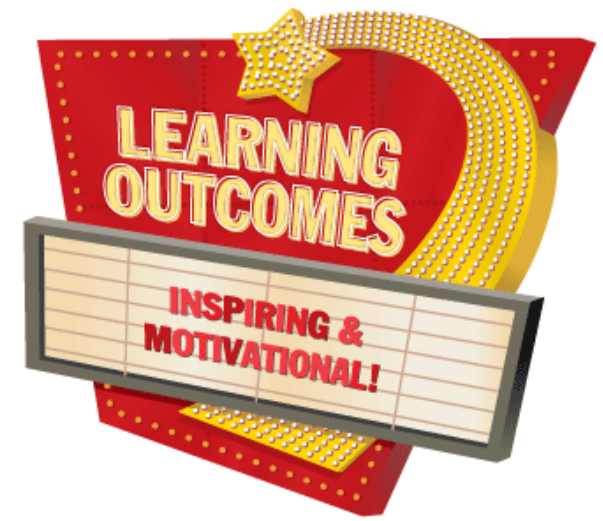
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- UWindsor roles: International Student Advisor, Coordinator of International Student Recruitment
- Durham College



# 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!



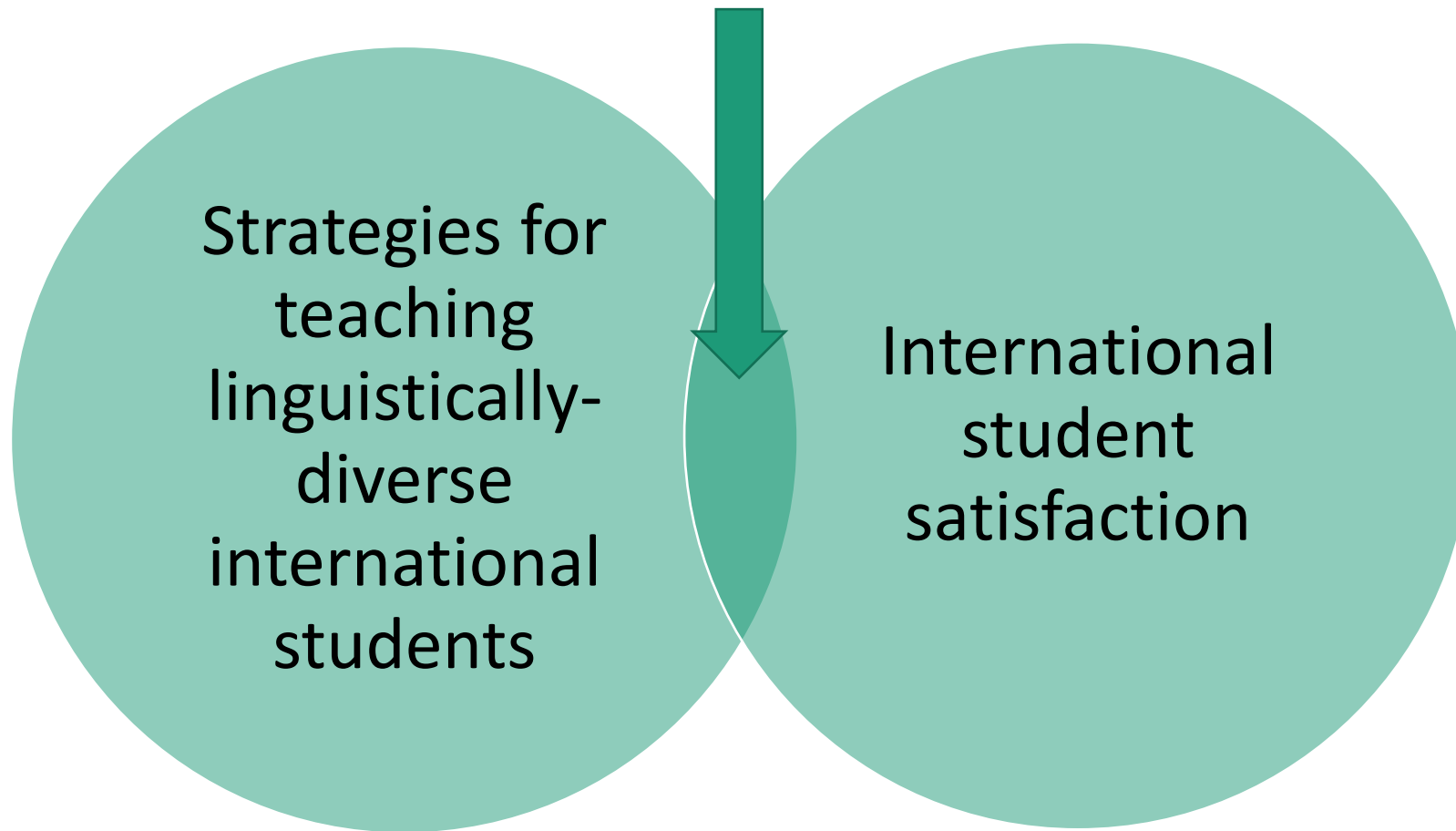


Some Thoughts from the Teaching  
and Learning Literature |

# International Students are Relatively Satisfied with Teaching (Fall 2016 ISB)



	Canadian Universities	Ontario Colleges	US Institutions	All Institutions
Learning Overall	87.1%	89.5%	89.4%	86.5%
Assessment	89.9%	91.8%	92.9%	88.2%
Careers advice from faculty members	70.5%	83.0%	83.4%	71.1%
Employability	76.1%	87.0%	85.7%	77.8%
Expert faculty members	93.2%	93.2%	94.0%	92.9%
Faculty member's English	92.1%	94.9%	94.4%	92.1%
Marking criteria	87.1%	90.2%	92.1%	83.2%
Performance Feedback	88.6%	90.5%	92.0%	84.3%
Quality Lectures	89.5%	91.9%	92.4%	88.8%
Teaching ability of faculty member	88.3%	90.6%	91.7%	88.4%







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

Shout them out!

# Our UWindsor International Student Panel



University  
of Windsor

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  
3<sup>rd</sup> 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?

## A New Game

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

