

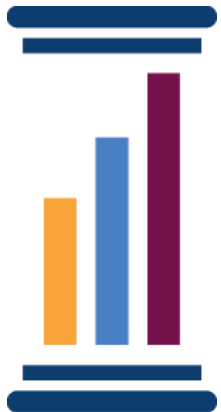
Engaging International Students through Effective Teaching Strategies



Rong (Lotus) Wang & Allison BrckaLorenz
Center for Postsecondary Research
Indiana University School of Education

November 11, 2015

The 41th Annual POD Conferences, Louisville, KY

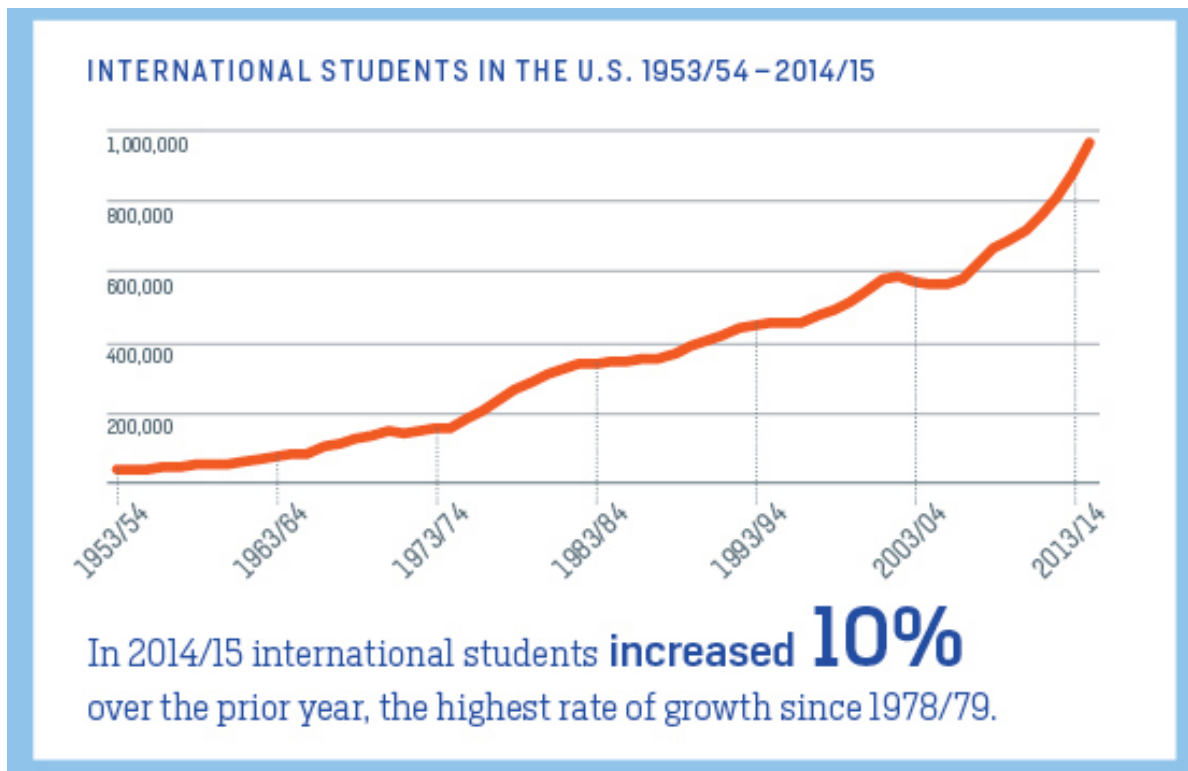


Agenda

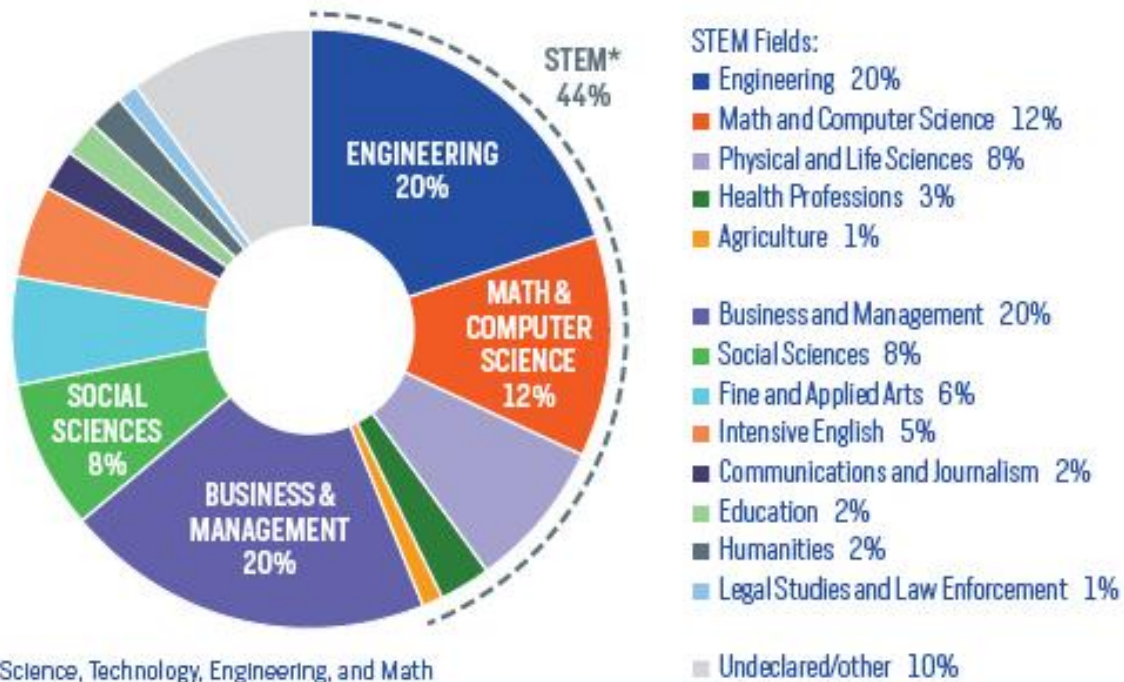
- Background
- Small group discussion
- Research questions
- Data, sample, analyses
- Results
 - Faculty's challenges in teaching international students
 - Faculty's perceptions of international student engagement
 - Faculty's contributions to international student engagement
- Discussion
- Q&A

National Data of International Students in the U.S.

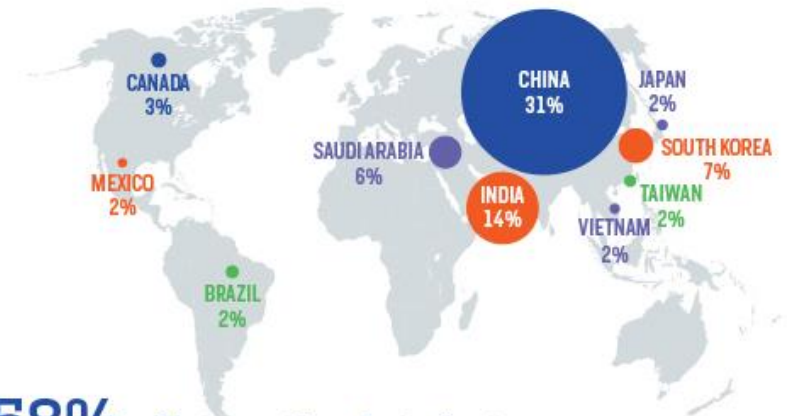
974,926 international students
studied at U.S. colleges and universities in 2014/15.



FIELDS OF STUDY OF INTERNATIONAL STUDENTS



TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS



Source: 2015 Open-doors Report
<http://www.iie.org/~media/Images/Corporate/Other/Open-Doors-2015/Infographic-Open-Doors-2015-International-Students.jpg?la=en>

58% of international students
 come from China, India, South Korea, and Saudi Arabia.

Small Group Discussion

Generally, how do international students perform academically in your courses or on your campus?

Small Group Discussion

What are some positive aspects of teaching international students?

Small Group Discussion

What are some challenges or concerns you have about teaching international students in your courses or on your campus?

List your top three challenges.

Research Questions

- What are the challenges faculty face in teaching international students?
- What are faculty perceptions of international student engagement?
 - How does this vary by faculty and course characteristics?
- How do faculty contribute to international student engagement?
 - How does this vary by faculty and course characteristics?

NSSE

- National Survey of Student Engagement
 - Measures the time and energy that students invest in activities known to relate to student learning and development
 - More specifically, the survey explores aspects of academic challenge, learning with peers, experiences with faculty, campus environment, and high-impact practices
 - Since the launch of the survey, more than 1,600 bachelor's-granting colleges and universities in the United States and Canada have used NSSE
- FSSE is one of the companion surveys of NSSE

FSSE

- Faculty Survey of Student Engagement
 - Measures faculty (and other instructional staff) expectations and values for student engagement and their use of educational practices that are linked with high levels of learning and development
 - Covers parallel content to NSSE and additionally explores how faculty structure their time both in and out of the classroom
 - Faculty are instructed to select one course that they are teaching or have taught during the current school year about which they answer a variety of questions
 - Since its launch, more than 250,000 faculty members from over 800 institutions have participated in FSSE

Data & Sample

- In the 2016 FSSE, over 14,500 faculty members from 119 bachelor's-granting institutions in the U.S. and Canada responded.
- The “Teaching International Students” experimental item set measures faculty perceptions of and contributions to engaging international students
 - Appended to **14** FSSE institutions, yielding **844** faculty responses

Respondents

Man 51.0%

Woman 41.0%

Prefer not to respond 8.0%

White 69.9%

I prefer not to respond 11.0%

Asian, Native Hawaiian, or PIs 5.9%

Black or African American 5.2%

American Indian, Alaska Native,
Other, Multiracial 4.8%

Hispanic or Latino 3.2%

Upper Division 50.1%

U.S. Citizen 96.5%

STEM Field 28.4%

Arts & Humanities 21.1%

Physical Sciences, Mathematics, &
Computer Sciences 13.7%

Business 13.3%

Social Science 12.5%

Other disciplines 7.8%

Full Professor 26.6%

Assistant Professor 21.8%

Full-time Lecturer/Instructor 21.6%

Associate Professor 19.9%

Part-time Lecturer/Instructor 10.1%

Classroom instruction on-campus
84.0%

Faculty's Challenges in Teaching International Students

Faculty's Challenges in Teaching International Students

RQ1: What are the challenges faculty face in teaching international students?

Measure

Survey Question: Please explain any challenges you have faced in teaching international students in the past academic year?

Analysis

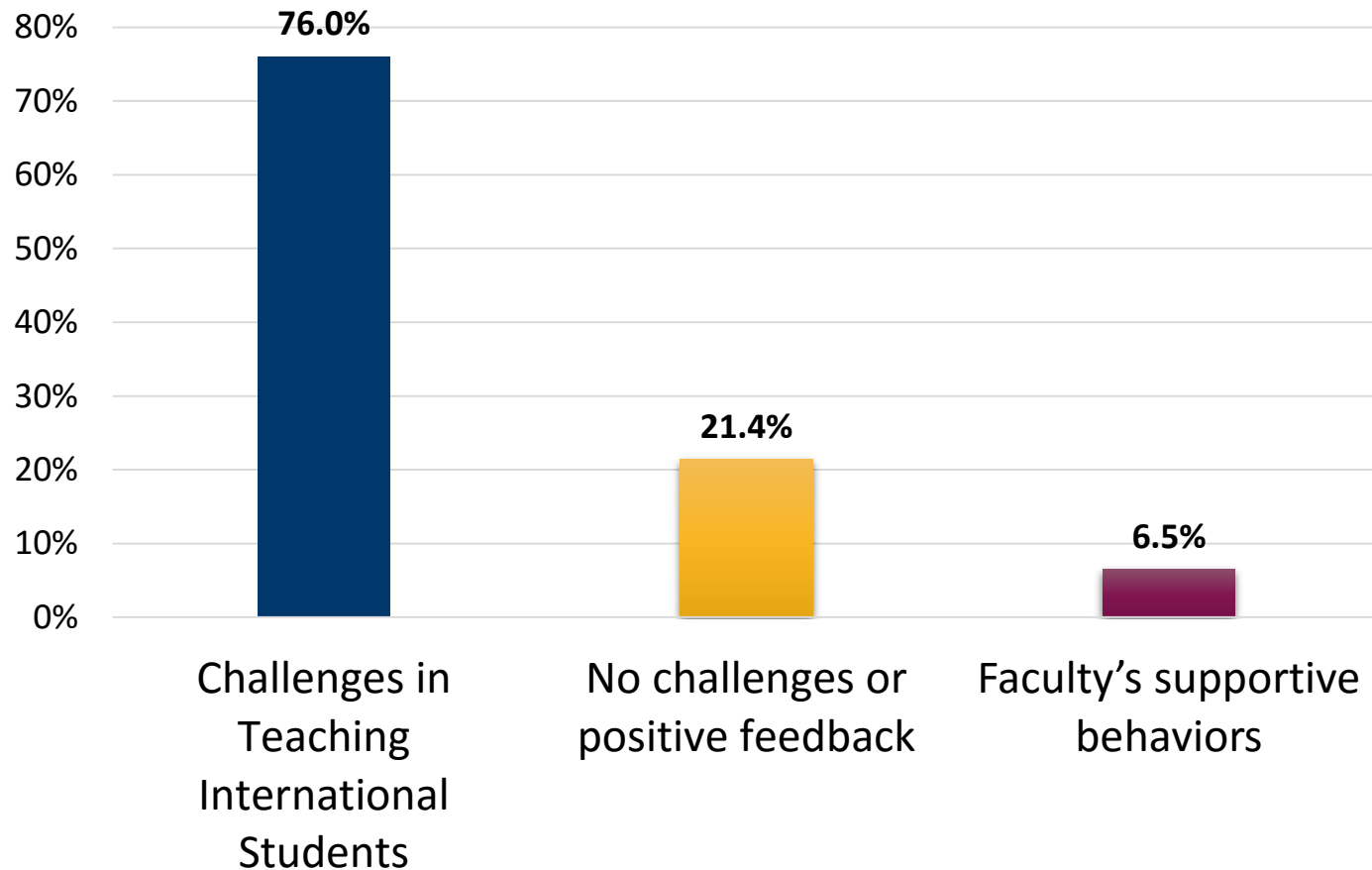
Faculty's responses to this open-ended question were coded. Frequencies of those categorized responses were used.

Before revealing our findings...

Can you guess the top three challenges that faculty reported about teaching international students?

Faculty's Challenges in Teaching International Students

General Themes of Faculty's Responses (N= 248)



Faculty's Challenges in Teaching International Students

Among the **76.0%** of faculty who indicated **challenges** in teaching international students...

Subthemes	%
Language barriers	39.0
Engagement in course activities (e.g. class discussions, teamwork, socializing with students from the U.S.)	14.1
Other	12.9
Ethical issues or academic integrity	10.1
Cultural differences	8.0
Class attendance	5.6
Communication	5.2
Not seeking help when needed	3.2
Limited support or resources in teaching international students from the institution	2.8
Needing additional time for tasks	2.0

Faculty's Challenges in Teaching International Students

Among the **21.4%** of faculty who **indicated no challenges or provided positive feedback** in teaching international students...

Subthemes	%
International students engaged very well, are among the best in the class, and work very hard	12.1
International students provide different perspectives to the class	3.2
As an international faculty member, I have a good understanding of the perspectives of international students	1.2

Among the **6.5%** of faculty who **indicated supportive behaviors** in teaching international students...

Subthemes	%
Adjust instructional techniques and pedagogies to engage and include international students	4.8
Do not differentiate international students or treat them differently	1.6

Does the challenges in teaching international students relate to the proportion of international students enrolled in the course?

**Percentage of Faculty Response Types by the Proportion of International Students
(N = 248)**

		Percentages of faculty who had challenges in teaching international students	Percentage of faculty who did not have challenges or had positive feedback on international students' engagement	Percentage of faculty who reported supportive behaviors for engaging international students
The proportion of international students enrolled in the selected course	0%	<1.0	<1.0	<1.0
	1% - 5%	49.5	62.3	50.0
	6% - 10%	20.7	20.8	31.3
	11% -15%	12.2	9.4	6.3
	16% - 20%	8.0	3.8	12.5
	More than 20%	9.6	3.8	<1.0

Faculty Perceptions of International Student Engagement

Measure

Teaching International Students: Faculty Perceptions (TIS_FP)

To what extent have *international students* done the following in your selected course section?

Response options: Very much, Quite a bit, Some, Very little

- a. Participated in course activities (small-group exercises, scenarios, debates, etc.)
- b. Expressed ideas or questions during course time
- c. Tried their best to meet the course expectations
- d. Challenged your ideas or other students' ideas during course time

Min: 0

Max: 60

Mean: 34.69

SD: 15.30

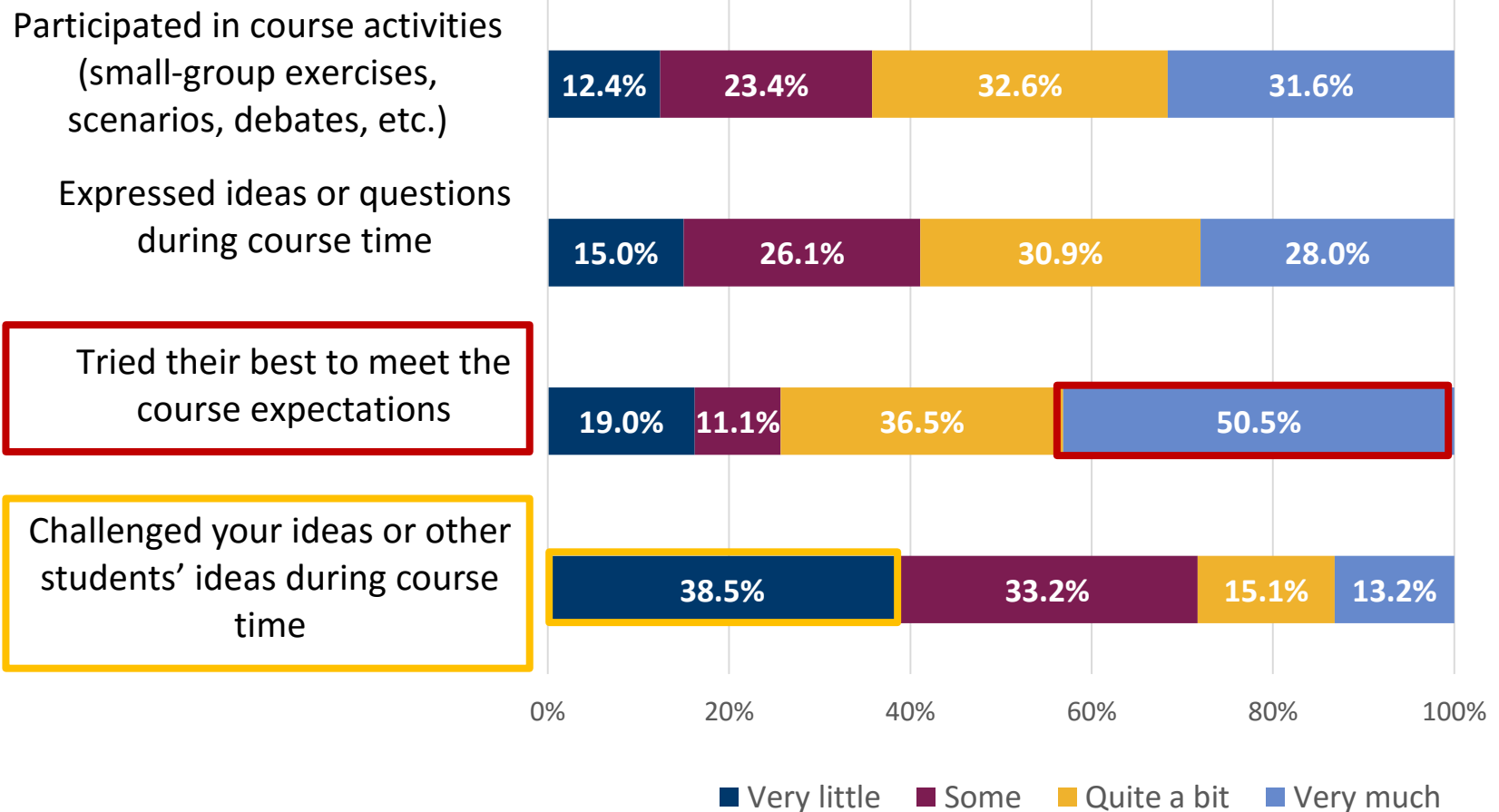
α : .802

Analyses

RQ2: What are faculty perceptions of international student engagement?

- How does this vary by faculty and course characteristics?
- Descriptives of individual items were examined;
- Ordinary Least Squares (OLS) regression model
 - Dependent variable: TIS_FP
 - Independent variables: disciplinary area (STEM/non-STEM), gender identity, racial/ethnic identification, course format, course division, and academic rank.

Faculty Perceptions of International Student Engagement



Variation in Faculty Perceptions of International Student Engagement

OLS Selected Findings

- 2.8% of the variance in faculty's perception of international student engagement can be explained by faculty and course characteristics.
- Variation found by *faculty race/ethnicity*
- Variation found by *faculty's disciplinary area*

Key:
 +++ p<.001; B>0; ---, p<.001; B<0
 ++, p<.01; B>0; --, p<.01; B<0
 +, p<.05; B>0; -, p<.05; B<0

Disciplinary area	STEM field	--
Gender identity (Man as reference)	Woman Prefer not to respond	
Racial/ethnic identification (White as reference)	Asian and Nat. HI or Other PI Black or African America Hispanic or Latino Am. Indian or Alaska Nat., other, multiracial I prefer not to respond	++ +
Course format	Classroom format	
Course division (Lower as reference)	Upper division Other	
Academic rank (Full prof. as reference)	Associate Professor Assistant Professor Full-time Lecturer/Instructor Part-time Lecturer/Instructor	

Faculty Contribution to International Student Engagement

Measure

Teaching International Students-Faculty Contribution (TIS_FC)

How often have you done the following in your selected course section?

Response options: Very often, Often, Sometimes, Never

- a. Included international perspectives in course content (cases, authors, etc.)
- b. Invited guest speakers with international experiences or perspectives to address a specific topic
- c. Tried to learn about international students' backgrounds and learning preferences
- d. Approached international students to understand their culture
- e. Adjusted aspects of your course (speaking pace, the challenge of assignments, etc.) based on international students' learning preferences and culture
- f. Encouraged international students to express their perspectives
- g. Intentionally assigned international students to small groups with U.S. students for course activities or projects
- h. Referred international students to academic support offices or resources to enhance their learning (learning center, tutors, online resources, etc.)

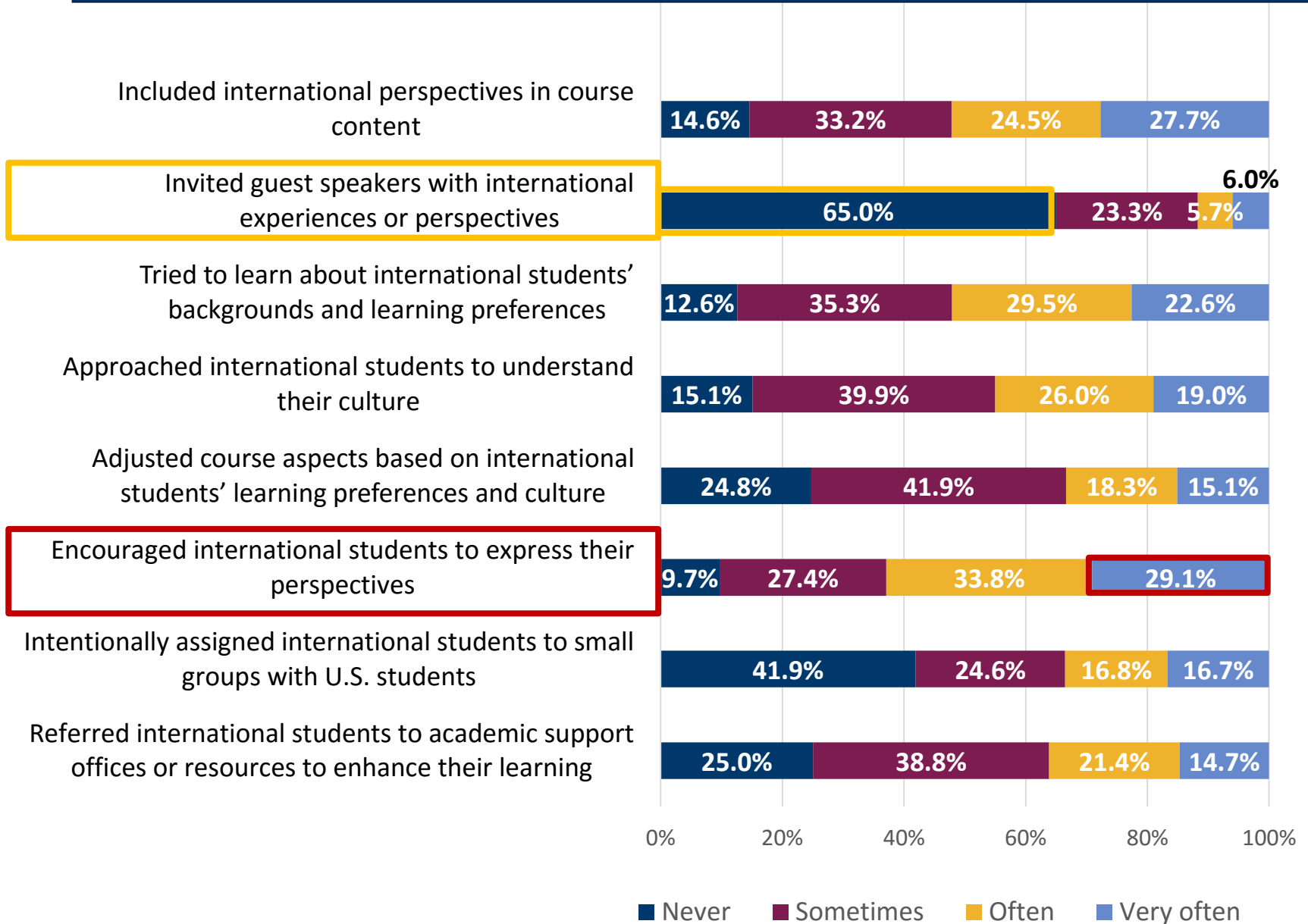
Min: 0
Max: 60
Mean: 26.70
SD: 14.54
 α : .880

Analyses

RQ3: How do faculty contribute to international student engagement?

- How does this vary by faculty and course characteristics?
- Descriptives of individual items were examined;
- Ordinary Least Squares (OLS) regression model
 - Dependent variable: TIS_FC
 - Independent variables: disciplinary area (STEM/non-STEM), gender identity, racial/ethnic identification, course format, course division, and academic rank.

Faculty Contributions to International Student Engagement



Variation in Faculty Contributions to International Student Engagement

OLS Selected Findings

- 10.7% of the variance in faculty's contribution to international student engagement can be explained by faculty and course characteristics.
- Variation found by *faculty race/ethnicity*
- Variation found by *faculty's disciplinary area*

Disciplinary area	STEM field	---
Gender identity (Man as reference)	Woman Prefer not to respond	
Racial/ethnic identification (White as reference)	Asian and Nat. HI or Other PI	+++
	Black or African America	+++
	Hispanic or Latino	
	Am. Indian or Alaska Nat., other, multiracial	
	I prefer not to respond	
Course format	Classroom format	
Course division (Lower as reference)	Upper division Other	
Academic rank (Full prof. as reference)	Associate Professor Assistant Professor Full-time Lecturer/Instructor Part-time Lecturer/Instructor	

Key:

+++ p<.001; B>0; ---, p<.001; B<0

++, p<.01; B>0; --, p<.01; B<0

+, p<.05; B>0; -, p<.05; B<0

Discussion

Do you see what we found in your courses or on your campus? Do you agree or disagree with our findings?

Are there any other effective practices of engaging international students that we did not address today?

What are some takeaways that you learned in this session?

What would you like to change regarding engaging international students in your courses or on your campus?

What could you do if some of faculty on your campus are reluctant to change to accommodate and engage international students?

What's next?

Let's make a plan for action as a commitment!

Some options could be...

- Look for information on international students in my courses or on my campus
- Get to know my international students' learning preferences
- Form a learning community with my colleagues to exchange ideas about supporting international students
- Examine my own pedagogies and instructional techniques
- Approach international students and ask their opinions on the inclusivity of my course

...



Additional thoughts or questions?

Rong (Lotus) Wang

wangrong@indiana.edu

Allison BrckaLorenz

abrckalo@indiana.edu

fsse.indiana.edu

