***International Students***

This unit explores some of the ways faculty can welcome and support students from a variety of backgrounds in order to provide them with the best opportunity to learn.  At the end of the unit, faculty will be able to:

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| **Objectives** | 1. Compare and contrast differences in the educational experienced for American and International students. 2. Identify the different resources available to Wilmington University faculty who teaching international students. 3. Develop a means of communicating course expectations with international student populations. |
| **Assessments** | Proficient level- course relevant application |

**Resources**

***International students and our student-centered focus at Wilmington University***

At Wilmington University, we pride ourselves on being student-centered and in offering individual attention to students. As more and more students from diverse backgrounds enroll at Wilmington University, we must provide a setting where all students regardless of their cultural and linguistic background are welcomed and supported, and provided with the best opportunity to learn. For many international students, the kinds of behaviors required in our university setting contrast with home cultural and linguistic practices. To increase the success of our students, it is imperative that we help to bridge this discontinuity between home and school.

***How do international and American students differ in the classroom?***

Some areas where cultural differences may appear include nearly every aspect of the teaching environment, including:

* Communication between students and faculty both during class and in-between class sessions
* Citation of works referenced or originality of thought
* Expectations for the negotiability of due dates and grading decisions

Please review the resources provided to prepare for the common cultural differences present in the classroom environment and for guidance on how to make all students feel comfortable and able to perform at their best.

***What resources are available for me?***

If you would like to discuss this topic, or to be put in touch with a faculty member with expertise in this area feel free to send us an email at [facultydevelopment@wilmu.edu](mailto:facultydevelopment@wilmu.edu) for more information.

***How do I earn credit for this learning unit on my Pathway to Instructional Excellence?***

Our international students module is designated as a CTE (Center for Teaching Excellence) Proficient Level Elective. At this level, the CTE is looking to see faculty application of these techniques to a class agenda for an upcoming class session.  Please upload a document into your WilmU Learning Center profile that outlines your planned class agenda that incorporates techniques used to address the needs of international students and predicts how these efforts will impact student learning.  Please include the following in your submission:

* The intended class learning outcomes or objectives you plan to address
* The updates you have made to account for international students for this class session
* The predicted impact these instructional activities will have on student learning for this class meeting

Faculty submissions will be scored using the *Proficient Level Rubric.*  To earn completion of this exercise, faculty must score 4/5 or higher.  Faculty scoring 3 or lower will receive feedback from the CTE and will have the opportunity to resubmit their active learning techniques application.

**CTE-Pathways to Instructional Excellence-Proficient Level Rubric**

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| --- | --- | --- | --- | --- |
| **Scoring= 1**  **Unrelated** | **2**  **Beginner** | **3**  **Essential** | **4**  **Proficient** | **5**  **Mastery** |
| Submission appears unrelated to learning unit. Evidence of teaching skill not present in faculty submission. | Submission shows ability to recall correct terms but lacks ability to apply learning content to described teaching situation. | Submission shows understanding of how to apply learning content to teaching situation but lacks ability to anticipate the impact this decision will have on student learning. | Submission demonstrates correct application of teaching skill and correctly identifies potential impact this will have on student learning. | Submission demonstrates correct application of teaching skill, identifies potential impact on student learning and ability to tailor teaching to individual student needs. |