

Engaging International Students in Active Learning

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SESSION OUTLINE



Part 1

Get to know your international students

Part 2

The Interaction for Learning Framework

Part 1 – Get to know your international students

EXPERIENCING THE ACTIVE
CLASSROOM

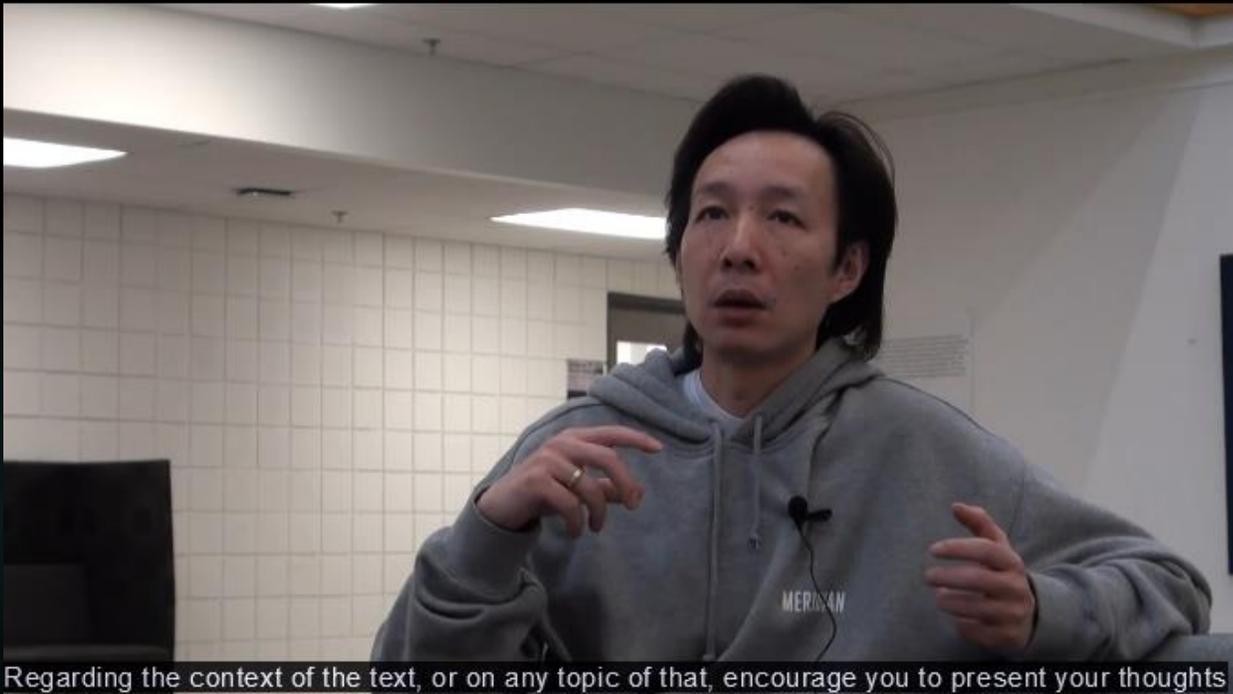
RELATIONSHIP WITH
LECTURERS AND TUTORS



Christina Page (2021) *Getting to know your international students*

<https://kpu.pressbooks.pub/internationalstudents/>

Experiencing the active classroom



What difference between the students' previous classrooms and their new classroom seems most significant to you?

Relationship with lecturers and tutors

Break out room discussion 1



1. What instructor practice from the video seemed most effective to you?
2. How is it similar to the ways you already connect with students?
3. What might you add to more effectively connect with international students?

REMOVING BARRIERS AND BUILDING RAPPOR

- ▶ Lee et. al. (2017) suggest some simple things you could incorporate
- ▶ To improve the classroom climate and enable students to participate, they suggest a number of relatively easy rapport building activities that can be integrated at the beginning as well as throughout a course:
 1. Learn names and attempt correct pronunciation – model this for everyone in the class.
 2. Ask students anonymously what to them supports a feeling of being respected.
 3. Ask your students whether they are familiar with active learning. Explain what it is and emphasise the value of active and peer interactive learning. Do this a few times throughout the course.
 4. Incorporate time for quiet writing and organisation of thoughts before verbal discussions.
 5. Introduce ungraded post-discussion reflections to give students a chance to feedback on whether they feel included or whether there are unaddressed needs or barriers.

Part 2 – The Interaction for Learning Framework



Sophie Arkoudis et. al. (2010) *Finding Common Ground* https://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0010/2297206/FindingCommonGround_web.pdf

The 6 Steps of the Interaction for Learning Framework

1. Planning interaction
 2. Creating environments for interaction
 3. Supporting interaction
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1. Engaging with subject knowledge
 2. Developing reflexive processes
 3. Fostering communities of learners

1. Intentional design: Planning interaction



- ▶ Planning interaction means including peer interaction activities into the learning design
 - ▶ draw upon student diversity to develop subject knowledge and skills
 - ▶ Assessment as purposeful trigger for interaction between students from different backgrounds
 - ▶ **Examples:**
 - Problem-based learning in groups
 - Team-based learning around constructed peer-groups
- (Arkoudis et al. 2010 p. 11)

2. Setting the Scene: Creating environments for interaction

- ▶ strategies to increase student participation
- ▶ ideally used during the first weeks of classes to 'set the scene' and develop students' confidence in interacting with other students
- ▶ provide opportunities for students to (safely) move out of their cultural comfort zones
- ▶ Examples:
 - Icebreakers
 - Short peer-learning activity at beginning of each class (5min)
 - Mixing up groups (number system)

(Arkoudis et al. 2010 p. 13)

3. Supporting interaction

- ▶ Inform students about the expectations and benefits of working in groups and across cultures
- ▶ set up the ground rules and expectations for learning tasks
- ▶ Making connections to Intended Learning Outcomes and Graduate Attributes
- ▶ Explaining active learning conventions, for instance the courtesy of asking questions as a way of initiating discussion
- ▶ Book an SLD session dedicated to group work skills: Julia.Bohlmann@glasgow.ac.uk
- ▶ Provide resources to support [effective group work](#) and [Staying Connected](#)

4. Engaging with subject knowledge

- ▶ use linguistic and cultural diversity to co-construct subject knowledge:
- ▶ Skills
- ▶ Learning strategies
- ▶ Cultural experiences
- ▶ Examples:
 - draw on diverse perspectives on an issue through case studies or discussions
 - project work and problem solving skills
 - group project with knowledge from different culture as core component

(Arkoudis et al. 2010 p. 16-18)



5. Developing reflexive processes

- ▶ Using the knowledge base available in the classroom
- ▶ Encouraging higher levels of interaction i.e. using what students have learned in the course in:
 - ▶ Peer feedback
 - ▶ Reflection on learning
- ▶ Examples:
 - Checklist or scoring sheet for peer feedback
 - Reflective questions or written tasks (learning journals, forums)

(Arkoudis et al. 2010 p. 18-19)

6. Fostering communities of learners

- ▶ Moves beyond the classroom, into independent learning activities
- ▶ Can the learners use diversity as a resource for independent learning?
- ▶ Examples:
 - Online collaborations (blogs, wikis)
 - Peer mentoring schemes

(Arkoudis et al. 2010 p. 20)

Individual reflection & break out room discussions 2



- ▶ Which of these activities do you think you could trial in your course?
- ▶ How would you go about it?
- ▶ How would you know it is successful?

References & Resources

Arkoudis, S. et al. (2010). Finding Common Ground: Enhancing Interaction between Domestic and International Students. Australian Learning & Teaching Council, 2010.

Lee, A. et al. (2017). Teaching Interculturally: A Framework for Integrating Disciplinary Knowledge and Intercultural Development. Stylus Publishing, LLC.
<http://ebookcentral.proquest.com/lib/gla/detail.action?docID=4983583>

Page, C. (2021). Foundations of Intercultural Teaching. Kwantlen Polytechnic University.
<https://kpu.pressbooks.pub/foundationsofinterculturalteaching/>

Name pronouncing tools:

- ▶ <https://www.howtopronounce.com/names/index.php>
- ▶ <https://www.nameshouts.com/>

Group Work Moodles:

- ▶ Effective Group Work: <https://moodle.gla.ac.uk/course/view.php?id=6451>
- ▶ Staying Connected: <https://moodle.gla.ac.uk/course/view.php?id=24258>