Breakout Handout

Chimeras in the Classroom:

Demythologizing the Educational Experiences of CCA's International Students

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In this workshop we will come to appreciate the linguistic and educational backgrounds of CCA's international students, particularly those from China, as well as student experiences at CCA, in order to consider a range of pedagogical practices for increased classroom success.

Discussion:

Q: "What are incoming international students told about the style of instruction they should expect when they arrive at CCA?

A: Andrew Heald (International Student Affairs Program): ISAP office focuses on immigration issues but there is a short orientation.

Q: "Can videos be shared with incoming students that show them what to expect in the classroom?"

Q: "Is there any effort to capture student experiences that we can use to inform what we do in the classroom -- more than just the evaluation form?"

Questions on board (i.e. for discussion during workshop):

Adult learning can be helped or hindered by students' prior knowledge and experiences. How does this play out in your courses given the linguistic and cultural diversity of our students?

Next, discuss approaches you have used in your classes to foster integration of diverse student backgrounds and perspectives.

Finally, name one or more approaches to building class community, perhaps identified by colleagues, that you might like to apply in your own classes.

Strategies/Ideas (generated in collaboration during the workshop):

Approach for critique: go into groups with direct prompts, take notes on their small group conversations, and then share their thoughts more widely after they've had that time to reflect and share ideas with each other.

Using Google Classroom to create a way for students to refer to assignments or conversations after the fact, benefits both international and domestic students.

Build failure into classes: discuss "failure" in art/design, examples of others, which allows

room for students to "fail" and to experiment.

Give students a chance to write a response before being asked to comment verbally, also letting students talk amongst each other before classroom-wide conversations.

Photograph and share whiteboard notes so students can refer back.

In literature (poetry) classes, include translated or bilingual poetry, and student translations of poetry from native languages.

The references understood by international students is often not different from domestic students.

Cultivate critical skill in positive ways.

Bibliography

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Some basic but useful ideas.

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Organization for Economic Development and Cooperation (OECD), *Education in China: A Snapshot*. 2016.

Good, wonky overview with statistics.

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