



ACCOMMODATING AND RESPECTING DIVERSITY

Preparing pre-service teachers for teaching in multicultural classrooms (US and Australia)



This paper focused on how to prepare teachers for multicultural teaching in a globalised world. The results showed that short-term international teaching experiences were helpful in raising awareness of global perspectives. Pre-service teachers reported that they valued the international teaching experiences and the close interaction with the teaching contexts in the host university. The three overseas language teaching and learning programmes in Indonesia, Korea and China involved off-shore teaching, immersion or homestay experience. It was also suggested that short-term international experiences could help sensitise teachers to the frustrations that their students might face when learning a foreign language. To summarise, international teaching experiences could improve pre-service teachers' knowledge, skills and dispositions for teaching from a global perspective.

Olmedo, I. & Harbon, L. (2010). Broadening our sights: Internationalising teacher education for a global arena. *Teaching Education*, 21(1), 75-88.

Students' perception of internationalisation (Israeli)



Seeing students' dual role as customers and outputs in the process of institutional internationalisation, this paper investigated students' perceptions of internationalisation through a questionnaire survey at seven colleges in Israel. It was found that English proficiency was a significant predictor of the level of openness towards internationalisation. Other predictors included parents' education, previous experiences abroad as well as participation of on-campus international activities. As for implications for policy decisions, the findings suggested the need for more outcome-oriented approaches to internationalisation.

Yemini, M., Holzmann, V., Fadilla, D., Natur, N., & Stavans, A. (2014). Israeli college students' perceptions of internationalisation. *International Studies in Sociology of Education*, 24(3), 304-323.

PROVIDING CLEAR INSTRUCTIONS AND SPECIFIC SUPPORT

Strategies for supporting international students in academic writing (Australia)



This study explored strategies for supporting international students in academic writing at an Australian university. All lecturers tried to explain the criteria and expectations as explicitly as possible. Though this was helpful, some students voiced that they did not fully understand the meanings of certain terms used in the criteria. Most lecturers felt challenging to provide guidance in academic writing partially because they were not certain about what

constituted 'good writing' in their disciplines. A whole institutional approach has been recommended, which involves developing university strategies that incorporate academic language development under the broader area of internationalising the curriculum; identifying subjects that will emphasise the learning and teaching of academic writing within the discipline through course mapping; and enhancing collaboration with language supporting unit and raising students' awareness to seek help.

Arkoudis, S., & Tran, L. (2010). Writing blah, blah, blah: Lecturers' approaches and challenges in supporting international students. *International Journal of Teaching and Learning in Higher Education*, 22(2), 169-178.

Exploring cultural issues in public health practice through an orientation workshop (US)



A mandatory full-day workshop was designed for public health students to address issues of diversity and inclusiveness in the classroom and fieldwork settings. The workshop provided a structured environment for students to explore topics related to personal identity, power and privilege. It was found that the format of the exercises (e.g., self-disclosure) and a sufficient understanding of the social background would be helpful to student learning. Two recommendations have been made. First, the workshop themes need to be better integrated into class contents throughout the curriculum. Second, follow-up sessions and activities are essential for students to move beyond self-awareness to the social and global issues of the programme.

Cushman, L. F., Delva, M., Franks, C. L., Jimenez-Bautista, A., Moon-Howard, J., Glover, J., & Begg, M. D. (2015). Cultural competency training for public health students: Integrating self, social, and global awareness into a Master of Public Health curriculum. *American journal of public health*, 105(S1), S132-S140.

Integrating international students into the community (Canada)



This paper presented a case study of a non-credit bearing 11-week programme on professional learning and cultural adjustment. The programme provided international students with support to adapt to an unfamiliar Canadian academic culture. There were three components: in-depth discussions on expectations for graduate students and teaching assistants; a simulation activity for raising awareness of cultural differences; and classes on effective teaching across cultures. One feature of the programme was the use of cooperative learning activities to generate discussions of cross-cultural communication. Activities included case studies, role plays, and critical incidents. Subsequently the participants built a supportive community and network themselves. The success of the programme suggested that it required collective efforts from all faculty members, staff and students at the host university to build an inclusive cross-cultural campus.

Guo, S., & Chase, M. (2011). Internationalisation of higher education: Integrating international students into Canadian academic environment. *Teaching in Higher Education*, 16(3), 305-318.

FACILITATING INTERCULTURAL INTERACTION

Cultivating culturally competent practitioners through reflection (US)



This paper proposed that students' cultural competence could be enhanced by incorporating international service learning into the curriculum. It described a project where dietetic students completed a one-week supervised community dietetic practice in Central America. One unique feature of the project was a method of reflection which included a brief discussion of the day's events, a group blog, and planning for the next day's activities. The paper concluded that teaching cultural competence did not end with the completion of the service learning experience. To shape students' practice, an on-going transformational process needs to be facilitated through regular instructor-led discussions, reflection, and journaling.

Wright, L., & Lundy, M. (2014). Perspectives of cultural competency from an international service Learning Project. *Journal of the Academy of Nutrition and Dietetics*, 114(7), 999-1000.

The effects of students being 'forced' to work in multicultural teams (UK)



This study presents two cases which require students to work in multicultural teams for a semester of 14 weeks. In Study 1, 50 Spanish and seven Erasmus economics students worked in self-selected teams. In Study 2, 69 international students in a postgraduate management program in the United Kingdom worked in randomised teams. Around 72% of the international students were from Confucian Asian and Southern Asian countries, primarily China, Thailand, and India. After a semester's work, strong learning relationships between international students and local students were observed in both case studies. This showed that working together in multinational teams for a substantial period on several authentic and complex team products helped students overcome some initial cultural barriers.

Rienties, B., Jindal-Snape, D., Nanclares, N. H., & Alcott, P. (2012). The role of cultural background and team divisions in developing social learning relations in the classroom. *Journal of Studies in International Education*, 17(4), 332-353.

Intercultural interaction and student engagement (Hong Kong and Australia)



This paper presents case studies of effective approaches of improving intercultural student interaction in one university in Hong Kong and two universities in Australia. The essential conditions found in all the three case studies included a supportive policy environment, a curriculum emphasis on cross-cultural awareness and active cultural learning; and recognition of domestic and international students as resources. In the case study at the Hong Kong Institute of Education (now the Education University of Hong Kong), a compulsory course for incoming non-local students was introduced. International and local students were intentionally paired up to discuss a local cultural problem. Students needed to examine local artefacts and conduct field-based research in pairs or small groups.

Bodycott, P., Mak, A.S., & Ramburuth, P. (2014). Utilising an internationalised curriculum to enhance students' intercultural Interaction, engagement and adaptation. *The Asia-Pacific Education Researcher*, 23(3), 635-643.

Dynamics of intercultural contact (Ireland)



This study investigated university students' motivation for voluntarily engaging in intercultural contact on campus. The interview findings indicated that the most prevalent motivation for interacting with students from other cultures was based upon utility, which referred to perceived beneficial outcomes such as improving foreign language skills and establishing social networks. Less influential factors were concerns for others; having a shared future; and interest and curiosity. It was argued that universities should identify the benefits of intercultural contact; raise students' awareness of its potential value; and equip students with the abilities to cope with cultural diversity.

Dunne, C. (2013). Exploring motivations for intercultural contact among host country university students: An Irish case study. *International Journal of Intercultural Relations*, 37(5), 567-578.

DEVELOPING GLOBAL CITIZENSHIP

Studying abroad for experiential, inquiry-based coursework (US)



A US university collaborated with three universities in southern Africa to run a one-month intensive study abroad programme in which students examined the influences between the environment and society. The programme included lectures, site visits, reflective exercises, as well as cultural encounters with the communities in South Africa and Mozambique. This paper examined the extent to which study abroad opportunities could transform students' mindsets and their engagement with the world around them. The survey findings suggested that host students felt positive about their roles as instructors, practitioners and local experts. Students also valued engagement with communities and the practical application of projects, as well as informal learning opportunities from multiple sources.

Intolubbe-Chmil, L., Spreen, C. A., & Swap, R. J. (2012). Transformative learning: Participant perspectives on international experiential education. *Journal of Research in International Education*, 11(2), 165-180.

PROMOTING CRITICAL THINKING AND DEEP INQUIRY

Critical thinking development in a first-year management class (Australia)



This paper presents an assessment design that aimed to develop critical thinking in a first-year management class in a large Australian university. The authors redesigned the report writing assessment from one single report to a two-stage report writing process. In the first stage, students were required to identify the problem from a brief case study through asking themselves three questions: What is the problem? What is the context of the problem? Why is it a problem? In the second stage, they needed to locate and read at least five journal articles to support their analysis and argument. Students developed the skills in problem identification, locating proper literature, and formulating an argument. Additionally, the two-stage assessment design allowed students to receive timely feedback during the problem identification stage.

Hammer, S. J. & Green, W. (2011). Critical thinking in a first year management unit: The relationship between disciplinary learning, academic literacy and learning progression. *Higher Education Research & Development*, 30(3), 303-315.