Webinar 'The international classroom: An introduction', Thursday 31st of May, 2018

Answers to Open Questions (Q&A)	
1. Participant 1: what does "International framework" refer to? Whom is it meant for?	The international framework refers to the diversity that you offer in your materials: the pictures, literature, examples, case studies etc. Can all your students relate to these or do they exclude certain groups?
2. Participant 2: what is difference between an international framework and international competence?	Intercultural competences are the skills, knowledge and attitudes that one needs in order to successfully interact and communicate with people from another cultural background. The international framework relates to the diversity that you offer in your materials: the pictures, literature, case studies etc.
3. Participant 3: ECA differentiates between international and intercultural competencies. Do you consider English as being international or intercultural competence?	I guess that you refer to the European Consortium for Accreditation in Higher Education? I think that English is mostly the language that people use when they want to communicate with a diverse and international audience (imagine a scientific conference or TED talk). Intercultural competence refers to successfully communicating with people from another cultural background, it would be fantastic if everyone could speak each other's language for this. Unfortunately, this is often not a realistic goal in practice, therefore English is used as language of communication. In the sense of intercultural competences not always ideal to my mind…
4. Participant 4: Can you give an example how internationalisation can be reflected in assessments?	I will use three examples of internationalised 'intended learning outcomes to address potential assessment of this, these are related to knowledge, attitudes and skills (in this order): • Awareness of the complexity and interdependency of world issues and events. Assessment: Write an essay in which you compare how topic X would be approached in country (region) A and in country (region) B. Use theory in which the two different perspectives (and the complexity, interdependency) become clear. • Cultural self-awareness and positioning. Assessment: Assess your own cultural identity and positioning and reflect on how this could potentially influence your role as a professional (as a researcher, nurse, teacher etc.). • Communication skills, including the ability to effectively interact with people from other cultures. Write a report on (3-4) encounters with 'cultural others'. Prepare these meetings, engage with the other person, evaluate your meeting and reflect on it. Write a report on the insights you gained and on what you would do differently next time. Show your development over time in your report. I hope this helps!
5. Participant 1: sounds good. So you have "intercultural competences" meant for students and "international framework" for teaching staff, right?	Intercultural competences are important for the interaction between the teacher and his or her students as well as for interaction between students themselves. The international framework needs to be prepared by the teacher but you can ask your students input for this. This is a great opportunity for using the diversity of your classroom!

6. Participant 5: Is the Webinar intended for Dutch Programs not yet fully integrated with internationalization and English taught courses? Because I teach in English, at an International Business Program and maybe I'm not the appropriate audience for this Webinar?	The webinar is an introduction to the topic of an international classroom and we share our ideas of what internationalisation should involve (embedding in the curriculum, more than 'teaching in English'). I often speak to lecturers who teach on programmes that have been provided in English for the last 10-15 years or so. Although they often think that they don't need to follow a course on the international classroom as everything is going well already, in the case that they *do* attend it always provides eye-openers and recognition of certain situations. So sometimes it is still useful... ;)
7. Participant 6: Is it also possible to have international competences in your education, without having English as the instruction language? Because the English of teachers are not always that good, which may influence the quality of the instructions...	Firstly, yes, this is certainly possible. For those disciplines or courses that are still taught in Dutch (such as Dutch law, Dutch literature, etc.), an international orientation can still take place by addressing a broader international framework and by teaching students about intercultural competences related to this discipline. Very few Dutch professionals fields do not have an intercultural or international dimension in today's society. Secondly, it is important that teachers receive support in developing an appropriate level of English (at least C1) by their institute or organisation. This is an essential first step, apart from courses about didactical changes that need to be made for an international student population.
8. Participant 7: Thanks	You're very welcome!
9. Participant 8: Great. Thank you	Thank you for watching!
10. Participant 7: I didn't get the question!!	All questions are repeated, written out and answered in this file. ☺
11. Participant 9: When you use examples in an international group, how can you make sure that your examples relate to everyone in the group?	This is difficult to predict as you do not know what everyone's frame of reference is. However, when you use only Dutch examples or examples that are only familiar to an specific group (for example, all students who have followed a specific Bachelor programme) you can imagine that this will exclude some students. If you have chosen an example that is more general, broader and more inclusive, you can still ask your students: Is this familiar to you? What are your associations with this term/definition/concept? Can you think of any related examples yourself? This will make it more inclusive.
12. Participant 9: relate to = make sense to	Okay! ☺
13. Participant 10: How do you test internationalisation if students and teachers take it for granted, for example because English is not the second but the first language in education (full English course)	Well, teaching (or learning) in English is not what makes a programme international. This is only the language of instruction. That is why intercultural competences and an international framework need to be included. These aspects are equally important for native English speakers to address (whether they are lecturers or students).
14. Participant 2: Interesting question on English as medium of	When I studied in France the language of instruction was French. This was challenging and provided a useful insight into second language processing from the point of view of a student (the extra time this

instruction. Any experiences in e.g. German, French etc.?	takes, the larger threshold in interaction…). The challenges and didactical changes that you need to take into account for teaching in English are also applicable for teaching in any other language, such as German or French.
15. Participant 11: What ways are there to assess intercultural competences?	There are several forms available for assessing intercultural competences (see for an example: VALUE rubric Intercultural knowledge and competence). Often these are self-assessment forms (students will fill this out for themselves) but there are also forms that observers can fill out (e.g., a teacher or supervisor in an internship situation). A potential problem with these assessments is that they can be slightly subjective and the risk for socially desirable answers is relatively large. For educational purposes 'journals' or self-reflection reports are often used. There are many reflection cycles available that can be used to guide students in their reflection, see for example the PEER model by Holmes and O'Neill (2012). I hope this helps!
16. Participant 11: In the context of intercultural competence, what is to respect? What we should do when dealing with different values? For instance, students that are not used to act autonomously should be pushed to embrace autonomy as a core value of the learning process?	It is important to be aware of educational differences in learning strategies. In order to identify these you can encourage your students to become aware of their own learning strategies and preferences and address the value of different learning strategies. As students also need to succeed in their current Bachelor or Master's programme with certain (perhaps unfamiliar) requirements, you can help your students by identifying which of their previous learning strategies are useful and which ones are perhaps less useful in their new educational setting. You can help your students to develop the learning strategies that are needed in the new educational context and explain to them why this is seen as important learning behaviour in order to succeed (why and when will they need these skills in their current education and in their later professional life, for example).
17. Participant 9: It is good to become aware of differences in educational students, because then you understand how students behave and react. But when we are aware of this, what should we do then? Is it our goal that the international students adjust to our system? Or should we try to adjust our classes to the students?	This question relates a little to the question above. Being aware of educational differences is important in order to keep an open mind and not interpret your student's behaviour only from your own frame of reference. It is important to keep in mind that students need to succeed in their current programme of enrolment (Bachelor or Master) which will have certain requirements, for example assessment criteria, rubrics, exam guidelines etc. It would be impossible to adjust these requirements to the sometimes 30 different nationalities (and educational systems…) that some teachers encounter in their teaching practice. You therefore need to help your students to develop the skills that they need in order to succeed. At the same time, in providing examples, designing activities, and preparation of your teaching you can keep in mind that you teach a very diverse and heterogeneous group of students and that everyone needs to be able to connect to the content and to get the best chance to develop themselves. Here is sometimes room for adaptation and perhaps choice in the type of activity or the topic (for *all* students in your classroom).
18. Participant 13: could you please elaborate a little bit more on thing-share-	Yes, certainly. Think-pair-share is a very effective and simple teaching method that gives everyone the change to contribute to a discussion or to connect to the topic you teach. Imagine that you introduce a

pair?	new topic (or chapter) to your class. After briefly explaining the definition and the concept you ask your students what their own experiences with this topic are (practical experience, previous knowledge, associations…). They write their own thoughts down before talking to anyone else, this is the 'Think' part. This is a very important step that gives everyone the time to think, organise their thoughts and connect to the material. The second step is 'Pair'. Now the student turns to his or her neighbour and they share their thoughts (using their notes). They can practice their language as well as 'test' their understanding of the topic. Only now you ask your students to contribute to a group discussion (Share), students will feel more confident to contribute as they have already thought about it individually and shared their initial ideas with a neighbour.
19. Participant 10: Can you give us some think (pair)-share exercises at the moment? Would be interesting to hear what others have as experiences, previous knowledge, etc.	Think-pair-share is an activity that encourages spoken interaction. The exercise is described above. This is a little hard in a webinar environment as not everyone will have a neighbour sitting next to him or her. ;) On the other hand, using online responses as we do in this webinar (or for example in TodaysMeet or Padlet) can also reduce the stress of having to speak out in a group. This is not encouraging spoken output though. Think-pair-share can be very helpful for students that come from an educational system that did not encourage interaction. Not having to speak out as an individual but as a pair can make a large difference for some students. A nice variety is think-pair-square where the last step is to combine two pairs to have a small sub-group (of 4) rather than a larger group discussion.
20. Participant 14: How do you adapt your teaching session if you get the impression that there is a big gap in background knowledge in the group of students?	I would always recommend to identify your students' background knowledge at the start of a new course: a short online quiz or think-pair-share (see question 18) can help there. You can also do a post-it note inventory: what do you currently know about topic X? Students will stick a post-it note on the whiteboard under categories such as: Nothing, A little, I know topic X well, I'm an expert! ;) . This provides you with an immediate first insight. You can continue with one of two options, depending on the results. 1) you can distribute the 'experts' (last two categories) over the groups that do not know that much about the topic yet (first two categories) and let them share their knowledge/expertise (walk around to check and correct if necessary!). 2) You can let students discuss the topic within the four subgroups and let them present a poster with their current knowledge/associations/ practical experiences. By sharing their insight with the groups (starting form bottom to top) the topic should become clearer. These two options will perhaps take a little more time than you would normally take but if you can spend this time you will fully engage your students and they will be more interested to learn more about it. If you encounter individual students who have a gap in their knowledge you can perhaps refer them to a MOOC or another educational video/background literature about this subject.
21. Participant 15: Students' expectations when it comes to grading need managing when they	Yes, there are large differences in grading systems around the world. We address this topic during the last of the four sessions (3,5 hours!) of our course Teaching in the International Classroom. Utrecht university provides statistical distributions of the average grades over

enter a NL university. The Dutch grading scheme is very different from the UK/US for example.	the last three years as a supplement to the diploma of international students. It can help to discuss the average grades obtained by students on your course so that students know what to expect. In the Dutch educational system you often will have to excel in order to get a 9 or a 10 (with an essay or a research report). In many other educational systems you get the highest mark (whether a 10 or an A) when you just fulfil the requirements. It is also useful to be able to explain to your international students what they need to do in order to achieve a high mark. They sometimes need high marks in order to qualify for future studies or for a good career prospect when they return home.
22. Participant 16: Talking about expectations, do you have any tips on how to access the expectations of students in the context of a traditional lecture?	Some lecturers tell me that they start their first lecture with a new group of international students by asking their students to do a think-pair-share (see question 18) about how they have studied so far. You can collect their answers on the screen by using TodaysMeet or Padlet for example. You can then connect to this by explaining how you are going to do your lectures and what you expect from your students. If this is very different from what they have experienced so far tell them how you will help them in learning these new skills.
23. Participant 17: How could you positively influence the first situation as a teacher, not knowing the cause of the lack of interaction?	I have interpreted this question as 'How you could positively respond to a student when there is very little interaction', I hope that this is what you wanted to know? When students show 'a-typical' learning behaviour (seen from your own frame of reference) it is good to make a mental note of this but not to respond straight away. Do not pressurise the student to contribute to a group discussion if you feel they resist this. This is especially important during the first situation that you refer to. Creating a safe learning environment and letting your students know that you will facilitate moments of interaction (in pairs or small sub-groups) can reduce a lot of initial stress. During the course students should become more comfortable with the interaction and you can increase the requirements a little. When some students remain quiet and you are worried about this I would talk to these students individually. Ask your students about their previous educational experiences, whether they enjoy the course and what they find challenging perhaps. Some students learn best by observing and listening and this can have its place as well. When students need to interact for participation marks or when communication or interaction are part of the learning goals you could try to find out how you could help these students to gain more confidence. Sometimes a 'buddy' (another student helping them out) can be useful as well.
24. Participant 2: Q: is the one sided perspective not caused by English? Anglo-Saxon literature!! This used to be broader when we were able to read French and German as well ... (that is, the Dutch studies)	Yes, that is partly the case. We often only have access to British and American (Anglo-Saxon) literature because of language limitations (plus, the most dominant journals that are used in the Netherlands are British and American as well…). Here your international students are a real asset as they can bring in more diversity in literature.
25. Participant 15: What specific training do teaching	At Utrecht University all teachers receive support (language courses, Cambridge exams) in developing English at level C1. This is a first step

staff require to successfully manage an international classroom? Is a short webinar such as this which mainly emphasises staying aware of the issues enough??? Are there other skills they need to develop?	in order to keep high-quality university teaching. Second, it is important to realise that in order to effectively teach international students some didactical changes need to be made. Although I have mentioned some challenges and 'best practices' in the webinar I think that teachers should ideally be supported with more in-depth courses about this subject. At Utrecht University (Educational Consultancy & Professional Development group) we currently offer 6 courses related to the international classroom for teachers in higher education. Depending on the specific situation and questions that teachers have there are multiple options: following a course on didactical changes that you need to make in your teaching preparation and activities, learning how to effectively teach in a second language (which is also applicable is you mostly have Dutch students in your class) and when you teach large culturally diverse groups you may want to follow a course about intercultural competences. We also offer individual coaching or lesson observations so there are many different ways to support teachers in this.
26. Participant 5: Is there any structured way of informing international students applying to Dutch Universities about the Universities' approach to international teaching: books used, cases used, Westernised education, etc.	Many universities are now offering orientation days for international students in which some of these aspects are addressed (for examples the differences in marking/grading systems). An international office can also play a part in this and often faculties provide their own information to international students (after all, this is often discipline specific information). A website called 'Study in Holland' provides some (brief) information about the Dutch educational system, see: '[The Dutch way of teaching](#)'.
27. Participant 2: thank you!	You're very welcome!
28. Participant 4: How can you activate Asiatic students?	That is a difficult question to answer: Asia is the world's largest continent and also home to the majority of people on earth. 'The Asian student' therefore does not exist… It is also a bit of a myth that all Asian students would be passive and quiet. There are large individual differences as there are in any student group. I think that you may refer to students who have had a different previous educational experience, perhaps one that rewarded listening and observing more than interacting and discussing. This can, in itself, be a valid way of learning and could provide a useful example for students who sometimes speak before thinking. ;) Students who have less experience with interactive learning strategies can be helped by practising interaction in small sub-groups. Also the use of online voting systems and online discussion fora can be useful and can be less intimidating. Getting used to more interaction (and starting to see the fun of this) will usually take some time. Initially, a safe learning environment and facilitation of interaction moments are the most important aspects. Also see question 23, perhaps this is also interesting to you? I hope this helps! ☺
29. Participant 18: Thanks!	Thank you for watching!
30. Participant 19: Well done. Thank you for this webinar.	You're very welcome. I hope it has been useful to you.

Comments/Questions Chat session (@end)	
Participant 32: Thanks for the insights, it certainly helps me for the classes with international students!	That is good to hear!
Participant 20: thank you for the webinar	You're very welcome!
Participant 21: Thank you very much. Very interesting and helpful.	Great, I'm happy to hear that.
Participant 22: No questions at this moment. Very well done!	Thank you very much. ☺
Participant 23: Thanks a lot , very interesting and useful.	You're very welcome. Good to hear it has been useful to you.
Participant 14: Thanks	You're welcome!
Participant 24: Many thanks for this wonderful lecture!	Thank you for your kind words. ☺
Participant 25: Thank you very much for the lecture!	You're very welcome. I hope it has been useful to you.
Participant 7: Thanks	You're welcome!
Participant 17: Thank you for the lecture. You've triggered a question with something you said about students feeling alienated by a perspective that is very different from what they are used to. When discussing active learning as a teaching concept I have on a few occasions come across participants who strongly reject this method of teaching while defending the method they have 'grown up' with. I now explain that we use at the university where I teach as part of the policy, in order to help legitimise wanting them to learn about this type of teaching practice, as well as giving background into how learning works in the brain and why active learning leads to deeper comprehension, better recall and flexibility in using	You're very welcome and thank you for your interesting question. It sounds to me like you do all the right things. You indicate that you appreciate that there are many ways of learning in the world and that these are all valid learning strategies in their own right. You also explain to your students what your expectations are and why you have these expectations (you use background information about the effects of active learning). These are all tips I would have given you if you hadn't already done this yourself! I think my answers to question 17 and 18 also relate to this (and perhaps 22). The same way that we can learn from international students and use the rich diversity that international students offer us, at the same time international students could profit from learning new skills and new learning strategies. In our globalised world students are going to encounter (and need to respond to!) many different ways of thinking, communicating and behaving. Learning and experiencing different (educational) systems can teach international students important skills that they can use in their professional field. This relates to the intercultural competences and being able to see and appreciate different perspectives. By internationalising the learning goals (graduate attributes: what do students need in their professional field?) these skills become part of the curriculum. Perhaps making the connection to this will make the relevance more clear to them? I hope this helps!

the information in different situations. I wonder what else I can do to help them see this without them feeling attacked?	
Participant 17: Ps. I never say anything bad about traditional learning, I acknowledge it as a teaching method in many parts of the world and tell them I would like to discuss an alternative with them.	As said above: I think that your approach is very positive and you seem to do all the right things. Connecting the 'new way of learning' to qualities that students need to develop for their later studies/professional life (graduate attributes) may help in seeing the relevance better. Good luck!

For any questions or comments you can contact me at: n.j.veenendaal@uu.nl