



Utrecht University

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Educational Consultancy & Professional Development

# Teaching in the International Classroom: An introduction

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Educational consultant/trainer

## To start with...

1) Who are you?

- a) Teacher
- b) Trainer/ consultant
- c) Programme director
- d) Just interested

2) Do you currently teach in the international classroom?

3) How much experience do you have in the international classroom?

## Why internationalisation?

All students will live and work, as graduates in an increasingly interconnected globalised world:

- as professionals -economic beings
- as citizens -social and human beings

Solving the big problems of the world will require:

- international and intercultural knowledge
- intercultural communication skills and critical thinking
- a commitment to ethical practice, global responsibility, local action

(Leask, 2015)

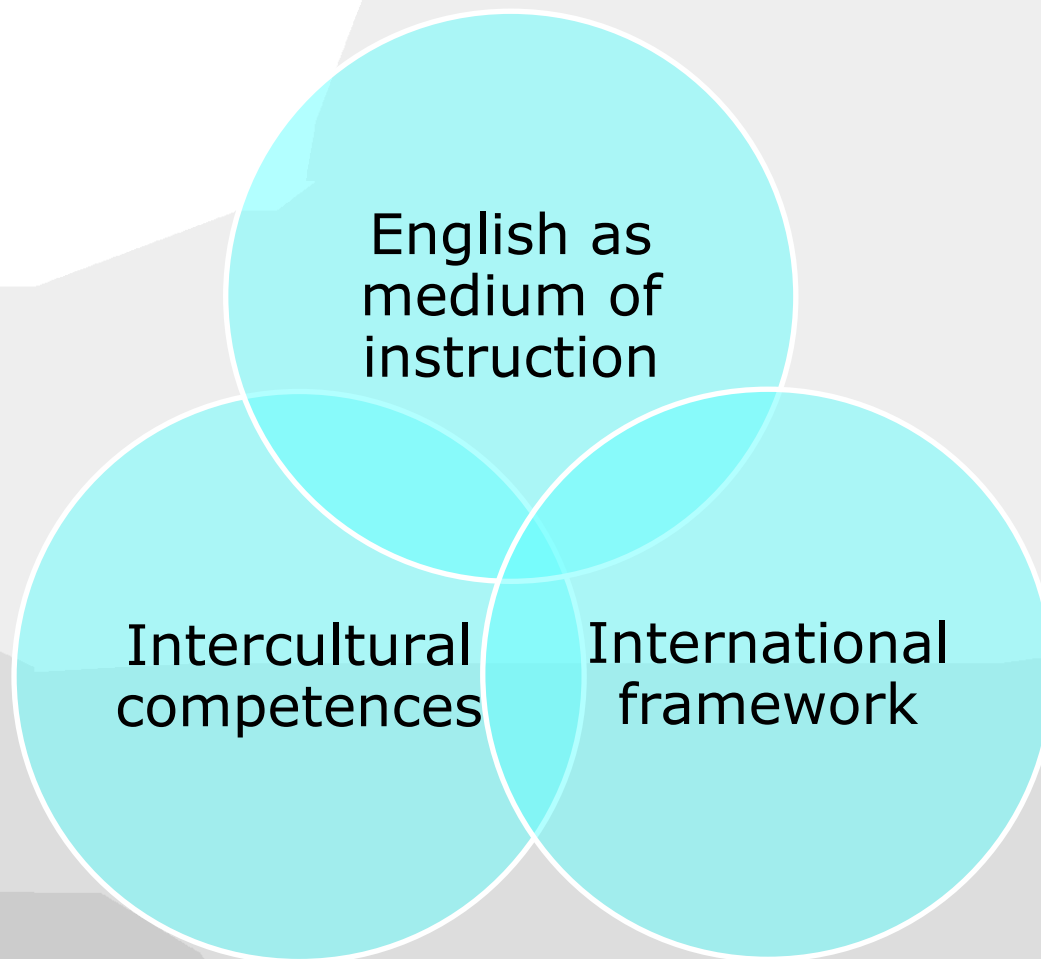
## Internationalisation is...

*“Internationalisation of the curriculum: the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study” (B. Leask, 2015).*

- Internationalisation should be visible in the course manual, the teaching activities and the assessment.
- Internationalisation also requires intercultural sensitivity.



In a nutshell...



Question and Answer session opens!



## Aspects of internationalisation

### **English as medium of instruction**

Effective teaching in a second language

### **Intercultural competences**

Diversity: Intercultural sensitivity/ competences

### **International framework**

Providing multiple perspectives/diversity in literature, examples and case studies

## English as Medium of Instruction

### **Challenges:**

Processing happens on two levels!

Students may need more time (e.g., think-time/wait-time/time for reading).

Students experience a larger threshold in speaking out for the group.

Affects interaction

Teacher → student

Student ← → student



## Didactical changes to make

### **Interaction**

- Safe learning environment
- Use of active learning tasks

### **Understanding vs comprehension**

- Clarity of instruction (more structure)
- To the point (what is the essence?)
- Support your speech (examples, graphs, pictures etc.)
- Provide (a list with) the important key-words
- Provide more 'processing time' (reading, thinking, listening, answering...)

Just 'good teaching'? Yes, but...

A short poll...



Do you consciously support your students' learning in a second language (in your current teaching situation)?

## Aspects of internationalisation

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## Intercultural competences

### **Challenges:**

Different educational systems emphasise/ reward different learning behaviour, e.g.,

- More 'traditional' educational systems

*Students may have little experience with interactive learning and with working in sub-groups.*

- Professor as expert

*Asking questions and speaking out in class can be seen as disrespectful.*

- Competition/collaboration

*Students may have been orientated towards gaining high marks/experienced fierce competition between students.*

## Didactical changes to make

### **Being aware of cultural and educational differences**

- beware to interpret behaviour only from your own frame of reference.

### **Expectation management**

Clearly state your expectations:

- What is expected and *how will you facilitate this?*

### **Being aware of different levels of background knowledge**


- Start with an inventory of prior knowledge (short online quiz, think-pair-share).
- Check understanding ("*What were the key points of this lecture?*").

A short quiz...

## QUESTIONS

1- A B C D

2- A B C D

- 
- 1) A student does not interact and join into discussions.
  - 2) A student is very upset about her mark of an 8/10.

## Aspects of internationalisation

### **English as medium of instruction**

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## International framework

### **Challenges:**

Students feel alienated because they cannot connect to the theory/literature that is used (one-sided perspective).

Case studies assume an understanding of a Dutch principle/Western approach and students may feel excluded.

When discussing sensitive topics (human rights/'economically disadvantaged countries') students from these countries may feel rejected/biased if their country of origin is always mentioned as an example.



## Didactical changes to make

### **Use case studies that are meaningful/fair to a wider audience**

Either be more general or provide multiple case studies.

### **Use examples and literature that provides a broader perspective**

Prepare a broader perspective or ask your students to provide examples/ literature.

### **Use the diversity of the international classroom**

Include your students' own experiences and knowledge.

An open question...



What (non-Western)  
examples/case studies  
do you use in your  
current teaching  
practice?

Any remaining questions?

Thank you all for your attention!

Do you have any remaining comments/ questions?



### Advies

### Scholing

#### > Hoger onderwijs

##### > **Internationalisation**

- > Teaching in the International Classroom
- > Effective Teaching in a Second Language
- > Developing Intercultural Competences
- > Internationalisation of the Curriculum
- > Teaching in Higher Education in an International Classroom
- > Teaching Qualification Assessment and Examination in an International Classroom
- > Kwalificatietrajecten
- > Onderwijs geven
- > Onderwijs ontwerpen
- > Kwaliteitszorg
- > Promoveren
- > Onderzoek begeleiden

## Internationalisation

Internationalisation is not just about translating your course materials into English; it is also about supporting your students' learning in a second language, providing an international framework (diversity in your case studies and examples) and developing intercultural competences. We offer several courses:

### Teaching in the International Classroom (teachers)

- [Teaching in the International Classroom](#)
- [Effective Teaching in a Second Language](#)
- [Developing Intercultural Competences](#)

### Teaching in the International Classroom (programme directors)

- [Internationalisation of the Curriculum](#)

### Qualification trajectories for Universities for Applied Sciences

- [Teaching in Higher Education in an International Classroom](#)
- [Teaching Qualification Assessment and Examination in an International Classroom](#)