



TRU: A GLOBALLY MINDED CAMPUS A RESOURCE FOR ACADEMIC DEPARTMENTS

This resource was created by TRU World in order to recognize and support all who work to make TRU a globally minded campus that embraces and encourages diversity.

Many individuals have contributed to the composition of this document by offering their expertise or simply by asking the necessary questions.

This resource was researched and primarily written by Kyra Garson on behalf of TRU World. Her expertise, talents and dedication were recognized by all involved in this project.

This is seen as a work in progress; a collaborative and evolving process. The hope is that it will enrich the dialogue and debate as well as motivate individuals to share their experiences and best practices. The Centre for Teaching and Learning will play a key role in facilitating this ongoing process.

We invite feedback and contributions to the upcoming edition.

February, 2007

Where the University meets the World!

Message from the President and Vice-Chancellor of TRU

Thompson Rivers University is committed to fostering global citizenship. We have positioned ourselves as an international university. Global literacy—developing awareness and understanding in order to interact effectively within and among different cultures—has become an increasingly relevant and important educational goal. Cultural diversity is now a significant feature of university campuses in Canada. At TRU, our academic schools and faculties have played a key role in our ongoing success in internationalization.

Students from more than 60 countries come to TRU each year to take advantage of our comprehensive range of programs, our unique combinations of flexible learning options, and our balance of theoretical and applied studies.

International students contribute a unique perspective to our university. As visiting students learn about Canada's languages, customs, and people, Canadian students gain cultural knowledge and forge intercultural friendships through interaction in and out of the classroom with their international peers. This international engagement in turn opens the door to a wide range of economic, cultural, and scholarly exchange—an interchange that only becomes more vibrant and more necessary in our increasingly interconnected global society. Internationalization, therefore, is a pathway to global citizenship for both our university and our students.

TRU faculty members are continually seeking ways in which to become more effective at teaching a culturally diverse student body; this resource is designed to support and extend these efforts. International student support services are in place to support international students making cross-cultural transitions. The establishment of the Centre of Teaching and Learning provides us with a new and important opportunity to deepen our dialogue with international students, share our expertise, and further develop our practices.

I would like to take this opportunity to recognize departments and individual faculty members for the special efforts they have taken to respond to the needs of our international students over these past two decades. Our success is built on these efforts. In the years to come, I am certain that we will continue to distinguish ourselves as a leading institution for culturally responsive teaching practices.

Roger H. Barnsley
President and Vice-Chancellor

January 2007

Dear Colleagues,

Thompson Rivers University invites students from all corners of the globe to join our educational community, which now includes over 60 nationalities. As Dr. David Foot, the author of *Boom, Bust and Echo* suggested during his presentation to TRU in March 2005, demographic trends indicate that Canadian institutions will increasingly need to consider international students as an essential core of their overall student body. This is the case at TRU.

With the help and input of many at TRU, TRU World has created this guide for those who teach and support international students. The guide was originally inspired by the insights of the ad hoc International Student Success Interest Group (ISSIG). This informal group comprised Deans, Chairs, faculty members, and staff; all were motivated to examine the realities and implications of the growing cultural diversity in our classrooms. One of the many ideas that arose from ISSIG meetings was the need for tangible supports for faculty members. The notion of a specific resource for faculty members and departments emerged, a resource that would present key information, available resources, current theory, and examples of best practices in multicultural classrooms. Such a resource would contribute to the ongoing dialogue on this important topic.

As a result, we decided to create this guide. I would like to acknowledge ISSIG members as early champions for inspiring its development.

We had the good fortune to engage Kyra Garson as the main author of the guide. Kyra is an expert in the field of intercultural communications and an experienced teaching professional. She worked with TRU World to create a process for the guide that would speak to the existing realities at TRU. Together, we recognized that much of the direction and content should come from our faculty members, staff, and international and Canadian students – the people living the full experience of internationalization at TRU.

The process has been as valuable as the final outcome. We have tried to be inclusive, to draw on both internal and external expertise. In deference to the available time and resources, we focused our attention on divisions with international student populations of greater than 10%. However, we also received input from faculty members from various other sectors who had a special interest in the teaching and support of international students. Our internal process involved faculty focus groups, meetings with Deans and Chairs, interviews with Canadian and international students, and input from several community members.

We received honest and varied perspectives that revealed an array of issues, needs, and strategies. Most encouraging were the countless expressions of enthusiasm and encouragement, and many thanks go out to those who meticulously reviewed numerous early drafts, provided feedback, and contributed to sections of this resource.

From a personal perspective, it has been exceptionally rewarding to have been provided this opportunity to initiate and manage this project. It has inspired constructive dialogue, new strategies, and valuable collaborations.

It is difficult to be completely finished with a publication. It can always be improved. We anticipate that as individuals use this resource, additional ideas, examples of best practices and additional perspectives will emerge. We therefore see this first edition as a working copy that will evolve. A web-based version will also be produced.

Two other initiatives complement this faculty guide. First, The International Student Life Handbook and student orientation have been enhanced to include sections on key issues pertaining to academic success and Canadian culture. Second, we have developed workshops on intercultural communications to introduce cross-cultural theories and their application to the classroom, student support services, and workplace settings. These are available to faculty members, students, and staff.

The Centre for Teaching and Learning will play a key role in the dissemination of this resource and the presentation of the intercultural communication workshops for our faculty. Penny Heaslip's support and involvement in the development of this resource has been essential. Under Penny's leadership, the Centre will work to establish a forum for the exchange of ideas and best practices, as well as identify opportunities for ongoing professional development.

Vera Wojna
Associate Director, International Student Services
TRU World, International Education, Training and Development

January 2007



Dear Colleagues,

Thompson Rivers University's student population has become increasingly diverse and internationalized, and this affects all of us at the university: faculty members, support staff, Canadian students, and international students. As an institution, we must strive to accommodate and honour diversity on our campus, and to provide a culturally appropriate and respectful learning environment that meets the needs of all our students.

Multicultural classrooms pose a number of opportunities and challenges for faculty members. International students come to us with different educational backgrounds and learning experiences that stem from their own countries and cultures. They approach their learning at TRU with unique understandings of what it means to be a successful student, and these may not always be the same as those of Canadian students. No longer can we assume that all students experience learning in the classroom in the same manner.

It is exciting to see that faculty members are engaged in exploring how to handle students' increasingly various learning histories and integrate them into a functional classroom. A few years into internationalization at TRU, faculty members have developed practical, concrete approaches for educating international students within a Canadian context. They were generous enough to provide some of their insights for this resource, which represents the beginning of an exploration of how to adapt ourselves to the realities—and potential—of internationalization.

Ideally, this resource will encourage discussion of how students and faculty with diverse cultural backgrounds can learn and live together as a community of scholars. Many thanks to TRU World and Kyra Garson (principal author of this resource) for taking the initiative to deepen our understanding of effective teaching strategies for classrooms populated by both international and Canadian students, and for furthering the development of creating a globally minded TRU campus.

Penny Heaslip
Coordinator
The Centre for Teaching and Learning
Thompson Rivers University

January 2007

USING THIS RESOURCE

We hope this resource proves helpful for all those who are touched by internationalization at TRU—and its challenges, opportunities, and evolution.

During the research and planning stages of this resource, the need to incorporate a wide variety of information became evident. The choice of content was based on requests and responses from TRU faculty members, which were numerous and diverse. As a result, this resource is comprehensive; it may contain sections that individuals will choose to consult—or pass over—depending on their background, needs, and interests.

Therefore, this document is divided into five parts to allow for access to desired information without necessitating a close reading of the entire contents. Please read the following short summaries of each part to ascertain which sections you might find the most useful. The Table of Contents provides a detailed breakdown of each section.

Part I: International Diversity at TRU provides a profile of the international student population and the challenges international students may experience. It also includes a section on the Canadian student experience with internationalization initiatives at TRU.

Part II: Working with International Students addresses many of the issues instructors face when teaching international students. It provides some theoretical constructs of culture to illustrate the basis of differences or conflicts that may be encountered. It offers suggestions for facilitating multicultural, multilingual classrooms (including our own Aboriginal and immigrant students) and it provides methodological considerations for enhancing diversity and globally oriented perspectives at TRU.

Part III: Internationalization discusses the internationalization of Canadian institutes of higher education, including its impact and benefits. It provides information about the role of TRU World and outlines the various internationalization initiatives at TRU.

Part IV: Supports for TRU Students and Faculty provides a comprehensive reference of institutional supports for both students and faculty members learning and teaching in this unique time of change. This section contains contact information for all available avenues of support for students. In addition, it outlines existing, as well as proposed, supports for faculty members.

Part V: Bibliography, Appendices, and Index.



ACKNOWLEDGEMENTS

TRU has experienced impressive growth in its international initiatives, thanks in large part to the many individuals and departments who have committed themselves to the internationalization of TRU and to welcoming our international students. To support TRU faculty members and departments working with international students, TRU World has created this resource. We hope it will help to initiate campus-wide discussions about strategies for creating a globally minded campus.

This resource has evolved from the interest and enthusiasm of Deans, faculty members, students, and staff at TRU. Many people have contributed to its content and form (which will continue to evolve). We invite you to share further suggestions, experiences, and references for this resource with Vera Wojna at TRU World or Penny Heaslip at the Centre for Teaching and Learning.

Specific groups that have contributed to this project include:

- International students
- Domestic students
- International Student Success Interest Group members (cross-campus representation)
- TRU Divisional Deans Group
- Focus groups from the School of Business and Economics, the School of Tourism, and the School of Advanced Technologies and Mathematics
- Faculty members from the Division of Arts
- TRU Faculty Association President
- Centre for Teaching and Learning
- ESAL Department
- TRU World, International Admissions, and Academic Advising

We thank all these groups for their cooperation, and look forward to continuing discussions.

The main author of this resource is Kyra Garson, whose dedication to this project has been outstanding. Kyra is completing a Master of Adult Education focusing in Cross-Cultural Studies. Her background in ESL and experience working and living abroad contributed greatly to this resource.

In addition, we would like to acknowledge contributors and editors Vera Wojna, Penny Heaslip, Jan Petrar, Marg Johnson, Brigitta O'Regan, Emma Bourassa, Gerry Hewitt, Joan Tithecott, Martin Whittles, Kiley Turner, Jim Hu and James Seldon.

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PART I



PART I: INTERNATIONAL DIVERSITY AT TRU

International Student Profile

- Who Are Our International Students?
- What Are They Studying?
- Why Have They Chosen TRU?
- What Are the Academic and English-Language Requirements?

Challenges For International Students

- Culture Shock
- The Canadian Academic Environment
- Language Issues

The Canadian Student Experience

- Opportunities
- Potential Challenges
- Keeping Canadian Students Involved

PART I: INTERNATIONAL DIVERSITY AT TRU

International Student Profile

Who Are Our International Students?

There are presently more than 900 international students at TRU representing more than 60 countries. The student population is becoming increasingly diverse. In 2006, we received our first students from Azerbaijan, Bhutan, Cameroon, Monaco, and the Slovak Republic.

Refer to **Appendix 1** for a country-enrolment breakdown chart.

TRU World marketing is well established in the Asian region. Established markets include:

- Japan
- Taiwan
- South Korea
- China and Hong Kong
- Indonesia
- Thailand

Economic ties between British Columbia and various Asian countries position BC institutions favourably in these markets. We anticipate continued success in Asia for TRU.

TRU World strives to diversify the student population with new and/or emerging markets. These include:

- Russia
- Turkey
- The Nordic region
- Europe
- Gulf States
- Mexico
- South America

Further promising markets include:

- Africa (Nigeria and Kenya)
- South Asia (India, Pakistan, and Bangladesh)
- The United States

Types of International Students

TRU welcomes students from all over the world for both short-term study and full programs. In addition, it can be useful to remember that is not a straightforward matter determining which students are international. A student who appears Canadian and speaks and writes English fluently may actually be studying far from home and adjusting to a new Canadian environment. On the other hand, a visible minority student with limited English could easily be an immigrant, or a Canadian citizen. A general summary of international students' situations follows.

Independent Fee-Paying International Students: This group of international students is distinct because the students have elected, through their own research and planning, to come to TRU to study and pay full fees. They are not at TRU through any inter-institutional arrangement (hence, the label “independent”). These students most often hope to obtain degrees from TRU, and their entire program keeps them in Kamloops for 4–5 years. A smaller number of students in this group won't complete a full program at TRU but will later transfer their credits to another degree-granting institution. The fees paid by these students are approximately four times higher than the fees paid by domestic students. They cover the full cost of education at TRU (including their program and enhanced support services), and they also subsidize TRU World's international marketing and other associated expenses.

Exchange Students: An increasing number of TRU's shorter term students (who study here for one or two semesters) are exchange students. An international student on exchange pays tuition fees to their home institution, and comes to study at TRU as part of our exchange agreements. As exchange is reciprocal, each exchange student on campus at TRU provides an opportunity for a TRU student to go abroad. In that case, the TRU student pays their tuition here, and goes abroad to study at one of our partner institutions. These exchanges are possible because TRU has bilateral agreements with many institutes in other countries. In addition, TRU is a member of the International Student Exchange Program (ISEP).

No culture can
live, if it attempts
to be exclusive.

Mahatma Gandhi

TRU's bilateral agreements and ISEP membership allow TRU students a wide variety of educational and cultural exchanges: they can seek out a study abroad opportunity if they choose, and they also get the experience of studying with international exchange students in TRU classrooms. In total, TRU can offer our students interested in exchange opportunities more than 100 international institutions (and many study options) to consider.

Exchange students have prior university experience and are already well focused in a program of study. They typically possess strong working knowledge of English, as English competency is one qualification for them to go on exchange. Many of TRU's bilateral agreements are with institutions whose students have studied English extensively throughout their school years.

Scholarship Students: TRU also accepts a small number of international students on a scholarship basis. We award scholarships to students that cover either part or all of their fees based on exceptional circumstances, which include outstanding athletic ability, academic merit, or refugee status (the WUSC scholarship). These students enrich TRU through their special perspectives and talents.

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.

Margaret Mead



What Are They Studying?

- Seventy-five percent of international students are enrolled in regular semester programs.
- The remainder are enrolled in English as a Second or Additional Language (ESAL) and University Preparation. Most of these students are intending to enter academic studies.
- A growing percentage of students are transferring from universities abroad to complete their degree at TRU or come for a semester/year abroad.
- An increasing number of international students are in post-baccalaureate programs.
- Approximately 40–50% of the students in the MBA program are international.



Departmental Representation

International students can be found in almost all TRU departments. The following breakdown of the distribution of international students has been provided by Institutional Research and Planning for the 2005/2006 academic year:

Business & Economics	45%
Student Development (ESAL and University Preparation)	22%
Science	9%
Tourism	8%
Advanced Technology	6%
Arts	6%
Other	3%

The following chart indicates the percentage of international students within specific faculties (yearly fluctuations are influenced by domestic student percentages):

Course Enrolment % of International Students	2004/05	2005/06	2006/07
Faculty of Arts	9.98%	9.15%	7.68%
Faculty of Science	3.51%	3.74%	3.03%
School of Advanced Technology & Math	19.40%	16.61%	15.77%
School of Business & Economics	40.34%	28.93%	26.78%
School of Education	3.98%	2.82%	3.30%
School of Nursing	1.51%	1.82%	1.35%
School of Social Work & Human Service	0.10%	0.29%	1.00%
School of Tourism	13.14%	13.43%	15.69%
School of Trades & Technology	0.00%	0.00%	0.00%
Student Development	36.43%	32.40%	38.39%

See **Appendix 2** for a more detailed breakdown of distribution within departments with more than 10% international student representation.

Please contact Institutional Research and Planning for additional information pertaining to student demographics, trends, etc.

Email: irp@tru.ca

Why Have They Chosen TRU?

Some of the reasons international students select TRU are:

- The range of educational opportunities and training services
- Welcoming and diverse environment created by students, staff, faculty, and administration
- High standards and integrated models for international student support services
- Quality of teaching (experienced instructors applying new methods)
- The support and interest of the TRU faculty
- Established bilateral exchange programs through TRU's Study Abroad Centre

“Many TRU students agree that one of the benefits to study at TRU is to build close relationships with professors. Most of the classes are small enough that the professors can match the faces and names of their students in a lecture. Students are usually called by their first names. The professors are also friendly and always willing to give students a hand.”

STUDENT COMMENT

- Flexibility and responsiveness as an institution
- Small class sizes
- Modern facilities
- High level of employability following graduation

“When I first decided to go abroad to study English, I chose Canada because Canada is safer and cheaper than US. After that, I went to several agencies and all of them recommended TRU because of its educational environment such as good instructors and curriculum.”

STUDENT COMMENT

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

- Wide range of campus-based extracurricular activities
- Campus environment with various housing options
- Opportunities to meet Canadian and international students from around the world
- Safe city and environment
- Wide range of outdoor activities

“You can learn English anywhere. In Kamloops you can have a different kind of life. I say here is a great city—fresh air, friendly people, no traffic.”

STUDENT COMMENT

What Are the Academic and English-Language Requirements?

Academic Requirements

The requirements for international students are the same as for domestic students. The Registrar’s Office assesses the transcripts of all incoming international students. Equivalencies are determined through established national and international practices and resources.

Course Load

- International students are required to be full-time students in accordance with their student visa.
- They must study a minimum of 3 courses each semester.
- They may study a maximum of 5 courses each semester.
- In special circumstances, students may be permitted to study 6 courses.

English-Language Requirements

- All international students are required to have a specific level of English competency prior to beginning their academic studies.
- Requirements for TRU are commensurate with other Canadian universities.
- The most prevalent English-language proficiency tests are:
 - Test of English as a Foreign Language (TOEFL)
 - International English Language Testing System (IELTS)
- The majority of Canadian institutions require a Test of English as a Foreign Language (TOEFL) proficiency score of 550–600 for direct entry into academic programs. TRU requires 570.
- TRU also accepts standard scores for the International English Language Testing System (IELTS) or the Canadian Academic English Language Assessment (CAEL) as well as other established proficiency tests.

ENGLISH COMPETENCE	TRU PLACEMENT	TOEFL		IELTS	CAEL
		iBT (new)	Paper-Based		
University Level Competence	Direct entry to academic programs	88+ with no section below 20	570+ TWE 4.5+	6.5+ with no bands below 6.0	Overall 70+ No subtest below 60
Advanced/ University Level	Direct entry to ESAL level 5 (3 ESAL courses and 2 academic courses)	80+	550–569 TWE 4.0+	6.0+ with no band below 5.5	Overall 60+ No subtest below 50
Lower Advanced/ Pre-University Level	Direct entry to ESAL level 4 (3 ESAL courses and 2 academic courses)	71+	530–549	5.5+ with no bands below 5.0	Overall 50+ No subtest below 40
Upper Intermediate	Direct entry into ESAL level 3 (no academic access)	61+	500–529	5.0+	Overall 40+
Lower Intermediate	ESAL level 2				
Upper Beginner/ Lower Intermediate	ESAL level 1				

TOEFL

TOEFL is internationally accepted as the standard academic English proficiency test. More than 6,000 institutions in 110 countries use the TOEFL for student selection. Traditionally TOEFL has been a paper-based exam with three main components: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Recently, the Internet-based TOEFL has been introduced and it has replaced a computer version that is no longer available. The Internet-based TOEFL (iBT) is the most comprehensive version to date including reading, listening, speaking, and writing components. In geographical areas where the iBT is not yet available, the paper-based version continues to be offered.

IELTS

IELTS is an internationally accepted standard test of English proficiency. It is more widely used in the British and European education systems.

CAEL

The University of Ottawa established this proficiency test in the 1980's. It has been accepted by institutions as the equivalent to IELTS and TOEFL.

Other Proficiency Tests

TRU also accepts results of other established tests such as the Michigan and the Japanese Step Tests.

TRU English Placement Test (Accuplacer)

Students who do not have the required TOEFL/IELTS/CAEL score write an English Placement Test (EPT) upon arrival. They are then placed in the appropriate level of English-language study (ESAL) as indicated.

The Accuplacer assesses students' reading, writing, and listening skills. Written compositions are evaluated by a group of ESAL instructors prior to placement. Students' oral abilities are assessed during individual interviews with ESAL instructors to determine speaking and comprehension capacities.

Language Requirements for Academic Programs

As indicated by the previous chart, ESAL level 4 and level 5 students are permitted to enrol in a maximum of 2 academic courses. This provides students with a transition into academic studies. The ESAL courses emphasize skills required in the academic classroom. For example, upper-level ESAL courses focus on conventional academic writing skills as well as reading skills that emphasize critical thinking, problem solving, and comprehension.

Although acceptable scores in English proficiency tests demonstrate solid comprehension levels, they do not necessarily guarantee working fluency in English. Students will likely still have difficulty with the following, either because they have trouble understanding or due to confidence issues:

- Idiomatic language
- Quick or reduced pronunciation
- Specialized vocabulary
- Speaking out in class or in groups
- Expressing ideas in English
- English pronunciation

Often students presenting high scores are still reluctant to speak in English since in many cases their studies may not have focused on oral ability. Practice and patience will assist many to gain verbal confidence.

*More information and suggestions for faculty members experiencing language proficiency or confidence dilemmas can be found in **Part II: Working with International Students**.*

Additional Supports for Students

A significant number of international students enrolled in academic programs may not have attended TRU's ESAL program prior to enrolling in academic courses. They will be unfamiliar with the style and expectations of the Canadian classroom environment. Should faculty members notice serious deficiencies in a student's competencies they may refer them to the following:

- Academic Advisors or International Student Advisors
- Foundations for Success courses
- Campus supports (Counselling Services, Writing Centre, Math Centre, tutors)

*More detail regarding these supports can be found in **Part IV: Internationalization Support at TRU**.*

Challenges For International Students

International students will inevitably face a variety of social and personal challenges living far from home. For many, economic challenges are also a factor. The diversity of our international student population is great. Although we may see international students who are financially well supported, it is important to remember that for some it is nothing short of a miracle that they are studying in Canada. Often families sacrifice greatly to provide their children with a North American education. Moreover, parental expectations or financial hardships can put tremendous pressure on students to succeed.

In addition, similar to their Canadian counterparts, many younger international students find themselves at university, far from parental intervention, and experience independence and freedom for the first time. For these students this is both a liberating and frightening experience. Some will have difficulty balancing their newfound freedom with their academic responsibilities. Often students who experience such difficulties far from home suffer guilt around mistakes they have made, or decisions they made independently without family consensus.

The potential challenges facing international students are a priority and TRU World has organized special supports and services to help students navigate their time in Kamloops as successfully as possible.

See Part IV: Supports for TRU Students and Faculty for a comprehensive listing of supports and contacts.

Although each international student will face a variety of challenges studying far from home, there are some issues that tend to be more universal. Most will deal with some degree of culture shock. Many students have a period of adjustment while learning about Canadian customs, the new academic environment, and how to navigate the campus and Kamloops.

Mankind will
endure when the
world appreciates
the logic
of diversity.

Indira Gandhi

Culture Shock

Culture shock is common for anyone who has just left his/her home country and entered an unfamiliar cultural environment. Symptoms include:

- Disorientation and anxiety
- Homesickness
- Depression and withdrawal
- Weight gain or loss
- Difficulty sleeping
- Lack of energy
- Confusion and anger
- Difficulty focussing on studies
- Stress from the unfamiliar freedom from parental supervision
- Guilt from choices made due to this unfamiliar freedom

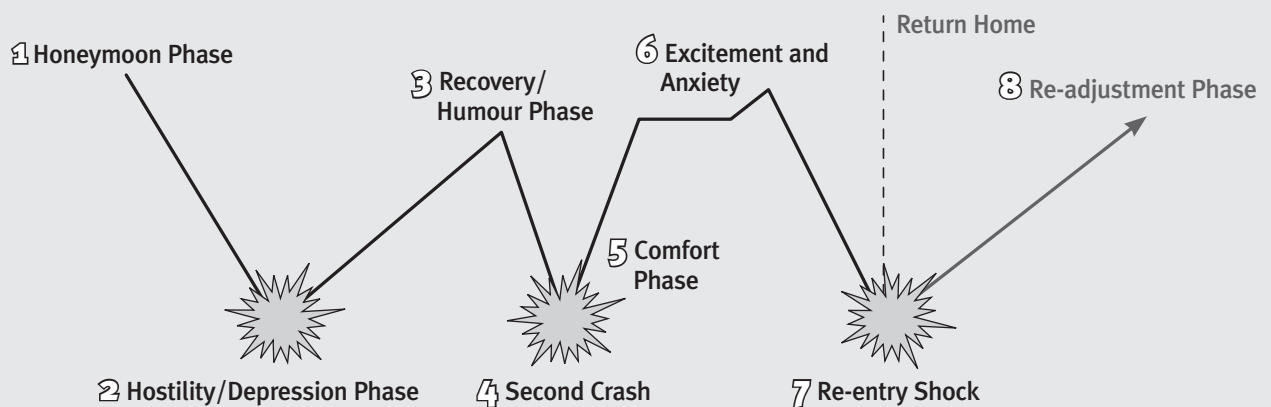
The transitional experience of culture shock has been described by a number of psychologists. In 1975, Peter Adler wrote in *Humanistic Psychology Journal* (vol. 15) that culture shock includes several transitional states. According to Adler, these states influence:

- Perception
- Emotional range
- Behaviour
- Interpretation

More recent studies confirm Adler's framework. Lyon (2002) compared eight studies involving cross-cultural learning and concluded that disorientation and transformation are common characteristics of cultural adaptation.

It isn't easy
being green.
Kermit the Frog

CULTURE SHOCK CYCLE



Stages of Culture Shock:

- 1 **Honeymoon phase:** Characterized by a fascination and excitement with the new environment. Differences arouse curiosity.
- 2 **Hostility/Depression phase:** Marked by dissatisfaction, frustration; a sense of “I hate this place. I want to go home.” Differences begin to intrude, and are rejected. A loss of self-esteem and status may occur and may lead to a need to self-assert in an aggressive way. Confusion and anger can present as a result of misreading cultural cues.
- 3 **Recovery/Humour phase:** Distinguished by a regaining of balance and humour (e.g., “I did the silliest thing yesterday”). Differences are legitimized and negotiated more successfully. Individuals in this stage might now be discovering favourite places, and setting up routines.
- 4 **Second Crash:** A secondary “down” cycle is common. The individual might have been feeling confident with the new culture but suddenly discovers that he/she is still misreading cultural cues and norms.
- 5 **Comfort phase:** The individual feels comfortable and normal; socially and linguistically capable; and confident due to having survived the new experiences and environment. “This place feels like home” is a representative encapsulation of this phase.
- 6 **Excitement and Anxiety:** There may be a build-up to returning home, writing exams, and saying goodbye.
- 7 **Re-entry Shock:** Returning back home can feel like entering a strange environment. “Nobody understands” is a common feeling. The individual has changed, but these changes may not be recognized or accepted. New expectations may not be met.
- 8 **Readjustment Phase:** The individual is getting back to normal in his/her own culture, and becoming more successful at integrating the “new self/culture” as well as appreciating the existing culture.

Adapted from G. Trifonovitch's (1977) Culture Learning/Culture Teaching in Education Perspectives, vol.XVI 9r, 18–22.

Almost everyone adjusting to a new cultural milieu will progress through the various stages of culture shock. For some, the periods are more prolonged or challenging than for others, and their culture shock may in fact affect their concentration or output. Moreover, students experiencing culture shock are often not aware of the situation.

What Can Faculty Members Do to Help?

Instructors who believe a student is struggling with cultural adjustment can assist by:

- Understanding the stages of culture shock as normal
- Asking students how things are going
- Trying to acknowledge students' experience in a new cultural and academic environment
- Reassuring students that culture shock is natural and encouraging them that it will pass
- Referring them to their ISA (International Student Advisor)
- Suggesting that they consult The International Student Life Guide for other avenues of support

“Even acknowledging a student while passing them on the stairs gives them a positive boost.”

INSTRUCTOR COMMENT

“When I first heard of ‘culture shock’ at Orientation I was convinced it would not apply to me. I didn’t pay too much attention to the presentation. However after two months, when I found myself depressed for two weeks, it really helped me to recall that it could just be a normal phase. I was not going crazy.”

STUDENT COMMENT

No one is useless
in this world
who lightens the
burden of it to
anyone else.

Charles Dickens

The Canadian Academic Environment



North American attitudes toward knowledge may differ from what some students may be accustomed to. Many cultures value the preservation and recollection of knowledge rather than the critical thinking skills of analysis, hypothesis, or interpretation.

“The whole North American approach was very different. I had to get into their way of thinking to get my ideas out. It was easier in one class because the professor pointed out that I was from a different educational tradition and let me read something I had done. That encouraged me.”

”

STUDENT COMMENT

Depending on their country of origin, international students may have a difficult time adjusting to the Canadian academic environment and standards. Following are some areas in which issues commonly arise due to differences between educational systems.

These points have been addressed in *The International Student Life Guide*, and they are discussed during International Student Orientation Week to alert students accustomed to different standards. However, instructors who clarify their expectations at the beginning of each semester and clearly state requirements in their course outlines can further assist students in understanding the importance of these factors in their success.

Attendance

In some countries, attendance is not as important as it is in Canada. Students receive their grades based on one final exam; they need only pass the exam to be successful in their studies. Attendance is not always seen as an indication of commitment from the student; in fact, there are some systems in which attendance is optional. And in some educational environments, classes are held in large lecture halls where attendance goes unnoticed.

“Attendance is a big one for me. I award a percentage of the final grade for attendance. If students miss classes, they fall even farther behind.”

”

INSTRUCTOR COMMENT

“At first I was very surprised about the importance of attendance and being on time. Many students in my country have jobs and can't always go to class. It isn't so important as long as you do the work. You can usually get the information from another student about the lecture. It's not like here where the work sometimes happens in the class.”

”

STUDENT COMMENT

Participation

In many countries, students receive a passive, rather than active, orientation toward learning, in which they are expected to simply listen and receive information. When students from these countries come to study at TRU, they may not be familiar or comfortable with the processes of questioning and critical thinking; they may be reticent to speak out in class or to volunteer answers.

“Discussion would be easier if we knew the subject in advance and could prepare some comments.”

STUDENT COMMENT

“I try to encourage questions by repeatedly acknowledging my appreciation when a student speaks up.”

INSTRUCTOR COMMENT

Instructor/Student Communication

Most international students are surprised by the “informal” relationship between instructors and students in Canadian educational institutions. It may take some time before they feel comfortable asking questions or offering an opinion. They may initially be embarrassed or unsettled by direct communication with instructors. Many students feel uncomfortable even addressing an instructor by their first name and will continue to use titles such as “Miss Betty” after being invited to address an instructor by their first name.

“I ask all international students to make an appointment to see me at the beginning of the term. Then I can assess their language skills and at the same time try to build a rapport in which they feel comfortable speaking with me.”

INSTRUCTOR COMMENT

“One of my instructors had the international students introduce themselves and where we were from. She made us feel valued. She understood how difficult it is to study in a second language.”

STUDENT COMMENT

Progressive Evaluation

Our process of evaluation is often new to students from other countries. Again, they may be accustomed to being graded on the basis of one final exam and are unused to progressive evaluation throughout the term. They may not be aware that attendance, participation, projects, and small quizzes can contribute to a cumulative grade.

“Providing students with a detailed course outline and going over it for complete understanding saves us all trouble at the end of the term.”

INSTRUCTOR COMMENT

“I wish I had realized earlier that the quizzes and assignments were so important. I studied hard for the final exam and I did really well. But in the end, my final grade was low. I was surprised and upset.”

STUDENT COMMENT

Individual and Group Work

The distinction we make between individual and group work is not always shared by other cultures. Problems arise when students don't clearly understand that individual work should be original and not the result of a group of friends doing the work together and each submitting the same content. Similarly, group work poses a number of problems, most specifically that often students do not fully participate. Again, the passive context that some students come from is a factor. Lack of confidence in English can also contribute to shyness when working with others.

“In my country students usually work through homework together. The answers are the same because they are the only correct answer. In Canada, the teachers want us to think individually. It is different. Maybe it's better.”

STUDENT COMMENT



Academic Honesty and Plagiarism

The meaning of academic honesty is difficult for many students to fully grasp. The concept of plagiarism may be new for many international students who may never have been required or taught to properly cite sources. In some educational environments, information is a public commodity; ownership of ideas is not recognized in the same way it is here. In addition, in many cultures it is preferable to quote the “expert” rather than to paraphrase in one’s own words. Students who do not understand what plagiarism is, or how to cite sources, can be referred to the Writing Centre in Room OM 2674, or can find clarification through the TRU Library online at: www.tru.ca/library/how_do_i.html

*Additional considerations and suggestions for faculty addressing these issues can be found in **Part III: Working with International Students**.*

Language Issues

Although TRU has regulated English-language requirements, for many international students this is not equivalent to complete fluency. In particular, second-language students will have difficulty with:

- **Idiomatic language:** Common expressions like “as a last resort” or “out of the blue” can cause confusion.
- **Phrasal verbs:** “Take off,” “take in,” “take out,” “take over,” and “take on” are also difficult for second-language learners to master.
- **Reduced or quick pronunciation** can be challenging to comprehend especially when students have learned “What are you going to do?” and they hear “Whatchagonnado?” or “Did you eat?” becomes “Didjeet?”
- **Specialized or field-specific vocabulary** also presents challenges for students whose first language is not English. They may require further clarification of terms.

“The main reason students have difficulty with technical terms is that they did not have much English material to read in their field in their own country or were not required to read such materials.”

INSTRUCTOR COMMENT

Second-Language Confidence

For the majority of second-language students in academic programs, the reluctance to speak out in class stems from confidence issues rather than problems with ability. As students become more comfortable, their shyness tends to dissipate to some degree. Encouraging an atmosphere in which students feel comfortable and confident can assist their progress in this regard.

“I am stressed going to class because I am terrified to speak English. I know the answer, but I am afraid to speak in front of everyone in case they don’t understand my terrible pronunciation.”

STUDENT COMMENT

“Sometimes I ask international students to present in their first language. Although most of us can’t understand the content, it becomes clear to everyone how confident and assured they can be.”

INSTRUCTOR COMMENT

Communication Styles

Different cultures operate using different communication styles. Many students are not familiar or comfortable with being proactive in a group discussion. They expect to be invited to speak, or need more “silent time” to prepare to interject their opinion. Canadians tend not to allow sufficient time and therefore often dominate the exchange.

For ideas on how to address these and other intercultural communication issues, see Part II: Working with International Students.

English usage is sometimes more than mere taste, judgment and education -- sometimes it's sheer luck, like getting across the street.

E.B. White



The Canadian Student Experience

The internationalization of Canadian universities is endorsed by educational, governmental, and independent agencies as an initiative that can provide Canadian students with the necessary skills and competencies to contribute to an interdependent, global society. Canada needs to produce globally competent graduates who can communicate and negotiate across cultural divides in an increasingly competitive global economy. It is the responsibility of institutes of higher learning to prepare their graduates for a globalized future;

“Preparing Canadians for the future requires new knowledge, new skills, new approaches, and new attitudes, none of which will be as complete or pertinent without an international dimension to our education.”

AUCC STATEMENT ON INTERNATIONALIZATION

Opportunities

Global Competencies

All TRU graduates can benefit from acquiring global competencies, including:

- Language (including foreign language) skills
- Perspectives informed by both domestic and global considerations
- Tact and respect in interpersonal communications
- Empathy for other cultures and perspectives
- Resiliency and coping skills
- Innovation and responsiveness
- Business etiquette
- Entrepreneurship
- Technological skills and adaptability

Human diversity makes tolerance more than a virtue; it makes it a requirement for survival.

Rene Dubos

“The most important corporate resource over the next 20 years will be talent: smart, sophisticated business people who are technologically literate and globally astute and operationally agile.”

NORTHERN EDGE JOURNAL,

“HOW CANADIANS CAN TRIUMPH IN THE GLOBAL ECONOMY”



Intercultural Experiences

Domestic students at TRU have exceptional opportunities due to the continued success of internationalization initiatives. TRU students are uniquely positioned to gain exposure to international perspectives through:

- Study Abroad exchange programs
- Field schools
- International students attending TRU

Study Abroad

Many TRU students have had, or will have, the experience of studying abroad while earning credits toward their program at TRU. The richness of such an experience cannot be understated; students who have studied abroad often use the term “life-changing” to describe this period of their lives, and appreciate the personal growth, cultural competencies, and enhanced professional opportunities that studying abroad can provide.

The Study Abroad Centre administers exchange programs and field school opportunities for TRU students. TRU can provide students with exchange opportunities through bilateral exchange agreements and membership in the International Student Exchange Program (ISEP).

“Studying abroad gave me new perspectives about myself, Canada, and my field. But the most eye-opening thing was a new understanding of ‘normal.’ I realized that there are many different interpretations of normal.”

CANADIAN STUDENT COMMENT

“Study abroad programs let students explore while studying. It’s like an adventure with a purpose. I got to see another part of the world, but at the same time I learned a lot about business in a different culture. I know it will help my career to understand different ways of doing things.”

CANADIAN STUDENT COMMENT

Field Schools

Various TRU departments have initiated international field schools, which are faculty-led educational journeys abroad that often offer practical work opportunities as well as study. Both professors and students gain rich cultural and professional experiences via TRU-initiated field schools, some examples of which follow.

Program	Country
Adventure Tourism	Chile
Anthropology	Eastern Europe
Natural Resource Sciences	Belize
	Indonesia
Nursing	Nepal
	Samoa
	Thailand
	Lesotho (pending)
Social Work	Mexico

“Some of the students who participated learned more in a few weeks about the challenges of their profession and about themselves than they might have in a few months in a traditional classroom.”

INSTRUCTOR COMMENT

“What an incredible experience to see how things are done with such limited resources. Now I not only appreciate all that we have to work with, but I value the quality of our education so much more as well.”

CANADIAN STUDENT COMMENT

Canadian students returning from educational experiences abroad are excellent resources in TRU classrooms. They share fresh ideas, renewed enthusiasm, and broadened perspectives with their classmates, having experienced living, studying, or working in another culture. Furthermore, they are often willing to assist international students on campus as they tend to empathize with others experiencing life far from their familiar environments.

International Students On Campus

International students at TRU provide numerous benefits to the domestic student experience. Many domestic students may not have travelled outside of Canada and truly interacted with other cultures, but through their interactions with international students, they get a unique opportunity to learn about the rest of the world. Direct benefits to Canadian students include:

- Opportunities for cultural exchange
- Enhanced intercultural competencies
- Experience working with other cultures
- Viewing situations from different perspectives

Having international students in TRU classrooms provides domestic students with daily opportunities for cultural exchange whether through class work or simply casual conversation. TRU World also supports social activities that encourage cross-cultural interaction.

- The International Student Activity Program (ISAP) welcomes domestic student involvement in activities.
- The Buddy Program pairs international and domestic students for friendship and cultural exchange.
- TRU International Days provides opportunities to experience the rich and diverse cultures represented on campus.
- International Student Club events include Chinese New Years and Moon Festival, Afro Cultural Evening, and Latin Dance Night.

“I went in ISAP’s Amazing Race and met some really great students from all over the world. It was so awesome!”

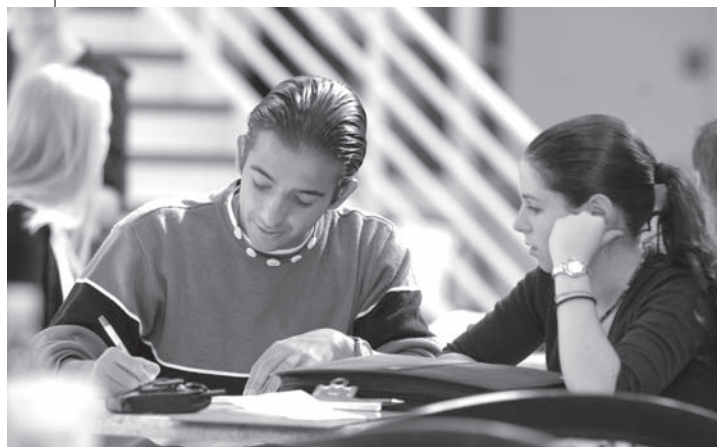
CANADIAN STUDENT COMMENT

Even Canadian students who don’t have a lot of direct contact with international students in their classrooms can enjoy exposure to the numerous cultures on campus.

“I think having so many nationalities around gives TRU a much bigger feeling. It’s so cool to walk by and hear a group of students talking in another language. It makes me feel like I’m not even in Kamloops.”

CANADIAN STUDENT COMMENT

Having international students on our campus and in our classrooms allows domestic students to develop intercultural competencies critical in our world today. Canadian students who aspire to futures in international settings or contexts will be better positioned having had intercultural experiences. The multicultural classroom can be viewed as a microcosm of the professional environments many of our graduates will enter following graduation. Students’ educational experiences and exposure to intercultural dynamics will help them contribute to and thrive in the global marketplace.



Potential Challenges

Although the majority of Canadian TRU students enjoy and appreciate the value of having international elements on campus, the presence of international students in their classrooms can, at times, present some unique challenges. Interviews with Canadian students and faculty members suggest that the main challenges to having international students in their classrooms revolve around group work. Following are some of the specific areas domestic students have noted as being problematic and/or needing attention.

Communication Styles

Canadian students have indicated that they would benefit from more information and sharing on the subject of intercultural communication. Some students feel that were this issue addressed and discussed, some miscommunication and frustration might be alleviated. Students noted both that Canadian students need to better understand different ways of communicating and that international students need to better understand how to communicate in a Canadian context. Including a session or workshop on intercultural communication theory and application early in the term would help set the stage for greater tolerance and anticipation of possible communication breakdowns.

Assumptions

Group work involves a relatively complex dynamic that often relies on shared assumptions of roles and responsibilities. When a student is not aware of an assumption or expectation, s/he has the potential to disappoint others in the group.

Group Formation

Students have also highlighted the formation of groups as potentially problematic, saying that when left to students, groups can ostracize international students or be unfairly distributed with regard to language skills. Many students have expressed the desire for instructors to intentionally mix international students with domestic students and to assist students to organize workloads and clarify roles and responsibilities.

In the middle of every difficulty lies opportunity.

Albert Einstein

Writing Ability

International students with weak writing skills in English can be problematic for Canadian students working in their group. Many domestic students feel that if international student group members are left to write independently, the Canadian members often have to compensate for problems in the work. Most concede that the international group members bring great ideas; it is the written component of their work that may be at issue. Plagiarism and cutting and pasting from the Internet were also noted as problems international students' independent writing sometimes introduces to the group.

“I realized after editing and basically rewriting the work that it was better to brainstorm and write together. That way they could get some help with their writing and see the process of generating writing from their own ideas.”

CANADIAN STUDENT COMMENT

“These guys in our group were obviously taking stuff directly off the Internet, so we suggested they search sites in their own language and then summarize the points for us in English and then write them in their own words in English. That seemed to help.”

CANADIAN STUDENT COMMENT

Group Evaluation

Domestic students who expressed frustration around group work with international students generally felt that a main reason for upset is the percentage of the total grade awarded to some group assignments. These students appreciate that studying in a second language is an accomplishment in itself; however, they also perceive an imbalance introduced to grading or division of workload due to some group members' language skills. They felt that due to the high weight some group projects played in their total grade, they simply had to do extra work to pull the whole group through. Some suggested that instructors provide individual marks, as well as an overall group mark. Others felt that instructors grading group work with a significant impact on the total grade should somehow consider writing skills or distribution of labour within the group.

“When group marks are as much as 40% of my final mark, you bet I'm gonna rewrite all the international students' work. I understand the value of working in a group; I just wish that it didn't fall on us to pick up the slack all the time.”

CANADIAN STUDENT COMMENT

“Of course, most of us only speak English. We wouldn't dream of writing a paper in another language. I admire the international students for trying to do that. It's just a drag when I get marked on their English.”

CANADIAN STUDENT COMMENT

Speaking Skills

Some international students are reluctant to speak out, even if they have an idea to contribute. As a result, Canadian students can feel as if they are contributing most of the group's ideas. At times, the international student's idea is weakened by limited vocabulary and Canadian students may try to help by finishing the statement. As such, it is sometimes easier not to take the time to encourage international students to contribute in the group.

“I realized as group leader that I was rushing the exchanges. I would ask the international student what she thought, but she didn't answer quickly enough, so I went to the next person so as not to embarrass her. She later told me she had wanted to share an idea, but I hadn't given her enough time to formulate a response. I let her know it would help if she told us she was thinking. The next time, I gave her more time and she let me know she needed a moment and it worked better.”

CANADIAN STUDENT COMMENT

Mastering another language allows you to transfer to another mindset. Language is never only about words, it's about transferring feelings and accepting a different context.

Geert Hofstede

Keeping Canadian Students Involved

Instructors can choose to encourage Canadian students to realize the potential of the international learning experiences available at TRU.

“The teacher should draw the advantage of listening to the internationals in the classroom, and try to ask them ‘how is it in your country?’ or try to compare and get the best out of that. The international student feels better for it if someone recognizes the richness of his being here. It can only be better for everyone.”

STUDENT COMMENT

Instructors have found the following techniques useful for helping Canadian students understand the benefits of exposure to international perspectives:

To teach is to learn twice over.

Joseph Joubert

Teaching is the highest form of understanding.

Aristotle

- Using the classroom setting to model and illustrate cross-cultural communication and negotiation, recognizing that these skills will be required outside the classroom
- Seeking out and acknowledging international contributions to the field of study
- Using international examples or case studies to illustrate topics or methods
- Discussing the global economy and the likelihood that many students will have international connections in their future work
- Demonstrating the need for intercultural cooperation and understanding
- Challenging students to identify personal benefits from exposure to international views
- Encouraging students to ask questions that will help them understand their classmates
- Encouraging collaboration among students of different backgrounds as preparation for the real world

“When the international students are not very clear or they speak slowly, then I felt a little impatience (from the other students). I think the instructor could have made it clear that having this international person talk was a plus, was something great, and we’re lucky to have this one with a different experience. It’s all the more valuable. If he had made it clear to everyone that, in a way, it might be interesting because it’s an international student, then they’d be more patient.”

CANADIAN STUDENT COMMENT

“Personally, I think it’s a little sad that some of our classrooms have become so segregated. There are pockets of nationalities separated by some invisible line. International students could be such a rich resource for us. I wish the instructors wouldn’t allow groups of students to separate based on ethnic or cultural groups. It keeps us further and further apart.”

CANADIAN STUDENT COMMENT

The integration of international students into the Canadian classroom is obviously, and not surprisingly, a challenging process. There are many positive consequences for Canadian students in studying with international students, and also some potential bumps along the way. TRU World is committed to emphasizing and encouraging the positives, and also to providing support and advice to faculty members and/or departments who are struggling with practical issues of internationalization and who want to work toward greater harmony and interaction in the classroom.

*Further discussion of multicultural group work and facilitation considerations can be found in **Part II: Working with International Students**.*



PART II



PART II: WORKING WITH INTERNATIONAL STUDENTS

Classroom Implications and Suggestions For Success

- Academic Expectations
- Assessment Strategies
- Academic Honesty

A Crash Course in Culture and Classroom Applications

- The Cultural Iceberg
- Some Perceptions and Values That Differentiate Cultures
- Intercultural Communication
- Toward Intercultural Practice—A Globally Minded Classroom
- Multicultural Class Dynamics
- Pedagogical/Andragogical Considerations

PART II: WORKING WITH INTERNATIONAL STUDENTS

Classroom Implications and Suggestions For Success

The numbers of international students worldwide are increasing; students are ever more mobile. Campuses and classrooms across Canada have become increasingly diverse. This change in demographics is challenging our assumptions and established practices, as well as offering new possibilities. Educators are now seeking ways in which to integrate international and intercultural perspectives into the teaching and learning process, asking such questions as:

- How do we graduate globally aware and competent citizens?
- How do we effectively teach and integrate an increasing number of international students?
- How do we maximize this international resource in ways that enhance, rather than detract from, Canadian students' learning experiences?
- How do we effectively support departments and faculty in this process?

TRU (and formerly, UCC) has been receiving international students since the 1980s. Over time, many faculty members have evolved their methodologies and communication strategies to respond to increasing cultural diversity. They have also sought ways to help Canadian students appreciate and benefit from the rich opportunities in their midst provided by internationalization.

However, internationalization is a relatively new phenomenon and the issues are complex. TRU faculty members have identified a number of issues that present challenges:

- **Managing increased workloads** related to marking and providing effective support and feedback
- **Considering potential challenges** in evaluation related to linguistic limitations and cultural differences
- **Creating group work** that effectively incorporates cultural diversity and language limitations
- **Effectively integrating** international students with Canadian counterparts
- **Incorporating language proficiency factors** without undermining content and pace for Canadian students
- **Encouraging participation** levels from more passive learners
- **Addressing academic honesty** infractions
- **Assessing the potential impact on Canadian students'** learning experience

In response to increasing cultural diversity in our academic classrooms, many instructors have been evolving their approaches to be more inclusive. TRU faculty members have considered adjustments in the following areas:

- Facilitation of programs
- Adaptations to curriculum
- Delivery methodologies
- Evaluation strategies
- Communication styles
- Integration techniques

Many universities in Canada, the United States, and abroad are investigating effective strategies to accommodate changes arising from the internationalization of the academic experience. We hope that through the experiences of all our colleagues we will enhance our ability to smoothly and effectively internationalize. The following sections will aim to identify specific issues that faculty members often encounter, and to offer some suggestions that others have found can ease adjustments to instructing multicultural, multilingual classes.

TRU staff and faculty members have provided many valuable suggestions for consideration. This document will evolve to include additional suggestions and feedback as part of the collaborative process of creating a globally minded campus.



Academic Expectations

Passive or Active Learners

In some cases, students' passivity may be the result of a lack of second-language confidence. For example, a student who appears not to know the material or the answer may in reality be shy to speak English. Additionally, reticence may stem from the educational environment in which students were raised. International students come from a variety of educational settings and may be unfamiliar with the Canadian academic environment and its inherent expectations. In other educational cultures, it is often the student's role to merely absorb knowledge, and it may even be considered presumptuous or rude to question an instructor or offer an opinion. The active, assertive model encouraged by North American academic institutions can be difficult for some students to adjust to.

“When I want a second language student to speak in class, I try to give a warning, like, ‘Kim, I’m going to ask you next,’ or, ‘Ivan, tomorrow you will be asked to summarize your understanding of the reading.’ This takes the pressure off and allows them to prepare a response.”

INSTRUCTOR COMMENT

“In China, you should only ask questions after the class time. This is kind of like a rule in our country. In the beginning, I didn’t understand that I was free to ask questions whenever I wanted.”

STUDENT COMMENT

“I know instructors want me to participate in class. It’s still hard for me after years in a different kind of class environment where participation was not appropriate. I feel stressed each time.”

STUDENT COMMENT

Strategies that instructors have found successful include:

- Inviting questions and acknowledging all questions as relevant
- Giving students time to prepare responses
- Letting shy students know in advance that they will be called upon
- Building confidence by engaging them in one-on-one discussions
- Making it clear that all contributions and perspectives are equally valued
- Using anonymous examples from questions posed outside of class time to illustrate their worth
- Rephrasing student responses in a way that highlights their contribution while at the same time clarifying for others
- Telling students verbally, and in the course outline, the expected level of participation

“One teacher would call on us from the attendance sheet. If you didn’t want to answer you could pass, but you would have to answer the next question. So, he found out who was in the class and everyone knew they would have to speak.”

STUDENT COMMENT

Appendix 3 provides an example of an explicit course outline.

Instructor/Student Relationship

In many cultures, the relationship between instructor and student is quite formal. It may be considered impertinent to discuss ideas or opinions with an instructor; and/or asking for assistance may be considered a sign of incompetence or weakness. On the other hand, in some cases students can misunderstand this seemingly casual relationship and dominate an instructor's class time or office hours.

“The first day in class I started to stand up when the instructor entered. I quickly realized that was a stupid thing to do.”

STUDENT COMMENT

“One student in particular would come to my office hours continuously as though I was her private tutor. Finally, I discovered that from her perspective this was a fabulous Canadian courtesy that she would have been foolish to pass up! Some more discussion successfully cleared up the misunderstanding.”

INSTRUCTOR COMMENT

Strategies instructors have found successful include:

- Clarifying expectations and ground rules in writing
- Making clear times available (or not) for consultation outside of class
- Notifying students of office hours and when (or if) emails are welcomed
- Encouraging students who have not visited during office hours to do so
- Learning students' names and the correct pronunciation

“At our first meeting I ensure that everyone learns each others' names. I write the more difficult ones to pronounce on the board.”

INSTRUCTOR COMMENT



Receiving Gifts from Students

The giving and receiving of gifts in business or educational settings differs widely among cultures. In some cultures, giving gifts is an established form of showing respect and gratitude. However, in other cultures or instances a gift can signal a desire to influence an outcome.

In Canadian culture, students do not routinely give gifts to their instructors. There may be exceptions in instances where the instructors have given special assistance. But some of our international students come from cultures where gifts are more routinely given to instructors.

TRU instructors have indicated that usually they feel comfortable receiving gifts that are inexpensive, especially if they have provided special assistance to a student. However, some instructors have faced situations where a student has offered a gift that appears to be too expensive and/or has been offered in an inappropriate context or time. Following are ideas and examples for what to do when feeling uncomfortable about gifts.

Declining gifts: These situations can be awkward and benefit from a high degree of clarity and diplomacy. If the instructor feels that a gift offered by a student is too much, too expensive, or in some way conveys an ulterior motive, s/he can refuse a gift and still retain the relationship. In such a case it is especially important to recognize the gesture (express gratitude for the gift), but to clearly explain why it is not possible to accept the gift. Each instructor will have his/her own sense of what is appropriate.

The Delicate Art of Declining a Gift

Example of an approach used for not accepting a gift:

“I thank you very much for your gift expressing your appreciation. It is most generous and thoughtful. However, as a faculty member, I am not permitted to accept a gift this expensive/generous from any student. This is standard practice at TRU to ensure neutrality. If I accepted your generous gift (or your gift at this particular time) others may perceive that it could potentially influence my assessment of your work. I hope you understand the reason for this policy and do not take this personally. I know this is not your intention. Again I appreciate ...”

Consistency: Individuals establish their own guiding principles regarding the acceptance of student gifts. At best, it is a judgement call. However, it can be more straightforward if a consistent approach is applied to whether or not gifts are accepted or declined. In this way, a student will not inadvertently interpret the refusal or acceptance as a reflection of their academic standing or cultural affiliation.

Even in receiving small gifts, some instructors try to balance expressing their pleasure with a subtle indication that it will in no way influence grades or outcomes if the context warrants this precaution. This can be done by referencing other small gifts and discussing how these items communicate students’ appreciation or are examples of the diverse cultural backgrounds in the classroom.

English Competency

Varied levels of English in the classroom can be challenging for student and instructor alike. Sometimes it's unclear whether or not a student understands what has been said or whether s/he has truly grasped a reading selection. Group work can also be affected because of a participant's language skills. Often second-language students have higher comprehension than confidence so a little encouragement and patience from instructors and peers, particularly in discussion, can help them feel comfortable contributing. Being aware that second-language students face specific challenges and acknowledging that they may be struggling can go a long way in encouraging them.

“I lived for one week on the question: ‘Do you take your notes in English?’ Wow!’ That takes some thinking on the part of the professor. To have made the connection, ‘Oh, she writes in English, but this is not her native language.’ It sounds so simple and so silly but it was really kind of recognition of me. Things like that are really nice.”

STUDENT COMMENT

Following are some strategies that instructors have found useful in assisting second-language students.

Use Reinforcement Techniques

- Repeat main ideas—either verbally, on the board, on a handout, or posting on the WebCT or Moodle
- Ask students to summarize in their own words
- Provide key terms in writing
- Identify key terms prior to the lesson or reading assignment
- Ask students to define key terms
- Prepare questions to help students identify central points
- Recap and review often

“I wish my instructors would give more handouts—it is difficult to take notes and listen in English.”

STUDENT COMMENT

“Identifying key words in the text, asking for or giving definitions for them, and then linking them through the lectures helps students become comfortable with new terms.”

INSTRUCTOR COMMENT

“I remember the first day when my supervisor talked to me; he talked about copper sulphate, ‘liusuantong’ (in Chinese). It's really a common chemical in China. Even if you just have a very simple chemistry education, you will know this. But for me, I couldn't understand. I didn't know the language. In chemistry there are many, many new words. Every chemical was a new word for me.”

STUDENT COMMENT

Clarify Instructions

- Ask students to repeat the instructions to clarify understanding
- Outline complex expectations in writing or posting on the WebCT or Moodle
- Clarify what a good assignment entails or provide examples with highlights

Provide Visual Aids

- Include diagrams, charts, illustrations
- Distribute handouts
- Use PowerPoint or multimedia presentations

“Pictures shortcut the amount of language use and speed up the learning process.”

INSTRUCTOR COMMENT

Adjust Speech

- Avoid slang or idiomatic language
- Speak clearly and not too quickly
- Explain or define new or specialized vocabulary
- Check comprehension frequently

“I noticed that many expressions I normally would use were misunderstood by the international students. For example: ‘talk shop,’ ‘take the plunge,’ ‘about face,’ or ‘at loose ends.’ Then I consulted a book on idioms and was amazed by how many common expressions could be misleading.”

INSTRUCTOR COMMENT

“Speaking in plain English seems to help, then trying to rephrase in different ways to clarify meaning.”

INSTRUCTOR COMMENT

For research data on strategies for second-language students at TRU see **Appendix 4**.

Assessment Strategies

Depending on the discipline, a student's degree of language proficiency can present difficulties assessing their subject knowledge. This is particularly acute in departments that rely on the evaluation of written assignments or oral presentations. For the most part, instructors individually determine how and what to assess in their classes; however, regarding some international students' work, many instructors find it helpful to consult with colleagues.

We are all inclined to judge ourselves by our ideals; others, by their acts.

Harold Nicolson

There is an expectation at TRU that international students should be evaluated on a scale equivalent to domestic students. Instructors have indicated that they keep to this principle, but have also found ways to recognize the linguistic challenges of their international students and incorporate this into their marking scheme. As there is no established method, and each field of study differs, it is often an intuitive process. Exchanging ideas on viable strategies within each field, department, or division can be a useful exercise.

TRU is responsible to students, potential employers, and other institutions to maintain standards across the student population. Following are ways in which instructional staff can assist international students in fully comprehending and meeting these standards.

Explicit Criteria

As with course outlines and the general rule of making expectations very clear, international students can benefit from explicitly stated assessment criteria. Instructors have found that when they clearly and simply spell out the expectations of assignments, international students can follow a list of requirements, and this in turn can yield better results. Furthermore, it can be helpful to instructors to grade assignments according to specific, pre-established criteria that apply to all students in a class.

“I've found that if I want students to produce something in a particular way, I need to tell them what I want and not assume they will infer it. I find criterion-referenced assessment helps to give them a 'check list' for this purpose.”

INSTRUCTOR COMMENT

*An example of criterion-based assessment can be found in **Appendix 5**.*

Variety of assessment methods

Instructors who employ a variety of assessment tools have found results reflective of student strengths that aren't necessarily dependent on oral confidence or writing skills. For example, when evaluation is based mostly on written responses, international students may provide answers that are ambiguous or challenging for instructors to assess. Incorporating well-planned multiple choice or true/false components can level the playing field and give a clearer indication of comprehension.

“When I give a multiple choice or true/false quiz based on a case study, I find that the international students are often in the top percentages much to the surprise of their Canadian classmates. I believe this also helps the Canadian student to recognize that the quiet student sitting next to him may just know something after all.”

INSTRUCTOR COMMENT

Self or Peer Evaluation

Many instructors find that engaging students in self-assessment or peer assessment can be beneficial. Structured self-assessment can be a valuable learning tool because it asks individuals to identify their own strengths and weaknesses. This process often leads to focused goal setting and the development of specific strategies for improvement. Although this type of reflective learning can be strange for many international students, they can benefit greatly from being given responsibility for their educational progress.

“When my teacher asked me to do a self-assessment, I was really confused. It seemed silly to me because that is the teacher’s job. Later I realized that doing the assessment made me really understand where I needed to improve to do well in the class.”

STUDENT COMMENT

It is also worth noting that some students will undervalue themselves because of the importance of modesty in their culture. They may need special guidance in undertaking such a task.

Often peer evaluation can be particularly useful for international students. If the evaluation is anonymous and includes more than one student’s assessment, it can help individuals to understand how their work is viewed more widely. Instructors often employ this type of assessment during presentations. Second-language students can benefit greatly through feedback from peers regarding such things as clarity of the information, public speaking style, confidence, choice of topic, and keeping the audience engaged.

Some instructors use peer evaluation as a means to keep those in the audience listening attentively and following each presentation. From this perspective, international students can have the opportunity to repeatedly note expectations in their course and what components make for a better or worse assignment.

“Peer evaluation has become a learning tool in my class. Not for those being evaluated, but for those doing the evaluation. Each time they evaluate a classmate, they get a clearer impression of what is required and the number of components that relate to success.”

INSTRUCTOR COMMENT

Judge others by their questions rather than by their answers.

Voltaire

Editing Opportunities

With regard to grammatical accuracy, instructors tend to have various approaches that are often dependent on the discipline. Some instructors feel that if a student displays an accurate understanding of the material, they can overlook written errors. However, in some departments written clarity and accuracy is more highly prioritized.

Many instructors find the task of grading international students' written work daunting. It can take significantly longer to mark some international students' assignments if one wants to provide comprehensive feedback. It can also be challenging to follow the flow of ideas due to unfamiliar composition style or ineffective translation.

In cases where a student with weak writing or grammar skills is being evaluated at least in part on their writing, it might be appropriate to provide the student with more editing opportunities prior to submitting their assignment. Some instructors have found this makes evaluation less challenging, while at the same time providing second-language students with a chance to polish their writing and learn to express their ideas more clearly.

“I ask all international students to submit written work one week in advance. I then go through it and simply underline all of the grammatical errors and return it to them. This allows them an additional week to polish their work. Usually, this ‘noticing’ technique results in more than a 50% improvement to their writing and makes the process of evaluation less painstaking.”

INSTRUCTOR COMMENT

“Especially I find it hard to express my ideas in precise and accurate words and expressions. I know the ideas but often cannot find a satisfactory expression.”

STUDENT COMMENT

Students exhibiting difficulties with writing can also be referred to the Writing Center in Old Main, or directed to Purdue University's online writing tutorials at <http://owl.english.purdue.edu/>

TRU World welcomes more input regarding assessment strategies and encourages instructors to discuss strategies and standards within their respective departments.

Electronic Dictionary Use

Many second-language students use electronic dictionaries and translators. Although use of these resources can be very helpful for students in understanding abstract terms and concepts, it can also present difficulties. Students struggling with English can retard their language acquisition if they are too dependent on translation help.

Constantly moving between a first and second language can create difficulties for students who need to be thinking in English. Many instructors encourage second-language students to use English/English dictionaries to increase vocabulary and comprehension.

Decisions regarding translator usage depend on the discipline and type of assignment; however, instructors should be aware that some translator software can be inaccurate when translating more than single words and can present more awkwardness when used extensively for written work. Furthermore, many comprehensive models of electronic dictionaries are not restricted to merely dictionary functions. Therefore, their use in exam settings should be considered.



Academic Honesty

Many international students have different perspectives and/or experiences regarding academic honesty. Some possible factors for this are:

- The collaborative nature of some educational cultures makes it difficult for students to differentiate between collaboration and cheating.
- The concept of owning ideas is unfamiliar in their culture.
- There can be a view that it is preferable to quote the “experts.”
- Students may believe that it is a compliment to use others’ ideas and words.
- There may be an emotional disconnect regarding the idea of intellectual property.
- In highly contextualized cultures, everyone recognizes the source of certain passages (i.e., so referencing these seems unneeded).

Instructors have found that making expectations and consequences clear regarding academic honesty is helpful. This might include:

- Underlining TRU policy about academic honesty and the consequences of dishonesty
- Alerting students to the use of plagiarism software
- Providing concrete examples of plagiarism, as well as properly cited works relevant to the field of study
- Encouraging class discussions about protocols in different educational cultures
- Clarifying what level of collaboration is acceptable for each assignment
- Directing students to resources that explain citation skills, such as:
TRU library’s online “how do I” section at www.tru.ca/library/how_do_i.html
Or, Purdue University’s site at <http://owl.english.purdue.edu>

“In the course outline, a section is included on plagiarism, but I think it is important to provide some examples and also some examples of properly cited references.”

INSTRUCTOR COMMENT

“In my country it is not considered ‘dishonest’ to use the words of a known scholar. We are taught to memorize the words of the experts and use them often. I was surprised to learn that in Canada this is an offence.”

STUDENT COMMENT

“When we use other people’s words, it means that we support what they say, especially if they are ancients. We just need to make sure the words are correctly copied from their words. It isn’t necessary to give all the other information required in Canada.”

STUDENT COMMENT

Some instructors discuss plagiarism in detail and provide students with examples of obviously plagiarised work. For example, when students are provided with a passage in which typical student writing is prevalent and suddenly a section is copied and pasted into the centre, students can often identify the change in syntax as easily as instructors can. Alerting them to the obviousness of such “borrowed” words can help them avoid copy and paste techniques in their own work. Demonstrating how this same passage could be incorporated through proper citation can be very helpful.

TRU Policy toward Academic Dishonesty

TRU policy clearly states that academic dishonesty will not be tolerated. Instructors are considered responsible for educating students about their responsibilities as members of an academic community. If academic dishonesty is suspected, it is the instructor’s responsibility to confront the student and take action if necessary. In order to enforce this policy and to affirm the gravity of such offences, faculty members are asked to follow through with standard procedures and processes. The TRU Academic Integrity Committee has provided seven formatted letters for instructional staff to use in the process. These letters can be printed from: www.tru.ca/senate/committees/academic_honesty/letter_format.html

“I caught two students submitting the exact same assignment. I presented them both with Letter #1 and found that doing this shortcut all the normal pleading, explaining, and arguing. They clearly understood the seriousness of their offence, as well as the fact that it was too late to convince me otherwise. It felt like I had backup.”

INSTRUCTOR COMMENT

*An example of Letter #1 can be found in **Appendix 6**.*

More information about academic honesty policies and procedures, as well as a PowerPoint presentation and procedure flow chart for faculty members, can be viewed at www.tru.ca/senate/committees/academic_honesty.html.

Instructors requiring support or translation when dealing with international students charged with academic dishonesty can contact an International Student Advisor (for first-language assistance) or their Academic Advisor.

“I explained TRU’s academic honesty policy and process several times. I sensed the student was still unclear. I sent him to see his ISA who explained it all in his first language. That seemed to help and saved me time.”

INSTRUCTOR COMMENT

Academic honesty is covered in the International Student Life Guide and addressed during International Student Orientation Week and follow-up orientations. In addition, TRU World is developing more in-depth workshops about academic honesty for international students and welcomes any additional input from faculty members, as well as opportunities to offer these workshops.

Culture is a concept that we made up which helps us understand a complex world, but it is not something tangible like a table or a human being.

Geert Hofstede

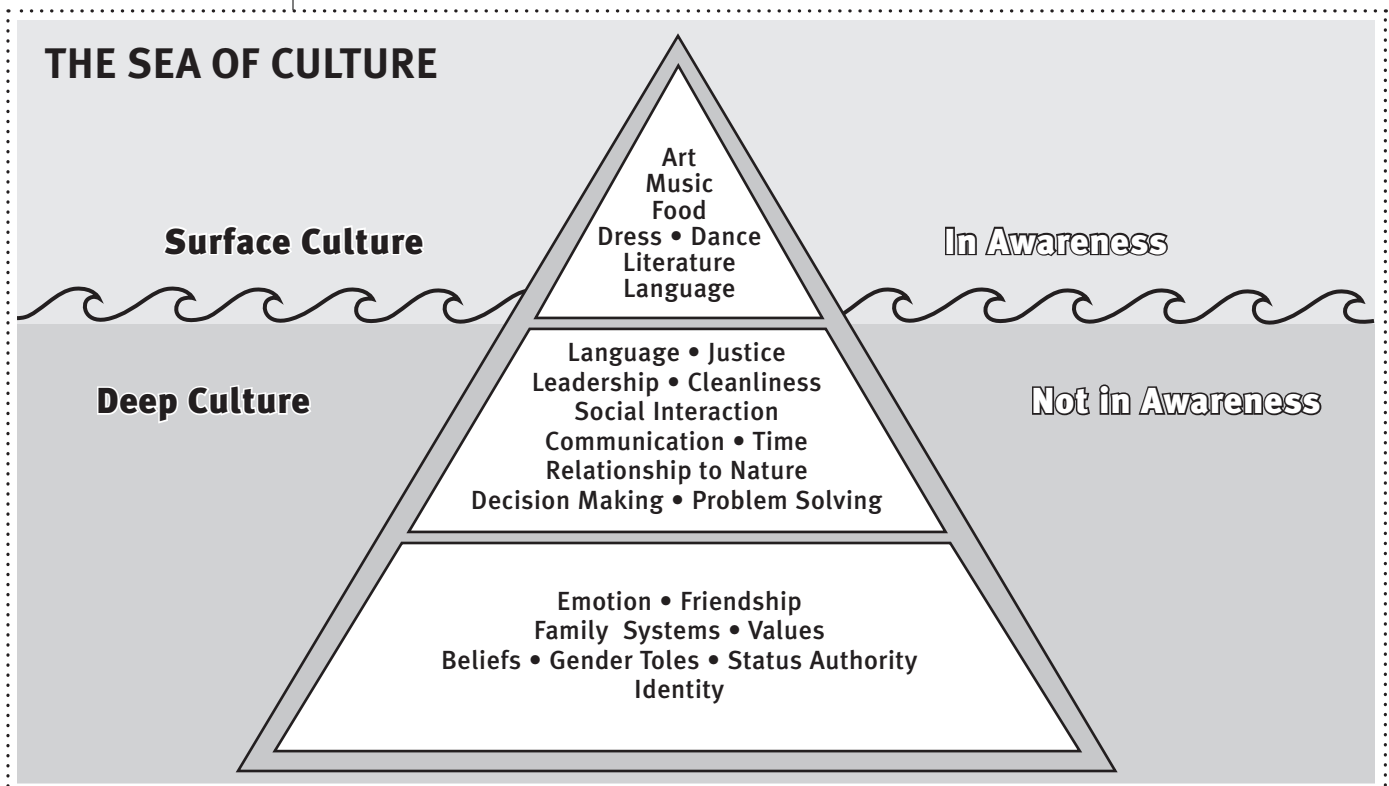
A Crash Course in Culture and Classroom Applications

The Cultural Iceberg

The metaphor of culture as an iceberg is common to intercultural training and education. The visible part of the iceberg represents all those aspects of culture that can be easily identified such as music, food, clothing, language, and customs—the kinds of things encountered at festivals or by travelling to another country for a vacation. This part of culture might be regarded as surface culture; it appears above the water (see following diagram).

However, what falls below the watermark is often more significant to intercultural interactions. This submerged part of the iceberg can fall under our radar and be inadvertently bumped into, sometimes causing shipwreck.

The iceberg section below the water represents values or deep culture. It is this deep culture that influences the perspectives and behaviours that are visible in surface culture.



Some Perceptions and Values That Differentiate Cultures

When discussing cultural differences, it is often necessary to generalize about the identifiable traits of an entire culture. Although there is no universally accepted theory of culture, many theorists have contributed to a developing understanding of cultural variances. More empirical data is necessary to clarify cultural theory, but many quantitative research endeavours support the existence of basic, generalized cultural differentiations.

When using generalizations to discuss culture, it is important to remember that identified traits do not necessarily apply to individuals within a culture, but rather to the cultural codes that surround them. Generalizations regarding culture should be understood as a tool for categorizing and not as a vehicle aimed at stereotyping. Generalizations can easily become stereotypical when applied to individuals or select groups instead of referring to cultural traits common to a wide percentage of that culture's members.

Furthermore, all categories used to identify cultural traits exist on a continuum. Very rarely does one culture conform to either extreme of the continuum; rather, it has characteristics within the continuum and simply exhibits stronger tendencies to one attribute or another. In addition, these general cultural traits are often influenced by cultures within cultures. For example, clans or families can have a culture within the larger culture; similarly, work or personal cultures can also create variance for individuals.

Cultural theorists have created numerous differentiations similar to those discussed here. Theorists such as Fons Trompenaars and Charles Hampden-Turner (1998) have identified seven differentiations based on behavioural traits (four of these are outlined below). To some extent, these categories are supported by the work of Geert Hofstede (1991) and others. Recent research by Shalom Schwartz (1997) identifies 10 categories based on values rather than behavioural manifestations. For simplicity's sake, we have chosen to highlight differentiations that influence students' adaptations to educational environments. For those interested in more in-depth discussions of cultural theory, please consult the references section in the appendices of this document.

No one has ever proved that a human being, through his descent from a certain group of people, must of necessity have certain mental characteristics.

Franz Boaz

Universalism/Particularism

Cultures have different values regarding the balance of rules and relationships. In many cultures, the formation and retention of relationships outweigh rules and regulations. This difference in orientation may influence how students perceive collaboration, loyalty, or authority. It may also influence how they prioritize responsibilities. For example, a student from a particularist orientation may repeatedly try to find an exception to a rule; they might visit an instructor during office hours to see if there is some way they might receive different treatment. Students from a particularist orientation may also have difficulty adjusting to what they perceive as the “strictness” of universalist orientations to deadlines, requirements, or expectations. For particularists, a particular situation or relationship often takes priority over established standards.

Universalism

Focus on rules
Consistency of rules
One truth or reality
“Get down to business”

.....

Particularism

Focus on relationships
Flexibility of rules
Multiple perspectives of reality
“Get to know you”

The following chart adapted from Fons Trompenaars and Charles Hamden-Turner’s research (see www.7d-culture.nl/index1.html) indicates the degree to which universalism is valued in different cultures.

Canada Rating: 93

Switzerland	97	Japan	68
U.S.A.	93	Mexico	64
Australia	91	India	54
Netherlands	90	China	47
Germany	87	Russia	44
Poland	74	Korea	37
France	73	Nepal	36

“We recognized quickly it was important to take time to ask a student a few personal questions before getting down to the business at hand. If the student did not feel the advisor cared about them as a person, they would not trust their advice (even though it was perfectly accurate). As a result, they would see another advisor to verify the answer. The solution was to allocate a little more time with each student. We recognized that talking about the student’s weekend was a valid use of time.”

”

ADMINISTRATOR COMMENT

Individualism/Collectivism

Some cultures value individualism and independence. In such cultures, individuals are encouraged to seek out their own identity, make their own decisions based on their own values, and be ultimately responsible for themselves. In other cultures, identity is conferred by one’s membership in a group, extended family, clan, or other social organization. In this context, an individual’s contribution to the whole is perceived as more valuable than his or her own desires.

Individualism focuses on independence and freedom; collectivism focuses on group stability and consensus. This orientation may influence a student’s comfort level with competitive or cooperative processes. For example, group work that joins students from both orientations can create confusion when individualistic students take the lead, or when collectivist students rely on consensus rather than individual initiatives. Either orientation can also influence an individual’s comfort level with standing out from the crowd; students from a highly collectivist orientation will often attempt to blend in and wait for instruction.

Individualism

Identity as individual — “I”
 Value independence
 Freedom
 Individual initiatives
 Heroes or champions

Collectivism

Identity in membership — “We”
 Value interdependence
 Stability
 Consultation and consensus
 The whole is credited, no favourites

The following chart is adapted from Geert Hofstede’s website at www.geert-hofstede.com/. It illustrates the degree to which individualism is valued in different cultures.

Canada Rating: 80

U.S.A.	91	Japan	46	West Africa	20
Australia	90	Russia	39	Bangladesh	20
United Kingdom	89	Arab World	38	South Korea	18
Sweden	71	Brazil	38	Pakistan	14
Germany	67	Mexico	30	Colombia	13
Austria	55	Chile	23	Ecuador	8
India	48	China	20		

“The decision for me to study business in Canada was made by my father and my uncles. I didn’t want to study business and I don’t think I’m very good at it, but I hope it will benefit my family and make them proud.”

STUDENT COMMENT

“In my country we have a saying that ‘the nail that sticks out gets pounded down.’ It is obvious that Canadian students are encouraged to stick out, but it is hard for us because we grew up trying to blend into the crowd.”

STUDENT COMMENT

Achievement/Ascription

In some cultures, status is accorded depending on achievement and a person is valued on their own merit. In other cultures, personal achievement may be overridden by ascribed status conferred by age, family, or professional affiliation. This orientation can affect the way students deal with superiors or elders. For many international students respect is accorded by means other than personal achievement; this can be especially difficult for students whose status has been displaced in Canada. This orientation can also affect a student's comfort level with the Canadian tendency to use first names. In many cultures, titles confer ascribed status and respect and students may find the lack of these confusing.

Achievement

Doing
Respect based on performance
and knowledge
Challenges based on technical
or functional grounds
Titles used only when relevant

Ascription

Being
Respect based on hierarchy
Challenges not made by
subordinates
Extensive use of titles

Examples of cultures which are typically ascription oriented:
China, Japan, Russia, and Spain.

Examples of cultures which are typically achievement oriented:
The United States, Britain, Mexico, Germany.

“I noticed that a particular group of students seemed to place huge emphasis on the schools they had attended in their home country. The brightest one of the bunch had unfortunately not attended the ‘best’ school and so was not included in the clique. Many of them were aghast to discover that at TRU his marks were significantly better than theirs. It was as though they were questioning my evaluation with ‘What? He studied at ...’”

INSTRUCTOR COMMENT

Neutral/Affective

The ways in which individuals express their emotions vary widely between cultures. In some cultures openly expressing emotion is seen as disrespectful or arrogant. Students from cultures that openly emote may be judged as excitable; whereas those from neutral orientations can be mistaken as cold or reserved. Care should be taken not to stereotype students based on their range of expression. In addition, assumptions regarding a student's interest levels may relate to this cultural orientation.

Neutral

Cool, self-possessed conduct
signals respect
Don't reveal thoughts or feelings
Physical expressions are often taboo
Humour relates to understatement

Affective

Animated, emotional conduct
signals interest
Emotions easily revealed
Physical expressions are common
Humour relates to overstatement

Examples of highly neutral cultures: Japan, Britain

Examples of highly affective cultures: China, Mexico, Italy

“When I asked a direct question and tried to make eye contact, she would always look away. At first, I thought that she didn't understand the question, so I would move a bit closer and ask it again more clearly. This would result in blushing and further side glancing. I found this extremely frustrating until a colleague explained that she may have been showing respect and that my style of questioning was perhaps creating discomfort and distress.”

INSTRUCTOR COMMENT

The neutral/affective differentiation can easily cause intercultural misunderstandings as it is often observable behaviour. Interpreting behaviour involves assigning meaning, usually based on our own cultural background. In cross-cultural situations, it is safer to describe the behaviour rather than interpret it, at least initially. Eventually meaning must be assigned, but taking a moment to describe the behaviour prior to interpreting it can help in avoiding misinterpretations. For example, we see two men yelling on the street and we think “those men are angry” and assign our own interpretation, when in fact, the men are merely excited about a soccer score.

Culture is the fabric of meaning in terms of which human beings interpret their experience and guide their action.

Clifford Geertz

High/Low Context Cultures

The differentiation between high and low context cultures was developed by E.T. Hall (1981). Although some consider Hall's work to be controversial, it is also widely regarded as the most straightforward introduction to discussions of cultural variance. This is likely due to the fact that the high or low differentiations generally encompass many of the more detailed differentiations found in other theorists' works. For example, individualist traits are often identified in low context cultures, and neutral traits are often found in high context cultures.

The degree to which a culture can be considered high or low context depends on a number of factors that often overlap; so it is difficult to define any one culture as purely high or low. Furthermore, individuals within a culture may not exhibit any or all of the characteristics ascribed to their culture.

The context of culture directly affects communication styles, as illustrated in the following chart adapted from the work of E.T. Hall. The degree to which a culture is contextualized directly affects how much information individuals need to relay. Highly contextualized communication involves less verbal communication or explanation because individuals already understand the context and background of the information.

High Context

- Focus on process
- Trust and relationships build slowly
- Collective orientation
- Hierarchy
- Formality is valued
- Indirect communication style
- Message as art form
- Disagreement is personalized

Low Context

- Focus on results
- Relationships build quickly
- Individual orientation
- Equality
- Informality is valued
- Direct communication style
- Message as information exchange
- Disagreement is depersonalized

The following chart illustrates where cultures may generally fall within the high/low context differentiation; it is important to remember that the information the chart presents is not scientifically supported. However, it is interesting to note that even within Canada differences can be identified between Anglo and Franco Canadians, as well as First Nations.



Intercultural Communication

Communicating across cultures can be a tricky task, yet it's becoming a skill integral to success in today's global community. Whatever the level of one's confidence and ability with intercultural communication, there's always room for more learning; there are as many communication styles as cultures and it is unlikely that what works for one will always work for another.

Adopting a communication style that can bridge cultural differences can help to reach more students, avoid misunderstandings, and encourage inclusive communication. Setting the stage for understanding between students is critical to the learning of all students.

“I lecture on communication styles and try to make it clear that differences are normal and will occur.”

INSTRUCTOR COMMENT

“I think it would be really helpful for Canadian students and international students to know that different cultures have different ways of communicating. If we all understood this from the start, we might avoid some misunderstandings.”

CANADIAN STUDENT COMMENT

Communication Styles

Many misunderstandings in intercultural interactions are the result of different styles of communicating. Higher context cultures tend to be more indirect in their communicative style. Because these cultures are extremely contextual, it is not always necessary for them to be explicit; much communication among members is not stated directly or even verbally. Furthermore, the importance of saving face can influence not only what is said, but how it is said. Direct communicators working with indirect communicators often misunderstand cues or interpret them from their own orientation.

Indirect Communication

Infer
Suggest/Imply
Non-verbal
Tendency to avoid confrontation
Goal is preserving relationship
Saving face is important

Direct Communication

Explicit
Say what is meant
Spoken word is meaning
Tell it like it is
Goal is exchange of info
Honesty is the policy

Tolerance, intercultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected.

Kofi Annan

“I was surprised to learn that ‘yes’ doesn’t always mean ‘yes.’ Or that many students will say whatever they think the instructor wants to hear. Their desire not to rock the boat seems to often outweigh their opinion. You really need to read between the lines.”

INSTRUCTOR COMMENT

A great many people think they are thinking when they are merely rearranging their prejudices.

William James

Non-Verbal Communication

Communication styles are complex and involve both verbal and non-verbal cues that can affect a student's learning. Non-verbal communication can involve gestures, expressions, posture, and pauses (or the lack thereof). Research suggests that as much as 80% of communication is non-verbal.

Non-verbal cues vary from culture to culture. For example, some common North American gestures are considered extremely rude in other cultures: pointing with one finger, giving a "V" victory sign, giving a "thumbs up" sign, or giving an "OK" sign.

Some Common Gestures with a Variety of Cultural Connotations

Raising the eyebrows

Surprise

Doubt

Greeting

Negation

.....

Smiling

Happiness

Agreement

Uncertainty

Embarrassment

Eye contact

Interest

Challenge

Aggression

Impertinence

Rudeness

.....

Averting the eyes

Respect

Deference

Disinterest

Dishonesty

Shyness

The Pause: Pauses in conversation, or "silent conversation," are often misunderstood by low context cultures communicating with high context cultures. In some cultures, silences during conversation are considered valuable for one to consider information prior to formulating a statement or question. Canadians tend to become uncomfortable when there is a pause in the conversation, often assuming the other party has nothing to say or does not understand. Worse, we often rush in and say something to keep the conversation going, not allowing the other party a chance to contribute.

“Our teacher explained that in some cultures conversation flows differently than ours. She asked us to give the international students time to think about what was being said and to let them talk. Suddenly, they had a lot more to say!”

”

CANADIAN STUDENT COMMENT

Developing Students' Intercultural Communication Skills

Encouraging all students to cultivate the following qualities can assist them with successful cross-cultural communication, both in class and in their future endeavours:

- **Patience:** Being willing to accept confusion, frustration, or ambiguity and to try again
- **Tolerance and Respect:** Being fair and impartial toward differing values
- **Objectivity:** Trying to weigh perspectives from both sides prior to judgment
- **Empathy:** Trying to imagine the other's perspective and anticipate their reaction

Verification Techniques

Faculty members that use and model verification techniques can promote clearer communication in their classrooms by encouraging all students to develop the habit of verifying and clarifying what others have said. Verifying information can both allow the listener to be certain they have understood a statement correctly and provide the speaker with an additional opportunity to clarify their intended meaning. This can be easily accomplished through rephrasing a comment or asking for additional information. Some examples are:

Rephrasing: "So, what you are saying is..."

"I see, what you believe is..."

Questioning: "Could you explain what you mean by..."

"Would you give me an example..."

Some other issues that are useful to consider regarding intercultural interactions are:

- **Perceptions of personal space:** What proximity creates discomfort, or distrust?
- **Perceptions of time:** Does the past or the future justify innovation and change? Is punctuality valued?
- **The nature of change:** Is it viewed positively or negatively?
- **The importance of gender roles:** What is considered appropriate?
- **The nature of authority:** How important is deference and respect?
- **The nature of humour:** What is funny, or distasteful?
- **Definitions of success:** When, or how, are people considered successful?

Treat a man as he is, he will remain so. Treat a man the way he can be and ought to be, and he will become as he can be and should be.

Goethe

We can at least try to understand our own motives, passions, and prejudices, so as to be conscious of what we are doing when we appeal to those of others. This is very difficult, because our own prejudice and emotional bias always seems to us so rational.

T.S. Eliot

Toward Intercultural Practice— A Globally Minded Classroom

The questions which one asks oneself begin, at last, to illuminate the world, and become one's key to the experience of others.

James Baldwin

Reflective Practice

Research indicates that one of the primary components to developing intercultural sensitivity is developing cultural self-awareness. Asking ourselves what cultural values we have absorbed and deliberating on their influence can help us to recognize differences in perspective and avoid conflicts. Everyone involved in intercultural interactions can benefit from this reflection—instructors, staff, domestic students, and international students.

Reflective practice includes:

- Checking any assumptions regarding individuals or ethnicity in general.
- Asking what biases or stereotypes may be operating—consciously or subconsciously.
- Remembering that individuals may or may not conform to cultural identifications.
- Attempting to describe behaviours different from our own prior to interpreting them. This delay in evaluation can provide the space necessary for understanding possible motivations for the behaviour before assumptions arise.

Creating an Inclusive Curriculum

Faculty members may approach the idea of curriculum reform as an inevitable increase in workload. However, just a few simple adjustments can make course content more inclusive and relevant to students who will work in a global marketplace.

Instructors have found that some of the following strategies have worked well:

- Reducing cultural references that may be missed by some students (or providing background info and checking understanding)

“Formerly, I used examples from *The Simpsons* to illustrate a number of points. I thought this was a good way to relate to the minds of my young students. Then one day I received a paper in which a foreign student had mistakenly quoted ‘Simpson.’ This poor kid had been taking notes as though some person named Simpson was an authority on the subject!”

INSTRUCTOR COMMENT

- Recognizing textbook examples that are culturally specific and clarifying that all students understand the reference

“In the text book there is a case study that involves Toys R Us. I assumed this was a straightforward example, until an international student visited my office and said, ‘I understand the example, but what is Toys R Us?’ I realized that this and other examples in our text required some additional explanation for students unfamiliar with them.”

INSTRUCTOR COMMENT

- Using examples from a variety of cultures when relevant to your field
- Featuring professionals or research contributions from different backgrounds

“I read international publications in my field and use examples of research or practice in other countries whenever I can. This acknowledges the international student, while at the same time giving Canadian students a broader scope of developments in the field.”

INSTRUCTOR COMMENT

- Encouraging individual perspectives and making it clear they are valued equally
- Recognizing that students may come from diverse socio-economic backgrounds
- Avoiding remarks that make assumptions about experiences or lifestyles

“One instructor often talked about when young people leave home to live on their own. He saw this as a natural and normal turning point in life. Some of us international students really couldn’t relate. In some of our cultures young people live with their families even after marriage. There are often several generations living in the family home.”

STUDENT COMMENT

Multicultural Class Dynamics

As Canadians, we live in a multicultural society. Our campus already welcomes students from diverse cultural backgrounds. The domestic student population maintains a variety of cultural ties fostered by family or cultural organizations. Furthermore, domestic enrolment includes hundreds of immigrant and Aboriginal students that bring increased diversity to TRU classrooms.

Aboriginal Students

Thompson Rivers University is proud to be situated in traditional Aboriginal territory. In fact, the city of Kamloops itself is named after the Aboriginal name for the place, *Tk'emlups*, meaning 'where the rivers meet,' and for centuries has been the home of the *Tk'emlupsemc* -- 'people of the confluence.' The TRU Williams Lake campus is situated on the traditional territory of the Secwepecmc (Shuswap), Carrier, and Tsilhqot'in First Nations. Currently, there are approximately 800 Aboriginal students attending TRU, making TRU home to one of the largest Aboriginal student populations in B.C. post-secondary institutions.

Recently TRU recognised the lifetime achievement of Dr. Nathan Matthew, when it awarded him a TRU Honorary Doctor of Letters degree at the 2006 spring convocation. Nathan is the former chair of the Shuswap Nation Tribal Council and is both a lifelong educator and learner. He is highly regarded as a national leader in Aboriginal education, and is currently a special advisor on First Nations initiatives to the Office of the President, Thompson Rivers University.

Many of the issues and theories discussed in this resource may apply to Aboriginal and culturally diverse domestic students as well. Individuals have suggested parallels between cultural traits exhibited by Aboriginal students and those of the Asian or Latin student populations. For the most part, the theoretical considerations of intercultural interaction can be applied to the cultural differentiations within our own diverse Canadian population. TRU is pleased to offer special services in support of all Aboriginal students. Please refer to these for assistance.

*TRU Supports for Aboriginal students can be found in **Appendix 7**.*

Managing Multicultural Classrooms

Faculty members have reported that classrooms with multicultural and multilingual representation can be challenging to manage. Sometimes it may feel like a juggling act when trying to balance the needs of a diverse group of students. It is important to remember that the instructor sets the tone in the classroom. How an instructor manages his or her class can go a long way in creating a positive learning atmosphere.

“I realized I needed to make some changes when a couple of Canadian students rather rudely complained about being grouped with some international students. When I reprimanded them, one retorted ‘come on, it’s obvious you think they are a pain...too.’ I understood that my frustration was carrying over into the class and signalling to the domestic students that intolerance was okay.”

INSTRUCTOR COMMENT

“The teacher could have encouraged the students to accept other people’s ideas. They should do that because some students (maybe it’s because of race) don’t want to welcome your ideas because maybe they think you’re Asian or you’re not a native speaker. I felt that sometimes I was set aside because I was not a native speaker.”

STUDENT COMMENT

Some strategies instructors have found helpful in managing multicultural classes are:

- Modelling consideration or acceptance of various perspectives
- Giving five minutes to allow students to share their backgrounds
- Learning names and correct pronunciation
- Considering diversity in learning styles and educational histories
- Employing a variety of teaching strategies to address different learning styles or preferences
- Highlighting the unique contributions culturally diverse students can bring to the class
- Encouraging students from other cultures to share how things may be different in their own country
- Helping students to identify cultural assumptions that create challenges to collaborative projects

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

Kahil Gibran

Numerous instructors have noted that international students are often reticent to speak out in class, or to participate actively in class discussions. As illustrated in the previous section, this may be influenced by cultural factors or lack of confidence in a second language. When we consider classroom dynamics with multicultural students, we tend to focus on what the non-domestic students are doing or not doing. Sometimes, the dynamic established by Canadian students should be considered. If Canadian students have the stage, it can have the effect of further intimidating international students into passive roles.

“I visited an academic class and was surprised at how quiet my previous ESL students were. It hadn’t occurred to me how a few Canadians in a class of mostly international students could dominate the discussion. I had assumed they would be the same chatty people who were in my ESL class.”

INSTRUCTOR COMMENT

Setting an example is not the main means of influencing another, it is the only means.

Albert Einstein

Sometimes, instructors may simply decide to leave non-talkative students to themselves, not wanting to create additional pressure or embarrassment for second-language students. However, the majority of international students who are shy to speak can be subtly encouraged to contribute during class. As mentioned previously, many students have experienced a very different educational environment in which students are discouraged from exactly the type of participation expected in Canadian classrooms. Coupled with a lack of confidence speaking English, they may tend toward silence. Instructional staff members have developed various ways to draw out such students, including:

- Asking students in advance if they would be interested in sharing their cultural perspective on a specific topic
- Allowing shy students a day or two to prepare for a discussion topic
- Using the class roster to call upon everyone sometime during the class, but allowing students to pass once knowing the next question will be addressed to them
- Creating opportunities for them to speak that doesn’t involve answering a question, but rather allows them to share something they know
- Building confidence by letting them speak about their own experience
- Allowing students to discuss questions with a partner prior to contributing
- Providing opportunities for students that were unable to answer a question (and perhaps “lost face”) to recover their confidence

Group Work

Group work that is left to chance has the potential to create difficulties for all students, as well as for faculty members. To maximize the potential of all students, some instructors have considered regulating the make-up of each group. They have found that allowing students to form their own groups, at least initially, can pose additional challenges, such as the ostracizing of certain ethnicities based on stereotypes, self-segregation, or ethnic grouping.

At the beginning of a semester it can be tricky to select groups as instructors will not yet be aware of the skill set each individual student might bring to the group. Some things instructors are trying include:

- Mixing cultures as much as possible
- Requiring groups to include several different cultures
- Beginning with assigned partners until skills can be assessed
- Initially using mixed group or partner work for class work that will not be graded
- Discussing intercultural communication and cooperation prior to forming the groups
- Building grade percentages for group work throughout the term as students become stronger and more familiar with working in groups

If man is to survive, he will have learned to take a delight in the essential differences between men and between cultures. He will learn that differences in ideas and attitudes are a delight, part of life's exciting variety, not something to fear.

**Gene
Roddenberry**

“When I form mixed culture groups, we discuss communication differences. The domestic students share what is difficult for them to understand and why. The international students share what is difficult for them and why. That way everyone gets a chance to acknowledge the challenges from the outset.”

INSTRUCTOR COMMENT



Education is all a matter of building bridges.

Ralph Ellison

Facilitating Group Work

Approach: Instructors who adopt an enthusiastic approach toward mixing cultures in groups and who set a tone of unity in which both differences and similarities can be viewed as beneficial to the group report that usually student response is positive. When students understand the potential benefits of intercultural collaboration they are encouraged to work together. A discussion of benefits might include:

- Gaining intercultural skills
- Working in a cooperative environment
- Being exposed to a variety of perspectives or processes
- Increasing communication skills
- Obtaining possible future international contacts
- Learning about international features of the field

In today's global economy, it is likely that the majority of students will have a greater chance at success with these skills having been developed. Most major organizations view intercultural competency as an asset.

Involvement: Instructors have emphasized the importance of their involvement in the facilitation of multicultural groups, manifested by at least initially circulating to provide guidance, clarification, and suggestions.

“Instructors should help the first time Canadian and foreign students work in groups.”

STUDENT COMMENT

“When we start our group project, I spend most of the first class moving between groups and trying to facilitate communication between members. I ask all the groups to talk about their favourite activities for the first 10 minutes to allow everyone to get comfortable. I try to show the local students how to encourage group members who are hesitant to speak English.”

INSTRUCTOR COMMENT

Communication: Many instructors have found it useful to clearly outline the responsibilities of each group member, understanding that cultural differences can influence students' attitudes toward group work. (For example, students may have various perspectives regarding decision-making—by consensus, by majority, or through leadership.)

Students used to assuming a passive role may require clear guidelines about the importance of participation, while more assertive students may require guidance to step back.

In communicating responsibilities to students, instructors have found the following to be important:

- Give clear directions
- Clarify intended outcomes
- Outline each participant's responsibilities, or have students resolve what each is responsible for

“It is difficult to have many Canadians in a group. They talk very fast and don't let us say anything. Also, they make us do the boring parts.”

STUDENT COMMENT

Encouraging Class Discussions

Instructors may find it challenging to engage all students in discussion in a multicultural classroom. Certain groups of students may dominate discussions leaving less confident second-language students silent. The following suggestions for encouraging equitable discussions have been adapted from Kinsella (1993).

1. Encourage all students to talk in turn, to listen actively while others talk, and to offer assistance rather than impatience and intolerance for classmates who need help in understanding or responding.
2. Allow students to first share and rehearse their responses with a partner to increase learning and confidence and motivation to contribute to a unified class discussion.
3. Make a concerted effort to build in opportunities for language minority students to share information about themselves as this is often the easiest for them to manage.
4. Move purposefully around the room to enable as many students as possible to enjoy having close proximity to the teacher, which should also encourage students to remain more alert and willing to participate.
5. Do not constantly pose questions to the group at large, allowing more confident or impulsive students to dominate the discussion.
6. Draw in less confident students by asking them to respond to an open-ended question after hearing a variety of responses from classmates.
7. Increase wait time (3–9 seconds) after asking a question to allow adequate time for the student to successfully process the question and formulate a thoughtful response.
8. Discourage classmates from blurting out responses and intimidating less confident English users from taking risks with their second language.
9. Do not interrupt a student's thought processes after asking an initial question by immediately posing one or more follow-up questions.
10. Make corrections indirectly by mirroring in correct form what the student has said.

I am not a
teacher, but an
awakener.

Robert Frost

Honest
disagreement is
often a good sign
of progress.

Mahatma Gandhi



Lecturing

Lectures can present difficulties to second-language students still acquiring full proficiency listening and transcribing information. Instructors presenting critical information orally might wish to consider the following suggestions adapted from Kinsella (1993).

1. Begin lectures by reviewing previous material or by asking students to summarize.
2. Encourage good note taking by asking proficient students to share with second-language students.
3. Provide a partial outline of the lecture.
4. Build in accountability for effective note taking by randomly collecting and commenting on them or allowing their use during quizzes and exams.
5. Allow students to record lectures.
6. Pause at the end of important points to allow time for thought processing and note taking.
7. Build in considerable redundancy with repetitions, examples, anecdotes, expansions, and paraphrases.
8. Relate information to assigned readings and provide precise page numbers for additional review.
9. Highlight major points and transitions with broad gestures, facial expressions, movements, and intonation.
10. Check for comprehension regularly rather than at the end. When answering questions, try to avoid overly detailed responses that might further confuse.

We teach more by
what we are than
by what we teach.

Will Durant

Pedagogical/Andragogical Considerations

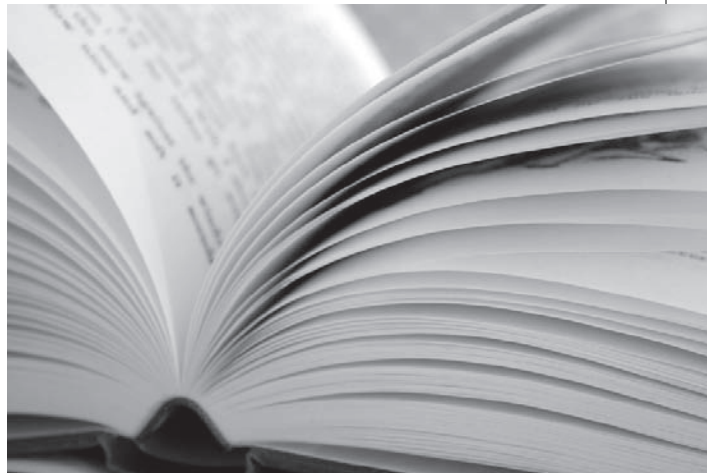
As instructors, we are aware that educational research and practice support the view that effective instructional strategies should strive to encompass a variety of techniques. The diversification of student populations further presents numerous learning styles, and varied instructional techniques are widely regarded as the best approach towards engaging all learners.

Learning Theory and Its Application to Cultural Diversity

Even in a culturally homogenous classroom, learning styles are diverse. In a multicultural class, the variance in how each student best absorbs and retains material is even more pronounced. In some cases the educational environment an international student comes from may have a bearing on their preference regarding learning styles. For example, students with 12 years of experience learning in a formalized note-taking, lecture environment may not initially respond positively to active learning environments.

The great difficulty in education is to get experience out of ideas.

George Santayana



Educational literature identifies a variety of learning styles. For the purposes of simplicity, the model developed by Kolb (1984) will be referred to here.

According to Kolb, there are four stages involved in learning:

- **Concrete experience:** Being involved in a new experience
- **Reflective observation:** Observing others, or developing observations about one's own experience
- **Abstract conceptualization:** Creating concepts and theories to explain observations
- **Active experimentation:** Using the theories to solve problems and make decisions

Most learners will have strengths or weaknesses in each stage, but will prefer one style over others. Many educators believe that encouraging students to identify their preferences and develop their weaker areas can be beneficial.

If we accept that each learner has a preferred learning style, then as instructors we can attempt to include teaching strategies and learning opportunities that allow access for different styles. The following groupings provide some variations instructors use to cross between styles:

Concrete Experience <ul style="list-style-type: none">• Group projects• Demonstrations• Visualizations• Field trips• Case studies• Critical incidents	Reflective Observation <ul style="list-style-type: none">• Discussion• Journaling• Reflection• Interviewing• Brainstorming
Abstract Conceptualization <ul style="list-style-type: none">• Lectures• Reading• Individual projects• Forums• Debates• Panels• Model building	Active Experimentation <ul style="list-style-type: none">• Experiments• Games• Simulations• Role play• Action research• Learning contracts



Cultural Cognitive Styles and Application to the Classroom

While learning style describes learner preferences for instructional learning activities, cognitive style describes how learners obtain, organize, and apply knowledge. Cognitive style is classified by the degree of abstraction. For example, a cognitive style low in abstraction can be highly contextual and concrete; whereas a highly abstracted cognitive style will tend to rely on theoretical, intellectual foundations. The following charts illustrate how both learning and cognitive styles can be culturally influenced.

The secret of education lies in respecting the pupil.

Ralph Waldo Emerson

Continuum of Cognitive Styles

Some Asian cultures	Some North American cultures	Some Northern European cultures	Some Latin American cultures
Low Abstraction	Mid Abstraction	High Abstraction	High Abstraction
Concrete	Procedural	Abstract	Abstract
Descriptions: Accuracy Certainty	Models: Speculation Probability	Theories: Definition Coherence	Theories: Form Nonlinear
Intuitive Ways of knowing	Hypothetical Ways of knowing	Structured Ways of knowing	Connected Ways of knowing
Importance of contextual factors	Importance of measurement data	Importance of background information	Importance of intellectual foundations
Relational logic	Inductive logic	Deductive logic	Deductive logic
Consensus-building	Problem-solution chains	Strategic analysis	Strategic collaboration

Adapted from: Stewart, Edward, Bennett. (1991). Continuum of Mental Constructs. In *American Cultural Patterns: A Cross-Cultural Perspective*. Rev. ed. Yarmouth, ME: Intercultural Press.

Used with the permission of Janet Bennett, Intercultural Communication Institute, Oregon.

Application of Cognitive Styles to the Classroom

Some Asian cultures	Some North American cultures	Some Northern European cultures	Some Latin American cultures
Wide variety of activities	Activities to compare and contrast	Thematic activities	Relational activities
Clarity in schedule	Freedom in schedule	Limited choices in schedule	Flexibility in schedule acceptable
Concrete experience	Active experimentation	Abstract knowledge	Reflective observation
Learning through receiving	Learning through peer discussion	Learning through discussion with experts	Learning through receiving
Concern with how to create "good" relationships (e.g., with friends, faculty, and in social situations)	Concern with how to get things done (e.g., shopping, travel, problem solving)	Concern with how to conduct conversation (e.g., current issues, the arts, and history)	Concern with how to conduct conversation (e.g., current issues, the arts, and history)
Organized group activities	Limited group activities	Very limited group activities	Self-directed group activities

From J.Bennett, K. Ikeda, D. Sermol, and S. Cabello, 1998. (unpublished)

Used with permission from Janet Bennett, Intercultural Communication Institute, Oregon.

As we can see from these charts, variation in learning and cognitive styles can affect classroom dynamics, as well as an individual's success with certain classroom methodologies. For example, Asian students working in a group may value consensus and relationship-building while their Canadian counterparts may be more concerned with getting things done and individual initiatives. Or, where a Latin student may prefer reflective observation, his/her Asian group members may need a concrete experience.

In order to engage all students equally and to draw upon their strengths according to preferred learning styles or culturally influenced cognitive styles, instructors may consider varying their traditional approaches. Any classroom, regardless of cultural representation, can benefit from an awareness of students' varied learning styles; however, instructors that vary techniques and approaches with an awareness of how culture might influence learning and cognitive styles often notice increased success across the board.



Motivational Factors

As instructors, we know that educational objectives are best achieved by motivating students to learn. When we are confronted with culturally diverse classrooms of students with wide varieties of learning preferences, what is the best motivational approach? What impedes motivation?

We understand that students who feel unsafe, unconnected, or disrespected are unlikely to be motivated. Traditionally, Western educational environments have tended to focus on extrinsic motivation; yet recent research supports the view that intrinsic motivation can be more productive. Motivating learners to want to learn, as opposed to the dangling carrot model of grades or rewards may be preferable. According to Wlodkowski & Ginsberg (1995), in their book *Diversity and Motivation: Culturally Responsive Teaching*, “The distinguishing features of culturally responsive teaching are generally based on theories of intrinsic motivation.”

Wlodkowski & Ginsberg identify motivational conditions for culturally responsive instruction and provide practical examples of ways to achieve this:

- **Establishing Inclusion** (creating an atmosphere of respect and connectedness): Encourage collaborative and cooperative learning among all students; create opportunities for cross-cultural peer teaching and multidimensional, multicultural sharing.
- **Developing Attitude** (choosing relevant material, fostering self-determination): Establish learning goals or contracts with students. Instructional approaches based on multiple intelligences or learning styles theory may also be beneficial toward encouraging attitudes of success among diverse student populations.
- **Enhancing Meaning** (providing engagement and challenge that are meaningful for all learners): Create opportunities for critical questioning, problem-solving, or decision-making. Culturally relevant simulations or case studies can also be helpful for enhancing meaning for culturally diverse student populations.
- **Engendering Competence** (being authentic and effective in assessment): Consider alternative forms of assessment or means of documenting learning in ways that support a variety of orientations. Communicative feedback, self or peer assessment, or contextualized assessment might be considered.

Treat people as if they were what they ought to be and you help them to become what they are capable of being.

Goethe

PART III



PART III: INTERNATIONALIZATION

What Does Internationalization Mean?

Why Internationalize?

TRU World: The International Department At TRU

PART III: INTERNATIONALIZATION

What Does Internationalization Mean?

“Internationalization is defined at the institutional level as the process of integrating an international and intercultural dimension into the teaching, research and service functions of the university or institution of higher education.”

JANE KNIGHT, 1994

Although used in a variety of connotations, the term “internationalization,” when used in reference to educational pursuits, speaks to the underlying strategy of the institution to encourage the development of “world-mindedness” in administration, faculty, staff, and students. As the world becomes more interdependent, it has become the responsibility of institutes of higher learning to foster intercultural competencies.

Why Internationalize?

International elements throughout our campus can provide both staff and students with enriched opportunities for cultural exchange and understanding. Creating a dynamic and diverse community of learners brings personal, cultural, and economic opportunities to the entire region.

“There are any number of compelling reasons for Canadian institutions to pursue international activities. The benefits for our students, our institutions, our local communities and our country are well documented. International engagement opens the door to a wide range of economic, cultural, and scholarly exchange—an interchange that only becomes more vibrant and more necessary in our increasingly interconnected global society. Internationalization, therefore, is a pathway to global citizenship for both our institutions and our students.”

ROGER H. BARNSELY

PRESIDENT AND VICE-CHANCELLOR OF TRU AUCC ROUNDTABLE 2006

The internationalization of university campuses is supported by both the provincial and federal governments. Initiatives are being undertaken at most institutions across the province and the country. Study abroad programs for Canadian students, as well as programs welcoming international students into our communities, play an integral role in positioning both our institutions and our youth in a global way.

TRU’s various internationalization initiatives allow domestic students and faculty members to experience other cultural and educational environments and infuse TRU with enriched perspectives and experiences.

“Canada stands at the edge of a huge opportunity to be a leader in making knowledge partnerships a foundation of our foreign policy. This would allow Canadians to exert a positive influence on the world stage and help find solutions to global challenges, as well as fuelling our own competitiveness.”

KAREN McBRIDE

AUCC’S VICE-PRESIDENT OF INTERNATIONAL AFFAIRS

In times of change, learners inherit the Earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.

Eric Hoffer

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler

Internationalization has become a key component in the competitive area of post-secondary recruitment. As domestic student enrolment declines, attracting international students often provides the population necessary for faculty recruitment and retention or in some cases for the continuation or implementation of entire programs.

The process of internationalization can create growing pains, yet the benefits exceed the challenges. Benefits include:

- Rich cultural exchanges on campus and in the community
- Opportunities for students (both Canadian and international) to build potential partnerships for the future
- Canadian student exposure to other perspectives
- Opportunities for educational exchange programs for Canadian students (Study Abroad)
- Opportunities for faculty exchange
- Increased student population
- Economic (institutional/regional)

Nationally and provincially, the internationalization of university campuses has been identified as an issue of critical importance. A number of organizations are devoted to enhancing opportunities for post-secondary institutions to integrate international elements into teaching, training, and research in an effort to produce graduates who are able to function successfully in our increasingly interdependent world. These include:

- The Canadian Bureau for International Education (CBIE)
- The Association of Universities and Colleges of Canada (AUCC)
- The British Columbia Centre for International Education (BCCIE)
- Centre for Intercultural Communication, UBC
- International Educators Training Program (IETP), Queens

“Preparing Canadians for the future requires new knowledge, new skills, new approaches, and new attitudes, none of which will be as complete or pertinent without an international dimension to our education.”

”

AUCC STATEMENT ON INTERNATIONALIZATION

The internationalization of university campuses is an established and increasing trend across the country, a trend that shows every sign of intensifying. Preparing students to succeed in today's global economy with international communication and liaison is paramount for the future of education.

Encouraging Global Citizenship

Opportunities for exchange between Canadian students and internationals provide the foundations for increased global awareness and cultural understanding for all parties. Today's students are provided with opportunities for cultural exchange that can enhance global thinking and responsibility.

Graduating Internationally Competent Individuals

Employers increasingly favour graduates with international skills and competencies. An institution with an international dimension provides opportunities for all students to develop the intercultural competencies needed to work and prosper in the global economy.

“Global education can no longer be viewed as a secondary consideration; we must recognize that it is central to developing graduates who can cope creatively with the modern, interdependent world.”

R. J. Wood, 1991

Creating Global Partnerships

Institutionally, TRU benefits from partnering with institutions from other countries since this provides opportunities for revenue, as well as cultural and academic exchange. In addition, the presence of international students on campus creates potential for future business, research, and government networks around the world.

Enhancing the Educational Experience

An international element in our classrooms can enhance the educational experience of all students. The educational benefits of fostering cultural understanding and cooperation among students are immeasurable. A university that does not capitalize on international students as a resource is overlooking an important dimension of learning.

Educating a Culturally Diverse Canadian Population

The Canadian student population is becoming increasingly diverse, with greater numbers of Aboriginal and immigrant students pursuing post-secondary degrees. Internationalization initiatives support the diversification of campuses and curriculum, and this helps meet the needs of this evolving student population.

Refer to **Appendix 8** for a summary of Jane Knight's article, "Internationalization: Elements and Checkpoints."

The price of the democratic way of life is a growing appreciation of people's differences, not merely as tolerable, but as the essence of a rich and rewarding human experience.

**Jerome
Nathanson**

Stimulating Economic Opportunities

Human resources are quickly becoming an important component of economic and social well-being. The present shift from a resource-based to a knowledge- and information-based economy requires preparing students to thrive in competitive global environments. This is no longer just a desirable option, but a primary responsibility of educational institutions.

International students visiting Canada provide economic benefits not only to their educational institution, but to the community at large. The economic impact of internationalization initiatives in British Columbian institutions reaches far beyond the institutions themselves.

“International education generates significant revenue for Canada, British Columbia and the public post-secondary institutions in the province. In Canada, international education generates more than \$2.5 billion per year—the equivalent of 27,500 jobs. The BC portion of the market is in excess of \$200 million boosting it beyond commercial fishing in terms of economic importance to BC.”

BCCIE WEBSITE

According to a recently released 2006 British Columbia government study, international students have created 6,000 jobs in public post-secondary education. The report can be read online at www.aved.gov.bc.ca/publications/welcome.htm

TRU’s international student population contributes to local businesses and families in addition to providing additional revenue for TRU.

“At current levels, international students attending Thompson Rivers University are responsible for approximately \$18,278,000 in annual direct contributions to the Kamloops economy. Taking multiplier effects into account, the impact amounts to some \$35 million in annual contributions.”

*DR. JAMES R. SELDON, TRU DEPARTMENT OF ECONOMICS
THE ECONOMIC IMPACT OF TRU’S INTERNATIONAL STUDENTS ON THE
KAMLOOPS ECONOMY: 2005–2006 UPDATE*



Internationalization initiatives provide TRU with additional annual revenue presently exceeding \$12 million. Departments welcoming large numbers of international students are supported by these additional funds, which also subsidize numerous other initiatives across campus.

“To illustrate, assume that \$8 million in international tuition and fee revenue (out of the nearly \$10.6 million estimated for 2005–2006) is used to hire faculty and non-instructional staff in equal proportions and that TRU costs, including benefits, would be \$75,000 per faculty member and \$45,000 per staff. At the weighted average cost of \$60,000 in wages and benefits per employee, the result would be TRU’s hiring 66.7 new full-time faculty members. Assume that on average, each new faculty member would teach 7 courses, that average course capacity would be 30 students, and that (consistent with the tuition estimate) the typical international student enrolls in 9.5 courses.

The effect would be to generate 14,000 total new seats. International students would occupy 7,686. That would leave a total of 6,314 net new seats available for Canadians—spaces for 631 new full-time Canadian students, representing an increase in TRU’s capacity of roughly 10%—financed entirely by international student enrolment.”

DR. JAMES R. SELDON, TRU DEPARTMENT OF ECONOMICS
THE ECONOMIC IMPACT OF TRU’S INTERNATIONAL STUDENTS
ON THE KAMLOOPS ECONOMY: 2005–2006 UPDATE

International students are non-subsidized students who pay the full cost of their education. Their presence in TRU programs provides an opportunity to increase overall capacity. They do not displace domestic students; in many instances they actually allow for the creation of additional seats for Canadian students. The continual increase in the number of international students has resulted in an expansion of programs, and an increase in the number of faculty and staff members.

Overview of TRU Internationalization Support and Initiatives

Thompson Rivers University Policy on International Students (Excerpt)

Introduction

The Government of British Columbia has a commitment to forging stronger links between the Province and the International community. With greater economic interdependence on a global scale, societies need to work together towards a stable and peaceful world economy. Cultural understanding is an important precursor to increased economic ties, and education is a major vehicle that can enhance these cultural and social bonds.

The education of students from other countries in British Columbia and the education of British Columbian students offshore lay the cultural, personal and economic foundations for improved international relations and economic development. The links established through the educational sector will, over the long term, result in expanded, positive international relations in other sectors of our society, making essential contributions to our social, cultural and economic goals.

The presence of international students at Thompson Rivers University enriches the educational experience for the overall student body. Study Abroad provides opportunities for University students to study and travel in other countries. University faculty and staff benefit from the personal and professional development opportunities provided by working within a cross-cultural educational milieu.

TRU CALENDAR PP. 15–16

Please refer to the TRU Calendar for the complete policy; including Assumptions, Policy, and Guidelines.

TRU World: The International Department At TRU

Mission

TRU World's mission is to coordinate and facilitate international initiatives for the university in close collaboration with academic divisions and service areas. The diversity and scope of TRU's international initiatives has positioned TRU as an international university. TRU World is committed to assisting academic divisions and service areas in their internationalization goals.

TRU divisions have undertaken many international initiatives. TRU World collaborates with Deans, Chairs, and faculty members in their implementation. Initiatives include:

- Integrating international students into TRU programs
- Establishing field schools and opportunities for student exchange
- Developing accredited programs abroad through institutional linkages
- Facilitating the specialized transfer of international professionals
- Launching development projects
- Taking advantage of teaching and research opportunities at partner institutions

International students and clients have had positive experiences with TRU. This satisfaction and success has resulted in the growth in numbers of international students as well as projects and training opportunities. As a result, TRU World continues to grow and evolve.

“In recent years, TRU has greatly expanded its linkages with universities and colleges around the world. We deliver a variety of joint and accredited programs in cooperation with these partner-institutions, and we now have a record number of students studying in TRU programs outside of Canada.”

CYNDI MCLEOD

ASSOCIATE VICE-PRESIDENT, TRU WORLD

In addition, several academic divisions have designated international project coordinators or committees in response to increased international activity. TRU also established the Study Abroad Centre to promote exchange and international field school opportunities for Canadian students and faculty members.

The Canadian Bureau for International Education (CBIE) guidelines for ethical practices informs the approach, policies, and procedures at TRU.

*Refer to **Appendix 9** for a detailed overview.*

Structure

TRU World is led by an Associate Vice-President, who reports directly to the President and Vice-Chancellor of TRU and works collaboratively with TRU's Provost, Vice-President, Academic, and Vice-President, Finance and Administration. International initiatives are undertaken in collaboration with divisional Deans and departmental Directors. The Associate Vice-President of TRU World is a member of the President's Council.

Cyndi McLeod

Associate Vice-President, TRU World

Email: cmcleod@tru.ca

Phone: 828-5162

The Associate Vice-President, TRU World is responsible for TRU's international portfolio which is comprised of six main components. Within each of these areas, there is scope for faculty involvement, as well as opportunities to receive support.

1. International Student Affairs

Student Support and Advocacy: The primary mandate of this area is the support and integration of international students in academic programs, the campus, and the Kamloops community. For students, this includes pre-departure support, orientation, transition supports, advocacy, cross-cultural assistance, socio-cultural activities, and workshops to support academic success.

This area works closely with senior administration, academic divisions, and service departments. Input from and collaboration with faculty members has enhanced capacities to effectively address the needs of students.

This range of services is overseen by TRU World's Associate Director of International Student Affairs and implemented by the following teams:

- International Student Advisors (ISAs)
- International Student Activity Program (ISAP)
- International Admissions (Registrar's Office)
- International Academic Advisors (Registrar's Office)

The ESL Department works closely with TRU World and academic divisions by providing the essential supports to those students requiring language upgrading. The Committee for International Student Support Liaison (CISSL) coordinates and informs policies and procedures.

Faculty Support: TRU World's teams (see above) are positioned to provide direct support or referrals for faculty members who may be grappling with unique issues related to their international students. Team members can meet with the student as well as help to facilitate a meeting between a faculty member and a student or a student group. The interdepartmental International Student Success Group (ISSIG) has helped to highlight issues specific to faculty and the classroom.

Internationalization: International Student Affairs is also involved with internationalization initiatives including:

- Collaborating with the TRU Centre for Teaching and Learning on developing faculty resources, supports and workshops
- Chairing the ad hoc International Student Success Interest Group
- Delivering cross-cultural workshops to service departments and academic divisions (upon request)
- Providing support or resources for specific departmental initiatives
- Developing faculty resources and supports
- Coordinating international flags of the week and month as well as international guest flags
- Facilitating meditation and prayer groups in the Prayer and Meditation Room (International Building, 2nd floor)
- Implementing International Days for TRU
- Sponsoring groups and events which feature international components

KEY CONTACT

Vera Wojna

Associate Director, International Student Affairs

Email: vwojna@tru.ca

URL: www.truworld.ca/international.htm

Phone: 371-5529

2. International Marketing

This unit promotes TRU worldwide. The team undertakes global market research and creates an array of promotional resources, including a dedicated website for international students and partners. The marketing team works with a worldwide network of over 1000 overseas associates, governmental organizations, and educational counselling agencies.

The following chart indicates established and emerging markets for TRU.

Established	Emerging
China	Russia
South Korea	Turkey
Japan	Scandinavia
Taiwan	Europe
Indonesia	Gulf states
	Thailand
	Central America
	South America
	Africa (Nigeria and Kenya)
	The Indian Sub-Continent
	The United States

International Marketing can provide faculty members travelling abroad for research or conferences with promotional or informational materials. In addition, the Marketing Manager can provide information to departments regarding trends in the marketplace that could support new program development. TRU World hosts familiarization tours for overseas agencies to become better informed about TRU and the region.

KEY CONTACT

Christopher Gas

International Marketing Manager

Email: cgas@tru.ca

URL: www.truworld.ca/international.htm

Phone: 371-5765

3. Study Abroad Centre

The Study Abroad Centre promotes student mobility by establishing and supporting exchange agreements and providing advising, emergency/risk management, and orientation services for exchange participants. The centre provides support to field schools established by academic departments, as well as information and support to faculty members interested in becoming involved in exchanges or international research.

Some facts about TRU's exchange and study abroad opportunities:

- TRU has over almost 40 bilateral institutional reciprocal exchange agreements in 16 countries.
- TRU is a member of the International Student Exchange Program (ISEP), which provides access for exchange and study abroad placements in 21 countries.
- TRU departments have initiated a range of field schools in Eastern Europe, Chile, Thailand, Mexico, Nepal, Samoa, and Belize (academic areas have included Nursing, NRS, Tourism, Social work, and the Arts).

Country	Bilateral Exchange	ISEP Exchange	Field School
Argentina		✓	
Australia	✓		
Austria	✓	✓	
Belize			✓
Brazil		✓	
Chile	✓	✓	✓
China	✓		
Czech Republic		✓	✓
Finland	✓	✓	
France		✓	
Germany	✓	✓	
Greece	✓		
Italy	✓	✓	
Japan	✓	✓	
Korea		✓	
Mexico		✓	✓
Nepal			✓
Netherlands	✓	✓	
Nicaragua		✓	
Samoa			✓
South Africa		✓	
Spain	✓	✓	
Sweden	✓	✓	
Switzerland	✓	✓	
Thailand			✓
United Kingdom	✓	✓	
Uruguay		✓	
Vietnam	✓		

Emergency and Risk Management: In collaboration with TRU's Legal Affairs, the Study Abroad Centre manages international travel risk and emergencies for TRU. The TRU International Travel Advisory Office (ITAO) initiative is under development and will soon be fully operational. We envision a web/email-based service available to all who travel internationally for TRU.

Faculty Support and Involvement: Faculty members interested in initiating an exchange for students or in faculty exchange should contact the Study Abroad Centre. We encourage faculty members to provide information to students about spending a semester or year abroad.*

**Students undertaking exchange or field schools can access travel funding through the CUEF fund. With careful planning students can receive full academic credit for such experiences.*

A number of faculty members have undertaken research and teaching assignments at international partner institutions. Interested parties should feel free to contact the Study Abroad Centre.

KEY CONTACT

Jan Petrar (replacing Geoff Wilmshurst until fall 2007)

Study Abroad Manager

Email: jpetrar@tru.ca

URL: www.truworld.ca/studyabroad.htm

Phone: 371-5888

4. Institutional Linkages and Accreditations

This area manages the accreditation and joint delivery of programs with overseas institutional partners. There are currently over 1200 students studying in TRU accredited programs outside of Canada, predominantly in China, Malaysia, India, and Thailand. In addition to accredited degree programs, this area also manages a variety of overseas training programs. Academic divisions establish, implement, and provide quality assurance oversight for these programs. The following chart indicates established programs. Several other programs are under development.

Country	Partner	Program	Approximate # of Student
China	Tianjin University of Technology (TUT)	BBA 4+0 with some 3rd Year students transfer to TRU.	630
China	Shanghai Institute of Technology	BBA 3+1 SIT's 1st and 2nd years articulated with TRU. Not all 4th year students will transfer to TRU.	280
Malaysia	Kolej Poly-Tech MARA	CSOM	40
Malaysia	Systematics KL (SIIT)	CSOM 2 year TRU diploma delivered by SIIT.	100
Malaysia	Rejuvenate Sendirian Berhad Selangor Darul Ehsan	TRU validated Wellness Workshops (Non Credit Continuing Studies)	1000
India	Canadian Institute for International Studies	B.ed BBA/Post Bacc. CSOM/BTACS Trades	35
Thailand	St. John's	Matriculation	40
Trinidad and Tobago	Ministry of Education (TT)	12 week Online Teacher Training Certificate	80

More than 30 TRU instructors have helped facilitate these programs. There are opportunities for faculty members to teach in the overseas programs. In some cases, the teaching assignment can be undertaken between semesters, which can enhance its viability. Linkages can provide opportunities for international research and professional collaboration.

KEY CONTACT

Baihua Chadwick

International Liaison Manager

Email: bchadwick@tru.ca

URL: www.truworld.ca/csp/joint.htm

Phone: 371-5525



5. Customized Training Programs

These are client-funded programs designed for the specific needs of institutions, corporations, and government ministries. Programs are developed collaboratively, involving Continuing Studies, specific academic departments, and community partners. TRU trains more than 550 trainees yearly.

Current examples of training programs are:

Program	Department	Estimated annual # of participants	Program length/ location	Country
Introduction to English as a Second Language Teaching Methodologies	Continuing Studies	140	7 weeks - TRU	China
Chilean Tourism Sector Development Training	Tourism/ Continuing Studies	18	8 weeks - TRU	Chile
Kyoto Bunkyo University Early Childhood Education/ Nutrition	Continuing Studies	18	4 weeks - TRU	Japan
Induk Institute of Technology Cultural Tours	Continuing Studies	20	4 weeks - TRU	Korea
China Network Communications Olympic Telecommunications Customer Service Training	Tourism/ Continuing Studies	30	18 weeks - China	China
Introduction to English as a Second Language Teaching Methodologies	Continuing Studies	60	400 hours - Chile	Chile
Bunkyo Gakuin University Semester Abroad	Psychology/ Social Work/ Continuing Studies	40	2 weeks - TRU	Japan
Nova Group Cultural Study Tours	Continuing Studies	65	4 weeks - TRU	Japan

Faculty members who are interested in teaching in these specialized programs should contact TRU World.

KEY CONTACT

Larry Peatt

International Projects and Finance Manager

Email: lpeatt@tru.ca

URL: www.truworld.ca/contractsandpartnership.htm

Phone: 371-5745

6. Development Projects

TRU has participated in international development projects funded by national and international organizations such as the World Bank, CIDA, Asian Development Bank, Gorbachev Foundation, and others. These have included feasibility studies, curriculum design, project management, and skills training. Past examples have included:

Project	Location	Department
Kaltim Social Forestry Project	Indonesia	Natural Resource Science
Rural Health Worker Project	Nepal	Nursing
Svinia Project	Slovakia	Anthropology/Sociology
Management Training	Russia/China	TRU Management Centre/ TRU World
Training for the Mining Sector	Chile/Jamaica	Trades and Technology

Interested faculty members (who may be able to contribute to developing a proposal to a funding agency) should contact TRU World.

KEY CONTACT

Cyndi McLeod

Associate Vice-President, TRU World

Email: cmcleod@tru.ca

URL: www.truworld.ca/contractsandpartnership.htm

Phone: 828-5162



PART IV



PART IV: SUPPORTS FOR INTERNATIONAL STUDENTS AND FACULTY

Supports for International Students

TRU World International Student Services And Supports
Program Registration and Academic Support
English as a Second or Additional Language (ESAL) Department
Student Development: Student Success Supports
TRU General Student Support Services

Supports For Faculty

Opportunities for Support
Future Collaborations: Centre for Teaching and Learning, TRU World,
Departments, and Faculty Members
Reference Materials
Questions, Suggestions, Examples?

PART IV: SUPPORTS FOR INTERNATIONAL STUDENTS AND FACULTY

Supports for International Students

There is a range of on-campus supports for international students. Referring students to the appropriate support may alleviate pressure on faculty members as well as provide the student with additional assistance. Supports are available for every kind of issue, from academic to emotional. This section will provide an overview of these services.

TRU World International Student Services And Supports

Services and supports for international students are managed by the Associate Director of International Student Affairs, who works closely with Deans, Chairs, and Directors to establish policy and anticipate emerging issues and needs. Each TRU World student support team addresses specific functions and can be contacted directly.

KEY CONTACT

Vera Wojna

Associate Director, International Student Affairs

Email: vwojna@tru.ca

Phone: 371-5529



International Student Advisors (ISAs)

TRU World employs seven multilingual Advisors who assist international students.

All international students at TRU are assigned an International Student Advisor (ISA). Most students keep in contact with their ISA; however, some may benefit from more contact. The team also keeps in touch with students through a list-serve, as well as a WebCT based key information board. ISAs are able to assist students with any type of concern or refer them to the appropriate individual or area.

Specifically, ISAs assist with:

- Pre-arrival communication and support
- Assistance with accommodation prior to (and after) arrival
- On-arrival welcome and support
- Orientation Week (one week prior to semester)
- Immigration and visa regulations and applications
- Medical insurance and medical needs
- Understanding of governmental or institutional procedures
- Liaison with faculty, staff, and academic departments (see Academic Advisors section)
- Cultural comfort, culture shock, and homesickness
- Personal and social matters
- Celebration of international students and diversity at TRU (International Days)

The team can also provide assistance to faculty and staff, including:

- Providing communication advice for dealing with students if there appears to be confusion or misunderstanding
- Assisting students who misinterpret cultural cues or exchanges with their instructor, staff members or other students
- Referring students to alternative assistance (as recommended by the instructor or academic advisor)
- Communicating with parents, and referral agents if necessary
- Assisting with reinforcing academic policies and classroom protocols

If a student's language is not represented by the team, or if additional cultural resources are necessary, ISAs can locate an expert, sometimes within TRU faculty or the senior international student body. TRU World appreciates faculty members' efforts to identify their capacity and interest in assisting.

International Student Advisors welcome faculty members who come to them for assistance with language and/or cultural issues.

International Student Advisors

Location: TRU World, International Building, 3rd floor

Main phone: 828-5191

After-hours and weekend emergencies phone TRU Security at 828-5033

(cell: 214-7957); Security will contact ISA team members

NAME	LANGUAGE & CULTURAL SPECIALIZATION	REGIONAL FOCUS	EMAIL	PHONE
Yoshie Ozawa ISA Team Coordinator	Japanese	Japan	yozawa@tru.ca	371-5528
Lolina Koopmans	Spanish	Mexico, Europe, Middle East, Australia, New Zealand	lkoopmans@tru.ca	371-5832
Eric Kim	Korean	Korea, U.S.A., Africa	ekim@tru.ca	371-5788
Agnes Hsu	Mandarin	Taiwan, Indonesia, Southeast Asia	ahsu@tru.ca	371-5790
Reyna Denison	Spanish	South America, Bangladesh, India, Turkey, Russia	rdenison@tru.ca	377-6186
ZiPing Feng	Mandarin	Mainland China	zfeng@tru.ca	828-5183
Richard Zhu	Mandarin	Mainland China, Macau, Hong Kong	rzhu@tru.ca	371-5792

“I was glad that I could direct my Chinese student to the Mandarin-speaking ISA. The student was coming to my office far too often. She was a good student. I did not want her to feel I was disinterested in her success by discouraging her visits. She was a ‘keener.’ What I learned was that the student interpreted office hours to mean ‘tutorial time.’ Once that was clarified by the ISA, her visits were more appropriate.”

INSTRUCTOR COMMENT

Pre-Departure and Arrival Assistance

Prior to their arrival in Kamloops, international students have many contacts with TRU. Students:

- Receive a *Pre-Departure Handbook*—available in hardcopy and on the web www.truworld.ca/international/ddcenter.htm
- Work with their ISA to address accommodation and arrival issues
- Communicate with International Admissions and Academic Advising to address academic issues
- Are met at the Kamloops airport (if required)
- Connect with senior international student volunteers
- Receive guidance in getting settled

Orientation Week (One Week Prior to Classes)

All international students are required to attend the Orientation Week program, which includes:

- English-language placement assessment (Accuplacer)
- Academic advising and registration
- Workshops on the Canadian academic environment, academic success and expectations, and Canada and Canadian culture
- Introductions to key services providers and supports
- Key information about TRU
- Settling in and practical aspects such as student visas, medical insurance, banking, and accommodations
- Campus and city tours
- A formal welcome luncheon to conclude the week attended by TRU and Kamloops representatives

“I just wanted to email and say thank you for the orientation week. The week was hugely informative ensuring we all can make the most of our time here at TRU. It was obvious to see that a lot of time, effort and planning were involved to organize Orientation week and that you all care that our time here is a good experience. I just want to say thank you for this; it’s much appreciated. I am almost sad that it’s over!”

STUDENT COMMENT

Follow-Up Orientation: Although students attend these orientation sessions, they have much to absorb and may not grasp everything. Many have recently arrived and are coping with jetlag and varying levels of anxiety. So approximately one month into the semester, the ISA team conducts follow-up orientation sessions to reinforce key information and about academic expectations and success, as well as address students’ experience, issues, and perceptions.

The International Student Life Guide is a comprehensive handbook that compliments Orientation Week; it details essential information for international students and provides numerous links to services both on and off campus. Each student receives a copy of the guide, which is also available on the WebCT and the TRU World website. A copy of this handbook can be obtained by request.

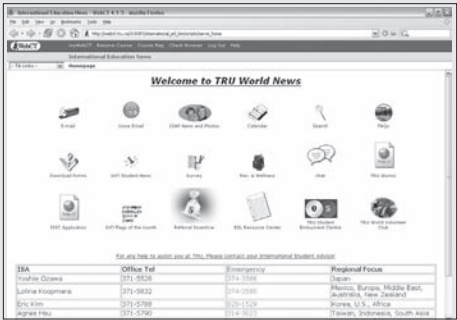
International News and Advising Support on WebCT

TRU World delivers key information for international students online. Through a list-serve, International Education WebCT provides a network for international students and posts important information. Faculty members can post information relevant to all international students on this site. Please send inquiries to Eric Kim (email: ekim@tru.ca).

WebCT

WebCT – INTERNATIONAL NEWS ON Web CT

Web Address: <http://webct.TRU.ca>



For any help to visit you at TRU, please contact your international student advisor			
ISA	Office Tel	Emergency	Regional Focus
Caroline O'Brien	371-5153	371-5200	Europe
Lutina Koppelman	371-5922	374-2245	Mexico, Europe, Middle East, Americas, New Zealand
Eric Kim	371-5768	372-1220	America, U.S., Africa
Alphina Pilon	371-5760	371-1073	Taiwan, Indonesia, South West

International Student Activity Program (ISAP)

TRU World supports a dynamic activity program for students—ISAP. Please encourage both Canadian and international students to participate in ISAP activities; interested faculty members are also invited to join.

The objectives of the ISAP program are to:

- Enable international students to meet Canadian students and other international students
- Enable Canadian students to meet international students and share their community and culture
- Encourage intercultural experiences within the community
- Allow students to experience the cultural and recreational features of our region
- Provide life-long memories

Examples of activities are:

- TRU Amazing Race
- Semester-end gala dinner and dance
- Skiing, dog-sledding, hockey, horseback riding, Pow-Wow, salmon run, and various sports

KEY CONTACTS

Kari Pavlovich
ISAP Facilitator
Email: kpavlovich@tru.ca
Phone: 320-5728

Karie Russell
ISAP Coordinator
Email: krussell@tru.ca
Phone: 318-4090



International Student Clubs and Associations

Under the TRU Student Union (TRUSU) and the International Student Representative on it, international students are contributing to student life. International student associations foster awareness of different cultures and support student life.

Associations include:

- Afro Club
- Chinese Students and Scholars Association
- Indonesian Student Association
- Korean Student Association
- Latin Club
- Taiwanese Student Association
- Cheerleading at TRU (organized by an international student)

More information can be obtained from TRUSU or TRU World. Watch for events organized by these clubs.



Canadian Buddy Program

TRU World has initiated this program to match international students with Canadian students or community members. Anyone interested in cultural exchange may sign up to be a buddy to international students. Canadian students are recruited year-round, and we ask faculty members to encourage their students to take part in this rewarding experience. For students in programs such as Nursing, Education, Tourism, and Social Work, this experience could be considered a feature of their professional development or portfolio.

Interest in this experience is growing. Students take part for various reasons:

- Friendship
- Intercultural experience
- Information
- Language practice
- Cultural interpretation
- Course assignment

KEY CONTACT

Lolina Koopmans - International Student Advisor

Email: lkoopmans@tru.ca

Phone: 371-5832

International Days at TRU

International Days are a TRU celebration of cultures from around the world. Students, staff, and community members come together to share and experience food, music, dance, and traditions. This celebration honours the diversity of our campus in a lively way and allows our students to showcase their unique heritage and culture. International Days are in early March.

International Flags

International flags are flown at three locations on campus to honour our student population and other international visitors.

- TRU campus entrance at McGill Road: International student flags flown weekly.
- International Building west entrance: International student flags flown monthly.
- International Building east entrance: Flags representing international visitors to TRU.

Prayer and Meditation Room

TRU provides a quiet place in the International Building for individuals or small groups to practice their religion or other spiritual practice. A code of conduct is posted in the room.

Location: IB 2059 Hours: Monday to Friday: 8am to 5pm

Program Registration and Academic Support

Registrar's Office (International Student Admissions)

The Registrar's Office has four full-time staff members dedicated to International Student Admissions and Registration. Staff's responsibilities include:

- Communicating with students and educational agencies prior to admission
- Admitting international students to TRU
- Registering students into programs and courses
- Working directly with Department Chairs to address specific departmental issues related to admissions
- Facilitating off-campus work program requirements
- Assisting Deans, Chairs, and faculty with individual issues

International Admissions

Location: Old Main Building, Room OM1412

URL: www.tru.ca/admissions/international.html

Phone: 828-5252

Fax: 371-5513

NAME	REGIONAL FOCUS	PROGRAMS
Tracy Barth tbarth@tru.ca 371-5776	Mainland China South America Mexico Europe Caribbean Australia/New Zealand USA	Business Degree MBA Post Baccalaureate Diploma in Management Accounting Technician Tourism Degrees and Diplomas Adventure Guide Cook Training Off-shore programs (TUT & SIT)
Vera Mazzei vmazzei@tru.ca 828-5197	Korea Africa: Egypt, Kenya, Nigeria, Ghana, etc Middle East: Turkey, Saudi Arabia, etc Eastern Europe Russia	Science Degree Engineering Nat. Res. Science Nursing Resp. Therapy
Penny Pentilchuk ppentilchuk@tru.ca 371-5809	Bangladesh/Pakistan/Nepal Thailand/Indonesia Vietnam Philippines Hong Kong/Macau Taiwan Japan	Arts Degree Journalism Education Social Work Fine Arts Diploma/Degree Digital Art and Design EDDT Early Childhood Education
Bunny Duggan eduggan@tru.ca 852-6275	India Malaysia/Singapore	BTACS CSOM COOP Exchange

International Academic Advising

Academic advising is mandatory for international students. Four international Academic Advisors assist students with academic course planning and support them both pre-arrival and during their studies at TRU. Specifically, Academic Advisors:

- Provide students with academic support while studying at TRU
- Assist students to prepare their educational plan
- Assist students to schedule courses for each semester
- Monitor students' academic progress
- Provide information and make referrals to on-campus support systems and workshops
- Introduce students to TRU policies and Canadian university protocols and procedures
- Assist faculty members with international students
- Work with departments to predict demand in programs and courses
- Alert Deans and Chairs to the need to create additional capacity to accommodate international students

If faculty members have students in their class who may be in academic distress, they should refer the student to an Academic Advisor, who can review and perhaps modify the student's education plan, and assist the student to enrol in study skills workshops and courses.

Faculty members are requested to assist waitlisted international students in the protocol of signing up for courses. Students are unfamiliar with the concept and find the process both confusing and intimidating.

Reserved Seats

International Academic Advisors work with Divisions to anticipate upcoming international student demand. This may necessitate hiring additional faculty members as a response to a shift in demand. International Academic Advisors also establish and monitor reserve access to academic courses in high demand. Because some international students cannot register in courses until their arrival for Orientation Week, a system exists to ensure the availability of space: the reserve seat system. Divisions create additional capacity for identified courses and these seats are then reserved for incoming international students.

Students who are required to write the English Placement Exam (Accuplacer) will be placed in courses once the results are determined. This can take a few days. We can place these students directly in the reserved seats without waitlists. If students do not meet the necessary English-language requirements for academic studies, their reserved seats will be released and made available to any interested student. If you have a class with reserved seats identified, please contact International Academic Advising with any questions.

Academic Advising

Location: Old Main Building, Room OM1100,

Email: internationaladvising@tru.ca

URL: www.tru.ca/advising/international.html

Phone: 828-5075

International Student Academic Advisors

Barb Smith bsmith@tru.ca 828-5097	Kathy Bentley kbentley@tru.ca 828-5157
Lisa Lake llake@tru.ca 828-6269	Donna Fleury dfleury@tru.ca 828-5028

A detailed Student Academic Advising Guide is available online:
www.tru.ca/advising/docs/international/intern'l_advising_guide.pdf

TRU Library

The Library collection, which has over 250,000 volumes, 18,000 periodical subscriptions, 80 article databases, and an extensive collection of government documents, pamphlets, microforms, and audiovisual materials, is an important educational resource for TRU students. The TRU Library homepage (<http://www.tru.ca/library>) serves as the main portal to access the Library's many specialized resources and services. The library's Information and Assistance Desk is staffed whenever the library is open – no question is too small to ask!

The Library is a critical resource for all students; however, many international students may be unfamiliar with North American library systems. Faculty members can assist students by encouraging them to learn how to use the rich resources provided by TRU Library. The Library offers class instruction or individual consultation for both students and faculty members.

Some of the Library's many services include:

- Access to all of TRU Library's print and online resources (e.g., library catalogue, article databases, electronic journals, statistical databases, research guides, etc.)
- Reference assistance at the Library Information Desk and via Email Reference and chat
- Use of the *How Do I ...* section of the TRU Library website, which provides research tips, citation style guides, and subject-specific research guides
- Interlibrary loan service for items that are not in the TRU Library's collection or are available at another TRU Campus Library
- 1-ON-1 reference consultations with a librarian for in-depth research assistance
- Library instruction classes, which teach information literacy skills and effective research strategies through a graduated curriculum catering to each academic level and subject/discipline

KEY CONTACT

Daniel Brendle-Moczuk

Instruction Librarian

Email: dmoczuk@tru.ca

Phone 371-5775

Counselling Services

TRU Counsellors can help with students' personal and emotional problems. In addition, Counselling Services mounts a series of workshops to help with:

- Test anxiety
- Study skills
- Stress management
- Time management

KEY CONTACT

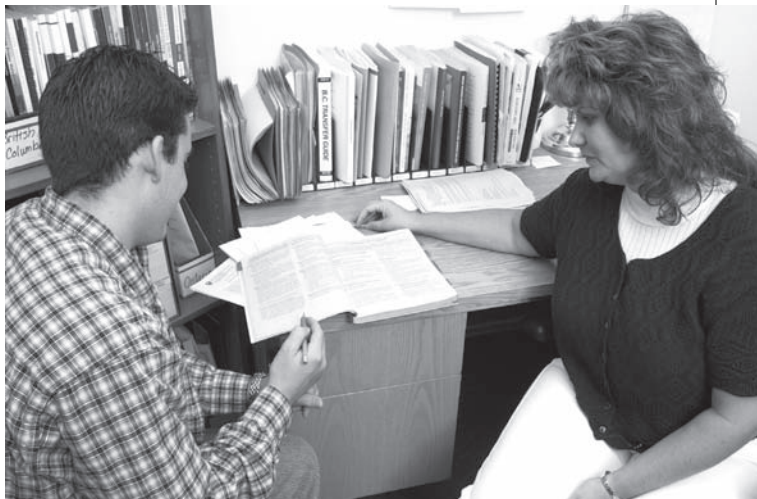
Mary Ann Mochizuki

Counsellor

Location: Old Main Building, Room OM 1651

URL: <http://www.tru.ca/dsd/counsel/index.html>

Phone: 828-5023



English as a Second or Additional Language (ESAL) Department

ESAL Program: TRU's English-Language Preparation

TRU's ESAL program is an English-language program designed to prepare students for success in TRU's vocational, technical, and academic programs. The program consists of five levels, with level 1 the lowest (upper beginner) and level 5 the highest (university preparation). Each level is one semester in length, and the average course load for a student varies from 3 to 5 courses.

In levels 1 through 3, students are required to take full-time English-language upgrading. In levels 4 and 5, students may take up to 2 academic courses concurrently with their 3 ESAL courses.

Students must achieve a grade of C+ in each course before they can advance to the next level.

KEY CONTACT

Bruce Thomson

ESAL Chair

Location: OM 2483

Email: bthomson@tru.ca

Phone: 828-5294

Expected Competencies upon Completion of Levels

Level 1 (Upper Beginner/Lower Intermediate)

- Write understandable sentences in English
- Have a basic awareness of paragraphing
- Read a limited level of stories and articles with basic vocabulary
- Understand short messages and clearly spoken basic English instructions
- Express daily wants, needs, feelings, and opinions

Level 2 (Lower Intermediate)

- Write compound and complex English sentences
- Write a basic comprehensible paragraph with relative grammatical accuracy
- Identify the main idea and basic information contained in articles of five or six pages with common vocabulary
- Carry on short conversations on a variety of subjects using limited vocabulary
- Self-correct some spoken errors
- Understand the key message in spoken dialogue and follow brief explanations of topics supported by visuals

Level 3 (Upper Intermediate)

- Write effective paragraphs in English with clear controlling ideas, supporting details and conclusions without grammatical errors interfering with the message
- Understand the main idea and supporting details of a variety of written subjects, and be able to offer some opinions on those readings
- Read material with a normal everyday level of lexical difficulty
- Respond in a culturally appropriate way to everyday conversations
- Participate in discussions and contribute to them
- Seek clarification and ask basic questions
- Understand the gist of 15-minute oral presentations

Level 4 (Low Advanced/Pre-University Level)

- Write clear and generally accurate essays
- Use specific vocabulary appropriate to most communication tasks
- Understand the main idea, support details, and identify bias in readings
- Understand main points of introductory academic readings
- Take notes on main points of lectures
- Make relatively well-organized oral presentations
- Function effectively in group discussions

Level 5 (Advanced/University Level)

- Write academically acceptable formal essays
- Read discipline specific material with appropriate comprehension
- Understand lectures and presentations
- Make well-organized oral presentations
- Function effectively in group discussions

Language Labs

There are two Language Labs for ESAL students equipped with audio equipment to practice:

- Listening skills
- Speaking skills
- Pronunciation

KEY CONTACT

Evangelista Pappas

Locations: International Building Rooms IB 2057 and IB 2058

ESAL Lab Faculty

Email: epappas@tru.ca

Phone: 377-6183



Student Development: Student Success Supports

Foundations for Success

Foundations for Success is a program that promotes student success. It consists of a suite of one-credit courses that focus on academic achievement, student leadership, personal development, and transition to the workplace. International students who aren't familiar with the Canadian academic environment are strongly encouraged to consider these courses. Students may select one or any combination of these one-credit courses.

There are three courses offered for Student Success:

STSS 103-1 Student Success and Study Skills

- Academic learning strategies and skills (time management, test taking, critical thinking, memory techniques)
- Library research methods
- Documenting research papers to avoid plagiarism

STSS 104-1 Student Success and Wellness

- Maintaining healthy balance (physical, social, emotional, academic)
- Self-assessment techniques
- Small group work

STSS 105-1 Student Success and Communication

- Communication styles
- Active vs. passive listening
- Accessing and evaluating information
- Oral presentations

A fourth course will soon be offered: Student Success: Transitions to University.

Please recommend these courses to students as appropriate.

TRU also offers these one-credit courses in career planning:

- EDCP 102-1 Occupational Work Experience
- EDCP 103-1 Self-Assessment and Self-Awareness
- EDCP 203-1 Career Success Strategies
- EDCP 303-1 Graduate Job Search Skills

Please consult the TRU Calendar for descriptions of these courses.

KEY CONTACT

Doug Knowles

Counselling Chair

Email: dknowles@tru.ca

Phone: 371-5808

Supplemental Learning

Supplemental Learning is a program designed to support students and faculty with courses identified as difficult (currently, course areas include Accounting, Business, Chemistry, Biology, History, and Philosophy). Trained student leaders who have been successful in the course lead the sessions. Supplemental Learning includes:

- Free study sessions for difficult courses
- Weekly review and peer discussion of key concepts
- Improved study strategies
- Study with trained student leaders who have completed the course
- Opportunities to study and interact with other students

“So incredibly awesome! I wish I had Supplemental Learning for every course!”

STUDENT COMMENT

“Supplemental Learning Leaders are a great additional conduit between the instructor and the students. The SL Leader would bring me queries that arose in the review sessions and he would then take clarifying information back to the group. I believe that Supplemental Learning has been an effective tool and would recommend it to all students.”

INSTRUCTOR COMMENT

Faculty members who would like to have supplementary sessions attached to their course should consult the contact information below.

KEY CONTACT

Elizabeth Templeman

Coordinator

Email: etempleman@tru.ca

URL: www.tru.ca/dsd/sl/index.html

Phone: 828-5277



TRU General Student Support Services

The Writing Centre

Location: Old Main Building, Room OM 2674

URL: <http://www.tru.ca/ae/writingcentre/index.html>

Phone: 371-5689

The Writing Centre is a free service open to all TRU students. Instructors and student tutors at the centre provide help and support to students about the different aspects of writing. However, they will not correct or proofread papers.

Math and Stats Centre

Location: Old Main Building, Room OM 1781

URL: <http://www.tru.ca/advtech/math-statistics/helpcentre.php>

Another free service for students, this centre is staffed by Mathematics and Statistics faculty members and upper-level students.

TRU Student Union (TRUSU)

Location: Main Floor, Campus Activity Centre

URL: www.tru.ca/stusoc

Phone: 372-5882



- The Student Union reserves one electoral position for an International Student Representative to stand for the interests of international students on campus.
- The TRU Student Union has a number of international student associations (Chinese, Indonesian, African, Latin) as well as many interest clubs for students to join.

Peer Support

Location: Old Main Building, Room OM 1421

Email: peer@tru.ca

URL: <http://tru.ca/dsd/staffairs/pat.html>

Phone: 371-5996

Peer Support is a confidential service offered by student volunteers who will talk to other students regarding academic, personal, or social concerns.

Supports For Faculty

TRU recognizes the expertise and dedication of departments, as well as individual faculty members, in adapting to the inherent challenges of creating a diverse, globally minded campus. As evidenced by the previous section, a variety of supports have been put in place to assist students. Support for faculty is also an important consideration throughout this process of change.

TRU's Centre for Teaching and Learning is dedicated to enhancing professional development, collaboration, and communication. In addition, the

The International Student Success Group, an ad hoc interdepartmental group of faculty members, shares issues and explores strategies related to international students.

TRU World has developed this resource to provide a forum of communication about internationalization for departments and instructional staff. Prior to the compilation of this resource, focus groups, surveys, and interviews with faculty members revealed that instructors could use more information regarding campus services for international students as well as additional supports with regard to practical classroom strategies for the facilitation of diverse student groups.

TRU World has engaged a cross-cultural specialist to provide intercultural communication workshops at the request of individual departments. The goal is to create departmental leaders in this area. Those interested should contact TRU World or the Centre for Teaching and Learning.

Centre for Teaching and Learning

This centre provides year-round, professional opportunities and activities that enhance the attitudes, skills, knowledge, and performance of faculty members. The centre's goals are:

- To establish a supportive learning environment for faculty members to explore, practice, and reflect on effective and innovative approaches to teaching and learning
- To support exploration and integration of new technologies by faculty members
- To provide research and scholarship training
- To facilitate opportunities for faculty to develop and/or enhance leadership and administrative skills
- To foster collaboration and communication among faculty members

Services include:

- Enhanced instructional skills workshops
- Facilitated mentoring and partnership activities
- Various professional development opportunities offered in a variety of formats including internationalization of curriculum

TRU World (see TRU World section for more details)

In addition to supporting international students, TRU World benefits from the opportunity to work with and support TRU faculty. We would appreciate invitations to attend departmental meetings where international student issues are of concern or where more information would be of value. In addition, we are more than willing to work with faculty members who need assistance, would like to discuss specific challenges, or who have developed practices which work well with international students.



Opportunities for Support

The following areas of support are also options promoted by the Centre for Teaching and Learning and TRU World.

Departmental/Peer Support

Individual departments have taken internal initiatives to give priority to internationalization and supporting faculty members in adjusting to the inherent changes. Activities include putting international student issues on departmental meeting agendas for discussion and review and creating a forum for sharing techniques and strategies.

Mentors/Team Teaching

Faculty members who have experienced success through innovative strategies may share with colleagues and assist new faculty to create an inclusive class environment.

Interdepartmental Collaboration

Consultation with other departments may be helpful in understanding strategies and techniques that others have found successful.

Members of the ESL department have successfully assisted faculty members in other departments to revise strategies for the success of second-language learners.

KEY CONTACT

Penny Heaslip - Coordinator, Centre for Teaching and Learning

Email: pheaslip@tru.ca

Phone: 828-5438

International Student Success Interest Group (ISSIG)

This is an informal group of faculty members and staff who meet to discuss issues on campus regarding the successful integration of international students. Members represent departments across campus and share a variety of perspectives and experiences. Interested parties from all sectors are encouraged and welcomed to join.

Cross-Cultural Workshops

These are individually designed workshops to meet unique departmental needs, facilitated by Kyra Garson, Cross-Cultural Consultant. To date we have responded to individual requests including cross-cultural communication techniques, theoretical considerations, and application of theory to practice.

International Student Advisors (ISAs)

These team members are able to assist faculty with cross-cultural communication and understanding, and translation where necessary. ISAs work closely with students. Faculty members with concerns regarding individual students are encouraged to communicate with the student's ISA.

KEY CONTACT

Vera Wojna - Associate Director, International Student Affairs

Email: vwojna@tru.ca

Phone: 371-5529

Future Collaborations: Centre for Teaching and Learning, TRU World, Departments, and Faculty Members

The internationalization of curriculum and teaching a culturally diverse student population are areas that will be addressed. TRU World is looking forward to working collaboratively with the centre in facilitating or sponsoring workshops such as:

- Diversity at TRU
- Applying cultural theory to practice
- Intercultural communication
- Inclusive curriculum design

Reference Materials

Please refer to the Appendices at the end of this document for a comprehensive list of print or electronic materials addressing international student needs and considerations for faculty members working to integrate diverse student populations.

Questions, Suggestions, Examples?

This document is intended to evolve, and to have a web-based component. Please share your experiences, issues, anecdotes, and examples of teaching practices. We can all contribute to creating a globally minded campus environment.

If we did the things we are capable of, we would astound ourselves.

Thomas Alva Edison

PART V



PART V: BIBLIOGRAPHY, APPENDICES, AND INDEX

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Information from the following websites also contributed to this document in a general manner.

Association of Universities and Colleges of Canada (AUCC)
www.aucc.ca

British Columbia Centre for International Education (BCCIE)
www.bccie.bc.ca

Canadian Bureau of International Education (CBIE)
www.cbie.ca

Geert Hofstede Cultural Dimensions
www.geert-hofstede.com/

Trompenaars and Hamden-Turner Culture for Business
<http://www.7d-culture.nl/index1.html>

Appendix 1: Breakdown of International Student Enrolment

This chart shows international student enrolment statistics by country from 2002 to 2006. The enrolment numbers are further broken down to indicate numbers for exchange (E) students and (I) independent (fee-paying) students.

Fall 02		Fall 03		Fall 04		Fall 05		Fall 06		
E	I	E	I	E	I	E	I	E	I	
	1		1		1					Argentina
					1					Armenia
			1			1	0	7	0	Australia
						3	0	4	0	Austria
									1	Azerbaijan
	1									Bahamas
	12		9		7		8		9	Bangladesh
	1		1				1		1	Belize
									1	Bhutan
	3		2		3		6		5	Brazil
							1		1	Bulgaria
									1	Cameroon
	1	2	4		1	4	2	3	1	Chile
	286		299		314	2	323	3	374	China
	1		2		4		5		3	Colombia
									1	Czech Rep
	2								1	Denmark
	2		3		1					Ecuador
			1				1		1	Egypt
2	0	1	0			1	0	2	0	Finland
	1		2				1			France
5	4	2	2	2	6	4	11	5	10	Germany
	1		1				1		1	Ghana
					1					Greece
	1		1		2				1	Guatemala
	23		24		35		33		31	Hong Kong
	1		2		1				1	Iceland
	6		10		10		14		21	India
	12		19		32		31		33	Indonesia
	1		1		1		2		1	Iran
									1	Israel
					1					Italy
	1		1							Jamaica
2	110	1	116	4	100	5	77	5	65	Japan
					1				1	Jordan
	2		1	1	2		4		5	Kenya
					1		1		1	Libya
	1									Lithuania
	1		1		1		2		5	Macau
	1		1		1		1		2	Malaysia
							1			Myanmar
	13		11		18		16		14	Mexico
									1	Monaco
	2				1				2	Nepal
										Nigeria
	4		4				17		11	Norway
	2		3				1		1	Pakistan
	5		3				3		2	Peru
									1	Philippines
									1	Qatar
									11	Russia
	1		1				2		7	Saudi Arabia
							2		2	Singapore
									1	Slovak R.
							1		1	South Korea
	75		62				42		37	Spain
									1	Sri Lanka
	1		1				1		2	Sweden
	3							2	4	Switzerland
	2		1				2		1	Syria
									1	Taiwan
	71		78				91		96	Tanzania
	1		2				2		2	Thailand
	1		10				9		8	Turkey
	3		7				13		15	UK
2	2	1	4				2	3	1	USA
	4		6				9		14	UAE
	2		1						4	Uzbekistan
							1			Venezuela
	4		4				3		2	Vietnam
			2				6		7	Zimbabwe
			1				1			
11	675	7	715	9	756	26	783	38	886	TOTAL
686	722	765	809	924	TOTAL COMBINED					

Appendix 2: International Student Course Enrolment Percentages

The following charts are adapted from information provided by TRU Institutional Planning and Analysis. Enrolment percentages have been broken down only for departments with more than 10% international student representation.

Percentages indicate the number of international students enrolled in each area. Yearly fluctuations are affected by the total number of students, both domestic and international.

Division of Student Development

Course Enrolment %	2004/05	2005/06	2006/07
Coop & Career Education	14.75%	19.23%	28.85%
Counselling	3.21%	4.60%	10.48%
English as a Second Language	93.49%	87.84%	84.90%
University Preparation	5.93%	7.50%	9.52%

School of Tourism

Course Enrolment %	2004/05	2005/06	2006/07
Adventure Guide	10.14%	9.99%	14.94%
Culinary Arts	2.72%	3.98%	3.73%
Tourism Management	24.72%	24.17%	22.90%

School of Business & Economics

Course Enrolment %	2004/05	2005/06	2006/07
Continuing Studies (Business)	0.97%	2.26%	1.45%
Economics	38.39%	35.85%	31.50%
Management	32.70%	31.53%	32.41%

School of Advanced Technology and Mathematics

Course Enrolment %	2004/05	2005/06	2006/07
Computer Info Systems Tech	18.14%	17.46%	17.37%
Computing Science	30.50%	28.08%	26.68%
EDDT/DAAD	5.5%	2.51%	1.80%
Electronics & Engineering	2.97%	2.38%	1.32%
Mathematics & Statistics	18.86%	19.84%	20.03%

Appendix 3: Course Outline

Appendix 3 illustrates a typical explicit course outline for upper-level second-language learners.



Course Outline

ESL Department
Division of Student Development

CESL 045 – 3 Credits
Advanced Oral Communication (5,0,0)
Winter, 2006

Instructor: Emma Bourassa Phone/Voice Mail: 371-5895
Office: IB 3041 E-Mail: ebourassa@tru.ca
Office Hours:
Tuesday / Thursday: 1:30 - 2:30, 4:30 - 5:30 or by appointment

Course Description

The student will practice strategies for speaking clear and appropriate English in a variety of academic situations. Attention to fluency, pronunciation and intonation will also be emphasized.

Course Objectives

1. Oral Presentations - development of coherent presentations.
2. Formal/Informal Group Discussions - appropriate participation, e.g., problem solving, surveys, etc.
3. Questioning - active participation targeted to academic situations.
4. Pronunciation - standard Canadian speech that is clear to the listener.

Course Goals

At the completion of this course, students should be able to:

1. Speak clear and appropriate English in a variety of academic situations.
2. Listen actively to English language presentations delivered in a variety of media.
3. Participate effectively in small group and class discussions.
4. Organize and present a well structured oral message.
5. Effectively question speakers and respond to questions arising from presentations.

Prerequisites

CESL 035 with a C+ or better.

Academic Behaviour: Standards and Policies

Attendance

TRU recognizes the importance of student attendance and participation to success in his/her course or program of study.

1. A registered student is expected to attend the first class for the course.
2. Students are expected to regularly attend lectures, labs, tutorial and seminar sessions for which they are enrolled. Admission may be refused for lateness, class misconduct or failure to complete required work.
3. In normal circumstances students absent for more than 10% of allotted class time will be considered to have withdrawn. Two lates will count as one absence. A DNC will be recorded for the final grade.

Classroom Language

As **English is the only appropriate language in an ESL classroom**, students are expected to speak only English while in class. If you are speaking your native language during class, you may be asked to leave the class. If you are asked to leave a class, you will be recorded as being absent for that class.

Academic Honesty

Academic standards and the reputation of students and TRU are based on, among other things, academic honesty. The unacknowledged use of the idea or published material of others constitutes plagiarism. Other forms of dishonesty include cheating on exams, aiding and abetting cheating [and] the use of work prepared by others. **Any of these activities are unacceptable and will normally result in a grade of zero in the particular assignment or in the course.** Repeated incidences could result in debarment from the university. [See: "Student Academic Policies, Regulations and Procedures" at www.tru.ca/policy]

Evaluation

Speaking/Listening Journal	15%
Assignments in and out of class	25%
Speaking/Listening tests	30%
Presentations	30%
	100%

Required Materials

Students must purchase:

1. A blank cassette tape.
2. An English-only dictionary. Paper is recommended.

Students are responsible for:

1. Completing all assigned work.
2. Participating in class activities.

Supplementary materials will be provided.

Appendix 4: Summary of Research Data for ESL Students At TRU

** Please note: ESL refers to English as a Second Language. TRU's second-language program has recently been renamed ESAL - English as a Second or Additional Language.*

Bridging into Academic Programs: Identifying Strategies for Enhancing ESL Student Learning

Following is a summary of a TRU Research project undertaken by Gerry Hewitt and Joan Tithcott, formerly TRU ESL faculty members, who worked with faculty and students to identify classroom challenges and effective strategies for mutual success. This study was completed in May 2005.

Challenges for ESL Students

Affective Factors

- shyness
- speaking in class
- fear of embarrassment

Cultural Factors

- unfamiliar references
- unfamiliar classroom practices (e.g. more activity, more noise, expectation for students to ask questions)

Preparation for Academic Work

- English grammar
- difficult vocabulary
- accurate pronunciation

Classroom Practices

- using skills simultaneously (e.g. listening to instructor and copying notes from the overhead)
- knowing that concepts are understood

Assessment

- understanding test questions
- demonstrating adequate writing skills

Summary of Instructors' Comments to Assist ESL Students

- make allowances for
 - additional time if needed
 - fluency in writing
- use visuals that are “instantly comprehensible”
- insist on writing sentence answers and paragraphs
- require short reading/writing reports weekly
- meet students out of class on a routine basis
- make connections through cultural differences
- encourage discussions relevant to intercultural communication
- encourage students to
 - ask questions
 - participate in conversation

Strategies ESL Students Perceive As Helpful to Their Learning

Oral Presentation

- slow, clear speech
- simplified sentence structure
- less idiomatic speech

Content Presentation

- examples to clarify and support the meaning of complex ideas
- examples that are culturally diverse and with limited or explained culturally specific references
- practising/testing key vocabulary and key concepts

Support Materials

- graphics (e.g. diagrams, flow charts, web charts, photographs, images) that reduce “the language barrier” and highlight key vocabulary/key concepts)

Assignments

- one or two major assignments
- modeling or demonstration of a task

Additional Support

- determining misconceptions about the course content (e.g. quizzes, small group discussions)
- email to ask questions

Equipment Use

- key concepts and subject-specific vocabulary written on the blackboard overheads
- adequate time to copy the information from overheads
- copies of the overhead material

Appendix 5: Criterion-Referenced Assessment

The following are examples of criterion-referenced assessment that can provide students with a checklist to prepare and refine responses.

EXAMPLE ONE

Writing: Paragraph 3

Topic: Three Words in My Language That Have Similar Meaning

Name _____

Criteria: (or, what I have to do to earn top marks):

- | | |
|---|-----|
| 1. Follows criteria for paragraph type-classification | /5 |
| 2. T.S. has clear controlling ideas that are specific | /5 |
| 3. Details support topic sentence, and stay on topic | /10 |
| 4. Details include a variety of supporting techniques | /5 |
| 5. Unity in the paragraph- no repetition/off topic | /5 |
| 6. Coherence- proper use of transition words | /5 |
| 7. Grammar s/v, vt, vf are correct | /5 |
| 8. Sentence structure (complete, correct punctuation) | /5 |

Total possible marks /45

Comments:

EXAMPLE TWO

Mini Presentation to Practice Grammar

/20

(I find it helpful to put the purpose of the assignment on the paper - to Practice Grammar)

Topic: "An Important Person from My Culture"

This person could be from the past or present. He or she needs to be a well known person. You are allowed to use notes, but you may not read.

(I also find it helpful to state the boundaries and my expectations)

Criteria:

1. Include past, present and future tenses formed correctly /10
2. Presentation is 2 minutes long /2
3. You include reasons and examples of how or why the person is important in some way(s). /2
4. Volume and speed of speech is reasonable for the audience /2
5. Vocabulary has been checked for meaning and pronunciation /2
6. Presentation includes a clear beginning and end /2

TIPS FOR SUCCESS:

Check your grammar. It is important for the audience to understand meaning.

Practice doing the presentation and time yourself. You need to be talking for 2 minutes only. I will stop you if you are going over time.

Do not memorize your presentation. Practice using your notes effectively.

Check the meaning of vocabulary and pronunciation before you present. Be prepared to explain new vocabulary

Remember that we are a friendly, supportive group - don't freak out!

Appendix 6: Academic Honesty Letter

The following appendix provides the first of seven letters provided by the Academic Integrity committee. These letters can be found at www.tru.ca/senate/committees/academic_honesty/letter_format.html

Letter #1: To Student - First Instance of Academic Dishonesty - Resolved by Instructor

To be sent by snail mail and email, with email acknowledgement/ notification required.

Date

Student Name & Address

Student #

Dear Student:

The Academic Honesty Committee has reviewed your case from “*course name and number,*” as submitted by “*Instructor/Dean/Chair,*” of the “*name*” Department, and accepts the resolution recommended of “*resolution*”.

This is your first recorded instance of academic dishonesty. A further case may result in your suspension. Please note you have the right to appeal as per Policy ED 4-0.

Please contact Nancy Twynam, Office of Student Affairs, at 371-5738 for further advice on students’ rights and responsibilities.

Yours truly,

Philip Schettini
Chair, Academic Honesty Committee

cc: Office of Student Affairs
Dean
Chair
Instructor

Appendix 7: TRU Supports For Aboriginal Students

Cultural diversity at TRU is also represented by Aboriginal students. TRU has a large Aboriginal student population and provides support to Status, Non-Status, Metis, and Inuit students on campus in an effort to enhance and support their university experience academically, culturally, and socially.

This Appendix provides contact information for Aboriginal Student support.

Aboriginal Student Services

Coordinator: Joanne Brown

Email: jobrown@tru.ca

Location: House 5

URL: www.tru.ca/dsd/aboriginal/index.html

Phone: 828-5246

Cplul'kw'ten (The Gathering Place)

TRU Aboriginal Cultural Centre (with Elder in residence)

Location: House 5

Opened in the fall of 2003, *The Gathering Place* is a resource, information, and support centre for the students and for the entire campus community.

Cplu_l'w'ten, as the centre is known in Secwepecmc, offers TRU's Aboriginal students a quiet place for study, a small reference library as well as computer and printers for academic and recreational use. All visitors, Aboriginal and non-Aboriginal alike, are welcome.

First Nations Association

Location: Campus Activity Centre

Phone: 371-5753



Appendix 8: Summary of Jane Knight’s Article, “Internationalization: Elements and Checkpoints”

Jane Knight, Associate Director of Ryerson International, has researched the field of internationalization over the past decade and is considered one of the leading experts on the topic in Canada. In her article, “Internationalization: Elements and Checkpoints,” published in the CBIE Journal on Internationalization, she proposes a checklist of internationalization strategies. It is gratifying to review the checklist and see the extent to which TRU has taken initiative on many of these fronts.

One definition of internationalization: “Internationalization at the national, sector and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.” (Knight 2003)

Knight’s article also contains an extensive list of activities in each of the following broad categories of initiative. The following appendix that captures the highlights of each category has been adapted for TRU.

Checkpoints for an Internationalization Strategy for Institutions

1. Organizational and Administrative Support

- Acknowledgement of international dimension in the mission statement
- Active support and participation of the President and senior administration

2. International Students

- Numbers and diversity of international students and scholars on campus (enrolments representing 5–10%)
- Comprehensive support services for international students

3. Canadian Students’ Participation in International Activities

- Active support for work/study abroad (Study Abroad Centre)
- Internships abroad
- Semester or year abroad programs/field schools
- Student exchange
- Foreign-language programs

4. Curriculum

- Existence of a process to assess opportunities for integrating international, comparative, or intercultural perspectives or issues
- Faculty PD (workshops)
- Research and development

5. International Development and Technical Assistance

- International development initiatives—departmental, faculty involvement
- Impact of projects on curriculum development and research

6. Research

- Numbers of international research contracts or projects and research partners
- Numbers of faculty/students involved in international research, academic collaboration

7. International Academic Agreements/Linkages

- Number of schools/departments involved in linkages
- Number of international academic agreements
- Range of agreements (exchange, research, conferences, accreditations, etc.)
- In the case of TRU, off-shore programming: joint program delivery

8. Foreign-Language Study

- Number of foreign languages taught
- Foreign-language requirement to obtain first and second degree

9. Training and Contract Education

- Number of international training contracts and partnerships

10. External Partnerships and Cooperation

- Collaboration with local community groups or schools on international initiatives
- Number of collaborations with private sector companies, professional organizations, or NGOs
- Number of other universities or collage collaborations

11. Institutional Services and Extra-Curricular Activities

- Support materials, library resources for integrating international and intercultural dimension into research, curriculum, and scholarship
- Number of active international/ethnic student associations
- Number of campus-wide events such as lectures, fairs, workshops, panels focusing on international, intercultural aspects
- Cross-cultural briefings for faculty/staff
- Tracking of alumni overseas—engaging alumni to represent institution abroad
- Evidence of international perspectives in campus newspapers and publications

Appendix 9: The Canadian Bureau for International Education's "Guidelines for Ethical Practice"

The CBIE's Guidelines for Ethical Practice informs the approach, policies, and procedures at TRU.

CBIE GUIDELINES FOR ETHICAL PRACTICE

PREAMBLE

In keeping with the mission of the Canadian Bureau for International Education, CBIE's Guidelines for Ethical Practice in International Education provides guiding principles for all member institutions to ensure the fair and equitable treatment of international students in Canada. The goal of these Guidelines is to provide standards of integrity for all facets of international student programs, against which member institutions can measure their own performance.

It is understood that international education is a broad term comprising many elements: international research, international curriculum, development education, and education for international understanding, cooperation and peace. These Guidelines focus on a particular element, the provision of services and programs for international students.

These Guidelines are a statement of principles which all members accept by virtue of their membership in CBIE, but it is not a substitute for the mission statements, goals and objectives, and job profiles which each institution must develop to satisfy its own needs in its own unique context. While these principles are intended primarily as the basis of the services provided for international students, they are intended to apply as well, whenever possible, to the services provided for Canadian students who seek opportunities to study abroad.

It is incumbent upon members to ensure that their own institutional code of ethics makes reference to international education in all its facets, including:

- international student services and recruitment;
- study abroad;
- international projects;
- international research collaboration;
- off-shore campuses and cross-border activity; and
- all other international education activities in which the institution engages.

In addition to these principles, all members should be aware of the provincial and federal charters and laws which are applicable, especially in such matters as confidentiality of personal files and regulations concerning the dignity and integrity of individuals and their human rights.

SERVICES

CBIE member institutions shall:

1. Recognize that individuals from different cultures and educational systems have differing needs, and develop support services which promote the adjustment of international students to life and study in Canada and assist them with problems which could affect their programs.
2. Maintain respect and sensitivity toward international students, taking into account, in any intervention, the culture and values of both the institution and the student.
3. Promote the interests of and the acceptance of international students in the campus community, and provide opportunities for interaction between international students and other members of the campus community and, whenever possible, of the surrounding community.
4. Promote understanding among all members of the institution, of the special academic, social and cultural needs of international students, with special emphasis on the needs of women and visible minorities among these students.
5. Make every effort to appoint advisers and counsellors who have the requisite education, training and experience to administer these services, and to provide them with appropriate resources and opportunities for professional development, including those relating to immigration law and regulations.

ADMISSIONS AND RECRUITMENT

CBIE member institutions shall:

1. Develop a policy and plan for the enrolment of international students and, whenever possible, a program of financial assistance for them.
2. Make every effort to develop consistent and coherent criteria for the admission of international students (with special reference to language requirements, previous education and level of academic achievement), and make these available in published form
3. Make every effort to train staff to evaluate academic transcripts from abroad and to establish equivalencies.
4. Make every effort to match the stated goals of applicants with the academic programs available at the institution, and to inform applicants promptly as to whether a match is possible.
5. Develop realistic descriptions of costs, living accommodations and the possibility of financial aid, to provide to applicants before or upon acceptance.
6. Establish a policy on training in the language of instruction of the institution (i.e. English or French as a second language) with particular reference to the availability and cost of courses, level of proficiency to be achieved, and the relationship to admission to academic programs to which the applicant has applied.
7. Enter into exchange agreements and international education contracts only when they meet the criteria expressed in these Guidelines.

STUDY ABROAD AND EXCHANGES

CBIE member institutions shall:

1. Provide information and advice on international study for Canadians.
2. Ensure that information about international education opportunities is current so that students can make informed choices.
3. Promote study abroad and exchanges through international linkages and the development of credit transfer arrangements.
4. Promote appropriate orientation for participants to assist them to select and commence a program of study abroad.
5. Develop realistic descriptions of costs, living accommodations and the possibility of financial aid, to provide to applicants before or upon acceptance.
6. Establish a policy on training in the language of instruction of the institution (i.e. English or French as a second language) with particular reference to the availability and cost of courses, level of proficiency to be achieved, and the relationship to admission to academic programs to which the applicant has applied.
7. Enter into exchange agreements and international education contracts only when they meet the criteria expressed in these Guidelines.

Adopted 8 November 1993. Amended 15 November 2005.

Appendix 10: Recommended Print Resources

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Appendix 11: Recommended Web Resources

Association of International Educators (NAFSA)

www.nafsa.org

Comprehensive American-based international education site with a multitude of links to publications, conferences, forums, employment opportunities and more.

Association of Universities and Colleges of Canada (AUCC)

www.aucc.ca

The official website for Canadian institutes of higher education. Links to publications, media releases, scholarships, employment opportunities, and internationalization issues.

British Columbia Centre for International Education (BCCIE)

www.bccie.bc.ca

A comprehensive site with portals for students, faculty and staff members, and clients. The faculty section provides lots of links to information, publications, and forums on internationalization in BC institutions.

Canadian Bureau of International Education (CBIE)

www.cbie.ca

This non-governmental Canadian association website provides lots of links to the latest in internationalization news, publications, conferences, and scholarships and research opportunities.

European Association for International Education (EAIE)

www.eaie.org

This website for European organizations and institutions working in international education has numerous links to publications, conference proceedings and downloads, and networking information.

Global Diversity Institute

www.globaldiversityinstitute.org

Global Diversity's website offers practitioners alternative research, theory, and training to promote intercultural understanding and diversity.

Society for Intercultural Education, Training and Research (SIETAR)

www.sietar.org

This site provides a forum for interdisciplinary interests in intercultural relations with links to numerous organizations, journals, and online discussions.

Internationalization Sites

A New World of Knowledge: Canadian Universities and Globalization

www.idrc.ca/en/ev-9400-201-1-DO_TOPIC.html

Electronic book covering internationalization topics. Excellent bibliography.

Effective Teaching in a Cross-Cultural Setting

www.comfsm.fm/socscie/effecteach.htm

Discussion of cross-cultural communication and adaptation from an educational perspective.

Jane Knight's bibliography on Internationalization of Higher Education

www.ryerson.ca/iag/referenc/reports.html

Comprehensive bibliography on all aspects of internationalization.

UBC Centre for the Study of Internationalization of the Curriculum Studies

<http://csics.educ.ubc.ca>

Small site with good links to Canadian and international sites regarding internationalizing curriculum.

University of Minnesota's Internationalization Pages

<http://education.umn.edu/IntEduc/Internationalization/internationalization.html>

The "Frequently Asked Questions" section provides theory, rationale, and research regarding internationalization initiatives. "Working Papers" provides provocative ideas for internationalizing curriculum.

Intercultural Communication Institute

ici@intercultural.org

Institute Website founded by Milton and Janet Bennett offers Programs, newsletter, and resources.

Intercultural Sites

Communication Tools for Understanding Cultural Differences

www.beyondintractability.org/essay/communication_tools

Essays on cultural diversity, communication, high/low context, individualism/collectivism. Good bibliography.

Geert Hofstede Cultural Dimensions

www.geert-hofstede.com

Comprehensive site covers Hofstede's theories and their practical applications. Comparisons of host and home culture and etiquette summaries for many countries.

Intercultural Press

www.interculturalpress.com

This publisher's website offers the latest reviews and books of intercultural interest. Online purchases are available.

Stephan Dahl's Overview of Intercultural Research

stephan.dahl.at/intercultural/about_culture.html

Great overviews of classical cultural theories (Hall, Hofstede, Trompenaars & Hamden-Turner) and new theoretical considerations (Shwartz, Spencer-Oatey).

Country Profiles

Citizenship and Immigration Canada

www.cp-pc.ca/english

Interesting site for general facts about many countries. Includes pages on family life, education, communication, arts and literature and more.

Cultural Orientation Resource (COR) Centre

www.culturalorientation.net/fact.html

Limited country selection, but once you choose a country there is a "cultural differences" selection with some good hints on how to deal with nationals.

International Business Cultures

www.via-web.de/271.o.html

Good discussions about a variety of cultural dimensions and their various manifestations.

Window on the World Inc.

www.windowontheworldinc.com/countryprofile

Fairly good country selection with attention to behavioural characteristics and customs.

Appendix 12: Did You Know? Educational Trivia From Around the Globe

Did You Know?

We invite additions to this list of educational trivia.



Chile

- Chilean universities do not charge tuition, aside from minimal matriculation fees, following changes introduced in the mid- to late-1960s. In effect, the state used general tax revenues to subsidize a higher education system whose students were drawn disproportionately from the middle and upper classes. Economists and sociologists have noted the regressive impact of this policy on the nation's distribution of wealth since at least the 1950s.
- In Chile, the relationship between teachers and pupils is still based on hierarchy, which leaves little room for pupil participation and initiative.

China

- In China, 67% of high school students have less than 7 hours of sleep per day and about 42% of students have less than half an hour of free time per day. Half of them have no free time at all.
- The Chinese National College Entrance Examination lasts 2 or 3 days depending on the province, and the final score of the exam determines which college a student may get into.
- Chinese language has no tense.
- The typical student from Mainland China is the only child in the family and is financially supported by his or her parents to study in Canada. As the only child, this student must deal with extremely high expectations for his or her success.
- The current Chinese education system does not provide students with many opportunities to do in-class activities such as group discussions, presentations, or projects. These activities can be new and confusing to students until they get used to them.
- Chinese students only ask questions after class time. Questions are not encouraged in class.

India

- The Indian education system is generally marks-based. However, since the marks-based system has led to cases of depression and suicide among students, some experiments haven now been carried out to do away with it. In 2005, the Kerala government introduced a grades-based system in the hope that it will help students to move away from the cutthroat competition and learning by rote, and enable students to focus on creativity and personality development.

Indonesia

- Indonesian high school students are not allowed to contact teachers after class. If they do so, they will be suspected of bribery. In universities where students need to have contact with instructors outside of class, bribery is not uncommon.

Japan

- Japanese society places a heavy emphasis on the schools students attend, and there is extreme competition to attend prestigious schools. As a result, most young students attend juku (cram school) in the afternoons, evenings, Saturdays, and holidays to prepare for the entrance exams.
- Ninety percent of Japanese high school graduates are enrolling in post-secondary institutions. There is a common belief in Japan that a good education leads to a good job and future security.
- Instructors and students never communicate as friends and students are expected to formally address instructors as elders.

Did You Know?

Kenya

- Kenya's appetite for more knowledge has greatly exceeded expectations. Since the first university was established in 1970, five others have sprung up. There is such a desire for more education that private universities have also been built.
- In Kenya, the facilities in some public universities are so small that when incoming freshmen arrive many of the upper classmen have to be sent home for a while to make room.

Did You Know?

Korea

- In Korea, English is taught as a required subject from the third year of elementary school up to high school; it is also required in many universities. However, English classes usually focus upon preparing for the entrance exam as well as various English-language proficiency tests such as TOEFL, which tend to be listening- and grammar-based with little or no emphasis on spoken English. As a result, many Koreans have very limited speaking ability in English despite having studied the language for eight years or more in school and after-school classes.
- In Korea, the saying “Sleep 5 hours and fail, sleep 4 hours and pass” is taken seriously. For three years, students typically begin school at 6 am and finish at midnight; some students finish at 10 pm and go to hagwons (cram schools) until midnight or 1 am. Students can forego the 6 pm to midnight classes and self-study sessions but only with permission from both their parents and their homeroom teacher, but few bother to ask. The schedule lasts seven days a week and is rigorous even during periods of vacation. It is not uncommon during exam periods to see students sleeping during class from exhaustion.
- Koreans don’t call a person by his or her first name except if they are friends. (A “friend” is either someone who is the same age or very close in age.) So when Korean students in Canadian classrooms and/or in homestay situations are asked to call the teacher or host parents by their first name, it can be very frustrating and awkward for them. Many Korean students find it very difficult to call older people by their first name.
- In 2003, it was reported that roughly 75% of elementary schools and 80% of middle and high schools in Korea employed corporal punishment.
- Korean high school students suffer from high rates of depression and suicide, which peak around times of major exams. In 2005, students gathered in Seoul for a candlelight vigil in memory of friends who had committed suicide and to protest for shorter school hours.

Mexico

- Mexican people live very much in the moment and put great value on personal relationships. For example, in many cases they will give priority to whatever is happening at the moment (e.g., a conversation with someone) instead of worrying about being on time for their next class.
- Often, Mexicans will resort to non-verbal communication to express their displeasure with something. For example, if they are displeased they are more likely to express this with facial expressions (looking serious, uninterested, or bored) or by telling someone else about the situation, instead of telling the interested party directly.

The Middle East

- Education in Saudi Arabia is segregated by sex and divided into three separately administered systems: general education for boys, education for girls, and traditional Islamic education (for boys).

Nigeria

- In Nigeria, over 400 languages are spoken!

Norway

- Education is provided free to all in Norway. Many Norwegian students are able to get funding from their government to study abroad.
- Most Norwegian university students chose whether to study in class or to study alone. Marks are dependent on one final exam so class attendance is voluntary.

Pakistan

- Pakistan's constitution prescribes free primary education. While the enrolment rate in primary school is high for boys, less than half of girls attend school. Five years has been established as the period of primary school attendance. In the 1996 school year, 81% of primary-school-aged children were enrolled in school, while only 30% of secondary-school-aged children attended. Currently, 65% of adult Pakistanis are literate.

Russia

- Russian university students do not choose their courses. Students must complete required programs.
- In Russia grades are not cumulative. Work during the course can slightly influence a grade, but it is the final exam that decides the grade.



Did You Know?

Did You Know?

Taiwan

- When Taiwanese students graduate from junior high school they are required to take entrance examinations for senior high school, senior vocational school, bilateral high school (combined vocational and academic), or five-year junior college. These exams may determine the future of their education. Students that attend the best high schools generally attend the best universities.
- Taiwanese students go to school from 8 am to 5 pm and then attend “cram school” from 6 pm to 10 pm. After that they prepare homework and study for quizzes or exams. This means that the average Taiwanese student spends over 15 hours a day studying until the time they enter university.
- In Taiwan it is not feasible to guess on a multiple choice question because if it is incorrect they will lose double the mark.

Turkey

- Attending classes is not important in Turkey; midterm and final exams are virtually everything. If students do well on these exams, their presence in class is not always required.



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