LIGHTLY EDITED FILE

Cultural Differences and Teaching Philosophy:
Recommendations for Practice
Walden University
Academic Skills Center
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Kim: Welcome, everyone, we'll get started in a few minutes.

I'd also like to let everyone know if they want to download the presentation prior to the event, they can click on the center of the slide here on the screen and you can get the presentation and that way you can follow along, if you prefer.

Okay.

Well, I'd like to thank everyone for joining the Academic Skills Center for this presentation, which is part of our day-long International Student Success conference.

And we know how busy you all are and we truly appreciate the time that you've taken out of your day to join us.

And I want to mention that this session is being recorded and will be available for future viewing on
the Academic Skills Center website.

And we have a web links pod with a bunch of handy links for you.

So you can access the presentation also in that web links box and we also have a link for the Academic Skills Center.

I'd like to go over some housekeeping items before we start for those of you that are not familiar with working in Connect.

Our virtual conference room is set up with audio, video and a chat feature.

And we have a presentation area, a captioning area, and other pods to enhance the presentation.

If you want to expand the viewing area, you will see a square four arrowed box at the top of your screen and this will expand the presentation area to a full screen on your computer.

This can also be minimized with the same control while hovering over the top right-hand corner of the full-screen view.

If you have any questions during the session, we ask...
that you use the chat box.

And since we have so many attendees, we've muted the microphones and will not be using the raise hand feature.

Adobe has a help button in the top right-hand corner for your convenience if you need any troubleshooting and, again, participants can interact with any chat box, Q & A box and polls in the screen.

For this presentation, I believe we were just going to be using the chat.

Archive viewers will contact us via e-mail if you have any questions.

My name is Kim Palermo-Kielb, I am the coordinator of instructional support with the Academic Skills Center. You can reach me at ASCtutoring@waldenu.edu, and you will see me in the chat as Walden ASC number 5, so we'll just give a few more minutes before our presenters start.

>> Kim: Okay.

Well, welcome to this presentation called Cultural Differences and Teaching Philosophy: Recommendations
And today we are joined by Emily Dahlen, associate director, and Dr. Melanie Brown, director of the Academic Skills Center.

And to give you a little bit of background on Emily and Melanie, Melanie holds a PhD in English from University of Minnesota, she has 15 years of teaching and writing experience and was the associate director at the Writing Center prior to her current position as a director of Academic Skills Center.

And Emily's currently a doctoral candidate at the University of California Santa Barbara.

She started with Walden in 2013 and is an associate director in the Academic Skills Center.

So, thank you.

And at this point, I'll turn it over to our presenters.

>> Melissa: That's great, thanks, Kim.

And thanks so much for joining us.

I'm Melanie Brown, I just wanted to say hello, because I'm going to be presenting, largely, the second half of our slide deck later on during this session.
But I did also want to say that I really appreciate everybody coming out and we want to encourage as many questions and conversation as possible.

So we have a few points during the session tonight where we will, you know, ask for your feedback and, so, please do take advantage of that chat box because we're really eager to hear your ideas on the topics we have today.

Emily, I just wanted to zoom in and say hello.

I'd like to turn it over to you.

>> Emily: All right.

Hi, and welcome everyone.

My name's Emily Dahlen, I'm an associate director in the Academic Skills Center.

I clearly sound fantastic tonight, so, I'm just a little under the weather.

Don't mind me.

So, our agenda tonight is we're going to talk about some cultural differences and the impact and perceptions of those cultural differences.

We're also going to cover supporting international
students' learning and how we can reimagine and revise our teaching philosophies based on working with international students.

Some of the goals of our presentation are to understand how cultural differences can impact the classroom, explore pedagogical and classroom management strategies for supporting international students, and also to discuss how everyone's teaching philosophy may impact student experience, given that there are cultural differences in the classroom.

So, first of all, we'd like to have a little chat with folks, so if you could utilize the chat box.

How have you experienced cultural differences in your teaching?

>> Melanie: and while folks are thinking back over experiences you've had with cultural differences, I can jump in and share a couple of mine.

And I don't mean to guide the trajectory of our conversation, you know, you come up with whatever examples you have and I'll just share some to save us
from lots of quiet time.

While you’re typing.

But I do know from my experience, teaching over time,

I’ve had cultural differences in terms of students who maybe aren’t as prepared for the level of degree that they’re pursuing.

You know, sort of growing into their identity as scholars, you know, that sort of academic cultural difference that you might see playing out in the case of the Academic Skills Center in some of our writing support courses, academic integrity courses, you know, students who are learning to negotiate different cultures as scholars in PhD programs, doctoral programs or even as life-long learners in undergraduate and master’s programs.

But also I know I’ve experienced cultural difference in my teaching.

I remember one composition class at another university, I taught a young man from China, I taught him writing, and it was his first term in the United States.

And he had what we define as academic integrity
violations, there were plagiarism issues.

And we went over and over and over them.

Even with the ELL Institute that that campus had, you know, got some support from the instructors there, but in the course of that one semester, I wasn't able to make a lot of headway with him in terms of changing his writing, even slightly to paraphrase instead of just flat out copy without attributing citation. And ended up he failed the course.

And I still think of him.

I think of him so -- more often than you'd think for somebody who hasn't taught composition for quite a while now.

And I wonder what that experience was for him. And I try to balance that with, you know, what it would have meant, perhaps, you know, if he didn't fail that class and went on and just continued writing that way.

And, so, I struggle with that.

But, anyway, that's one of my experiences, and I notice people are writing.

And, so, I want to turn -- Emily, I'll turn it back
over to you to engage some of the comments in the chat box.

>> Emily: All right.

So we had Deborah say, some of my students have relayed to me, in my culture, they must achieve a "A."

Douglas thinks it’s a problematic question, every student is unique, every student has a different background, experiences and expectations. In a classroom of 20 students you have 20 different cultures, subcultures represented, thus, adaptation seems the norm.

And then we have Tammy adding something. So I'll add to what Melanie said.

Excuse me.

I've experienced cultural differences in a few different ways while teaching and while being a student.

And I find sometimes the -- having students from different cultural backgrounds or even different experiences, to Douglas' point, from different locations across the U.S. or just different
upbringing, brings a richness to the classroom that is
difficult to find -- can be difficult to find
otherwise.
And, so, I think sometimes having a lot of differences
in a classroom brings a really nice level of -- can
bring a nice level of understanding of other people’s
experiences and cultures.
And Tammy says, each student perceives the learning
process differently based upon the dominant language
spoken in the home.
That's a good point.
Language shapes how we think about things and, so, I
think that's a very well taken point, Tammy.
>> Melanie: I appreciate all of the comments here.
And the one -- some students have said, you know, they
must achieve an "A," and that is challenging.
And I know I've had students, international students
say that and also domestic students say that, and, to
my great embarrassment, I was a student who said that.
Actually, said those words to one of my undergraduate
instructors, and I had my reasons.
You know, for financial aid and things like that.

But it's, of course, now when I look back on that mindset, I see the challenge where I wasn't really looking at what I'm learning, I'm thinking about, you know, the grade on the transcript to get to the next term.

So I try to remember different perspectives in that case from students, but you're right, Debra, it is troubling and it is problematic, so it can help to try to unpack that with the student.

But I know when I was an undergrad, I had a hard time seeing past that in that particular class at 18.

And I'm also going to mention, we'll save the chat conversation because we're scratching the surface of such a profound topic here, we're not going to be able to address it all.

But we'll come back to a lot of this over time.

Like in this session, you know, this notion of 20 different cultures or subcultures represented and the notion of adaptation and we'll be touching on that this evening.
And, William, you've experienced different understandings of proof versus opinion, yup.

Yup.

Absolutely.

And this notion of student's perceptions of the learning -- perceiving a learning process differently, yeah, that's absolutely the case as well.

Great.

Thanks for this -- thanks for these opening ideas.

And we'll return to them as we go along.

>>() Emily: Yeah, thank you, we appreciate the engagement.

That's really good to see.

All right.

So, the way that we decide to frame cultural differences is using Hofstede's frame.

Some of you may be familiar with his work, there are a lot of different ways to slice cultural differences, a lot of different researchers, but this is the one that we decided to go with for this presentation.

I realize that there are a number of criticisms of his
work, but I also think it can shed some valuable light on cultural differences.

So, he's got now six, it used to be four, then it was five, and now it's six different indices that he looks at in looking at how different cultures interact or think about different perspectives.

And, so, we're going to go through those one by one.

The first one is power distance.

So, in high power distance cultures, hierarchies are accepted.

So, you can think of these as more vertically centered cultures.

So, there's people at the top, people at the middle, people at the bottom.

A potential impact of this is that students who come from high power distance cultures might be less willing to ask questions or challenge some widely accepted ideas because there is that -- they do respect that distance between higher, low level, what are perceived to be high or low level folks.

In low power distance, hierarchies and inequalities...
between people are not accepted.

And sometimes students may be more communicative with
their instructor, so they may ask more questions, see
you as more of an equal, rather than -- rather than
someone in an authoritative -- in a role of authority.

Some examples of high power distance cultures are China
and Saudi Arabia.
Some examples of low power distance cultures are Norway
and Iceland.

So next we have individualism versus collectivism.

Excuse me.

As you may imagine, just from the words, individualism
and collectivism, in individualistic cultures, the
focus is more on what benefits the individual person
rather than the larger group of people.

In collectivism, the focus is more what benefits the
most people in someone's in group.

And, again, thinking about research, in group can be
constructed in a number of different ways and it varies
from context to context.

But if somebody's -- if somebody feels that somebody
else is in their in group, their goal may be to benefit
all of the people rather than just themselves.
So, your impact on individualism could be that students
are primarily concerned about how things affect them,
not everyone in the class, so they may make comments
that are more self-driven rather than group driven.
And in collectivistic cultures, if you have someone
from a collectivistic culture, you may have someone
who's less willing to give their own opinion if it
collects with someone they see as an in group member.
If they have someone else who they see as a peer in the
class, they may be less willing to disagree with that
person.
And some examples of individualistic cultures are the
United States and the United Kingdom, and
collectivistic cultures, two examples are Taiwan and
Chile.
And I do want to note at this point, some of this --
one of the big criticism of his work is that within --
culture can be fragmented and culture can be different
whether you're in different parts of a country.
And, so, I take all of this with a grain of salt.

This is just some generalizations, but it might help you as you're moving forward with students and thinking about how students from different cultures may be reacting to different things in the classroom.

Next we have masculinity versus femininity.

In masculine cultures, the value is placed on material rewards, achievement, and folks there want to be the best.

So, this goes back to, let's see, to Deborah's comment about how some students feel they need to achieve an "A."

So they may have come from a more masculine culture.

In feminine cultures, there's more of a value placed on cooperation, liking what you do and being more modest. So, in this case, you may have students who enjoy more group work than individual work.

And some examples of masculine cultures are Japan and Italy.

Some examples of feminine cultures are the Netherlands and, again, Chile.
The next index that Hofstede offers us is the uncertainty avoidance index. And in high uncertainty avoidance countries, there are very strict expectations of behavior. So people are expected to behave in a certain way and not deviate from that type of behavior -- deviate from that behavior, expected behavior. And folks in these countries -- in these cultures can be intolerant of differences and beliefs. So, you may -- if you have a student from a high uncertainty avoidance culture, they may be less willing to accept differences of opinion. In a low uncertainty avoidance culture, there's more comfort with uncertainty. And, so, students are more comfortable, may be more comfortable disagreeing with each other. And they may be more accepting in differences of beliefs. So one possible impact, if you have a student from a low uncertainty avoidance culture is that the student may be less focused on -- may be less focused on just
learning facts and would prefer to interpret the data
rather than just being told, this is how it is, they
may be more interested in saying, well, this is my
slant on this data.

Some high uncertainty avoidance cultures are Greece and
Turkey.

Some low certainty avoidance cultures are Denmark and
Singapore.

The next group that we have are the long-term versus
short-term orientation indices.

And in a long-term orientation culture, they keep both
the past and the present in view and have a very
pragmatic approach to problem solving.

So, they're not only considering their history in the
world and where their culture has been situated
previously, but they're also looking towards the
future.

And always very pragmatic, not very belief or truth
driven.

One of the possible impacts with a long-term
orientation culture is that students are likely aware
that their research builds on the research of others
and are interested in building knowledge because they
have that, again, that pragmatic approach and a respect
for what's happened in the past.

In short-term oriented cultures, change can be a little
bit difficult.

Time-honored traditions are prized, there's a focus on
normative thinking and big T, truth.

So one possible outcome is students will show respect
for instructors as they've earned a time-honored degree
and a position of authority.

Some examples, and this may surprise you, some examples
of long-term oriented cultures are Belgium and Japan.

And some examples of short-term oriented cultures are
the United States and Finland.

Finally, we have Hofstede's newest dimension, which is
indulgence versus restraint.

In indulgent countries or cultures, the prioritization
is on leisure time and having fun.

Folks from these cultures tend to be very optimistic.
So, one possible outcome is these students would be engaged in the classroom and bring a positive outlook. In countries where the cultures are more restrained, people tend to think they should control their desires and there's less of a focus on self-gratification. And they can be more pessimistic.

So, the impact here, you may have students who are more goal-oriented and self-sacrificial.

Some examples of countries that fall high on the indulgence scale are Nigeria and Mexico. And countries that fall low on the scale, so, fall more towards restraint, are Morocco and the Czech Republic.

>> Melanie: Great, thank you, Emily. And I wanted to mention that some of the frames that you were presenting there did recall for me some of the comments we had at the beginning of this session, you know, the idea of proof versus opinion, you know, these sort of rigid beliefs versus, you know, what counts as evidence versus what counts as opinion and some students actually seeing them as one in the same and considering that more or less fixed or fluid, and as
Emily mentioned, too, you know, certainly our goal is not to essentialize cultures here and recognize culture is a fluid, dynamic, ongoing process.

You know, life long, in developed cultures, subcultures across time.

But I think it's a great point of entry in terms of awareness of different perspectives, right?

Trying to think in terms of unpacking, as I mentioned earlier, some of what happens in a classroom, when there are -- when there are cultural differences, and I think having these sorts of frameworks or points of entry to try to look past the -- whatever is happening in the experience and try to analyze, try to think, okay, then where might this -- what might be informing this and how can I address and help -- either help support, if a student is struggling, or, you know, as Emily mentioned earlier, there's great richness in cultural difference in the classroom.

So, our opening question of, what have been your experiences of cultural differences in teaching, was not meant to skew negative, you know, predominantly or
only, you know, in negative or challenging ways.

There's great richness brought in by way of cultural difference, of course.

And, so, here, some of the potential impacts of cultural difference, just drawing from a few studies and literature, we can find that students who feel alienated or isolated can be less likely to contact faculty or staff for support.

And they might not contact faculty or support until it's too late.

And that isolation can happen in terms of language, you know, student's self-conscious of their language skills, feeling like their written or oral skills aren't up to par so they're too embarrassed to want to contact anyone for help.

They can also feel isolated in terms of teaching style or learning style.

You know, it can be really jarring if your learning style for all of your educational career has been memorization and reading for rote recall and then suddenly you're in a situation where that is not valued.
and not only is that not valued but there's an expectation of reading critically for application and synthesis in a way that you didn't used to learn.

And, you know, it can just be so surprising and embarrassing, you know, that students can feel cut off and less likely to seek out help.

And then miscommunication can increase as well with perceptions of cultural difference, meaning that then trying to help the student address the issue, actually miscommunication can exacerbate.

But then also there have been some, of course, I wanted to mention positive impacts of cultural difference.

And in a study that we're going to look at next, students at an online university, students in an online MBA program, sorry, students from China, Russia and India, found actually that asynchronous classroom mitigated miscommunication issues.

Actually made communication smoother because in their experience, when they had been in classrooms where they were synchronous face to face they had a difficult time understanding their colleagues and their teachers’
accents and, so, having written communication actually was preferred for some -- for students in that study. So there are ways that the online classroom can help assuage communication issues that maybe we wouldn't have thought of.

And now we're going to move into the second part of the presentation here, I'm going to talk about some students' perceptions of cultural differences, some strategies that you can incorporate, you might consider incorporating into your teaching and we'll talk about teaching philosophy, too, to round out the session.

I do want to encourage you, if you have any questions or comments, if you agree or disagree, if there's any kind of discussion you'd like to have, please do feel free, go ahead and avail yourself in the chat box, it would be great to keep our conversation going.

All right.

So, this study I was mentioning of students in an online MBA program, their perceptions of cultural differences in this program.

They identified some issues that they perceived as
affecting their learning and then the researchers suggested potential solutions that might -- that the instructors might put into play if they find that this is happening in their classrooms.

And, so, students had a hard time in this case with application-based assessments because they had been assessed in their learning in different ways in their cultures, in their previous educational experiences. And, so, then the recommendation would be to use multiple kinds of assessments, so maybe there is an opportunity for students to write a paper that is a summary of a chapter that they -- an article that they read or that asks for something in terms of, you know, recall versus synthesizing it or applying it into a different context, not every paper, but perhaps some, you know, one or discussion post, something like that.

Students felt like there was information overload in their online course, you know, everything is written and it's in so many different places and it became difficult, particularly in discussion threads, to try to piece out which items in the discussion thread were
most important.

You know, one of the comments in this study was that
the instructor commented on so many different students'
posts and said positive things about so many different
students' posts that when this student at the end of
the week tried to go back through the post to pull out
the main ideas, that person was overwhelmed and
couldn't quite tell what the main ideas were because
that person was taking his or her cue from the
instructor in the classroom and, you know, in that
person's experience, the instructor would say, here's
what you need to know, and that didn't happen here.

You know?

In this case, you know, students draw from the
discussion the main ideas that they take, the
instructor doesn't always go back over it.

And the recommendation was, you know, go ahead and go
back through that discussion thread and you could
identify at the end of the week or at the end of a
given topic some of the key points for students kind of
summarize them in a post at the end.
Let's see.

I want to make sure -- okay, folks are typing but I don't see anything new in the chat box.

All right.

I mentioned asynchronous communication can be clearer for students but time zones are disruptive.

The recommendation was to set some live chat sessions so that students could participate in realtime, talking to their instructor.

And I know that can be challenging, too, across time zones as well.

So these are just suggestions that you might implement here and there on occasion, but certainly we wouldn't expect all of them to end up in your next class, necessarily.

The student said something that affected their learning in this classroom was that the examples were all U.S. focused.

And they're in an MBA program and they had hoped for, you know, case studies or something based in another country, you know, which then would -- you wouldn't
just change the name United States to China, you know, it would have more implications than that.

And, so, the recommendation was, you know, ask students to share examples relevant in other countries or provide some, you know, go ahead and seek some out and incorporate them into the classroom.

Let's see.

And I'll go through a couple more of these before we leave this slide and then I'll come back to the chat box.

Students noticed that reading, you know, reading takes three times as long, they felt, in English versus their own language.

You know, having to go back and translate. And one way the researchers suggested addressing that was to try to urge students to start early and to be available to answer questions before that reading is due, if the students have started it ahead of time to accommodate that extra time or after the reading is due, you know, if student says, you know, I'm still reading that from last week or the week before and I
had some questions and going ahead and answering that, even though the curriculum has moved forward on the syllabus.

And, finally, that severe first penalty -- or penalty for first use of incorrect citation formatting, of course, being able to turn that incident into a teaching moment.

And here at Walden, I included a couple of links in the slides to our academic integrity course and the citation resources in the Writing Center.

Let's see.

And Deborah, yup, makes perfect sense that international students would feel more comfortable in an asynchronous environment.

You're welcome for that validation.

Sure.

And that came from the research, not from me, but when I read it, I thought, oh, that makes sense, you know, that makes sense, too.

Often I'll focus in an online classroom on the differences in writing and, you know, I'll interpret
them as challenging because maybe students' writing skills aren't all on an equal playing field, right?

But here students are saying, no, no, this is great, it's so much better than trying to figure out people's accents and I had never thought of that perspective until I was researching for this presentation.

So it was great to read.

And, Tammy, let's see, in some cultures individual identity is secondary to group identity. And that is what -- this is probably drawing on one of the frames that Emily was mentioning earlier, and if I'm missing that, if it's in the context of this slide, if you want to type a little bit more, I'd be happy to address it.

But if that is about the framework, yes, individual identity can be secondary to group identity, that's a great point.

I don't mean to miss what you're saying. I'm going to move to the next slide while you're typing but we'll come back.
And, so, there are some concrete ways that you could go about supporting international students’ learning. And this builds on a couple of the suggestions that the researchers gave on the previous slide.

In particular, the idea that maybe at the end of a long discussion thread, you could cull out a few main ideas and present them to students.

And I know some faculty will say, well, that's what I want the students to learn how to do, and I totally agree with that, but, actually, it can be super helpful if do you it for them as a model.

And you even explain that, you know, there are many ideas in this discussion thread, and I'm going pull out the ones that I see as important or key takeaways, here's why they're keep takeaways and in future discussion threads, you know, you should use these sorts of questions to guide the information that you draw out as well from future threads.

So, it could be actually a really useful exercise for international students and for all students in the classroom, especially ones early on in their Walden
If you did that, you know, if it's an eight-week class or an 11-week class, you did that, you know, twice, three times, students could really begin to take that lead and model it themselves.

Tammy, I see you followed up. Sometimes a student will shy away from sharing his or her perspective, um-hum, if it's perceived different from others' in the group.

Yeah, absolutely.

Another way that students might not want to be identified, you know, as different.

Keep quiet there.

And I see Emily's typing as well.

So, thinking in terms of supporting student learning, go ahead and be explicit.

You might ask yourself, what does a student need to do to succeed in this course?

Now, this is different from the question earlier, what do I need to do to get an "A"?

You know, that's not the spirit behind this question.
But, really thinking, literally, what does the student need to do to succeed?

If you're thinking about being explicit in terms of helping students, international students, sort of navigate differences in teaching and learning styles in the classroom, you could go ahead and be explicit and say to students, I expect you to go ahead and ask me questions if you don't understand.

And this gets to the point that Tammy just made, you know, sometimes a student won't understand something, but doesn't want to be perceived as the one who doesn't get it, you know, and all students, I think, could benefit from that.

Especially early in their program.

So, yes, I encourage conversation and I do, you know, expect you to ask these questions.

And then if you value differences in student experience, you can go ahead and mention that, too.

So students don't feel like they all do have to sort of agree with each other, that it's okay to be different, give that validation.
You can point out important dates on the course calendar, you know, I know the calendar is there and over time you want students to build up to -- you want students to be able to draw those important dates themselves, but, again, this modeling could be really useful.

And finally, be aware of time zones.

Sometimes I know I can forget in the classroom.

If you give students, for some reason, short notice to apply -- or to reply to something.

If you post a discussion question, you say, oh, this just came up, you know, we're going to talk about it tomorrow, can you please reply, you know, within 24 hours or something like that. When you posted it, some people might have just gone to bed and they lose, over time, they weren't expecting to be in the classroom at that time.

But I'm sure you're all aware of that sort of -- giving that sort of leeway to students.

Oh, great.

Christine, I have a conference call with students at
the beginning of a course to review expectations and encourage them to reach out for help.

That's fantastic.

That's really great.

And to be able to reiterate that over time.

I know students can -- you know how it is with teaching, right?

The more times you say it, redundancy works, well, we hope it works.

The more times you say it, the more different venues over time, they hear it at the beginning, they're reminded in the third week, you know, it can really be helpful.

So that's great.

Some other ways that you could support international students' learning.

I was mentioning, go ahead and provide examples of good practice, such as culling ideas from the discussion thread, but also in terms of writing a discussion post or replying to a post that another student has written.

I provided links to two resources in the Walden Writing
Center with some examples of what makes a good discussion post and a less successful, a bad discussion post.

And this one is so hard for me, right?

Avoid idioms, figurative language, jokes, you know, it's hard because you want to be personable and, you know, -- and you want to have -- potentially you want to have a certain -- maybe sometimes you do want to be informal and, of course, you can't avoid necessarily idioms and jokes every single time in an asynchronous online classroom where all the communication is written.

Sometimes you do fall into jokes.

But maybe it would be helpful if you use an idiom or a joke to say, if anybody has questions about what that means, e-mail me or you could go ahead and define the idiom, something like that.

If you have many students who maybe have asked you earlier, you know, oh, I'm not sure what that means, idioms are so prevalent in our conversation, it's hard to avoid them.
Even to be conscious of them for native speakers. So that can be really helpful for students to do that.

Let's see.

Great.

Nice chat going in there, that's fantastic.

Thank you, Emily.

There's a link to a common American idioms, information on the e-guide, on the Walden e-guide.

Thanks for including that.

Here was another idea that I had never considered, but I really liked it when I read about it.

One resource -- one study recommended setting a short participation learning curve for students. So rather than have them -- sometimes certainly in participation you earn points by participating in a lot of classes.

But maybe in those first couple weeks, especially if a student is in one of their early courses here at Walden, might find it challenging, might, like, jump into a conversation and it takes so much longer for a student, for a given student to read through the thread.
that maybe the thread has ended by the time the student jumps in, and maybe it's not a matter of -- I don't mean if a student just hasn't been coming to class and then shows up on Monday morning and posts a bunch of posts for last week in an effort to get some points. Not that, you know.

But if there might be other reasons behind a student's not participating early on in the course, maybe have a week or two where students don't yet earn or lose points before you move into the rest of the class.

And I know that can be hard. Because in our online classes, the points are already set, to maybe everybody gets ten points for the first week.

You know what I mean?

And you frame that not as a bonus, but as, I want you to -- I was going to say, get your feet wet, but it's an idiom, see?

I want you to become accustomed to how to participate in this class, here are my expectations, this week I want you to practice it and next week we’ll test it,
you know, you'll be scored on participation.

And that sort of lower risk opportunity to take part in
the class at the beginning could really help students
open up.

And feel as though they can approach you maybe with
other concerns, right?

Maybe you're understanding in a certain way, they could
appreciate that.

You could tell students, provide examples of good
practice can also be telling students to read from main
points, not from memorization or recall.

Some students might just take a chapter of a book and
just read every word and assume that every word is
important and I need to commit all of these words to
memory or I have to remember everything about this
chapter because that is what I will be tested on, which
is not the case, certainly.

And, so, you know, you could provide that instruction
for them.

Read for the main points and draw out the main ideas,

I'm not going to ask you, you're not responsible for
knowing every single thing.

Because you won't be tested on it for recall.

And, of course, that's as appropriate.

According to your class.

And I would recommend referring students to evaluation rubric before the due date.

Of course, I know that already happens in our online classrooms in the assignment section.

It even says, here's the rubric.

But it helps to be explicit about that, perhaps the day a paper is due, or a couple days before it's due, don't forget to read the rubric, I know I do that in my classes all the time, regardless of whether or not there have been cultural differences, you know, whether or not any students have approached me and had questions or having a hard time navigating the content.

Tammy, English language contains so many idioms.

Wow.

So ESL courses on idioms all on their own are eight weeks long.

Yup.
It's challenging even for native speakers.

In business writing, business and professional writing, one of the tenets of some business writing books is don't write in idioms, in your e-mails, in your sales letters, unless you're looking for a certain kind of tone or marketing approach.

When you're trying to be formal, avoid them.

And that's hard to do.

So, shifting gears here a little bit.

So, we've discussed frames of cultural reference, as well as a study with international students' perceptions of cultural difference in online learning, how what they perceive as different affected their learning.

We talked about some strategies you might incorporate into your teaching to help students succeed.

And, so, now here, towards the end of the session, we can shift our focus out to a broader topic, teaching philosophy.

And, so, teaching a philosophy is an articulation, a statement of your beliefs, values, attitudes about
teaching and learning.

And then a description with examples of how your beliefs, values, attitudes in the -- are put into action in the classroom.

And you can think about beliefs, values and attitudes, you know, beliefs, ideas that you hold to be true, right?

Your own culture, maybe your faith, you know, these core fundamental beliefs.

Values being what is important to you, oh, family and communication, being student centered, what do you value in ethics, certainly, being ethical and acting with integrity.

And then, what are some of your attitudes, attitudes towards teaching?

How you treat others and approach situations.

Formal, informal, how you expect others to treat you and how you respond in crisis situations or in everyday conversations, situations, beliefs, values and attitudes.
And then thinking about how they play out in your teaching.

You know, what examples do you have that demonstrate your teaching philosophy and action.

And I know one of the real values of even of reflecting on your teaching philosophy, if not going through the exercise of writing it down, I think one of the real values of it is that it gives you the opportunity, particularly if you're not at the beginning of your career, but you've been teaching for some time, it gives you the opportunity to sort of realign what you do in the classroom with what you think is your teaching philosophy.

Right?

You know, it might be, like, well, this is how I would describe my teaching philosophy.

This is how I would articulate it in a paragraph.

And then when you go for examples, you know, sometimes you do find examples of that, but sometimes -- you know, teaching happens so fast every day, we are not necessarily self-aware and thinking thoughtfully and in
an informed way about every single interaction, right, with a student.

Sometimes things happen so fast and in those examples, how would you describe your philosophy there?

Does it align with what you feel your overall philosophy is?

And plenty of times it does.

But plenty of times over time in a career, they can diverge.

Your actions in the classrooms versus your beliefs, attitudes and values, and reflecting on them can really help you bring them back together, it can be very rewarding.

So, teaching philosophies, there is a book out just this year that looks great, I haven’t looked at it, I think it’s just recently out, and I have it in the references, on teaching across cultures, and it just has a lot of really practical, interesting information, great examples.

And this comes from Chavez and Longerbeam from this year.
So here are a couple of philosophies that they put forth.

Right?

On the one hand, there are faculty who teach from the position, from the belief that faculty are responsible for student learning and success.

That they engage students and try alternative approaches until something works.

Right?

Getting through to that student at some point.

And there's another philosophy of teaching, the belief -- teaching the belief that faculty are responsible for weeding out bad students from the good, essentially kind of a gate keeping philosophy, that students are responsible for their own success and their own learning and that students need adapt to a given learning environment and situation or else move on.

And these are both philosophies that are in practice today and people have good reasons for, you know, seeing either of them as valuable.
And it gets me to thinking, when I saw these two philosophies paired together, like this in that book, it got me thinking about Walden's philosophy, right? We have heard articulated pretty regularly here at Walden the overarching teaching philosophy, and I'd also say instructional support philosophy for those of us who are in academic support centers but we don't teach in the classroom per se, we've heard that philosophy of we meet students where they are, right? That is what we hear. When I go to national faculty meetings on behalf of the Academic Skills Center, and we'll hear that from our chief academic officer, right? Eric Riedel or from the president, John Caplan, or from fellow faculty, you know, we meet students where they are. And I look at these two teaching philosophies, and I think, well, which one -- with which one do we meet students where we are? Right? And it strikes me that that would be the first one.
You meet students where they are and you help them along.

But then I know I have a mindset sometimes of weeding out bad students from the good.

I try not to articulate it that way, but if I’m going to be honest with myself, you know, I do think that way in some instances and, so, it’s interesting to think about reconciling, how do I merge those two?

I want to meet students where they are, and sometimes that involves teaching as much as you can, helping a student, but maybe you don’t find an approach, I don’t find an approach until something works, maybe something hasn’t worked.

You know what I mean?

And there are some faculty who will not rest and keep going to find something that works.

And then there are other faculty or I shouldn’t say faculty, but people in different contexts or situations who might say, okay, well, you know, now it’s time for you to begin drawing your own ideas from the discussion thread or finding the important dates in the calendar.
yourself.

I can't keep doing this sort of thing for you.

And it's legitimate.

It's really fascinating, I think, to think about teaching philosophies like these in the context of one that we hear Waldenwide and how that affects the ways we teach.

So, just wanted to raise these ideas.

If anybody has anything they want to speak to this idea, we can.

I think there's already great conversation going on in the chat.

That's fantastic.

So definitely keep that going.

I'll go to the next slide, but if anybody wants to talk about these philosophies or ideas, definitely do.

We can always stop and go back.

Okay.

So, what are ways that you might reflect on your teaching philosophy?

You might reimagine it in the context of cultural
differences.

Some of the strategies, these are strategies from a few different resources, not just the book I was mentioning on the previous slide.

Multiple sources recommend self-reflecting culturally. You know, think about how you can reflect on ways that you do already create a culturally inclusive classroom, maybe without even knowing it.

And then what are some other ways as well, more explicit ways that you could do so to deepen that sense of cultural inclusion.

And, so, I’ve linked here some resources to each one of these approaches to reimagining your teaching philosophy.

Develop cultural competence, and this source I couldn’t resist because it came from APA, you know, and, so, self-reflection, activities for self-reflection from APA.

And then exploring aspects of teaching across cultures and this comes from Carnegie Mellon, this culture shock, culture intelligence and teaching approaches,
pretty cool online guide and also has a link to a PDF
booklet that is pretty good, too.

I mentioned out of Carnegie Mellon, so these resources
are really interesting.

As I said, we're just scratching the surface of this
topic but so many of these resources you can really dig
deep to the extent that you want to and think about
ways that you might reenvision your attitudes and
beliefs and values of teaching or even just reflect on
them.

'Let's see.

Yes, and, so, there was a comment, when memorization is
the emphasis starting in kindergarten and a student
arrives at an undergraduate or graduate program that
emphasizes critical thinking and argumentation,
absolutely, it is an invisible wall that takes time and
patience to -- you have to be able to learn -- imagine
if you were learning for the first time, you know,
taking on that learning style for the first time,
particularly in an asynchronous online classroom in
another country, right, and, so, your time zone --
there's so many challenges already potentially in that format and now you are learning a completely different style -- completely different learning style in a classroom that, chances are, operates under a completely different teaching style than what you have been used to for all that time.

It is -- it can be such a jarring experience.

And, of course, any of us could put ourselves in the position of learning another language and then getting some facility with that language and then going on for an advanced degree or even a college degree, something in higher education where then we take a class in an online classroom from -- in a country that we don't speak that language in and we don't know what the teaching culture is there, we weren't raised in that educational culture, so it can be really shocking.

Emily, thanks for sharing the URL on the PowerPoint on our website.

That's great.

And, so, finally, I have a few resources here for revising a teaching philosophy.
So, you’ve been sort of reflecting on teaching across
cultures and cultural inclusion and these are ways that
you might think about writing and revising your
teaching philosophy statement, if you went to the point
of actually wanting to write it out, there are tips
from the University of Michigan, Center for Research On
Learning and Teaching, from Minnesota's Centers for
Educational Innovation.
And either way, whether or not you were to decide to
write out the statement or not, which I do think is is
a great exercise, especially if you do it with a
cohort, you know, with colleagues in your college or in
your program, and you share them, and you get feedback,
and you read other people’s it can be really great
opportunity to think about how other people teach and
how that could affect your teaching as well.
But I would recommend Steven Brookfield's book up at
the top there, Becoming a Critically Reflective
Teacher, that is a classic in the field.
And you might know about it already, but even if you
don’t want -- if you don’t choose to write out the
whole statement, you can go ahead and take advantage of
the activities, the self-reflection activities in that
book.
It's a good one.
All right.
Oh, of course, wrapping up with shout-out to some
Walden resources to support faculty.
And, of course, Center for Faculty Excellence, their
session in this International Student Success
Conference, the next session coming up at the top of
the hour, I think, or pretty quickly after this one, I
don't have the schedule handy, I should have checked,
Center for Faculty Excellence is going to do a
presentation that promises to be great as well.
And there's plenty of resources in that center.
They have a great individualized coaching program, they
have all of the recordings from national faculty
meetings and a fantastic webinar archive, plenty of
information in those recordings about supporting
international students at Walden, so I would encourage
you to go ahead and check it out in the faculty portal.
And the International Student Academic Advising team, fantastic resource for students and for faculty, if you were to have questions, you could always check in with them and the contact information is right there.

And we had the International Student Academic Advising team kick off our conference this morning.

And, so, there will be a recording on the Academic Skills Center website later this week of all of these sessions, including that one, and I mention it, if you wanted to watch it, you could.

You could direct your students to it.

You know, whatever you might want to do.

And the URL that Emily gave with our PowerPoint presentation, right on that page, you can see other links to -- you can see links to other pages on our International Student Success Conference materials, you can get out to other descriptions and you'll find the recordings there in a couple days and, of course, the Academic Skills Center, our center where Emily and I work, we have some resources as well that can support students and we have some links there for you.
Yeah, and Emily, that's correct.

All of the conference session PowerPoints are on the
same page on our website.

Emily provided that link in the chat box.

So you could download all of the PowerPoints at once
from all of the sessions that we've had today.

We will -- these are the references, if you want to get
out your magnifying glass and look them over some time.

But you'll find everything I mentioned that we cited is
in here, including that book from this year, it's
called Teaching Across Cultural Strengths: A Guide to
Balancing Integrated and Individuated Cultural
Frameworks In College Teaching.

And that wraps us up.

And I know we have a few minutes before the top of the
hour.

And, so, want to check and see, Emily, you were just a
whiz in that chat box, fielding lots of great comments
and questions.

As I said, we're going to save this chat because, oh,
you got -- everyone on the call raised really important
details and suggestions, comments, and they all call
for deeper consideration.

So thank you for contributing to this fantastic
collection this evening.

Super.

And it looks like we may have addressed all questions,
but everybody can keep on typing.

Oh, Emily, great, thanks for the conference -- so

you've posted the Academic Skills home page link, as
well as the conference main page link.

You know, could I ask you, Emily, would you mind
posting, you might have already done this, our faculty
resources, the Academic Skills faculty page?

I'd really encourage everybody on the call to take
advantage of that page.

There are such great resources there.

We have copy and paste announcements that you can go
in, copy them and put them right into your announcement
section, right into your classroom.

You can e-mail them to your students, there's standard
If there's a topic that you would like an announcement for, but you don't see it listed on our faculty website, you can go ahead and contact -- you'll see the information for him, he's all over that website, which is great, our Academic Skills Center faculty outreach manager is Shawn Picht, and you'll find him in fantastic videos, he has a monthly video newsletter, totally worth it.

I recommend signing up for it.

And you can do that right from the ASC faculty home page.

Every month he sends out, you know, two to three-minute newsletter with highlights on video with links that show you some of the different resources that have come out in the Academic Skills Center that month that you can share with your students.

Sure thing, Shawn, any time.

I know, we're giving you so many links, and now I'm going to suggest one more link.

And I know our fantastic back stage crew on this call,
Nancy, Kim, Hillary, who have been doing dynamite work on this whole conference, thank you, guys, so much. They're going to recommend, and I can just jump in and cut them off and do it first, they're going to recommend taking our survey.

And you'll see that in the web links pod right above the chat box.

There is a link called "how did we do, please take our survey," go ahead and click on that and we'd love feedback on this topic, on the session, on the whole conference agenda.

We like to hold an academic conference once a year. Last year, in October, we had the Statistics Skills Success conference that was really popular with the students and some faculty.

The recording is on our website.

But we get our ideas, too, from folks who take those surveys and let us know what they'd like.

So, yeah, please do.

We'd be thrilled to hear from you.

Let's see.
Joseph, I'd like to know, connections the university has with some of our countries.

You know what?

I want to put you in touch, Joseph, because I don't know all of the connections, but I do know somebody who might know them.

There is a group called -- and you might have gone to this session earlier today, Joseph, the Walden University International Club.

And Judith Blakeley is faculty member who oversees that club, you know, manages it and she'll -- if you e-mail her, she will go ahead and give you access, entrance into that club and there's all sorts of resources there.

And I know that those folks could answer the question, and also, Joseph, I'm going to go back a couple slides, and say right here on this slide, if you click on International Student Academic Advising team, they also will know a lot more than I do about some of the different connections Walden has to other countries as well.
I know I'm bringing this right up to the top of the hour so I'm going to turn it back over to Kim and Nancy.

Emily, thanks so much.

Do you want to say good-bye?

I know you're stuffed up.

>> Emily: Good-bye.

Thank you.

>> Melanie: Thanks, everybody.

>> Feel better, Emily.

>> Emily: Thank you.

>> Kim: Okay.

Well, I’d like to thank everyone for joining us for our session today.

And hope you will be able to join us for additional events throughout the rest of the day.

We actually have one more, the CFE, starting, I believe, at 7:30 eastern time.

So, that is our session for the International Student Success conference, sponsored by the Academic Skills Center at Walden.
And I want to thank our presenters, Melanie and Emily, for an informative, dynamic session. I would also like to thank the attendees for a great chat session. And on your screen, you'll see additional information about the Walden University Academic Skills Center. If you have any questions about our center, please e-mail us at ASCtutoring@waldenu.edu, again my name is Kim and I am the coordinator of instructional support and I monitor that e-mail account so I can get you to wherever you need to go if you have any questions about our resources, our services. Thank you, again, for attending tonight.

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