

## Flex Day

January 11, 2018

### International Students

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|--|------------------|
| 1) Intro, context, information about these students:   | Danni and Kristi |
| 2) Pedagogy/"tool kit" for working with these students | Amy              |
| 3) Specific focus: Plagiarism/Academic Honesty         | Eleanor          |
| 4) Wrap-up   | Kristi           |

#### Part 2: Pedagogy/"Tool Kit" – Amy (30 min.)

##### Objectives:

- 1) Help faculty understand particular pedagogical needs for these students
- 2) Provide faculty with specific actions they can take to address these needs
- 3) Provide resources for students and teachers

##### Handouts:

- 1) Note-taking handout for teachers
- 2) ESL Peer Tutor schedule at RESL
- 3) General resources handout (WC, RESL, ESL faculty contact info)

##### Materials:

- 1) Big post-its and pens to take notes on
- 2) Small post-its and pens to put onto big post-its

##### Lesson Plan:

- a. Introduce the objectives of this part of the agenda IN SPANISH—first just spoken, then write objectives on the board (in Spanish)
- b. Elicit: How does it feel to be taught in a different language? (Fun, exciting, scary, frustrating, boring...). Did having the objectives written on the board help or not? Why? (Yes – more information to process; slowed things down.)
- c. International students have specific needs:
  - **Time** to process information ( listening/speaking skills may be especially weak)
  - **More ways** of processing (more modalities)
  - **Cultural knowledge** (more pertinent in some classes than others)
- d. Think-Pair-Post: Write down on separate post-its ways in which you can provide students more **time or more ways** to process information. Share with partner. Post on labeled large post-its.  
(**Time:** Let students discuss/write before answering. Tell students what to read in advance so they know what to listen for. If possible, more time on tests/quizzes. Speak more slowly! Repeat key ideas.)

**(More modalities:** Pptx. In class, putting pptx on Canvas for ss. to look at before-hand; videos with subtitles; writing key words on the board; discuss as well as read/listen; groupwork; allow ss to tape-record your lecture or share lecture notes?)

**Cultural knowledge:** Give list of key terms students should be familiar with to help them navigate subject matter; videos/websites they should watch

- e. Share ideas with big group. Other ideas that may come up:
  - **Relationships** (groupwork—students can hear information from more than one source)
  - **Resources** (Writing Center, RESL Center)
- f. For faculty: Feel free to contact ESL faculty with questions
- g. Close/Segue to Eleanor.

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International Student Success

**Working with International Students in your Classrooms: Amy Sobel**

1. How to provide more **processing time**

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2. How to provide **more ways** (modalities) of processing information

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### **3. How to provide cultural background knowledge**

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### **Resources:**

#### **For students:**

- a) Writing Center (18-104): Drop-in hours Monday – Thursday 12 – 2 for ALL CSM students who need help with their writing in any class
- b) Reading and ESL Center (18-101): ESL Peer Tutoring – General (see attached schedule)

#### **For both faculty and students:**

- c) International Education Program (Third Floor, Building 10):
  - Danni Redding-Lapuz, Manager
  - Chris Burwell-Woo, Program Services Coordinator

#### **For faculty:**

- d) For faculty: Feel free to contact ESL Faculty with questions about how best to support your international students in your classes:
  - Amy Sobel
  - Elinor Westfold
  - Emily Kurland
  - Sue Hwang An