Global Strategies for Teaching International Students

Abstract

Students who have been educated in Management and Organizational Behavior in countries other than the United States requires inclusive instruction. Teaching students who received higher education in a country other than the U.S., tasks the professor to have course management experience with cultural norms and values; ESL training and awareness of leadership models that differ from the educational and learned experiences of the Western system of educating students. There are different scenarios in this proposed exercise that will elucidate sustainable practices. Theories and contextual frameworks will be applied to teach international students in online or campus environments.

Key words: international, teaching, strategies

Introduction

Students may be working and living in a country with a different time zone and internet access from the online course professor. An exchange student being educated in the United States, on an immigrant visa, with plans to return to their home country upon degree completion may be a goal or a plan to seek asylum as a refugee. The student who has a goal of returning to a country where human resources is not practiced in organizational leadership due to strong gender roles may need strategies that are effective in that culture. Refugee status may require the student seek employment immediately and may be a daunting task if competing with citizens of that country. A lower paying position that does not carry the prestige of one that has completed a degree may be demoralizing while adjusting to another culture and college. The other option may be starting a business that further consumes the student's time.

Theoretical Foundation/Teaching Implication

Given the increasing popularity of social entrepreneurship that concerns the social or environmental well-being and the use of sustainable practice, according to (Gruber & MacMillan, 2017), theories traditionally used to explain entrepreneurial behavior have fallen short. Identity theories have become more commonly used by scholars to explain how entrepreneurs engage in other oriented activities aligned with their identity and sense of self-worth (Faushart & Gruber, 2011; Powell & Baker, 2017). The tenants of this theory, identity and sense of self-worth are transferable to an international degree-seeking student. Further applying the experience to the assignment criteria or future assignments' development may be crucial in the student's confidence, mindset, trust and success in the course. Reflecting on experiences that build a relationship with the international student's identity by sharing a success story, familiarity with their cultural norm, or cultural immersion experience to a country like the student's origin will foster engagement.

Another theoretical framework that is exhibited in teaching international students is French and Raven's power taxonomy. Expert power, reward power, coercive power, legitimate power, and referent power. According to (French & Raven, 2001), the phenomenon of power influences a dyadic relationship between two agents which may be viewed from two points of view: (a) What determines the behavior of the agent who exerts power? (b). What determines the reactions of the recipients of this behavior? This could be the stakeholders' that influence the student's cultural values or success factors in the course controlled by the professor that accommodates the student's needs.

The third theory would be a different leadership modeled based on the student's culture that presents cognitive dissonance contrary to their countries educational system, grounded in the norms and values of their culture or belief system. An example would be Indian Leadership. According to (Sinha, Soni, & Mitra, 2017), leadership cannot be taught, it is an inherit quality that courses, seminars, conferences, tools cannot bring about. It is leadership development, like management itself, is both an art and science. Artistic science has been practiced in India since ancient times, withstanding the fact that Business Management is a nineteenth century Western construct (p. 3). In the Indian tradition, at an early age the princes and children of nobility were

entitled to knowledge and skills necessary to fulfill their future leadership roles from training received from their teachers, the sages. Moreover, the most important lesson was of spirituality among strategy and tactics, the art of warfare hatha yoga or physical mastery, etc. The belief was that spirituality can elevate the learner from the status of a lesser mortal to that of a nascent king ready to perform his responsibilities. This construct would also explain gender roles and relevance of teaching females' courses in leadership in certain countries that will even entertain the idea. The following questions are the premise of the activities that follow:

What specific strategies for doctorate, graduate, and early and late undergraduate students are proposed?

What strategies keep the student engaged and continually enrolled in the following seven different case scenarios?

Learning Objectives:

1.To understand how cultural norms and values can be included in online and ground campus teaching

2. To increase engagement of international students in course management

3. To apply social identity theory to teaching, course management, and student engagement strategies

4. To raise awareness of the conditions that international students experience in their work and personal life

5. To create an international student tool box of best practices in course management and student engagement,

Exercise Overview

One of following case studies will be assigned to discuss and be presented by each team of three professors giving them 25 minutes (20 minutes to discuss and solve, 5 minutes to share results) with other participating teams. A folder of visual clues will be given to each team based on their assigned scenario. Seven teams of three can participate in this activity identifying and reporting student engagement, teaching strategies, or course management. The class size would be 21 and the activity will take 1.5 hours to allow for the introduction, set up, concluding comments, and resetting up the room.

Team 1 (folder of photos of a woman wearing a Habib, Ramadan practices, course times)

On campus, I have international student experience with a Libyan family as a dissertation reader to a management doctorate candidate, an editor to his spouse who was an attorney in Libya yet was seeking a master's degree in Criminal Justice while enrolled in business courses, and a writing tutor to the son pursuing a bachelor's degree in business with a concentration in accounting. This family had applied for political asylum and required being employable in the U.S. Students seeking asylum may need to balance a laborious job working shifts while attempting to keep up with assignment deadlines. Given their Muslim religion, I

quickly learned that Ramadan was a religious holiday and would require an agreement on assignment deadlines somewhat different from the scheduled syllabus and breaks during class. Fasting during Ramadan might be an issue for the student who attends class and are unable to break their fast until sundown. A student in this condition might difficulty expressing themselves. Scheduled office hours to accommodate prayer times and fasting should be considered as an influence. Identify the three problem areas. Which of the three areas would the professor address and how?

Team 2 (folder of photo of fast food options, woman wearing Hajab, options for student writing assistance)

The Libyan student given strong gender roles had to prepare meals as a priority after work regardless of the need to attend the professor's office hour for questions. The student was found in the library exhausted and emotionally distraught while struggling with a paper due to English being their second language. In one instance the daughter rebelled with "what is this sandwich I do not eat?!!" when the mother bought her fast food from the campus cafe where they met prior to meeting with me during the office hour. It did not matter, that the mother had an appointment with me to edit her paper. How would these specific issues be addressed with international students in general from a country whose norms and values have strong gender roles?

Team 3 (folder of syllabus headings)

In an online environment there were opportunities to interpret ESL. An example of taking instructions literally in an online environment meant if I indicated on the syllabus my contact office phone and office hours, it was interpreted that I would meet the student in a physical office, not by a conference call using Cisco WebEx^{TM} or GoToMeeting^{TM} conference technology. Explaining that I did not literally have an office for students to visit and coaching the student to sign into the virtual campus was an inconvenience for a privileged student from Saudi Arabia, accustomed to a different experience in his country and from a female professor. Gender roles was also another barrier that I needed to overcome with the male student. What other strategies would be used to enculturate this student? Develop an effective syllabus heading.

Team 4 (folder of theory definitions)

A student working for a non-profit refugee program was also a refugee from Burma. I had uncovered this scenario as professor from an online discussion board introduction. The student convinces peers in the discussion thread of their empathy since they share the refugee experience with their clients. What theories could be used in reply to the student? Give an example of a reply from the professor?

Team 5 (blank rubric matrix)

An Asian female Organizational Leadership student seeking a master's degree online had to be encouraged to participate in the discussion board, since in Taiwan you are expected to

listen and take notes and not give an opinion on a subject. She also shared that Human Resources is an area not practiced in her country, yet she recognized it was needed and hoped the course in a Human Resources subject would contribute to her success in training Taiwanese in the workplace when she returned to her country. What areas should be measured in the rubric for an assignment that develops this skill? Based on these measures develop a rubric.

Team 6 (photo of tea break snack, theory definitions, Indian student in a Sari)

An Indian doctorate candidate who was selected to participate in a "Wisdom Circle" requiring that an executive summary of the paper and copies for each reviewer be made available for the presentation, wants to develop a paper on the topic of bullying in organizations and why the perpetrator and victim permit it. Yet the paper lacks a strong theoretical framework. The requirement of the program mentor, also an Indian associate professor is that it be in the contextual framework of organizational leadership in the Indian management culture. What theories could an American professor suggest in giving feedback?

Team 7 (map, picture of computer, slips of paper with social media platform logos)

A senior undergraduate student who works in Nigeria as a Project Manager was enrolled in my online course. There were time zone challenges given faculty expectations required 24-48 hours to respond to a student email. The student's connectivity to internet was also intermittent sometimes resulting in inaccessibility to the virtual platform and email. What student engagement strategies might be used to overcome this situation while meeting faculty expectations?

Session Description

This session will introduce scenarios given visual clues I have experienced teaching international students that will be presented to teams of three professors to solve. This knowledge sharing activity of problem-solving discussion will be limited to 15 minutes. The presentation by one team member from each team will be shared among all participating teams in 5-minute presentations of results. It will be encouraged that different genders, gender identities, and ethnicities work together in teams to gain the full benefit of diverse perspectives on teaching international students.

References

French Jr., J. and Raven, B. (2001). The bases of social power. In W. Natemeyer and & J. McMahon (Eds.). *Classics of Organizational Behavior (*pp.253-279*)*. Illinois: Waveland Press Inc.

Pan, N., Gruber, M., & Binder, J. (2019, January 3). Painting with all of the colors: The value of Social identity theory for understanding social entrepreneurship. *Academy of Management Review*, *44*(1), 213-226. Online publication. doi.org/10.5465/amr.2017.0504

Sinha KK, Soni, A, & Mitra, Indranil (2017). Manthan: Art and Science of Developing Leaders. Bloomsbury Publishing: New Delhi