



Day 1 International Diversity in Educational Settings

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Course Objectives/Purpose

Exploring the hidden dimension:

- Teacher/Student roles
 - Awareness of individual attitudes
 - Knowing your target population
- Establishing a third culture

Course day 1 Programme Outline

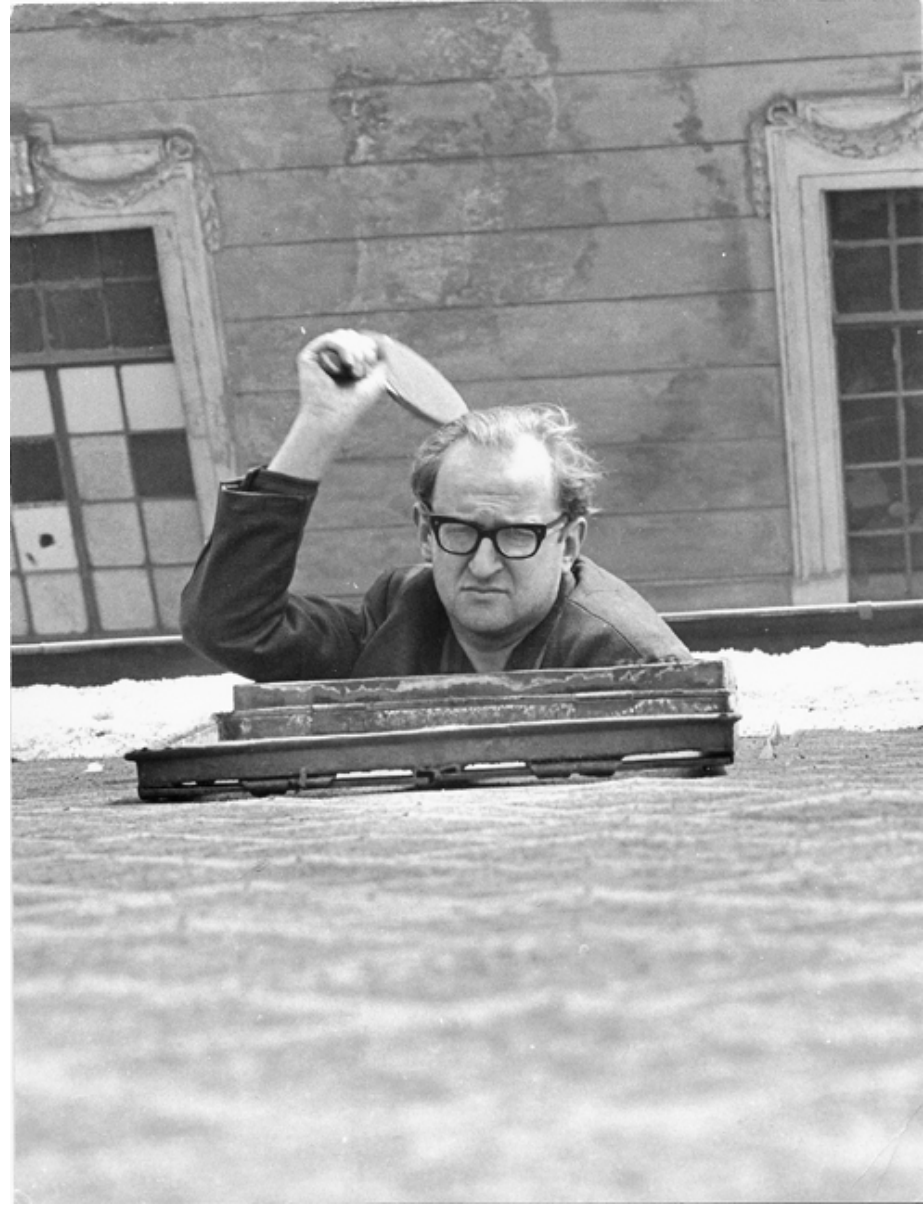
- Constructive Gossip
- Exploring your loyalties
- Break
- Stereotyping stakeholders/tu delft context
- Discussing the international component in your course
- Exploring critical incidents

Every person is

- **Like all other people**; tired, angry, sad, happy, in need for food/shelter, but expresses these needs differently (universal vs culture)
- **Like some other people**; similar to the groups we belong to (cultural identity)
- **Like no other person**; each of us is unique (individual behaviour within the cultural framework)

Like all other people

- Angry, sad, frustrated??



Like some other people



Wishing walls around sacred trees

Conflicting values

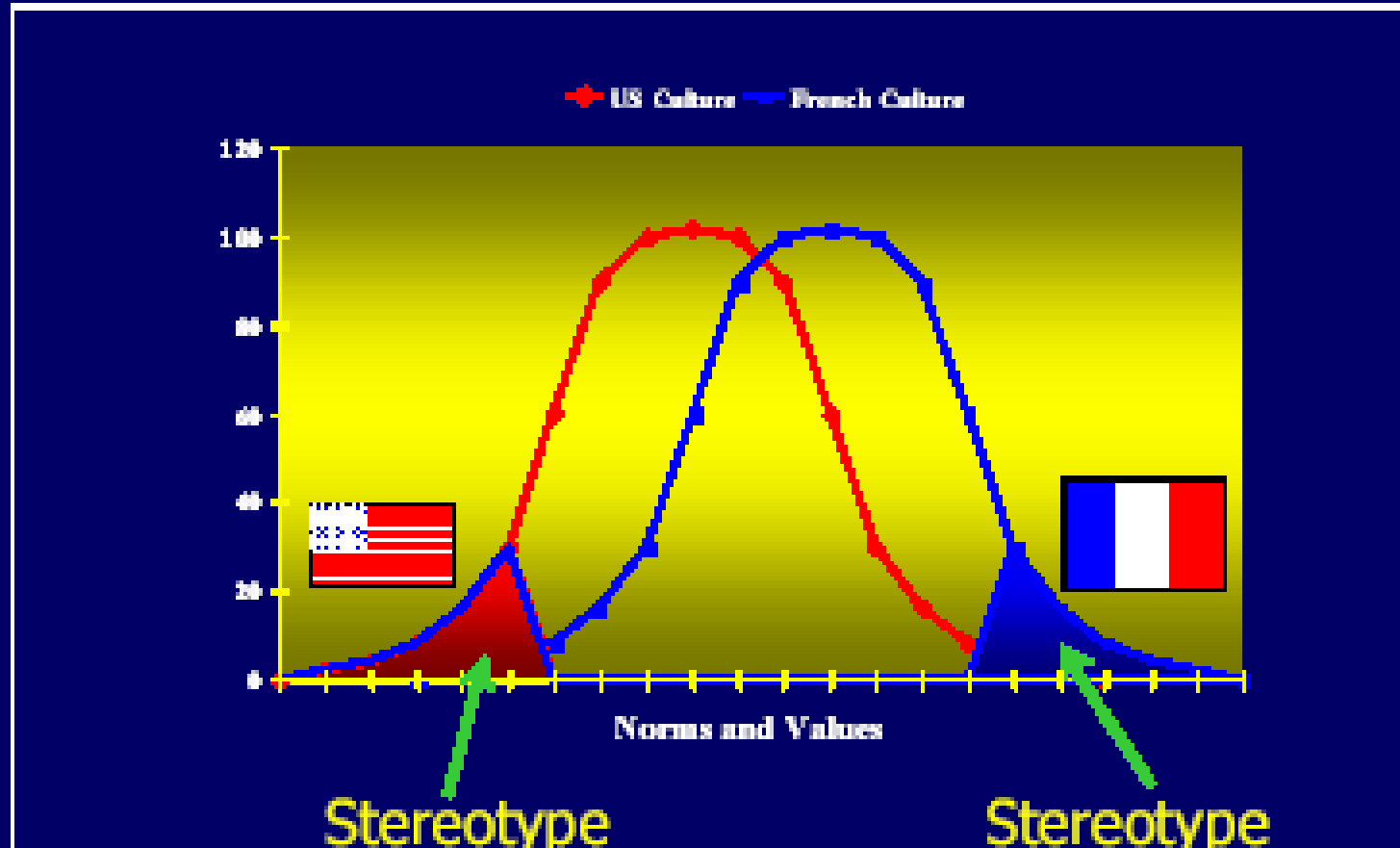


Each of us is
Unique



JULIUS KOLLER 1970
UNIVERZÁLNÁ FYZIKULTÚRNA OPERÁCIA - OBRANA (U.F.O.)

Culture as a Normal Distribution



Source: Presentation Trompenaars/Hamden-turner

Assignment Constructive Gossip

- In which category do the elements forwarded in the constructive gossip exercise belong?
 1. Like all other people
 2. Like some other people
 3. Each of us is unique

Have you stereo-typed you neighbour/colleague/friend?



Belonging to a group



Loyalties Discussion

Present your prepared summary in a sub-team of four:

- Which common core-values did you discover?
- What is your view on the role of the international student in the classroom?
 - What do you expect from your students?
- How do your students know your point of view in real life?
- Do you have the feeling your students understand your perspectives? Why

Finding out our loyalties

- Discuss to which groups you belong (family, profession, organisation, religion, age group, having children or no children, gender, nationality)
- What is the weight of the loyalty to each group?
- How do each of the group values effect your teaching role and How does it influence your views on teaching?

Communication rules in this group

My Assumptions:

- My knowledge/answer is as good as yours
- Constructing relevant knowledge together
- Be your own Leader in having your questions answered

Your Assumptions?

COFFEE



BREAK

Exploring the TU Delft Context

Acculturation Strategies

**Cultural
Maintenance**

Segregation

Integration

Marginalisation

Assimilation

What Dutch Lecturers say about International Students

- The level of English is insufficient
- They can reproduce, however they do not know you to generate new ideas (plagiarism)
- Diversity in level of knowledge between international students
- Social integration is very difficult
- A different interpretation of the concept of plagiarism
- Difficulty to understand grading system
- They do not understand teacher/student relationship

What Dutch students say about International Students

- Are not open and able to have a critical discussion
- Less punctual
- Feel Uneasy and feel lecturers are provocative
- Are unable to deal with freedom in projects and the choices they have to make
- Feel insecure to meet flexible deadlines
- Are distrustful, less open, less sense of humor etc
- Delay project work
- Inhibit dutch students to study materials in depth
- Feel uneasy when a woman takes the lead in project work

What International Students say about Dutch Students in Delft



What international staff says about both

- Dutch students
- Very informal and respectful
- They know what they want mature (master students).
- Dutch students don't interact with women.
- International Students
- Big difference between ns-nns
- Dr Roger (call me by my first name)



Changing Perspectives

Discuss results Needs Analysis

Discuss international student expectations

- Which issues are of concern to the international students?
- What would you recommend to your international students?
- How to provide them with a realistic perspective?
- Make a list of (tips/tops activities/actions)



Exploring Options

- What do students face when they come here? the dutch educational system
I miss my mountains
- What do International students bring to my class/lecture/project?
- In what way can Dutch Students and International students learn from one another?
- How does it all relate to my course material?



Homework

- Interview one International Student/ one Dutch Student and debate the questions in the handout
- Provide a brief summary of your findings on paper, Tuesday 25 at the latest to all the group members
- Read the article on competencies'

Lessons learned today

Examining Perspectives

- Ethno-centrist: One's own culture central to reality
- Ethno relativism: The acquired ability to see many values and behaviours as cultural rather than universal
- Or whom should adapt to whom?
 - Do international students have deficiencies in certain skills and should these be remediated
 - Do international students bring cultural capital which challenges us to build new ways of learning