Table One • Facilitator Alison Evans • Academic Integrity

What issues do the passages below raise for you, and how might faculty respond to them in their teaching? Beyond that, what could the Department/Unit/University do to help?

In the news…

“Foreign-Student Rule-breaking: Culture Clash or Survival Skills”

Gary Pavela remembers being surprised by the defiant reaction of a visiting student from China who he confronted over a clear-cut incident of plagiarism.

“But in my culture, we view it as honouring someone to use their words,” the student told Mr. Pavela, who is the director of academic integrity at Syracuse University.[…]

In one study, the University of Windsor in the Canadian province of Ontario tracked how many foreign students were being cited for academic dishonesty compared with their Canadian classmates. It found that one in 53 international students had been charged versus one in 1,122 Canadians.[…]

Mr. Pavela said [additional campus policies and conversations about international students and misconduct] were welcome, but cautioned that highlighting concerns about international students' honesty could cause further problems. “The debate here includes whether there is a ‘spotlighting effect’ going on, that we are more likely to scrutinise people from a different culture,” he said.
—*Times Higher Education*, 6 Oct 2011

Results of an informal survey of international students at 2012 International Student Orientation, conducted by Carl Yeh, Director, Student Conduct & Community Standards

• more than 50% thought that as long as they were involved in the work somehow, that counted as doing their own work.

• almost half would have taken papers from an older students to use as study materials. “I let the class know that there wasn’t anything inherently wrong by doing this, but I have found for many international students that this kind of information is too tempting to abuse. Students have intentionally and accidentally other students’ papers or lifted information from these papers without citing the original author,” Carl says.

• 56% thought a teacher would immediately take away their test if they were doing something wrong (e.g. looking at someone else’s paper). “I let the class know that a teacher’s inaction was not tacit permission to engage in unauthorized behavior. Another way to look at this is that international students expect there to be a quick decisive response to improper behavior. I have had international students accused of academic misconduct tell me that they thought what they were doing was OK because the teacher did not say or do anything,” Carl explains.
Table Two • Facilitator Jodi Weber • Academic Writing and Faculty Feedback

What issues do the passages below raise for you, and how might faculty respond to them in their teaching? Beyond that, what could the Department/Unit/University do to help?

*Faculty perspective:*

“One of the biggest stressors for me as a teacher is how to evaluate international students’ writing. I have never-ending conversations with colleagues and GTFs about whether or not it is fair to hold non-native speakers to the same standards as native English speakers.”

— International Undergraduate Writing Needs faculty survey

*Introductory paragraphs from two English language learners’ papers:*

(1)

“Prejudice has been a major problem between races for many decades. The example from the story of Ben Carson shows a very clear belief of prejudice of the Americans towards African American. He is a very good role model for all the other people of African American people. He understands and well planned the concept to make his race acceptable in the society by showing what he is capable of doing. Moreover, he has a very calm and assertive approach to belief of prejudice.”

(2)

“As a Asian here, there’s not really a discriminate or prejudice that I’ve been experience. But I do feel a lot of American contain an Asian theory in there mind. Which means Asian are a group of dark skin people who also shy, cautious, even awkward.”
Table Three • Facilitator Angela Dornbusch • Class Participation
What issues do the passages below raise for you, and how might faculty respond to them in their teaching? Beyond that, what could the Department/Unit/University do to help?

Faculty perspective:
“My international students are intimidated about speaking out in class to offer their opinions. I encourage them to speak up regardless, and I assure them that others will be patient and appreciate their efforts, but it is very difficult to convince them.”
— International Undergraduate Writing Needs UO faculty survey

Student perspective:
Do you speak out in class? Why or why not?

“ Mostly, no! I always am afraid of using the wrong vocab or word and students laugh at me. It think it’s all about shyness. Personally, I don’t like to speak out in a class unless I’m 100% sure about my answer.”

“Sometimes, but the main problem is I can’t quite follow English that well, so by the time I build my answer in English sentences, the time has already passed. However, I do feel comfortable if I just need to speak only key words—that will help a lot.”

“It’s stressful to try to talk. We are fearful they won't understand us.”

“I want to ask a question. My psychology class is huge. Maybe 300 students. I’m scared the professor won't understand my English. I will be so embarrassed.”
Table Four • Facilitator Lara Ravitch • Group Work and Class Community-Forming

What issues do the passages below raise for you, and how might faculty respond to them in their teaching? Beyond that, what could the Department/Unit/University do to help?

**Students’ perspectives:**

“We have different cultures and different interests. We don't know what to talk about with Americans.”

“In groups, American students say ‘Just do the introduction because you don't know anything and we'll do the work.’”

“Sometimes when a professor assigns me in a group work with American students, I feel excited to practice and share my ideas with them because it’s part of studying abroad--experiences working with Americans. But I feel nervous about my English ability in sharing ideas with native speakers. I feel like American students don’t like to work with international students because their language, but maybe I’m wrong!”

“I sometimes feel isolated in group. Maybe it is just my fault that I cannot speak really good English, but sometimes other students won’t let me in the discussion. It’s not always like that because some are nice, so they will ask me, ‘What do you think?’”

“Actually, I don’t feel really comfortable to do group work if there’s no other Chinese person in that group. Talking to American students always makes me confused, especially when they are using slang.”
Table Five • Facilitator Keli Yerian • Critical Reading

What issues does the passage below raise for you, and how might faculty respond to them in their teaching?
Beyond that, what could the Department/Unit/University do to help?

“Students and teachers have mainly focused on intensive reading in Korea. Most of the Korean students want to analyze every sentence and learn important words when they study English texts, because their top priority is to get a high score on the exam. They are used to analyzing small parts of the texts, and some students seem to be obsessed with the idea of understanding every particle of the texts. Whenever I saw students reading one paragraph for an hour, I encouraged students not to pay too much attention to small parts of grammar point, but not many of my students took my advice.”

—a Korean Master’s student in UO’s Language Teaching Specialization Program
Table Six • Facilitator Abby Porter • Faculty Presentation of Class Content

What issues do the passages below raise for you, and how might faculty respond to them in their teaching? Beyond that, what could the Department/Unit/University do to help?

(1) **International student perspective:**

“As I’m freshmen student, I always get lost in the classes because of the vocab and the speed of speaking from the prof. Most of the professors don’t write on the board, which make much more difficult, especially when they are explaining definitions and important ideas.”

“Professors use so many professional words that I don't know.”

(2) **From faculty lectures/class presentations:**

“Flaubert’s Emma Bovary was the *Cosmo* girl of her time: she read constantly about love and romance, and that reading wasn’t harmless—it ruined her.”

“An academic argument should offer more than Monty Python’s ‘argument clinic’—‘yes it is, no it isn’t’—you needn’t always disagree, and you’ve got to lay out a clear proposition supported by evidence.”

(3) **Business Professor Dave Dusseau’s approach to BA101:**

“We reduce everything to simple words… Assets are ‘stuff’ or ‘things you use in your business’ and we do that for both native and non-native speakers. We use pictures… a lot. And we ask a lot of clicker questions… with the explicit intention of giving students a chance to talk to each other to interact with the material and identify the questions they have. All slides (except the in-class quiz question slides) are posted for the term. All videos are also on-line and we have ‘viewing guides’ to help students sort out what they should get.”