

Internationalization of the Higher Education Classroom: Strategies to Facilitate Intercultural Learning and Academic Success

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The number of students studying abroad is continuing to grow, which allows for intercultural learning to take place while forming cross-cultural relationships. This intercultural understanding plays a vital role as businesses begin operating in the global marketplace where cross-cultural relationships and understanding are needed. International students bring differing cultural experiences, expectations, and learning styles to the higher education classroom that allow for new perspectives to be introduced. How can faculty effectively leverage this cultural diversity in the classroom while addressing the academic needs of both the host and international students? Through effective teaching practices in a globalized classroom and an awareness of the cultural diversity present in the classroom, faculty members can provide learning opportunities, both academic and socially, that meets the needs of host and international students while preparing them for effective interactions in a globalized society.

Introduction

The vast geographic distances between countries and cultures have been diminished through the use of technology, which has opened new relationships and interactions globally. In order to develop new cross-border relationships and sustain these relationships, a better understanding of cultural differences and similarities needs to occur. Institutions of higher education have played – and will continue to play – a vital role in cultural understanding and the formation of cross-border relationships through internationalization of the classroom and university.

Enrollment of international students continues to rise at universities across the United States and the globe (Lee, 2008). While this increase in enrollment appears on the surface to be sufficient for higher education to facilitate globalization, it is not. With an increase in cultural diversity in the classroom, new challenges exist that faculty must be aware of in order to meet the needs of both host and international students. Challenges exist with language barriers, differing learning styles, preconceived cultural traits, and the development of methods to effectively assess all students in a culturally diverse classroom. How does classroom pedagogy need to be adjusted in order to provide an academically rewarding experience for both international and host students while fostering intercultural understanding and relationships?

Through the use of varying teaching methods, faculty members can assist international students in becoming acclimated to their new cultural environment while also assisting host students in adapting to new cultures being introduced into the classroom. These practices will also allow for cross-cultural understanding to occur, which can lead to a better appreciation of cultural differences while identifying similarities that exist between cultures. Through this

understanding and appreciation, cross-cultural relationships can be formed, and students will become better prepared to be responsible citizens in a global society.

Understanding the International Learner

As international students begin their higher educational experience in a new culture and environment, this presents challenges that can have an impact not only on their overall experience, but also academically. In a random survey of 165 undergraduate international students, Kwon (2009) uncovered overwhelming feelings of fear and stress in the international students sampled. These fears and anxieties are further compounded by the fact that international students are facing unknown societal values, structures, and systems, both within the host country and also in the microcosm of the host university (Gu, Schweisfurth, & Day, 2009).

International students also indicated that they suffered from homesickness even though they regularly communicated with family and friends via email, text messages, and phone conversations (Gu et al., 2009; Kwon, 2009). This feeling of homesickness is further exacerbated by the tendency of host students not to interact with international students voluntarily or engage international students in their activities (Kwon, 2009; Summers & Volet, 2008). Although this survey of international students took place on a United States campus, other studies have shown that this lack of engagement of international students exists in other countries as well (Summers & Volet, 2008).

Beyond adjusting to a new culture, international students also need to adjust to new expectations and challenges associated with their academic work. Even if the international students were academically successful in their country, they can easily lose confidence in their

academic ability in the new environment (Kingston & Forland, 2008). This loss of confidence can stem from the introduction to new pedagogies that can be further accentuated by the reluctance of international students to ask for clarification or guidance when confronted with these new pedagogies (Gu et al., 2009). Another contributor to a loss of confidence can be the cultural differences that exist within the classroom. For example, in the Eastern philosophy of education, the teacher is the possessor of all knowledge and the student is in the classroom to absorb the knowledge being shared (Eaves, 2009). The classroom experience is also regimented since students are expected not to engage in dialogue unless invited to by the teacher. Otherwise, the student is viewed as challenging the intellectual authority of the teacher (Eaves, 2009). This contradicts the Western classroom experience in which students are encouraged to ask questions, engage in dialogue as part of the learning process, and challenge the teacher to garner further insight into the topic (Eaves, 2009). Faculty members in the internationalized higher education classroom should utilize host students as examples on how interaction should occur in the classroom, and they should provide positive feedback to the host students to set a tone of acceptability for students to dialogue and question in the classroom.

Creating an Inviting Classroom Environment

In order for any student to be successful, it is important to provide a classroom environment that is inviting and encourages students to be engaged in their own learning. This is even more vital when instructing students from another country who are already in an unfamiliar environment (De Vita, 2000). While faculty members should not stereotype students based upon their cultural background, a cultural awareness is important for professors when creating an inviting classroom environment. By being aware of the various cultures in the classroom, faculty can address cultural inequalities that exist in order to balance access to learning opportunities and equal engagement of all students in the classroom. By doing so, faculty members will avoid skewing the learning environment towards the host culture and students, effectively neglecting a portion of the classroom population (Eaves, 2009).

The classroom needs to be perceived as inviting and conducive to learning from the first time the student enters the classroom. In order to begin creating a non-threatening environment, faculty members should utilize a large portion of the first class session to allow students to get to know each other and allow for informal interactions between the students and faculty member (De Vita, 2000). The use of ice-breakers, such as those found at the Wilderdom, A Project in Natural

Living and Transformation website (2006) can allow for informal interactions to take place and allow students to get to know each other. Through ice-breakers, students can learn how each likes to be referred to, learn how to correctly pronounce names, and learn something unique about each other which may assist in forming bonds and relationships outside of the classroom (De Vita, 2000). These peer relationships have been shown to be beneficial to international students as a support mechanism while they also provide host students the opportunity to develop intercultural awareness (Jones, 2010).

Creating peer-pairing programs can also be beneficial by matching a host student with an international student. The host student can assist with familiarizing the international student with campus resources, assist in tutoring, and serve as a support for the international student (Summers & Volet, 2008). Satisfaction surveys have shown that both international and host students find peer-pairing an effective means to increase cultural awareness while providing a more positive overall experience (Summers & Volet, 2008).

The relationships that international students form with faculty and staff at the college are also vital to the success of the students. Students from other countries are at a disadvantage in their support structure since there is a great physical distance between them and their families (Montgomery, 2010). Because of this, students are looking for other forms of support, and faculty members can provide that to the international students. International students appreciate any opportunity they can have to interact with their professors: “. . . just a five minute conversation would mean a lot to us” (Jones, 2010, p. 173). Therefore, it is important that faculty members make themselves available outside of the normal class time in order to provide opportunities for students to interact with them during times when the class is not in session (De Vita, 2000).

Beyond the opportunity to interact with their professors, international students are seeking open-mindedness, flexibility, enthusiasm, passion, and inclusion in the learning process (Jones, 2010). Additionally, being approachable, caring, and understanding are all traits that international students seek from their professors at the host institution (Jones, 2010). Faculty members can demonstrate these characteristics through a variety of means, both in and out of the classroom. Allowing the student to address the professor, based upon their cultural norms, can signify that the faculty member is not only approachable, but open to learning about other cultures (De Vita, 2000). Encouraging questions, not dismissing any question as irrelevant, demonstrating active listening skills, and showing appreciation all create an inviting environment and demonstrate that professors

are there to assist students and that they care about all their students, both socially and academically (De Vita, 2000).

Language and the Internationalized Classroom

When students of varying language backgrounds convene in the international classroom, language barriers are inherent. Language not only impacts the ability to learn, but it can also lead to decreased confidence in students (Ramburuth & Tani, 2009). In a phenomenological study of international students at a large public research institution, international students identified language as a key factor in shaping their experiences (Halic, Greenberg, & Paulus, 2009). Even students who felt they were proficient in the English language stated that delivery of the English language in the classroom created challenges. For example, in the English language the tone was softer than their native language, leading to the perception that English lacks the affect and emotion of their native language, and accents created challenges to fully comprehending what was being discussed in the classroom (Halic et al., 2009).

Host students can also experience challenges regarding language (Jones, 2010). Host students tend to avoid interactions with international students out of fear that language barriers can lead to misinterpretation of innocent comments as being racially or ethnically insensitive (Montgomery, 2010). In addition to this fear of misunderstanding, host students are typically unwilling to expend additional energy to further explain their comments or unfamiliar terminology to foreign students who do not command a grasp of the English language (Jones, 2010). This creates a divide between host and international students.

While international students tend to view language differences as a barrier, they also see the benefit of learning the host country's language. As students go through the acculturation process, language plays a crucial role. As international students begin to more fully utilize the host country's language, develop the ability to interpret slang, and more fully comprehend interactions using the host language, they begin to utilize this as a channel into the new culture (Halic et al., 2009). In other words, they view language as a means to integrate themselves into their new culture and environment.

Strategies for Overcoming Language Challenges

Faculty should not simply dismiss these language challenges and expect international students to adjust. Rather, faculty members should utilize techniques in the classroom that mitigate the impact that the host language can have, and this will also increase

interactions among all students. In order to allow students that are non-native language speakers to better comprehend what is being discussed in the classroom, professors should slow their pace of delivery and avoid using slang and metaphors which may not be readily understood (De Vita, 2000; Gabb, 2006; Ramburuth & Tani, 2009). If faculty members do use metaphors or slang in the delivery of information, they should take time to explain what the metaphor or slang is since these are typically cultural-centric (De Vita, 2000). Additionally, as professors are preparing lectures and classroom discussion activities, they should empathize with the international students to identify any potential language challenges that may be created and also identify content-specific terms that may need to be defined (Ramburuth & Tani, 2009).

Faculty members should also limit their one-way communications in the classroom, in the form of lectures, to short time periods only (De Vita, 2000). As students are exposed to lengthier monologues, they can suffer from language fatigue in the process of interpreting what is being said, which further challenges them in their understanding of the topic (De Vita, 2000). Limiting lectures also allows for more learner-centered activities to take place in the classroom. As students engage in more active learning in the classroom, their reliance upon understanding the spoken word is decreased. These learner-centered activities increase the learning that takes place while also minimizing any language barriers that may exist (De Vita, 2000; Halic et al., 2009).

Non-verbal cues play a crucial role in the conveyance of information to students, regardless if they are native speakers or not (Teekens, 2003). Not only should faculty members pay attention to the non-verbal cues of their students, they should pay attention to their own non-verbal cues that they are exhibiting. In order to overcome some of the challenges associated with language comprehension, professors can use their own body language to place emphasis on important statements being made (Teekens, 2003). For example, the use of gestures, a change in body posture, or exaggerated body movements can alert the students to important concepts that they need to focus upon during discussions.

Whenever possible, faculty members should provide students with an outline of the key aspects to be covered during a lecture. This will serve as a guide for students and allow them to identify particular areas in which they need to focus their attention (Arkoudis, 2006). For students who may rely upon technology to assist them with learning in the classroom, providing students with audio recordings, video recordings of lectures, or other technology-rich formats—available through an online learning format—can be extremely valuable. This can also reduce anxiety since they can

review the lectures without others necessarily being aware that they are doing so (Arkoudis, 2006).

Classroom Interactions

The use of classroom discussion is critical to the learning process for all students. Through the use of discussions, students are required to think critically which leads to new idea generation, and scrutiny of the topic occurs (De Vita, 2000). However, due to cultural differences, language barriers, and cultural norms, international students are often reluctant to participate in classroom discussions (Kwon, 2009). Many international students feel they cannot adequately express their feelings and ideas through verbal communication (Halic et al., 2009), which creates a risk of failure for international students to participate in discussions (Arkoudis, 2006).

The lack of participation by international students in classroom discussions can lead to stereotypes being assigned by host students and even by faculty (De Vita, 2000). The perception is created that, due to the lack of participation, international students are not knowledgeable and are not interested in being contributors to the learning process (Halic et al., 2009). This stereotyping can distort the way that host students communicate and interact with international students within the classroom, creating a further sense of isolation for international students (De Vita, 2000; Turner, 2009). Further, it can prevent the development of trust among students within the classroom while also creating a sense of cultural divisions (De Vita, 2000). To put it another way, lack of participation can put additional distance between host and international students that leads to cultural rifts instead of cultural appreciation.

Facilitating Discussions in the International Classroom

There are a variety of techniques and strategies that faculty can utilize in order to facilitate effective discussions in the internationalized classroom. Whenever possible, use small groups for discussion activities in the classroom. These smaller groups will be less threatening for the international students, along with the host students, and this will generate more meaningful discussions (De Vita, 2000). If it is early in the academic term before students have become familiar with each other, starting off small group discussion with a quick ice-breaker decreases the intimidation and allows students to begin discussions of an informal nature that can lead to more robust discussions around academic topics (Arkoudis, 2006).

By providing students with discussion topics in advance, they can more adequately prepare for

classroom discussions and formulate some of their responses in advance, which will also decrease the anxiety and encourage participation (Arkoudis, 2006). International students can also be paired up with host students to practice responses to discussion topics. These conversation partners allow for international students to practice their language skills in a non-threatening environment while also receiving feedback on their understanding of the discussion topic, so they feel more comfortable in the group discussion setting (Rose-Redwood, 2010).

As discussions are taking place in the globalized classroom, it is important to hold all students accountable for participating in classroom discussions to encourage participation (Arkoudis, 2006). Faculty members should provide feedback and progress indicators toward meeting the objectives of the discussions, which will further encourage the students to participate (Kwon, 2009). This will provide feedback to the international students indicating whether they understand the discussion topic, and it will also encourage them to further participate when they are providing valuable insight into the topic. While many professors assign grades to classroom discussion, De Vita (2000) discourages this practice since students, who are non-native language speakers, can become intimidated if they feel they are constantly being assessed. If grades are assigned for classroom discussions, it is recommended that the grade be based upon the quantity of discussion versus the quality of the discussion to mitigate any impact that language skills may play in the discussion (De Vita, 2000).

Since international students also have to process what is being said, formulate their response to the question posed, and translate into the host language, faculty members should provide adequate time for these processes to take place when calling on international students before moving on to the next student (Arkoudis, 2006). In order to encourage participation, questions should be periodically presented that include an international perspective to them or a cultural context to which international students are more likely to respond (Arkoudis, 2006; De Vita, 2000). By professors showing appreciation for a response provided, as well as acknowledging a new insight being shared by a student and practicing active listening skills, students will feel more comfortable participating in discussions which will lead to further interactions by the student (De Vita, 2000).

Group Oriented Activities in the International Classroom

Group work in the internationalized classroom plays a vital role in facilitating learning along with cultural understanding and appreciation (Mohsenin,

2010; Summers & Volet, 2008). Group activities allow for varying viewpoints to be explored, facilitate active learning, and encourage more dialogue to take place between international and host students (Summers & Volet, 2008). However, these cross-cultural education experiences do not occur without some associated challenges. Host students can feel that intercultural group work can prevent them from being academically successful due to a perception that language barriers will prevent effective interaction, and this may lead to project submissions that are not aligned with the intended learning objectives due to cultural differences of the group members (Jones, 2010).

When working in cross-cultural groups, the various cultural backgrounds can create their own challenges, often leading to dissatisfaction and an aversion to future group work (Carroll & Ryan, 2005; De Vita, 2000). With the diversity of culture in an international classroom, it is inherent that there will be cultural differences that can lead to a lack of focus, various perspectives on the role an individual should play in the group, and differing communication expectations (Carroll & Ryan, 2005; Turner, 2009). For example, in some cultures, individuals participating in group work are expected to be submissive and their only role is to be supportive of the group leader, while other cultures perceive that the role of individuals is to contribute knowledge and input that will lead to accomplishment of the task at hand (Carroll & Ryan, 2005). These differing expectations lead to additional time being needed for group members to acclimate themselves to the group and to define roles and responsibilities within the group.

Learning is actually enhanced through the use of cross-cultural groups (Carroll & Ryan, 2005; Summers & Volet, 2008). Even with all the associated challenges, cross-cultural coursework experiences foster interactions between host and international students, leading to superior performance compared to homogenous group work, and they allow students to develop varied approaches to solving a problem (Carroll & Ryan, 2005; Summers & Volet, 2008). These benefits are contradictory to the thoughts, held by host students, that language barriers and lack of understanding of the college's academic expectations can lead to lower academic achievement regarding cross-cultural group work (Jones, 2010). While acknowledgement is made that a short-term performance challenge regarding cross-cultural groups exists, mainly due to language challenges and unfamiliarity with cultural norms, long-term benefits far exceed these concerns and facilitate not only academic success, but a better awareness and appreciation of cultural diversity (Carroll & Ryan, 2005; Mohsenin, 2010; Summers & Volet, 2008).

Strategies for Implementing Group Activities

Effective and successful group activities in the globalized classroom begin with effective designing of the tasks and the methods by which the activities will be assessed. It is important to make sure that the task being designed is well suited for a collaborative approach and not an activity that would be better addressed through individual student work (Carroll & Ryan, 2005). The task should also involve all group members and be collaborative in nature, so that students encourage and reward each other throughout the activity while building upon the individual cultures that are inclusive in the group (Carroll & Ryan, 2005). To encourage active participation by all group members, students can be assigned tasks so that each learner has a specific focus such as recorder, time manager, or discussion leader (Arkoudis, 2006 ; De Vita, 2000). By leveraging the various contributions that each team member can provide, especially when relating to differences based upon culture, diverse perspectives and experiences will result (Leask, 2009).

If students in a multicultural classroom are allowed to choose their teammates for a group project, students will have a tendency to select students that are from the same cultural background as they are (Arkoudis, 2006; Carroll & Ryan, 2005; De Vita, 2000). When forming student groups, faculty members should play a role in the group formation process. By doing so, faculty will ensure that all students belong to a group, while also making the groups' diversity rich (Arkoudis, 2006; Carroll & Ryan, 2005; De Vita, 2000; Jones, 2010; Kingston & Forland, 2008). By involving faculty members in the group selection process, a cross-cultural group can be formed, and international students, who may be reluctant to insert themselves into a group, will experience less anxiety if the faculty member facilitates that process for them.

In order for students to better understand effective interpersonal communication strategies to use in a culturally mixed environment, faculty members should emulate the types of behaviors that are conducive to interacting across various cultures (Carroll & Ryan, 2005). For example, a faculty member should avoid tendencies to raise his or her voice when speaking to an international student, ensure that international students are called upon in the classroom, and ensure various ways of encouraging international students are demonstrated (Carroll & Ryan, 2005; De Vita, 2000). Even developing a process for how to handle communication challenges, language barriers, and other disagreements associated with working in a culturally rich group can allow students to quickly resolve any challenges that do arise with minimal interruption to the group activity, and it also avoids situations arising that

could lead to cultural insensitivity (Carroll & Ryan, 2005).

When introducing a group activity to students, it is important for all students to understand the intended outcome of the activity and the value they will gain from completing the activity, especially any cross-cultural lessons that are to be learned (Leask, 2009). Faculty members should be explicit in their directions and establish timelines so students can identify if they are on track for successful completion of the activity (Carroll & Ryan, 2005; Leask, 2009). This will reduce the burden on the students attempting to identify what they are to accomplish, which will allow them to focus on the cross-cultural interactions and learning from the unique perspectives that each member brings to the group.

To successfully implement group activities in the internationalized classroom, it is important to allow students an opportunity to become familiar with one another before beginning any formal group activity (Gabb, 2006; Kingston & Forland, 2008). By using these informal group activities, students will begin to better understand each other, and they will begin to shape their social environment within the group (Gabb, 2006). Students can begin exploring how to properly pronounce names of each group member, identify how each individual would prefer to be addressed, and begin acknowledging the unique strengths and insights that each student brings to the group (Gabb, 2006).

Assessment Practices

Faculty members should be aware of cultural differences, in general, relating to how education and learning is approached by the different international students. By doing so, professors are better able to address the varying learning styles of students and provide an approach to assessment that will allow all students an opportunity to demonstrate their acquisition of knowledge and new skills, regardless of culture. In the Eastern cultures, an emphasis is placed on academic success, as measured on standardized tests, which generates a climate in which a high test score is the main indicator of success and influences job selection, salaries, social status, and overall quality of life (Edmundson, 2007). Since Eastern students are accustomed to this emphasis on testing, being evaluated based upon thought process, creativity, and interactions with their fellow classmates and professor can create high levels of anxiety and stress. Professors must use a variety of assessment techniques in order to effectively assess all students in the classroom while not ignoring any cultural customs that may exist (Edmundson, 2007). This could even include providing students with a variety

of assessment methods and affording students the opportunity to determine what assessment they would like to utilize to demonstrate their mastery of the subject matter (Carroll & Ryan, 2005).

When designing assessments for the internationalized classroom, faculty members need to be careful of developing assessments based upon the host culture's hidden assumptions. In other words, faculty members shouldn't assume that all students will understand what it means to complete a particular type of assessment, such as writing a comparative essay, since writing styles can be different across cultures (Carroll & Ryan, 2005; Edmundson, 2007). Rather, professors should explicitly state what is expected of the students in completing the assessment, provide examples of what is expected, and take into account the amount of time that may be needed by a student who is being exposed to this form of assessment for the first time (Arkoudis, 2006; Carroll & Ryan, 2005; Edmundson, 2007). The introduction of grading rubrics can be especially beneficial to international students in order to clearly delineate how they will be assessed and what should be included in their submission, as well as to allow students to ask questions regarding unfamiliar expectations in advance (Edmundson, 2007).

Since cultural contexts and language barriers can lead to incorrect interpretations of directions and expected outcomes in a globalized classroom, professors should focus the outcomes of learning activities more on the processes utilized to arrive at a solution rather than the solution itself (Edmundson, 2007). To assist faculty members in evaluating student work based upon the processes used rather than the actual outcome or product, authentic assessments are beneficial in the culturally diverse classroom (Airasian & Russell, 2008; Edmundson, 2007; Leask, 2009). Objective assessments focus on the ability to identify and select the right answer, whether it is through the use of multiple choice, matching, or true and false questions (Airasian & Russell, 2008; Carroll & Ryan, 2005). With authentic assessment, students are presented with a clearly defined task that requires them to apply acquired skills and knowledge in order to reach a solution. Not only does this allow students to demonstrate the processes utilized to arrive at the solution, but it allows students to apply their knowledge to real-world situations and problems (Airasian & Russell, 2008). Faculty members should also be encouraged to include international components into the classroom assessments, such as international case studies, which will allow international students to make a connection with the material so they can

focus on the actual assessment product and not the cultural context (Carroll & Ryan, 2005).

When evaluating student work, it is important for faculty members to provide formative feedback along the way, whether through classroom activities leading up to the formal summative assessment or through the submission of drafts for review (Carroll & Ryan, 2005; Jones, 2010). This will allow students to identify if they are meeting the expectations and provide them an opportunity to make adjustments if they are not meeting expectations. After submission of the assessment, international students appreciate timely feedback on their work along with detailed reasons for the grades they are receiving (Carroll & Ryan, 2005; Edmundson, 2007; Jones, 2010). General feedback such as, "You didn't meet the requirements of the assignment," is too vague, and it also won't assist the student in being successful on future assessments (Arkoudis, 2006). Again, the use of rubrics can assist with providing feedback to students and assist them in understanding how the professor arrived at the grade he or she did.

Faculty members should embrace the use of written work, especially essays, in assessing student learning, and this can also assist in overcoming any language barrier that may exist in the classroom (Kingston & Forland, 2008). Such assignments allow students to spend time in evaluating their written work to determine if their meaning is clear, and they can also reduce the anxiety that can be associated with being evaluated through verbal interactions (Kingston & Forland, 2008). In order for this to be successful, however, faculty should avoid timed writings that can create undue pressure and stress on the students that may be facing language barriers (Kingston & Forland, 2008). The elimination of timed writings allows the students to reflect more upon their writings in order to ensure they are conveying their thoughts accurately.

Conclusion

As the world becomes a more globalized society, interactions among various cultures will increase. For these interactions to be meaningful and beneficial, an understanding of each culture is required. Through internationalization of the classroom, higher education can play a vital role in fostering this cultural awareness, begin forming cross-cultural relationships, and provide a forum for developing effective interactions that will benefit a globalized society. Additionally, students in a cross-cultural classroom will be afforded opportunities to develop and refine various methods of interacting with individuals with different backgrounds and cultures in preparation of jobs and careers that will require interactions in a globalized marketplace.

While the internationalization of the higher education classroom provides many benefits, challenges are also associated with a culturally diverse and rich environment. Each culture that is represented possesses varying expectations, perceptions, and prejudices based upon their cultural norms and experiences. Unless these differences are recognized and addressed, a true globalization of the classroom will not exist. Rather, students from different nationalities will co-exist in the same classroom, but intercultural learning will not occur.

The faculty plays a crucial role in establishing a classroom environment that will lead to intercultural learning taking place, while also providing ample opportunities for international students to experience academic success. Faculty members need to be cognizant of the cultural diversity that exists in their classrooms, and also how their own cultural experiences influence their pedagogy. Factors such as language barriers, reluctance to participate in classroom discussions, and unfamiliarity with assessment techniques can all hinder the academic success of international students. However, these challenges can be overcome through an awareness of the cultural differences and similarities that exist in the classroom and the utilization of varying teaching techniques. While these strategies and techniques meet the needs of international students in the classroom, host students will also benefit, allowing for academic success and an appreciation and awareness of cultural differences and similarities that exist in our world.

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