

International Education Experiences

Student Challenges and Faculty Strategies to Support Students

Student experiences and resulting challenges	What may be helpful for students	Services/ programs addressing this Issue
China		
<p>Students may be accustomed to highly-teacher directed styles of learning. Teachers are highly respected as sources of knowledge. Students expect to be clearly and directly given all needed information from the instructor.</p>	<p>Clearly explain to students that they are expected to interact with course readings and content not directly covered in class.</p>	<ul style="list-style-type: none"> • Academic Skills Workshops • BEST Program
<p>Students are assessed primarily through exams, and will be unfamiliar with extended writing assignments. Writing often focuses on recalling key information, rather than critical thinking or synthesizing information from multiple sources. Students may have limited experience accessing library resources.</p>	<p>Provide library orientations.</p> <p>Provide models of good student writing in your discipline. Encourage students to work with trained writing tutors at all points in their writing process as they become comfortable with more extensive assignments.</p>	<ul style="list-style-type: none"> • Course-specific writing workshops (contact the Learning Centres) • Learning Strategist support • Peer Writing Tutors
<p>Chinese educational institutions often provide a more holistic learning experience, with students studying with a cohort in a residential setting. Students may find it challenging to build relationships with frequently-changing groups of classmates</p>	<p>Encourage students to seek out campus resources and participate in clubs and other programs. Promote group study as a learning practice.</p>	<ul style="list-style-type: none"> • BEST Program
<p>Students are highly sensitive to loss of “face”. They may be hesitant to ask or answer questions in class, and may prefer to interact with the instructor by e-mail or 1:1 outside of class. Having to speak in class without preparation may seem threatening to students.</p>	<p>Allow students to prepare ahead for topics that will be discussed in class.</p>	<ul style="list-style-type: none"> • Conversation Clubs (contact the Learning Centres)
<p>Students may have learned English in structured classroom contexts with a high focus on grammar.</p>	<p>Avoid or explain idioms and colloquial expressions. Encourage students that the</p>	<ul style="list-style-type: none"> • EAL and Writing Peer Tutors

They may have limited experience speaking, and may be unfamiliar with more colloquial forms.	content, rather than the grammar, of their contributions is important.	
Adapted from: Murdoch University. (n.d.). Working with students from Mainland China: A condensed guide for Australian lecturers. Retrieved August 22, 2017, from http://chinapostgraduates.murdoch.edu.au/		

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