



Center for Innovation in Teaching and Learning

University of Illinois Urbana-Champaign

ILLINI INSTRUCTOR SERIES

Internationalized Classrooms

The University of Illinois is seeing a significant gain in the enrollment of international undergraduate students – and this presents incredible opportunities. The Center for Innovation in Teaching and Learning provides support to Illinois faculty, instructors, and teaching assistants as their classrooms are transformed into increasingly global learning environments. CITL’s goal is to help the University’s educators with learning objectives, developing activities and topics that will prepare all of our students to be successful participants in a global society, as well as appropriate assessment. Our consultants, resources, and workshops can enrich the learning experiences and perspectives of both our domestic and international students.

Suggestions for Your Global Classroom

Teaching and Learning:*

Reflect on your own cultural assumptions. We all have assumptions about and expectations for our students’ behavior, values and attitudes. Assumptions and expectations that we implicitly assume are “normal”. When students come from increasingly diverse backgrounds, it’s even more important that expectations be explicitly stated, modelled and reinforced.

Incorporate elements of diversity, discovery and inclusion into your course goals and objectives. Give students the language/vocabulary to present diverse opinions and perspectives in respectful ways. Foster an environment in which cultural differences and learning are valued and met with openness and curiosity.

Globalize your class content. Use assignments and

activities that draw from other cultures, ethnic groups or countries. Encourage students to analyze material from the perspective of a global citizen – one who recognizes the interconnectivity of people and how seemingly isolated events can impact the lives of people around the world. Use social media to create virtual international learning spaces where students can work cooperatively with students from other countries.

Learn your students’ names and practice saying them. Familiarize yourself with the countries, languages or ethnicities of your students. Have activities that encourage students to learn each other’s names and to get to know each other. Use discussion boards or wikis that allow alternative ways for students to get to know each other – and to communicate with you.

For group activities, assign students strategically in order to optimize inter- and intra-cultural communication. Pay close attention to the teams as they work, and help them be successful in their team assignments. Consider including hands-on pedagogies (e.g., service-learning, research, and project-based) that provide opportunities for national and international students to do substantive work together – perhaps within the campus community or in the greater community.

Incorporate examples into lectures that are global in nature and use international sources, organizations, and professional associations (see resource list included in this

(Continued on page 2)

* This is a collaborative document for which instructor suggestions are welcome.

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newsletter). Reach out to our own international community or cultural houses and programs to identify guest speakers who could offer their expertise or different perspectives to your students.

Post your PowerPoint or notes online and consider recording your lecture and posting that as well. Repeat and rephrase important concepts and emphasize their importance. When using videos, short films, or podcasts, cast a wide net that includes presenters who speak different varieties of English – or who are presenting their work or ideas in a language other than English (subtitles never hurt anyone!). Use the captions option on video or use the transcripts to further support your students' learning, (appealing to multiple modalities helps everyone!)

Have students keep journals in which they respond to questions designed to deepen their understanding of a topic and assimilate new concepts and ideas. Set aside class time for journaling to ensure that students have time to consider their own opinions or reflections (before they consult their classmates or Google). Bring examples of good journal entries and have students self-evaluate their own – or each other's – writing. Review the entries frequently and give feedback.

Divide longer academic or research writing assignments into a series of smaller assignments that focus on the individual parts (abstract, introduction, literature review, etc.) of the paper. Have your students peer-edit before you review and give feedback. Direct students to the Writing Center (in the Undergraduate Library) for additional support with their writing. Having them go regularly is demonstrably effective.



Use a variety of methods for asking questions that accommodate a variety of participation styles. Some students may need more time to respond or may feel more comfortable if they have a moment to consult with a classmate. Alternatively, tell students a class in advance that you will be asking them to explain some aspect of a concept to the class.

Review the syllabus extensively on the first day. Use Bloom's Taxonomy to explain your learning expectations/outcomes. See chart on Bloom's Taxonomy included in this newsletter.

Consult with CITL, other faculty, or instructors. Together we can develop resources and ideas for integrating global issues and perspectives across campus. □

International sources, organizations, and professional associations:

University of Illinois cultural programs, houses, and galleries: <http://illinois.edu/about/explore/multiculturalcampus.html>

University of Illinois · Ethnography of the University Initiative <http://www.eui.illinois.edu/resources/themes/global/>

University of Illinois · International Programs and Studies [IPS] <http://ilint.illinois.edu/about/ips.html>

United Nations Education, Scientific and Cultural Organization. <http://www.unesco.org/new/en/>

The European Commission; Educational resources. http://ec.europa.eu/education/index_en.htm

International Higher Education Teaching and Learning Association [HETL]. <http://hetl.org/>

The American Association for the Advancement of Science. <http://www.aaas.org/aboutaaas/>

U.S. Agency for International Development. <http://www.usaid.gov/what-we-do>

Organisation for Economic Cooperation and Development <http://www.oecd.org/>

A selection of links to internationally-recognized news outlets:

<http://www.nationsonline.org/oneworld/news.html>

Web resources for *Bloom's Taxonomy*:

<http://go.illinois.edu/BloomsTaxonomy>

<http://www.schrockguide.net/online-tools.html>

<http://www.celt.iastate.edu/pdfs-docs/teaching/RevisedBloomsHandout.pdf>

BLOOM'S TAXONOMY

Remember	Is able to retrieve new concepts or material from long-term memory.
Understand	Is able to explain, summarize or paraphrase what they have learned.
Apply	Is able to use new information to solve a problem or implement procedures.
Analyze	Is able to deconstruct new material and understand its relationship to larger concepts.
Evaluate	Is able to critique, support an opinion, or make a judgment based on new knowledge.
Create	Is able to use knowledge to plan, design, or construct something new.

An adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)



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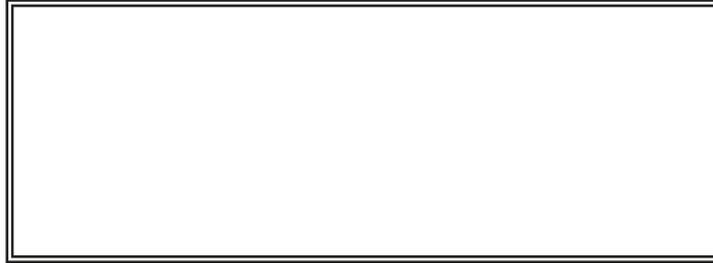
University of Illinois

Armory Bldg., Suite 249, MC-528

Champaign, IL 61820

USA

www.cte.illinois.edu



Center for Innovation in Teaching and Learning

Since 1964 the Center for Teaching Excellence (CTE) has been dedicated to the support, promotion, and enhancement of teaching and learning at the University of Illinois at Urbana-Champaign. Now as part of the expanded Center for Innovation in Teaching and Learning, we have even more resources, talent and expertise to assist faculty, academic units, and teaching assistants that:

- ◆ promote integration of new ideas and effective pedagogy into courses, programs, and curricula
- ◆ encourage and support both scholarly teaching and the scholarship of teaching and learning
- ◆ develop, implement, and assess instructional approaches and methods
- ◆ provide opportunities for on-going discussion on teaching and learning
- ◆ cultivate an instructional climate that values, rewards, and renews exceptional teaching.

MISSION

The Center is dedicated to promoting, enhancing and assessing teaching effectiveness and student learning.

ABOUT OUR WORKSHOPS

“I have profited over many semesters from your workshops, and believe they have made me a better teacher.”
–professor

“As usual, you have prompted me to be more thoughtful about my teaching and have challenged me to try new techniques.

–professor

“I frequently teach customer service seminars. Your testing area is now one of my examples of excellence.”
–professor

“The Graduate Academy was amazing—especially for me as it gave an insight into the American classroom.”

–international teaching assistant