

FOURTH ANNUAL INCLUSIVE EXCELLENCE SUMMER SYMPOSIUM

TAR Heel Approach – Training, Access, and Respect to improve accessibility: with focus on the international, veteran, and disabled communities

Module 2: Understanding International Student Experiences

TRANSCRIPT:

StreamBox

May 24, 2023

DISCLAIMER: The real-time human captioning you are about to view is not to be used as a formal record of events nor should it be shared without the event coordinator's permission.

(Recording in progress)

>> **DR. RAMSEY-WHITE:** Good morning, everyone, welcome to the Fourth Annual Inclusive Excellence Symposium, Tar Heel Approach, Training, Access, and Respect to Improve Accessibility with Focus on the International, Veteran and Disabled Communities.

Next slide, please. Before we begin, our formal ceremony, we would like to do our land acknowledgment.

North Carolina is home to the Occaneechi, Lumbee, Coharie, Haliwa-Saponi, Eastern Band of Cherokee, Meherrin, Tuscarora, Sappony and Waccamaw-Siouan Nations, along with many Other indigenous peoples living in both tribal homeland and urban settings. In fact, North Carolina has the largest indigenous population east of the Mississippi River. We acknowledge and give Thanks to the First Peoples of this land and their descendants.

It is also important to acknowledge and honor the crucial role of enslaved people in the early Days of this campus. Enslaved people were sold as escheated property to help fund the establishment of UNC, and the labor of enslaved people built UNC-Chapel Hill and undergirded Its operations until Emancipation. We acknowledge and give thanks to the enslaved people who built UNC and their descendants.

May we build upon the memories and goodwill of all who walked and labored here before us with truth, integrity and honor.

Next slide, please.

>> **DR. RAMSEY-WHITE:** I just want to start out with some ground rules, we want to make sure that if you ask a question, or that you make any statements, that you use I statements and not make collective statements, if you feel any sense of discomfort or anger, for that matter, lean into it and understand why, where's that coming from?

Why do you have those feelings? Know there are no bad questions, assume that the people are going to do their best intentions, but if the impact of their intentions has caused harm, let's attend to that harm as well. Listen with your head and heart connection, and be self-aware of how much space you're taking up in the Zoom. Know and understand that the panel sessions will not be recorded, just the presentations. What is said in this space stays in this space. But what's learned here leaves here. I would like to make sure that we understand what -- a lot of people are going to share their personal stories, to help make relevant the information that we're trying to pass on to everyone. So while we ask is that when people share their personal stories, that we allow that to be their story and not try to take that on ourselves. But the information that we get or that we learn from hearing their stories, that's the information that you want to take away from the presentations. Treat the chat like you're speaking aloud, we have various people with different ways of being able to interact with Zoom and how it operates. So if we can treat the chat like you're speaking, and like, just try not to talk over people, or chat over people. That will be really helpful. And our final ground rule is if you need to ask a question, please type it in to the Q & A box.

What's next, Kristine, is there another slide?

>> Our speakers.

>> **DR. RAMSEY-WHITE:** Great, I'm going to turn it over to Dr. Bryan.

>> **DR. ADRIAL BRYAN:** Good morning, everyone. Before we get started, I would like to introduce our speakers who will be leading our sessions for today. Dr. Gigi Taylor, and Dr. Warren Christian, Dr. Gigi Taylor is senior English language specialist at the UNC writing and learning center, where she coordinates academic writing support for international students and scholars. With a Ph.D. as English as a second language, over 25 years in working with teaching graduate level communication and faculty development workshops on inclusive teaching and men interrogatory. She is the past chair of the international second language writing intersection and a founding member of the consortium for graduate communication and the provost committee on student and scholar experience.

Dr. Christian is also an English language specialist at the UNC writing and learning center, pardon me, and where he primarily works with international graduate students, supporting their academic writing and communication. He received his Ph.D. from UNC school of education with a research interest on the teaching

experiences of international graduate students. He has worked with multilingual writers over 15 years, and currently serves on the provost committee for international student and scholar experience and as the chair for the repair subcommittee, for the college of arts and sciences, DEI strategic plan. Please welcome Gigi Taylor and Warren Christian.

>> DR. GIGI TAYLOR: Good morning, everyone, and thank you so much. Before we get started, we would like to in the spirit of yesterday's workshop, on inclusive teaching for students with disabilities, we would like to request that people make very minimal use of the chat. Because we recently learned that any visually impaired student who is using a screen reader while they're on Zoom, that technology automatically reads aloud everything that is put into the chat. Voicing over anything else that is happening in this Zoom, so if you must use chat, that's all right, but we request that you please keep that to a minimum for the visually impaired participants today and please post anything at all into the questions and we would be happy to answer all of that.

All right. I'm going to share my screen with you. And we are very happy to be here today. Thanks so much for inviting us to the presentation. We have had the pleasure of working with Gillings international students for many years, and we're excited to share what we've learned and to work with the students. For the workshop today, we'll be doing the first hour, just talking to you about the things that we know from the research in the second segment, we'll hear from international students, and we will end with a bunch of activities and strategies that you can use for more inclusive teaching, so with that, I will turn it over to my colleague, Warren.

>> DR. WARREN CHRISTIAN: Great, and so, today, we'll be talking about four -- in our first section, talking about four main areas. First, just a quick description of who exactly our international students are. At UNC.

Talk a little bit about their educational background before they have come to be grad students at UNC. And to talk about some of the challenges around cultural adjustment and then, we'll spend the bulk of our time in this first hour talking about some academic areas of concern. And so, international students at UNC, they make up about 2,501 international students out of the roughly 31,000 students at UNC. So this includes undergraduate students, graduate students and exchange students, so in Gillings, there's 272 international students, which makes up about 11% of the Gillings student body. And so you can see that over 10% of international students at UNC are within Gillings. And in addition to those international students there's also 853 international scholars at UNC. So while students' main purpose for being at UNC is to study and learn and obtain a degree, scholars main purpose is either research or teaching.

So this includes both post-doctoral scholars and visiting scholars can be a pretty diverse group, it can include people who are faculty in their home countries and people who are graduate students in their home countries and it can include other folks like we've worked with a lot of working journalists from the school of media and journalism. And then, lastly, our international students at UNC are quite diverse, they come from over 100 countries, and the main countries that our international students come from are China, India, and South Korea.

>> DR. GIGI TAYLOR: So wherever they come from, they are here as Visa holders, and it's important to know that international students and scholars Visa status is tied to the university. And if an international student is not in good standing with the university, they can immediately lose their legal status to be in the United States. And many of our students arrive here with partners and children and some even with parents. Or they leave them behind. We work with a student now who's left four children at home. Who call her at 2:00 a.m. to say, hello, as they're on their way to school. And many of our students have got partners who are themselves graduate students, at other universities like University of Michigan and UCLA, and each of these comes with a unique set of psychological and emotional and E financial challenges, and one of the biggest financial challenges for our students is that according to the terms of their Visa, they are limited to working 20 hours or less in an on campus job, they are not allowed to work off campus at all. And most spouses cannot themselves work.

>> DR. WARREN CHRISTIAN: Our international students come with a wide variety of language experiences before they get here. And one kind of convenient and easy way to think of this is the three circles of English. And so starting with the inner circle, this is places where English is the main language of everyday life. So it's spoken in most homes, and it's kind of the language of everyday business and everyday life. Places like the U.S., Canada, UK, Australia, and it's also very much seen as kind of a prestige or sought after version of English.

That outer circle includes places where English is an official language, but not usually the main language spoken at home. So students coming from these countries, like India, Nigeria, Singapore, most of them have been using English all of their lives. But the language they speak at home with friends and family is usually different.

And lastly, the expanding circle, these are places where English is studied as a foreign language, like China, South Korea, Brazil, Russia, and this is by far the largest group of English speakers in the world. More speakers of English are in this expanding circle than the other two circles combined. And an important thing to note is that amongst all of these Englishes, both between and within each of these

circles, there's differences in pronunciation, there's differences in vocabulary and differences in grammar.

>> **DR. GIGI TAYLOR:** So every international student is required to take a test of English language proficiency unless they come from a country where English is the sole official language or they have received their bachelor's degree from an accredited university, where English is the sole language of instruction. And these tests, the two that UNC accepts are the test of English as a foreign language or the TOEFL, or the IELTS, the English language testing system, these tests assess reading writing, and speaking and listening with grammar and vocabulary assessment spread throughout.

There are independent tasks, like write an essay on this topic, and there are integrated tasks for example, listen to a lecture and read a short passage on a particular topic, and then write an essay in response to a prompt on that topic. These tests are professionally developed, they are valid and reliable assessments of English proficiency and they are always in development. But it's important to understand that they assess students' readiness to begin University-level study in English. They do not predict success, in fact, there is a weak positive correlation with academic achievement and scores on both of these exams.

And it's critical to understand that what they do not do is replicate the demands of using language, English language in an immersion environment or at the level required by simply existing in a graduate school program. So many of the students who do a very, very well and are comfortable fluent speakers of English maybe never have been outside of their home country, so there's a learning curve, there's a huge learning curve, in being surrounded by English.

In addition to the language background differences, our students also may come from very, very different educational backgrounds and while they've all been extremely successful students, they may have been trained in and rewarded for very different student behaviors, so two of the educational differences that we know about are the role of the teacher and the goal of learning. And both of these are on spectrum and teachers role at one end may be the role of transmitter of knowledge, it is a very teacher-centered model of instruction, SAGE on the stage is one of the things that we say, in that model, the teacher will lecture, they will provide models that students are to emulate and they will give fact-based tests. All the way down to the other end of the spectrum, the stimulator where the very student-centered instruction, the simulator -- stimulator will post questions and provide examples for students to analyze, not necessarily replicate, and give problem-solving tests.

And under the transmission model, the goal of learning is often conservation. And it is the student's job just to learn the facts, learn as much as possible, and be able to

price those facts -- produce those facts on demand. Nobody care WHAS they think about the facts as long as they know the facts, and so conservation has gotten a lot of memorization and a lot of reproduction tasks. In the middle of that spectrum, there's more analysis and synthesis, and all the way down to the other end where the goal of learning is to extend knowledge, to contribute something. In that model, students are asked to think critically. As they are very much in the U.S. education systems, they're asked to hypothesize and to re-envision the things that they knew. So the U.S. is much more on the right side of those spectra and, you know, which in the concept of critical thinking, reenforced throughout even very early education, we do have some high-stakes assessments in the United States. But they are nothing like the high-stakes assessments that exist in other educational systems where one test can determine your entire future. So this is just something that students have to adjust to when they come to our classrooms. If they have been very, very successful students, in the memorize and replicate model, it's just a challenge. Not that they can't do it. But it is a challenge to come into this new educational system.

>> DR. WARREN CHRISTIAN: And so once our international students get here, they're dealing with a number of concerns around cultural adjustment. And so first of all, coming to college for the first time, or going to grad school is an adjustment for all students. It could be the first time a student is away from home. They're trying --

grad student is trying to gain entry into a field, in their future profession. But for international students, there's a few more added layers. First, just thinking about stressors, so these can be internal stressors, like I'm really anxious about my ability to interact in my day-to-day life in English, working in English, studying in English, and I may be experiencing home sickness, missing home and family, I might have a lot of fear about letting people down, people maybe friends and family who have sacrificed to allow me to come to the U.S. to pursue my studies. And then, there's also a number of external stressors, still around language. So I might actually have trouble especially at first, understanding what folks are saying. And just being understood in both the classroom and just out in the community.

Keeping up with a large amount of academic work, this is a challenge for I think all students, especially grad students, and this is something that it just when you're doing it, and not your first language, something we'll talk about later, it takes longer, also, a lot of economic concerns, Gigi talked about the work restrictions, like all of the sudden, if your spouse or partner can't work at all, and you're limited to 20 hours of on campus work, during the semester, if you can find it, this can be a -- present a real economic challenge. As well as a lot of financial aid is not available to international students.

International students are also often for the first time, being minoritized and racialized in a new and unfamiliar way, something that they haven't experienced in the exact same way, a new and unfamiliar racialized system. Their primary identity at home may not be recognized when they get here. Like for example, a student from Ecuator.

They may be grouped in as Latinx, Latino from South America, it can be a new and unsettling experience. And just looking at a really global level, we can think about cultures, as being more collectivist or more individualist. And many of our students, so again, this is a kind of a big sweeping generalization, but still, can be helpful to think about many of our students especially from Africa, Latin America, and Asia, are coming from cultures that are more on the collectivist ended of the spectrum. Where there's a big sense of interdependence, conformity, reciprocity and harmony are highly valued and coming into the U.S., which is considered by most, a very individualist culture, independence, looking out for yourself and your family, assertiveness, focusing on personal achievement are very much of our culture, and so in addition to those kind of big differences, there's also differences, cultural differences within the classroom. So thinking about some of those academic, the way academic cultures are different, how does a teacher teach? The power distance between a student and a teacher, how is that dealt with? Is it minimized? Do we try to pretend like it's not there or do we really highlight it? A lot of -- so this is maybe true for all graduate students, but they --

at some point, they may be considered more future colleagues, as opposed to just that student teacher relationship. A lot of professors may encourage students to call them by their first name, for international students, this might be wild, make them wildly uncomfortable, especially at first. And it might be -- might take getting used to.

And then, in the social realm, all kinds of new things, just from new foods, not being perhaps not being able to find their favorite dishes and favorite ingredients from their home country. All the way to new thoughts about politics, do they have thoughts on American politics?

Where is it okay to express these thoughts? Where is it okay to ask questions and learn more? And where is that not so much welcomed?

Obviously, we're very, very polarizing right now in the U.S. and students have to navigate this kind of what's acceptable, what's seen as acceptable and unacceptable to talk about with friends, strangers, colleagues, professors, this is all new things to take on.

And then lastly, help seeking is a -- is a big issue for all students and again, perhaps even more so for our international students. We know there's a lot of stigma against mental illness and therapy in the U.S. And this can be even more

pronounced in some of the countries that our students are coming from. And they also may be very reluctant to reveal that they're struggling, they may be afraid of being seen as weak, or being seen as not being up to the task of being successful in their program.

And we also know that help seeking behavior is greatly facilitated by strong social connections and when our international students first get here, this is likely the one thing that they don't quite have yet. And something that hopefully they can build quickly and that will facilitate some help-seeking behavior.

>> DR. GIGI TAYLOR: Okay, we are going to move quickly on to three main areas of academic concerns. Speaking and listening, reading, and writing.

>> DR. WARREN CHRISTIAN: First thinking about speaking and listening, there's a whole lot of tasks that our students are asked to do. And they're all very different required different skills, require differences in how we address people, the language we use, and these can be things like class participation and a big lecture Hall where students are expected to chime in, ask questions and answer questions from the instructor, and to working in small groups with colleagues, classmates. And how this is different from having a one-on-one meeting with my advisor. And we could even think about going to a conference, where we might be mingling with people, both are people on the other students, and also some of the experts in our field, maybe we've just read some of the papers and it's a little intimidating to try to talk to them, in the conference. To presenting to the conference, and just any thinking about the different skills and ways that these conversations would likely be different based on who we're talking to.

Another thing that students are navigating is turn taking.

For example, like, do I need to wait until there's a silence? Before it's my turn to talk? Or is this a situation where there's cross-talk, and I need to just jump right in? In some cultures, if you're waiting for a pause, in the conversation to talk, you're not going to end up saying anything, because cross-talk is expected. And then in other cultures, if I -- if someone is -- if Gigi is still talking and I start talking, that would be seen as wildly rude and disrespectful. So just this simple act of turn taking can be really complicated. And then, when we add in some power dynamics into that, again, talking to one of the top researchers in our field, how do we navigate that as opposed to talking to our friends and colleagues in our program?

And then, also, just thinking about the physical cues that might be different based on where someone is from, like what do we do to show that we're inviting someone into a conversation or what do we do to signal that my turn is not over, I'm still going, and please wait until I'm done.

And then, lastly, listening can be a real challenge.

Again, all of our students here have studied English for a long time and a good score on the TOEFL or IELTS, they're feeling confident about their English language skills when they get here, but when they get off the plane, they're confronted with speech that doesn't line up with what they've been studying. People are speaking quickly, and accents that are unfamiliar, they are using idioms, and they are using a lot of reductions, for instance, if I say, "I'm going to go to the -- what fills in the blank.

I'm going to go to the -- I'm going to go to the park, I'm going to go to the store. Students are likely going to be unfamiliar with this. Most in a textbook, I am going to go to the store." As a native speaker, I'm never going to say this. Some students may have learned something like "reductions like I'm gonna.

But actually, in real life, we reduce it even further to I'm going to do to the -- I'm gonna go to the store. But again, in our everyday language, we're going to say much faster, and we're really going to mush it together.

And then, lastly, in an informal conversation, or in a class discussion, the topic can change really rapidly.

Whereas, in like a lecture, listening, the topic is defined, and there's likely some supporting materials to help me follow. But in a more informal discussion, things can move very quickly. And this can be really tough if I'm trying to chime in, because first, I need to formulate what I want to say.

I might be nervous about making sure that I have the right vocabulary, and the right grammar. I want to make sure that I'm understood. I don't want to sound stupid. I want to rehearse it. And by the time I've done all of this, the topic could have changed dramatically, and it just might not seem like the right time anymore. So this is just a quick overview of a lot of the different challenges, just about speaking and listening for our international students.

>> DR. GIGI TAYLOR: Now, this next one is not just a challenge for our international students because every graduate student notes the reading burden, and I remember when I was in grad school, I did, too, I complained, there was so much to read.

And we think these are educated people. They can read. And of course, they can read. But I don't think most of us appreciate what a very complex set of processes are interacting when students are reading. When we're all reading.

And they're classified in two different ways, one is the top-down processing, which involves activating genre awareness, everything that they know about the kind of reading that they're doing.

So they look at it and say, Aha, this has the features of a journal article. I recognize. It's got a title, an abstract, got these features, so this sets my expectations.

Activating background knowledge, I have read several articles about this topic.

How do I activate those in a way that helps me interact with whatever I'm about to read this time?

It sets goals and am I looking for particular kinds of information? Like am I going to study the methods section very carefully in this?

Making predictions about things, based on, for example, the headings that you can see, or the figures that you see?

Making assumptions about things. Paying strategic attention to things. You know, many of us read surgically when we get a research article, we'll read the abstract, we'll skip the first few paragraphs of the introduction, and get right down to the end of it.

Because that's where the gap is and that's where the focus of the study is. So the background, nice, if I have time, but paying strategic attention. Relating that new information to old information as well. Monitoring my understanding, making inferences about things, it's not just factual comprehension, but then, reading between the lines, and making things, these are all of the top-down things that students bring to the text with them.

The other way of processing is called the bottom-up and that's everything that the text presents to the student.

And that is involves decoding the words and the sentences.

Making intersentential linkages and it is complex because it's new disciplinary vocabulary, it's often unfamiliar to all of our students.

It involves rereading a text when they're not sure that they have understood it the first time. Or they don't remember what they read a few paragraphs ago.

Understand words in particular, it is consulting references, like, dictionaries or thesauruses or rephrasing something, just to enhance their own understanding.

These strategies are also known as problem solving or support, or local strategies. And the top-down strategies are also known as meta cognitive strategies or global strategies.

The research is really mixed on this. And quite frankly, not a lot of research has been done with adult second language users, adult multilinguals, most of the reading research takes -- is conducting on emergent readers, so early childhood education research, but what is there, again, varies wildly in its results. Taking 70-20% longer in a second language than it does in your first language. And so, this is a huge concern for international students who have got six articles to read for tomorrow.

The complexity of the sentence structure is often challenging, but more than that, it's the unfamiliar vocabulary, native English speakers have got vast linguistic resources and they are often better able to judge what is a critical word and what is a word that they don't need to worry about too much.

Multilingual writers have much less ability to judge that, and so, they may stop every time they encounter an unfamiliar word, stop, look it up, and come back, or they may make a vocabulary list and do it all at once, there's a variety of strategies but it is very much the vocabulary that takes time and they have a harder time determining what do I need to spend my time on and what don't I? Because they may make the wrong choice and ignore the word that is critical to the passage or to the writer's intent for that.

So it's hard. (Laughs).

>> DR. WARREN CHRISTIAN: Great, and now, on to writing, writing of course, in the University is just wildly important, it's the major way that we demonstrate our knowledge, our ideas, our mastery, it's how we measure our success. And this presents just a number of challenges for international students, starting with genre. So first, when a student enters a new field, they're likely confronted with several unfamiliar genres. And each of these comes with very specific and certain conventions or unwritten rules. And these rules are often invisible and we only really see them and notice them when they are violated.

We also often have an expectation that well, if a student reads enough journal articles in their field, they'll just get used to the conventions and then they'll be able to reproduce it in that style.

And we know that that is just not exactly how it works.

>> DR. GIGI TAYLOR: So another consideration that students may have varying backgrounds on are the cultural expectations about who's responsible? There are broadly speaking, reader responsible cultures and writer responsible cultures. And the U.S. is very much a writer responsible culture, and in that system, it's the writer's job to make the writing as clear as possible.

It is our responsibility to state the claims, explicitly, to include logical relationships, like transition words like however, nonetheless, in a reader responsible culture. The reader is the one who has a lot of gaps to fill in and that is their job. They make the connections between the text. They may not ever get an explicit statement of the claim, because a writer in that culture is trained, again, trained and rewarded to do things according to the values of the system. And if they are trained, don't state your claim explicitly or if you're going to state it explicitly, state it at the end so that you lead your reader through your reasoning and then make the claim. Or don't make the claim explicit at all because if you've done a good job with your writing, there's only one reasonable conclusion that they can come to in a reader responsible culture.

So just because our students can write an essay doesn't mean that they have been trained and rewarded to write the same kind of essay that we expect, and so along with the genre awareness, explicitly teaching students about the conventions of the

genres, helping them understand the writer responsibility of the academy and particularly, the U.S. academy, is a service, and we'll say more about that later on.

>> **DR. WARREN CHRISTIAN:** Great.

Another thing to talk about is just accented writing, so first, everyone has an accent. I have an accent, Gigi has an accent, everyone has an accent. And when we of course we mostly think about this when we're speaking, when we're listening, but these accents also show through in our writing. And in the academy, there's a certain written accent that is valued above all others. And we can refer to it as SEAE, or standardized edited American English. And thankfully, I think, no one actually talks like this, or I mean F so, you can imagine that person like, might be a little bit boring to talk to. Or might not be the most fun at parties. But there are some spoken accents that are closer and namely, this is like White, middle and upper class native speakers of American English.

And so, valuing this kind of accented writing English above all others, of course, in its imp implications is both racist and xenophobic and does a real disservice to minoritized students and students who didn't grow up speaking American English. We also have often an expectation that all academic writing should sound like it was written by a native speaker, even when we know that it's not. And we of course -- we value hearing from people all over the world, people with all different backgrounds, but still, we often hold on to an unrealistic expectation that all writing again should sound like it was written by a native speaker.

And one way we see this play out is when we allow very small errors to affect our ability to gain meaning from a text.

Two examples of this would be things like prepositions, in, of, on, at, for, or articles, A, and, and the. And these --

we know these are two of the very last things to be mastered by English language learners if they're ever mastered, that's the bad news, very complex, very hard.

Prepositions are idiosyncratic, not a set of rules that we can point people to, articles, there are rules but they're complex. And a lot of caveats.

But the good news, though, is that choosing an article different from what a native speaker would choose or choosing a different preposition, is extremely unlikely to actually affect the meaning of a text.

So this is something that will also talk about more in the last hour.

>> **DR. GIGI TAYLOR:** We will be talking in the last hour, strategies for addressing all of this, we only have five minutes left, so I will do my best here.

This is one of the biggest concerns for students. And one of the things that we train all of our students and encourage them to develop proficiency with and that is incorporating sources, appropriately, into their academic writing. For international students, there is a huge fear of plagiarism for a variety of reasons.

One, they're hit with the honor code, the moment of they arrive on campus, they are warned about the consequences of academic dishonesty, they are told that they must have academic integrity, and the honor system does international students are overrepresented in the honor system. For both deliberate and reckless plagiarism and none of us are so naive to claim that students don't cheat. There are students who cheat intentionally, deliberately, they copy for a variety of reasons. And we can get into that another time.

But most of the time, in our experience, the plagiarism or the misuse of sources, I prefer to say, is wholly unintentional, it is the result of a lack of experience in integrating sources appropriately. It is the result of limited proficiency in the strategies used to incorporate sources appropriately. And lack of experience in doing that.

It is also the fact that there are complex citation systems and I've taught a lot of undergraduates who complain, why can't there be one citation system, why can't everybody use MLA, that's what I learned in high school.

That's not the way it works, every discipline has their own preferred way of using citations, and there are a lot of components to that. Where does the period go? What's italicized? What's capitalized? How do you write somebody's name? All kinds of things. But it's a complex set of learned skills, the mechanics of citing something are, but also, the mechanics of transforming and fairly representing someone else's idea. And incorporating that into your writing in a way that the writer would recognize and approve of that the authorize author would recognize and approve of, in a way that fairly -- in a way that distinguishes between their ideas and your ideas and their words and your ideas.

It is a very complicated thing to do. And we're going to talk some strategies a little bit later on about that.

So I know we're come the ended of our time now, so I think we will stop right there, and open it to questions. We've got about ten minutes or so. Somebody put into the chat how do I ask a question, could not type in the Q & A. Could one of the facilitators --

>> Already done.

>> **DR. GIGI TAYLOR:** Great, awesome, well, thank you.

Well, I thank you all very much for your kind attention.

I'm going to stop sharing my screen right now. And we'll just open it up to any questions that you have. What are tips for not completing minor errors with major errors when giving feedback on written assignments, this is a wonderful question and we have an activity in the third portion of today, it's essentially, training yourself to read through a written accent. So just as if, say, like speaking to you, you might to yourself say, oh, she's funny accent but you would listen to me. And you

would notice that I just had some grammar mistakes. And I did mispronounce things and I'm sorry for the bad accent but just to exemplify, you heard me, and you listened to me. You noticed that I had the accent. But you listened to the content of what I was saying, and you were probably mentally responding to what I was saying. The same thing is true in writing, you're going to find a lot of minor errors that you might notice. But are not going to truly impede the comprehension, but it takes practice, we have an activity in the third portion of today that gives you some practice and exemplifies what we mean by major errors and minor errors so, essentially, just ask yourself the question, do I know what they mean? And if the answer is yes, keep going. Even if you have to work at it a little bit, but if the answer is no, I have no idea what this idea is, that's a place to give your attention and ask some questions to the student. To help them clarify their thinking or write down you mean this or do you mean this?

If it's ambiguous or if you can interpret it a few different ways, share that reader reaction with the student. A great question.

>> DR. WARREN CHRISTIAN: We've got a related question, should instructors clarify the difference between minor and major errors in a syllabus, if so, how? This is also something we'll touch on in the last hour. But I mean, for me, personally, I don't know if I would feel the need to put it in the syllabus, but what I might more focus on is what's the purpose of each assignment? And that's something that we'll talk about at the end, because for different purposes, you know, having -- having it be as error-free as possible may be extremely important if I'm applying for a job and write aing cover letter, I don't want any errors at all. And a single error would be -- would be devastating, I just don't want it in there. And if I'm writing a reaction paper, meant to demonstrate my knowledge or engagements with an idea, then some errors may not be an issue at all and might be able to clearly demonstrate my knowledge, even if there are small errors.

And this is something like, that we'll talk about again later, this is where giving feedback for major errors where meaning is impeded, I can't tell what the student is trying to say. Absolutely, we need to ask questions about, that's something to interrogate, something to talk about. For minor errors, again, thinking about what's the purpose of the writing?

Is it important for it to be error-free? And if so, like what are -- we'll talk about what are some strategies, how can we help support that student to get it there? But, yeah, so this is something --

so I would certainly let --

talk with students about what the purpose is and what the expectations are.

Rubrics, seem like quite helpful in this.

>> **DR. GIGI TAYLOR:** Yes, I was just going to chime in, you have a rubric. And if you do decide that you're going to count for mechanical issues, grammar, mechanical, spelling, punctuation, that type of thing, you a lot the number of points that you believe are reasonable for the value in the context of the entire assignment, and the purpose of the assignment, and once the students have lost all of those points, they have lost all of those points. So they may lose all of those points on the first page and then get over it, pay attention to the other things.

The question that Suzanne NA, a lot of group work and group learning at Gillings, any specific tips on how to support international students with group projects, and I see a note that you would like to answer this question live, does that mean that you want to chime in and say something?

Or that something else is happening behind the scenes?

>> Behind the scenes, just monitoring it.

>> **DR. GIGI TAYLOR:** Great. Great.

>> No problem.

>> **DR. GIGI TAYLOR:** No problem.

We are going to talk about this in the third portion, and I am really happy that all of you are so interested in the strategies for this, because we can do it. Very briefly, though, you can just slow down, slow down a little bit in your own talking, and help the U.S. students or the native speakers of English, to become sensitive to the fact that not everybody in their environment can readily understand rapid accented idiomatic speech. You and model, clarifying questions, you can model requesting input and you can model rephrasing something to check your own understanding of it. Just recast what you believe that you heard from the students.

And then wherever there's an error, they can target that.

There are all kind of ways to include like assigning roles in a particular group. Like somebody is going to be the note taker, somebody is going to be the elicitor, a variety of things like that, but I think just modeling the behavior that you want, and just flat out saying we have a lot of international students in the group, let's include them as much as possible. And I think is okay. It doesn't stigmatize being international, but I'm very happy to hear from the panel.

And what they have to say about these things as well.

>> **DR. WARREN CHRISTIAN:** And just thinking about this group work, we've seen instances where an international student has worked really hard, writing on a group project, and then been completely devastated when another group may just totally change their writing and basically redid it. And so, just thinking of ways of like assigning clear roles, perhaps it's like who's going to write what? And again, thinking about the purpose of the writing, the purpose of the class, like, does this group project need to be written in standard edited American English?

Because that's going to be much easier for American students than international students. And again, thinking about the purpose is that necessary for the group project to succeed? And there might be some workshopping or talking, if students are going to be giving each other feedback, if they're going to be working in a group and reading each other's drafts and giving feedback, we're going to talk about ways to give a reader response that focuses on the content and focus more on my experience as a reader, than telling my group mate, well, here's what you need to do. Because that is just not really helpful, doesn't help the international student grow as a writer. And it's not really a great way of giving feedback, either.

>> **DR. GIGI TAYLOR:** Yeah. A couple of more questions coming in. Stay on the topic of group work for a second, the comment that Eileen immediate that international students typically do have extensive experience to bring to the class, and the group projects, that may not always be valued by other students in the group. I agree, it's very true. And I have actually had international students in tears in my office because they were explicitly told by one of their group members, you really don't know how to write, and took her work and completely rewrote it. Which devastated the student. And this student didn't know how to say anything to that student. Because she thought oh, well, okay, you're from here, maybe you know better what's expected. But what we did was work through some strategies to just describe the way that felt to the student. And then also to talk with the instructor about that. And fortunately, she had a very sympathetic instructor who did say, I would like to know who did what and I would like everyone to contribute to the equally, but also in our classrooms, I think -- I think Gillings does a wonderful job at helping students develop awareness of things outside of the United States. We regularly work with students who have to do profiles on issues in many of other countries and I think that's a way of heightening people's awareness and also validating and even eliciting student perspectives in a way that doesn't tokenize them, so if you're from Nigeria, you can't speak for all Nigerians, so but in your experience, what is this like? Or can you say some of the different concerns that you're aware of in your country?

>> Can we stick with that for just a second longer?

>> **DR. GIGI TAYLOR:** Sure.

>> Do you mind speaking more about how as an instructor, we can set the tone in the classroom, so that kind of thing doesn't happen quite so often to international students, wherein group work they're being devalued or having their work taken and reconstructed.

>> **DR. GIGI TAYLOR:** I'm happy to say that was one rare egregious example and I don't hear that that happens frequently at all. So I'm very happy about that. But I think that just explicitly stating, we are the Gillings school of global public health.

And one of the goals that we have is to expose you to experiences and perspectives, from people outside of the United States.

And to help you share your United States perspective and experiences with citizens of other parts of the globe. And so, let's enter into this in the true spirit of sharing and collaboration. You will find differences, you will find things that you don't understand, and those are wonderful opportunities to be curious and to learn. And I think stating it explicitly, that everybody is a learner, that everybody has something to share, equalizes the playing field between the native U.S. citizen English speaker in their home academy, and those from outside.

>> DR. WARREN CHRISTIAN: And also might just be a -- thinking of ways to try as much as possible to kind of internationalize the curriculum, I mean, the American healthcare system is just wildly complex, you know, having done it for, you know, been -- seen doctors for all of my life, I still have questions about insurance, and all of that stuff, and for someone from the outside, it's -- it's, you know, can we -- is there space to not only talk about the American medical system, but also, places in other countries where perhaps everyone will be unfamiliar and on an equal footing, whereas an American student has dealt with the healthcare system their entire lives and they have some notion of Medicare, Medicaid and private insurance and what all that is. Whereas, for an international student, this will likely be all new and very complex information.

>> DR. GIGI TAYLOR: I'm very quickly typing in and answering in the chat but I'll say really quickly, before we wrap up, that the question is what types of things do you recommend program directors send in advance so students have an idea of the type of reading and writing expected?

I and I think the minimum you can have do is have course descriptions and syllabi that have reading descriptions published, if you have links to the articles that don't require a library subscription, because students outside of the country may or may not be able to have access to journals, etcetera, but giving a sense, as much as possible, before they arrive could be helpful and I would also be curious to hear from the students what would have helped you prepare when you come in. So I know that we are right a minute over time, so I thank you very much for your kind attention and I'll turn it back to you, Adrial.

>> DR. ADRIAL BRYAN: Thank you very much, Gigi and Warren for your very informative presentation, I'm so excited to see the number of questions and responses going on. We are going to take a five-minute break, when we come back, Gigi will moderate the international students panel and we'll hear from the student themselves. So we will see you all in five minutes. (Recording stopped)

(five minute break)

.

>> **DR. GIGI TAYLOR:** I'm going to allow them to introduce themselves, and just for convenience, I'll call on you, going across my screen, to eliminate the awkwardness of who's next, (laughs) and I will ask one of the questions and call on the students who have volunteered to answer that. So Student 1, start, please.

>> **Student 1:** Good morning, everyone, my name is Student 1, Global Health concentration, and I'm an international student from Country 1, I'm excited to be here.

>> **DR. GIGI TAYLOR:** Glad so have you. Student 2.

>> **Student 2:** Hey, good morning, so I'm a second-year doctoral program at Gillings for epidemiology, and my track is -- (Inaudible) and I'm from Country 2. So nice to see you all. Glad to speak with everyone.

>> **DR. GIGI TAYLOR:** And a native speaker of Arabic.

>> **Student 2:** Yes.

>> **DR. GIGI TAYLOR:** I want to get everybody's languages in here.

>> **Student 2:** A native speaker of Arabic.

>> **Student 1:** native speaker of [non-English first language].

>> **DR. GIGI TAYLOR:** Good morning.

>> **Student 3:** My name is Student 3, second year PhD student. My native language is Spanish. Thank you all for being here today.

>> **DR. GIGI TAYLOR:** Great. You're welcome. Student 4, good morning.

>> **Student 4:** I'm Student 4, from Country 4 and I speak [non-English first language]. I have been an international student [in a PhD Program at Gillings].

>> **DR. GIGI TAYLOR:** Student 5.

>> **Student 5:** Good morning, everyone, I'm an international student from Country 5, and in the MPH program. Practice concentration is I'm also the President of international graduate student association and my native language is Spanish.

>> **DR. GIGI TAYLOR:** Wonderful.

Student 5, you're cutting out just a little bit. So we may ask you to repeat something, occasionally, but it wasn't too bad. Just so you're aware. Good morning, Student 6.

>> **Student 6:** Hi, my name is Student 6, came to UNC last year, so I will be a second-year MPH student in the leadership and practice concentration, I come from Country 6, so my first language is Mandarin.

>> **DR. GIGI TAYLOR:** Welcome and Student 7

>> **Student 7:** My name is Student 7, and I'm from Country 7. And I'm doing Ph.D. in nursing, so since 2019. So yeah, almost a four years for me. Nice to see you.

>> **DR. GIGI TAYLOR:** Great to have you all here. Our first question is how does the transition into the U.S.

impact overall mental and emotional health for you as students and Student 1, would you start?

>> **Student 1:** Sure, Gigi. So I'll describe the U.S. as a very overwhelming place, and I say the general feeling that comes with moving here is excitement first of all and gets in here, kind of hits you like a truck.

It's also a very fast-paced world, so you barely have any time to sort through these feels and the transition makes quite an impact on the mental and emotional health of students to be honest, there's a lot of adjustment that needs to be given, given the culture shock, the different academic system, and feeling home sick, one thing that I personally experienced was sort of language barrier and although English is my country's official language, my native language is [non-English first language], my accent is different and people had me repeat myself multiple times or just misunderstood me, which made communication kind of difficult and I didn't have enough time to adjust before jumping into the academic scene, I'm pretty sure my stress levels became high and I felt unsure most of the time. Fortunately, there are resources in place, people really are good to help you.

>> **Student 6:** Learning curve this time, isn't so bad, that definitely -- I called the concern of the cultural shock being in America for the first time.

There is this big self-perception, I feel to the international student in their home country can be very capable in the social and academic environments and those capabilities can be suppressed when we became the cultural aliens coming into US. Sometimes we may spend, you know, twice amount of time and energy to do things, both inside of school and outside of school and that time dependent plus the self-perceived limitation can be very overwhelming and then we become quieter and isolated ourselves. And that's a just big mental challenge overall.

>> **DR. GIGI TAYLOR:** Student 4?

>> **Student 4:** Yeah, I feel like I definitely echo both what of you already said, I feel like I feel a lot of like, you know, stress and isolation and like at the -- two things I want to add is like, I'm not sure you guys like feel during American holidays, my first semester, when, you know, like, there's a holiday. And everybody is like, went back home. And, you know, the campus is almost empty, and I was like, well, where should I go? I don't have family here.

And so I just feel like yeah, luckily, I got friends, that brought me to their families, you know, and have dinners with them, I feel very fortunate to have that kind of friends and I feel like not everybody has that experience.

You don't know where to go during the holiday season, makes me feel isolated. And other thing I want to add is like, you know, I think it's not just happened to me, but like, some international student I'm friends with, when we have like mental health issues or struggles during study here in the U.S., sometimes like we tend to not

share those issues with our families, like parents and like aunts and siblings at home country, we don't want to burden them and some of them cannot help, right? If you tell them the issue and they know that, they are not capable to help you. Just like, I think -- it's important to both sides.

Yeah, some of us need to turn to like alternative like, you know, social support and like other -- looking for other services. Yeah, I guess it's just like wanted to acknowledge that. Because of the distance, sometimes like, you know, creates barriers for us to reach out to them for help.

>> **DR. GIGI TAYLOR:** That's a very nice segue into the next question. What are some of the resources that can aid students living here in the U.S. and Student 3, I'll ask you to answer that first.

>> **Student 3:** Yeah, I think that before moving to the U.S., it would be very useful for the school to connect students with other people who can guide them to different campus and community resources. We usually receive some important information through emails that describe the various resources available at the university. However, I don't believe that emails alone are sufficient. We need to connect with someone who can directly help us better understand these resources. For example, in Gillings, there is a buddy program that I find very helpful, but I needed assistance from another student to navigate it. However, not all students can connect with these buddies, so I believe it is crucial to offer students the opportunity to connect with student associations. For instance, we have created a group called "International Student Association," where students who have experienced the same challenges can assist others in navigating the environment. Additionally, during the program, it is important for professors to be accessible within Gillings, but it would also be beneficial to tap into the broader network of resources.

>> **DR. GIGI TAYLOR:** Moving on to the next -- what are the challenges of learning in your not native language, the use of English in the classroom, the administration of in-person exams, and etcetera.

>> **Student 7:** From the presentation earlier, I want to share some of my personal experience, so I found it a little bit -- a little longer time for me to translate two languages in my head before I can communicate in speaking and bringing in the classroom, because sometimes the language is used in the classroom is more complex than every day language. And the one thing -- and encounter was reading old books, and familiar terms and sometimes really challenging for me. So I took like an extra time to search for some like other resources that people have summarized all like, the consent that I can't easily understand it.

The discussion in the class that I can also like clarifying and like if I understood correctly in a class, and another skill that really is important is writing, that I just

want to say that working with the writing center has always been helpful for me to go through this program, especially with writing for my dissertation.

>> **DR. GIGI TAYLOR:** Thank you very much, Student 7, we have loved working with you, too. And Student 3, do you want to answer this question as well?

>> **Student 3:** Yes, I agree with what you mentioned earlier. I believe that one of the main challenges when learning another language in our own countries is that the way we learn is completely different. We learn complete phrases with perfect grammar, but when we come here, the way people speak is completely different. The professors speak quickly and may have different accents. The structure of English is different from Spanish, and it takes longer to understand and formulate responses, especially when reading exam questions. Expressing ideas in a non-native language requires more time to construct the sentences in our minds. So, achieving the same level of precision as a native speaker can be challenging. This can create a lot of stress and anxiety during presentations or exams.

We are smart people, capable of learning and living in two or more languages, but we are not in the same position as our native English-speaking classmates.

Therefore, I believe it is necessary to provide adjustments and support to ensure that we can study under the same conditions.

Just like leveling the playing field before starting a game, we should strive to create policies or strategies that support all students equally, don't left the decision in the professors' hands because it might be difficult for them.

>> **DR. GIGI TAYLOR:** I agree with you on that and I will say more about that in the strategies section. Student 4, you wanted to answer this question.

>> **Student 4:** I have a lot of points to add. My experience all the time. I guess just maybe one thing happened to me, was like just in addition to, you know, challenging writing and reading which takes a lot of time and creates a lot of like extra burnout on top of, you know, already like very stressful life being a graduate student. I just want to acknowledge that I recall that, you know, in my first semester, my first year I had a very difficult time to really speak up in front of the other people. Like, you know, academic or professional settings, sometimes I know what I want to say but I have a lot of concern, do they actually understand what I'm trying to say? You know, sometimes I need to take a lot of like mental preparation, like, I recall there was like one course particularly, my first semester, graduate school, I even wrote out the questions and comments before the class, so I can be, you know, more confident, capture the space for myself. But, you know, a lot of times I would not speak in the class because I still feel like I'm not ready, I'm overprepared.

I guess I wanted to acknowledge that and I wanted to say, you know, probably like, if you have like, you know, speaking to some instructors here, if you have some international students in your classroom, and you feel like they are quiet, or like, shy, maybe they have a lot of great ideas, in their brain, just don't know how to frame that to the class. So just check in with them.

>> **DR. GIGI TAYLOR:** Great. Advice. Great advice.

Moving on to the next question, Student 5, I'll ask you to answer this, how does the American classroom differ when compared to classes in your home country? Could be grading scale, the academic calendar, the course structure, the classroom conduct, writing styles, whatever you think is most important. Just given the amount of time that we have left and the number of questions that we still have, yet to go, don't give a comprehensive answer.

(Laughs) but people can follow up with you if they want to.

>> **Student 5:** Yeah, there are different differences with respect to the international classes, specifically I want to share two aspect, first, the grading scale, for example, in Country 5, more numerical rating from 0-100.

So first, it caused me a bit to understand the evaluation method but you adopt to that part. And perhaps the most important based on the course structure where we are asked to do a lot of essays, a lot of paper is the writing style, as they -- as my other fellows students has said, my experience has been the main challenge from the beginning, (frozen) (Inaudible) aspects. One of them, again, is the writing group, which for me has been a great difference. To really adapt to this transition of how to providing the best way possible, yeah, here, is one of the things that they are grading. I also believe that the teachers have become more aware of these challenges for international students. But of course, we need to continue reinforcing these strategies to facilitate the transition to this kind of courses to put us in the best position to succeed.

>> **DR. GIGI TAYLOR:** Student 7.

>> **Student 7:** I can focus on the classroom environment because I did that grad school in Country 7, but the international program, so we used English in the class. But at that time, we had only a student from Asia -- Asian countries like Country 7 and others and everyone used English as a second language, compared to the Ph.D. here in the U.S.

That, yeah, so I -- I have some like -- I have noticed some differences, at the time, I was not really nervous to be in the master class because I feel like, yeah, we use the English as a second language and we try to understand. So but I just want to say that communicating with native English speakers, sometimes, made me feel more nervous, I know that most people want --

I want to let you know that that feeling is there, especially when I first moved here. And other than that, I don't -- I don't think -- see any other differences because we usually use the discussion as a -- the main structure.

But one thing that I found really challenging for me is switching between the metric and the Imperial system for measurements here in the U.S.

And also, I remember one time the first time that we were here, one of my friends from [Asian country], we asked about the size of the paper. That you use here.

Because we use A4 size in Asia, so here, I guess they use the U.S. letter a little smaller, so that's a different system I've encountered.

>> **DR. GIGI TAYLOR:** And those tiny things can make such a difference, right?

(Laughs) Student 2?

>> **Student 2:** Yeah, I think one of the things that is probably to me was a little bit different, I had previous graduate program in U.S., and this is my second graduate program in the U.S., but when I'm comparing this to where I have my previous degrees, it was a bit different in the sense that the U.S. culture and classroom is mainly focused on critical thinking and trying to find solutions and practical aspects. And one of the challenging things that I find for myself as an international student sometimes some of the examples and the practice experience that we are exposed to -- supposed to be like, you know, expressing or discussing in classroom, are mainly based on the U.S. context. So I may not know the full aspects of the points to discuss, like, I can definitely think critically about it, but I don't know the whole aspects of this problem for example.

Or I haven't seen it. I haven't studied this in my high school. Or in my previous, you know, like academic studies. So that seems to be the challenging part for me is like, it's --

it's something was an example was in the U.S. Context, or culture. And it might be useful if we can have like, you know, like more broader or a global or a wide spectrum, you know, like topics where, you know, like student can engage in the process because the idea is for them to critically think and solve a problem, regardless of what is the problem. So that's one thing that I kind of always was like - it helped me -- it helped me the students expressed that, you know, if I have to think about this ahead of time, like, if I -- if I got this exercise to do in class, my thought process is not as clear as if I tried to prepare for it like a day before so I can, you know, like think with myself and get my background knowledge of how to think about it. So that really makes a difference, yeah.

>> **DR. GIGI TAYLOR:** Great.

Student 1?

>> **Student 1:** Yeah. Thank you.

So I think that everyone has really mentioned already mentioned everything, like when I noticed was a difference in the classroom conduct, so for instance, we don't use phones or computers during the lectures, when my first class in the U.S., I was ready with my pen and paper to start writing and everyone pulls out their MacBooks, wait, what's going on? That was a little weird but that's fine. And then writing style was different, my first paper in the U.S., I didn't do so well, because I don't think I really understand how the rubric works, but they gave me a chance to rewrite the paper and I did so much better, so like back home, most grades are final, we don't really rewrite paper, so that was an interesting to learn. And I think once I understood the write style here, I became more comfortable and my class work improved significantly.

And like Student 5 said, the grading scale is also different and those are some of the major differences I've noted.

>> **DR. GIGI TAYLOR:** Great. Thank you, all.

And the next question is about faculty relationships.

And how is the relationship between the faculty and the international students, how well do you relate with faculty members at Gillings, and asking you to consider, are there anything -- is there anything that faculty members do that facilitates the better relationship for you? And Student 4?

>> **Student 4:** It took me a while to think through the question, it is such a big question.

>> **DR. GIGI TAYLOR:** Yes.

>> **Student 4:** And I just -- you know, I can only speak from my, you know, on experience and my observations. I think that in my personal experience, I feel in general faculty at Gillings and also in other schools, you know, with whom that I have interaction with, I feel like in general, people have like empathy with international student if they know your situation. But also feel like a lot of people don't have experience actually knowing any of those, you know, struggles and challenges, some international students may have. Like, for example, very common struggles would probably talk about that later, employment, it just like those are just like barriers and we have nothing about that to address. But some faculty may not know that and me they may suggest an opportunity, I cannot get those. I appreciate all the kind offers but sometimes like, you know, knowing there a lot of opportunities out there, but you're not eligible for. Is stressful. (Laughs) like for me. And I guess just like another thing that I've noticed that, you know, I personally would relate to faculties who have empathy or have willing to work with international students and I don't think that's directly related to the experience. Like sometimes you can tell from people's actions. They actually care about you. And they want to learn about you.

And I think that in my personal experience, like, I -- it took me a while to figure that out. I need to be more vocal about my needs and my challenges. And just try to like educate people.

(Laughs) like tell them like, you know, those are things that I -- I don't know what to do, and I need your help and a lot of times I think I received, you know, great support from like faculty. So yeah, and I just want to say, like, you know, for some faculties, I think that as long as you can like showing like, you know, you're willing to be in there for the students, students will reach out to you, it don't have to -- like have experience working with international students, in order to help your new international students, new mentees from other countries.

>> **DR. GIGI TAYLOR:** Great.

Student 1?

>> **Student 1:** I think overall the experience has been good.

And I'm used to more hierarchical or like professional relationship between faculty and students.

Over here, it's kind of casual. Like took me a long time to call their professors by their first names instead of their titles, you know, when they comment you do this, or -- I started doing that.

And I think that because Gillings is a global public health school, there's a lot of like research, traveling or working with diverse groups through the faculty members know what it feels like to be international for most of the time, so kind of makes it easy to relate with them. And I've also experienced some faculty members going out of their way to make this place feel kind of like home. My first experience was faculty member who invited international students to have Thanksgiving dinner with her family, so that was really, really nice. I think generally, the relationship is casual. It's cordial. And it's respectful.

>> **DR. GIGI TAYLOR:** I'm sure everybody is happy to hear that. I appreciate that. (Laughs) We've got three of you who have volunteered to answer this question. But I'm going to say if any of you would like to share more, even if you didn't sign up on the sheet, because I think everybody who's attending this workshop today really wants to know the answers to these questions. -- to this question. What are some of the effective teaching strategies or practices that you have witnessed faculty members use particularly around highlighting perspectives experiences, of international students? That in particular, but also, in general, effective teaching strategies that have facilitated your participation and your achievement in your graduate programs. So I'll ask you to start Student 7.

>> **Student 7:** I would say that my experience has been really positive here in the -- at UNC, I witnessed so many faculties that are really, really sympathetic and open to listen, listening to all of the students, especially like in the international students as

well. And I've seen some people using the one-on-one meetings outside of the class, so that to see if any students needs extra assistance. And I personally found it really helpful to use the discussion based class format because again, I like to share my experience and my perspectives, and it's also like checking with other -- other students that are understanding the material correctly. And I have -- also like another one is having -- having the team projects all like assignments, that where the students can help each other out and also like learn from -- learn about a different skills sets from each other. So that's -- that's what I found that it's really helpful for me and made me feel included in the classroom. So yeah.

>> **DR. GIGI TAYLOR:** Thank you.

Student 6?

>> **Student 6:** Thank you. I'm sure what I'm sharing --

Student 7 will echo with me, in the leadership program, and [professor] invited us to share our observations of the American classroom nature. You know, in the very first lecture. And that's like our first concentration core class, ever. Then our cohort joined in a small discussion of the social expectation in the classroom.

So I feel that [professor] gave us that opportunity to share our subjective voices. And then, we can see our responses fed into the later interaction with our peers and because they understand there is a cultural difference exist, in the practical term, then we have the opportunity to also like give us the assurance that we're granted with the flexibility that we need and it's all right if we're not performing at our best.

Although, the other side of classes like the core class is that when we're interacting with TAs, instead of the instructors, and when they have to grade grammar aspect, that can be a little bit hard to meet the expectations that we should be writing as native speaker, as Gigi said.

>> **DR. GIGI TAYLOR:** We're going to talk more about that in the next segment here.

Student 2?

>> **Student 2:** I think one of the in general teaching skills that I really like and our programs are kind of a hybrid way of teaching where we have to listen to certain small lectures and start working on some problem or exercise and then in the classroom, the time is the discussion around that. And I find this was really extremely useful. In the sense of enhancing, you know, like our critical thinking about different topics. And enhancing also participation of students. In class. The one challenging part was sometimes is many of the, you know, like as I mentioned earlier, many of the problems sometimes or the practice questions may sometimes reflect the U.S. culture. And it may not give an opportunity for the international

students to express on their own. So we have learned a lot of -- in the last few years when I joined the program, a lot, you know, impact of race, and ethnicity, and inequalities in the healthcare system and that is really very important and was very enlightening when we learned about it, that is happening in the healthcare system. And but like the international students are also coming from different backgrounds and different cultures. Own challenges and their interests. Which may differ a lot than the U.S.

perspective. And the contribution in the classroom with these kind of problems can give also a more in-depth dimensions to the U.S. students, to think about the world around them and see how with the -- I mean, how to solve problems and critically think about the different types of challenges. So I think that somehow that has to be integrated within, you know, like practice problems, discussions, so that, you know, like everyone in the classroom feels that they are fully engaged. And everyone is learning from different cultures. Yeah.

>> **DR. GIGI TAYLOR:** Very important. Does anybody else want to chime in with teaching strategies?

>> **Student 4:** Can I add something.

>> **DR. GIGI TAYLOR:** Sure.

>> **Student 4:** I didn't volunteer for this question because I have been away from the classroom, but one practice I love -- the professor's name, but we have like in my program, we have a lot of seminar course and, you know, very intensive reading and courses like class discussion.

And I think that they did one thing I feel particularly helpful is like, this ground rule of in the beginning, keep your discussion respectful of each and also this very specific practice, like at the end of the course, I'm sorry, like for each class sessions, they would leave the last like ten minutes or 15 minutes, just like go around, everybody, do you have like last word you want to say, or like, do you have any thoughts? So everybody will have that opportunity to share.

Sometimes like I probably I would struggle with like, you know, how I'm going to phrase -- frame my language and I probably missed the discussion time. Right? But I still have this opportunity to contribute. And I think that they allow like not just five minutes, they allow like ten minutes or 15 minutes so they there can also be like, you know, some discussion going on. So I just -- I very valued that practice. And I think that really helped my learning.

>> **DR. GIGI TAYLOR:** Thank you for chiming in. All right, this is the last of the primary questions and we've got about four minutes to answer it before we take questions from the participants here.

What are some of the challenges and barriers that international students faced post-graduation and how can faculty and staff better support students in finding professional opportunities after graduation? And Student 5, we'll start with you.

>> **Student 5:** Yeah, well, some of the main challenges are the professional decisions of every student. I know that a lot of us return to our countries. But also, a lot of us seek opportunities to continue to work in the United States. Where we face the challenges specifically with our immigration status, even if we are the F1 or J1, Visa, even though we have the OPT that allows us to work in the United States for one year, the processes with the OPT are strict in the time line. And also, in comparison with other programs where they have like this team OPT that allows not from the one year for two or even three years, to work, I know that the school is working hard to get that registration of the OPT, but currently a challenge for the international students.

Because if we consider that the sponsorship for many organizations is limited because of the process and knowing that we only have like one year of Visa that can be a big problem for us. Of our career. And another opportunity that we have is the networking with international students. This represents an important opportunity, it will be very useful to have the necessary means to connect with them and reduce the learning curve in the process. As well to find possible work and collaboration options with them, they already pass from here. So that will be very good asset. And really one way to support the decisions from our faculties, is to have the necessary means to reinforce information, for example, I know that this kind of information are given from us on the first day when we have a lot of information and we are still like in the process of knowing more about the University and the first classes and all of that. So to have that information for example, in the second year, in our last year, in the program, is when we will use it and will be more useful. And also, to have the faculty getting closer to us, they have a lot of networking connections, they know our interests. So to get closer with them, to seek possible future opportunities right now, we have it with our faculty mentors. But still, it will be a great way to face this kind of challenges that we may have control.

>> **DR. GIGI TAYLOR:** Thank you, Student 5, I love the idea of an international alumni database, and network, that's fantastic.

We are just at time right now. So Student 6 and -- I'd like to give you a chance to answer this question, but as soon as you do, we'll transition over to taking questions and if any participants have questions, you're welcome to put them in the Q & A and we'll start reading them as soon as we finish. Student 6, talk about the professional.

>> **Student 6:** Yeah, there's different job types where looking at Gillings, so researching university is one, community practice work is one, or like governmental

jobs. And governmental jobs can be slightly different because often they have to meet certain restriction of U.S. citizen.

But I think that the other two of research, and community practice can be planned. Even at the very start of our first semester. And that early start will definitely help us to navigate through the job application.

>> **DR. GIGI TAYLOR:** And Student 4?

>> **Student 4:** From the perspective of a doctoral student, I know I want to continue doing research, but I'm not ready to -- faculty positions, I'm looking for the specific like job title, which -- and I was like the very naive when I started this process, I will have my doctoral degree, probably will not have experience the barriers regarding my citizenship. But the truth is like, you know, when I searched for say -- I think (laughs) someone shaking their head, yeah, most of those -- I'm not sure most like all of them require like citizenship or green card and I don't have those. I feel very disappointed. And it took me just, you know, a lot of efforts to find like other opportunities. And also, like it took efforts from my mentors to help me identify those opportunities because they were also thinking, oh, this can be good training for you, Student 4, send me the information and we both found out -- I cannot apply for those things. So I just feel like it just like I think some of us are facing like, you know, additional like barrier in terms of like our academic development after this program.

And I think like from my experience, I think how my mentors and like other colleagues have helped me was just like, you know, connected me with people. Just introducing me with their networks. And, you know, sometimes like especially for post-doc opportunities, probably can just like have some informal conversation with other people. And you probably can identify opportunities or some PIs may be willing to create opportunities for you, if you're a good match with each other. And the other thing that I think, you know, faculty might help for their mentees, like listening, through their issue, right?

Probably like I think I probably said this before, like probably don't have like international mentees before.

And so like if you just like be willing to listen to your current mentees problems, you probably will find out like more issues, like, may occur to some students. And I think working with the current international mentees can actually help you to, you know, build good relationship with future international mentees. So just like show people that you care and you are willing to listen. And connect them with resources.

(Laughs)

>> **DR. GIGI TAYLOR:** I think that's wonderful advice. Show people that you care, listen, and connect them with resources.

Whether it's your professional colleagues, whether it's previous international students, if it is training opportunities, take a look at the eligibility criteria before you shoot that e-mail off, because nothing is worse than getting a wonderful e-mail that says this will be great for you, yeah!

no. And international students are not eligible, or there's no Visa sponsorship. It just -- it's -- guess what?

Not for you. (Laughs) There's not a question in the box but there's a wonder of comment, it says I want to just really acknowledge the amazing bravery and grit of our international students having to navigate and overcoming so many new and often daunting adjustments, so I say kudos to you all.

(Laughs) and now, there is something. All right, I'll read this first of all, thank you very much for sharing your insights and experiences with us, to help us better serve and meet your needs. I wonder if you feel celebrated and supported here? And if somewhat is the answer, what can we do better? I will throw that open to anybody who would like to jump in and answer because that was actually one of the supplemental questions, what can we do better to reduce the social isolation and help you feel like you are as valued members of the community as you are.

>> **Student 6:** I want to jump in and say, hi, our program professor. I wonder if it's feasible like, you know, classroom, to just give everyone a chance to talk and I guess that not only applies to the international students but the students who often not voluntarily speaking in a small group, but nonetheless, like, their perspective are very valuable, they just may hesitate, especially when we're cross-talking, I'm kind of like those persons don't know where to chime in when we have like five people talking at the table. And that may be one way to engage more conversation. conversation.

>> **Student 5:** Yeah, I also want to add, that this is my -- my -- very Latin-American, so maybe some of you are not -- do not agree with that, but for example, in Jamaica, when we have some international students in the classmates, the professor welcomes the student in the first class. Welcome to the student, we have a student from I don't know, Egypt and China this year, welcome.

They encourage the student to participate in the classes and also to share their experiences. I think that is very important here. In our global -- because our experiences, enrich experiences of the local students, too. So I don't know if that is comfortable for all of the students to represent the first time in the class. But at least for the culture, we work more continually -- very good moment to feel engage and comfortable to speak the rest of the year.

>> **DR. GIGI TAYLOR:** Student 2, you wanted to say something?

>> **Student 2:** Yes, regarding the questions, if we have -- I think that we do have at Gillings different types of support. And actually having this program today is

actually to voice us and, you know, like make us represent our challenges. And actually reflection of how the school is keen to improve the environment for every student at Gillings or at UNC. So especially in, you know, like trying to, you know, like engage everyone and seek opportunities to improve. I think this is a way we go, because we can always learn if we share our thoughts and our challenges. And try to find solutions for it. So building this network and I guess now there are like some new initiative for international associations for students.

And I hope this relationship will also voice more of the challenges and, you know, like provide also some suggested solutions where the school can coming to and the faculty as well.

>> DR. GIGI TAYLOR: I really appreciate all of that. I wish that we had more than two minutes to answer the question that's in the box now, so if anybody else would like to type answers, but I think it's important to get the answers to those questions about the challenges of funding. And finding scholarships and other opportunities for employment on campus or in the department. Whoever wants to jump in.

>> Student 5: I can jump in, based on my experience. It for me it was really challenging, the part of the funding. I think all of us can relate to that part. Being from a country that doesn't give like a lot of funding like Country 5, cross roads because one of the things that we are saying is that this school doesn't give a lot of -- or doesn't have like the funding for international students. But in speaking with my faculty before coming here, they were so supportive, connect with them, even though that we have that response of not funding, because there can be options through teaching assistant, research assistant, that can help to have -- but also maybe be the possibility to apply for example to the in-state tuition. There are some other options in the University that we can explore. But for me, the best advice, I would say is to connect with the professors of the programs so they can orient better about the only options, don't get with the -- only with the no or -- that is not possible.

Try to find that possibility and they open it from all of the personnel in Gillings is great related to that part because they understand the challenges that we have.

>> DR. GIGI TAYLOR: Thank you very much, Student 5, if any of you would like to add more to that, click on the answered tab, and post your answer to that question. I want to thank you all so, so, so much for sharing your insights and giving your time to help share your experiences and educate the faculty, really value your participate -- participation, so thank you very much to all of you, and Adrial, back to you, now.

>> DR. ADRIAL BRYAN: Thank you very much, and I also would like to -- echo my appreciation and thanks to everyone, Gigi and panelists, so much work. Sharing all of your experiences and insights with us today, very valuable, the experiences and

information that you have shared with us. Thank you, we are going to take a five minute break, we'll be back in five minutes, and Gigi and Warren will teach us some strategies for inclusive teaching and mentoring, so see you in five minutes.

(Five-minute break)

(Recording in progress)

.
>> **DR. ADRIAL BRYAN:** Welcome back, everyone. We are about to start our third and final hour for today's symposium session. And I would like to now turn it back over to Dr. Taylor and Dr. Christian, and yeah, let's go ahead.

>> **DR. GIGI TAYLOR:** My camera is going crazy, so I'll have to turn it off for a moment. You go ahead.

>> **DR. WARREN CHRISTIAN:** Great, so, thank you, again, to all of our wonderful international student panelists, that was so great to hear all of those amazing insights and I just want to thank them again for sharing all of that and for sharing their time with us.

And their thoughts, and I just feel so fortunate that along with Gigi, we get to work with our wonderful international students at UNC every day.

And it really just is couldn't ask for anything better than the students that we have.

And so today, we'll be talking about strategies, so we'll be focusing on strategies for supporting international students, a lot of those challenges we talked about in the very first hour, and some of the students panelists mentioned. We'll be talking about strategies to help students overcome those challenges and to support them as they're doing that. And I think let's see, Gigi, do you want to share our PowerPoint?

>> **DR. GIGI TAYLOR:** I will share, but before we get started on sharing that, actually, KI go ahead and I can share but I want to make sure that we take the temperature of the room, we always ask faculty this we work with these questions, so can you launch the poll now?

So please select, even if you've just studied high school Spanish for one semester or if you're fluent or wherever you are in between, please select the highest level that you could achieve in your foreign language, can you just words and phrases, if you go to the country, where the language you speak, could you get on the right train, get what you think you ordered for dinner?

Have a nice conversation over dinner, or if things don't go well for you at UNC, could you go to an equally prestigious institution and pursue your career in that language? So everybody answer that one, two, or three?

And I can't see the -- I can't see the results. So somebody else can end the poll.

>> We are about 60% of the way through participants responding.

>> **DR. GIGI TAYLOR:** Okay, thank you.

you.

>> We'll give it about ten more seconds.

>> **DR. GIGI TAYLOR:** All right, I think we can close it now.

And let's share the results with everybody. So they can see this as well.

>> Are you able to see them right now? I think it may be an issue, because I -- you're screen sharing right now.

>> **DR. GIGI TAYLOR:** Let me stop the sharing.

>> **DR. WARREN CHRISTIAN:** 60% of folks said they could do words and phrases. 27% could succeed at kind of some tourist activities, have a social conversation, and only 13% said that they could research, teach and publish in a foreign language. And at an equally prestigious university to the University of North Carolina, and the Gillings school, which is, you know, quite up there.

And this, I think a lot of --

I mean, the main point of this is just aren't our international students, amazing at what they're doing, is really spectacular and unique and, you know, we are talking about a lot of challenges today, but we want to be very clear that we do not want to be looking at this from a deficit mindset. But rather like look at all of the wonderful things that our international students are bringing to table, wonderful perspectives and ideas, and yes, so even though we will be talking about challenges and potential barriers and ways to overcome them, just acknowledging that what our international students are doing is quite spectacular, amazing and just reminding ourselves of all of the wonderful things that they bring to our classrooms, to our research, and all of that.

>> **DR. GIGI TAYLOR:** I would like to emphasize that we really genuinely believe that, that we have a very strong growth mindset here and but we work with students all the time who feel that what they get feedback on, almost exclusively, are the things that they're doing wrong.

Because it's easy to see.

It's easy to see those things that don't meet your expectations and you do feel responsible for providing feedback that is instruct IE and corrective and -- instructive and corrective and I support you in all of that, but to keep it in perspective for the things that they're doing in their foreign language, they're going to have mistakes in their speaking and in their listening comprehension and, you know, all kind of ways.

But they have achieved a level of proficiency that is remarkable. And I have to also congratulate you, the Gillings faculty, because 13% is the highest ever I have seen in 16 years I've been sharing this poll, and in all of that time, only 5 people have kept their hands up, so good on you. (Laughs) All right. Let's get to what we're going to do today.

We are going to cover these areas, we're going to talk a little bit more about cultural adjustment and academic concerns, specifically speaking and listening, reading and writing, we hope that we're going to provide strategies that you can use, to support your students who struggle in all of these areas and saved plenty of time at the end to discuss specific questions that you have.

>> **DR. WARREN CHRISTIAN:** And so, this, you know, one as all of the students said, there is a lot of cultural adjustment, happening when they first come to UNC, and one of the best things we can do is to just facilitate connections and community, where people feel free to ask questions and to learn more about the field they're entering, overall U.S.

culture, the culture at UNC, and from the panelist, it sounds like a lot of this is happening quite well at the --

at Gillings. The buddies program, so several people mentioned that, that sounds wonderful. But just so I mean, finding ways to expand mentorship and especially so mentorship with formal mentors, informal mentors, on faculty and staff, and also, connecting international students with more senior students and it sounds like a lot of that is happening. I really appreciated Rebecca asked a couple of questions about what about having a Canvas for international students? And what about connecting with international students before they get here?

I think starting to make these connections as soon as possible, before students get here, they have a lot of questions. I mean, it seems like something like a Canvas site where students can go to ask those questions and to get information, before they even get here. Could just be really helpful. Some students will make great use of it, some students may not. But at least having it there just seems like a good idea.

(Laughs) Yeah, great.

So outside of Gillings, there's a number of great resources, CAPS, counseling and psychological services, students can just walk right in, and they will talk to someone the same day. CAPS also has an international student support group that they run and CAPS has been trying to do a lot of outreach to international students to make them aware of what's available, and to provide that support. We mentioned in the last hour, global grads.

Through the graduate school.

This is wonderful colleagues in the graduate school who put on a number of great events and really do a great job of fostering a lot of these connections amongst international students.

International student and scholars services, ISSSS, within the last year, now, has a programming person, and Annie, she's wonderful and she's putting on all types of great events to build that community, they're doing things like working in the

gardens, going to UNC baseball games and just wonderful events for international students. And even their families.

Gigi and I run our own speaking group every Friday from 3:00 to 4:00, where we -- we do fun things like go to Fridays on the front porch at the Carolina inn, and also, sometimes try to tackle more serious topics like, guns, or race, and racism, in the U.S.

And so we encourage you to share this with all of your students. And lastly, wellness coaching. Provided by UNC student wellness is available to our international students and several of our folks have spoken very highly of the meetings that they have had with the staff at UNC wellness. So I want -- it sounds like Gillings is doing a lot of this but all of the different ways to get people connected and in community.

Both within Gillings and also outside.

And then, as our -- moving on to the academic concerns, talking first about speaking and listening.

A lot of our students said just how challenging this can be and that there really is a difference between the English spoken in their own countries and in the home, and the immersion of environment that they find themselves in when they come to Chapel Hill.

And it's really hard, especially at first, so one of the first thing to do is just to extend grace to your students, especially when they first arrive. And encourage them to extend grace to themselves. The first month, the first few weeks, can just be really challenging, again, people are talking fast, there's new accents, and it can be exhausting and discouraging. So just reminding students that all of the research says this will get better. You will improve rapidly, in terms of speaking and listening, the first semester is going to be the hardest. And as you put yourself out there, and engage in it more, it's going to get easier and easier, and reminding students that you've been here, a few weeks, a few months, and you're going to be here for at least two years.

Five, six, years, you're going to be here for a while.

(Laughs) know that it will get better, it will get easier.

So some things that we can do, just slowing down, moderating our speech, so this doesn't need to be quote unquote like foreigner talk, we don't like certainly not any baby talk, not trying to dumb anything down. But just making sure that we are not getting really excited and talking very fast in the classroom. That can be hard for anyone to understand, especially for those who are doing it in a second, third or fourth language.

We can also model inviting input from students. And to model that to our American students, and also, make sure that if we want to have discussions in class, that

we're starting from the very beginning. We know that if a student doesn't talk in the first class session, and they don't talk in the second class session, the likelihood of them speaking up later in the semester is going to be greatly reduced. So having folks introduce themselves, in the first class, and setting the expectation that we do want students to be involved and to participate in discussions from the very first class.

It's just really important, American students have been taught to raise their hands and to just asking any questions, saying anything in class is just highly valued.

From the time that they have been in kindergarten, for our international students, that may or may not have been the case, the idea of speaking up in every in-class session -- single class session is new to them.

And the linguistics that arising from that expectation, starting from the very beginning, in a large class, introduce yourself to the people next to you. And smaller classes, maybe even can give a full kind of introduction.

Giving students prep time.

This is several of our panelists talked about this.

So doing things like sharing slides in advance, if you're able to. So that the students kind of know what is coming in and can prepare. For American students, they might be able to just pick it up, the minute they get to class, no problem.

Coming up with things on the fly. But for our international students, having a chance to collect their thoughts, one of my very favorite kind of informal assignments that I did as a graduate student was I had a professor (name?) Has wonderful, moved on to -- I don't know where she is, Vancouver, I think, she would have us write down three questions for the readings for each class X we would have to have them written and we would turn them in at the end of class, and but she knew that each class period, everyone had these three questions. So of course, cold calling on students can be really anxiety provoking but if I have written down a list of three questions, can you share one of your questions? I have it written down here right here, that prep work that our student panelists talked about that was helpful, you can have all of the student dos that, and it's not helpful just to our international students, but helpful to all students, and it's also just a quick check to make sure that students are reading the materials, and engaging with the material, and you can let them know that these don't have to be super insightful questions, it can as simple as I'm not sure what this author is saying when they write this. That's a question, that could be help. Again to everyone. If there are going to be discussion questions, just giving students those in advance, to let them do some of that prep work that's necessary when doing it in a second language.

And then, just in doing simple things like enabling captioning, allowing the recording, if you have recorded versions of lectures already, can you share those

with the students? Can that be supplement material that they can look at if they want to. A few quick suggestions on how to facilitate the speaking and listening of our international students.

>> **DR. GIGI TAYLOR:** And I'm sure your student also be able to share more as well. If you ask them.

Moving on to reading now.

A lot of this is about awareness. Just as with writing in different genres, students are going to be asked to read in different genres, and disciplinary discourse varies.

People in economics write in a particular way, people in philosophy write in a particular way and they write different kinds of texts, so what are the readings that your students are going to have to do? What are the typical genres that they're going to read? Are they reading empirical research reports? What do those look like? What are the features? We'll say more about that in a minute when we get to writing but they have predictable features that are well-known to you. But maybe very new to the students when they come in. So very explicitly talking about the structure of the kinds of things that they're reading, what is the kind of information that is found in this? How is it organized?

What is the critical information and where is that found? As I said before, read the abstract and go straight to the end of the introduction.

Why? Because that's where the gap or the niche in the research is found. And then, the focus of this study.

Going to fill it. That's key information. You may or may not have time to read two or three pages of background literature review, although it's valuable and interesting, if you are taking that much time to read, it's helpful if you're told to be sure to read these things.

This is the critical part.

Read it all, if you have time, but don't skip this, read this carefully.

You can teach them. This is what we call reading surgically. Why are you reading? I was just talking about with someone yesterday who is in public health, whose partner is in public policy.

And we were talking about the difference in the things that are emphasized in the readings that they do. And this student from Gillings said that the methods were something that were very heavily emphasized in all of the classes that she took, and the readings, there was a strong focus on methodology. The person in public policy did not have that. So this is valuable to your students, tell them. The other thing, this jigsaw reading assignment is something that one of my graduate professors did that I thought was the greatest blessing on earth. She would assign six articles per class period. But everybody was responsible for skimming all six. Have a passing familiarity with all six. But one of them, you were responsible for reading in great

detail. And she would assign those to certain students. At the beginning of class, all of the students who carefully read article number one, got together. And we discussed the questions that she had prepared for the readings until we were all on the same page with article 1.

And then, she would mix the groups up so that there was a representative for each article in the new group. And we could share our understanding and when one person had read each article very carefully, they could share insights and it was a wonderful way of exposing us to a lot of reading material and promoting a discussion that helped us understand the articles in relationship to each other but greatly reduced the reading burden, so I --

I'm a -- testify for jigsaw reading assignments, if it's at all possible. And also just want to share the resources related to reading for wonderful colleagues at the learning center. Be aware that both the writing center and the learning center materials are primarily developed with an undergraduate audience in mind. And so the content of the examples is very clearly undergraduate focused and just move past that and pay attention to the strategies that are being recommended, and share these resources with your students. Because the strategies are appropriate for reader and writers at any level. So this is on the learning center website.

Under tips and tools, there's an entire column devoted to reading better.

So share that, please.

And now, on to writing.

>> **DR. WARREN CHRISTIAN:** Great, moving on the writing.

Similar to reading, genre becomes just incredibly important. So again, like we mentioned in the first hour, a lot of times there's an expectation, well, if a student reads enough journal articles, eventually, they'll be able to write their own.

They'll just kind of pick it up. But we know that that's not really -- it doesn't really work like that for most students and especially for students who have the added burden of doing it in a second or third language.

So one thing that can be really helpful is helping the students work through some analysis of different genres.

Let's make -- so the unwritten rule, the conventions, how do we make them clear?

How do we Mac a list of what we're seeing? What from are the moves, that different authors are doing in different genres and in different specific sections of a page? So when Gigi and I teach an academic writing class for graduate students or in different workshops, we have a workshop on introductions in research articles. And we rely heavily on this book, academic writing for graduate students, which is wonderful. And here, they talk about research article introductions, the CARS model, creating a research space.

So in most academic articles, we can see them follow kind of these three big moves in the introduction. First, establishing the territory.

What's known in our field?

What is the -- what other work has been done in this area?

What is -- what do we know, basically? And then, what's the niche that I'm going to occupy? What is still unknown?

And then, lastly, the third move, how am I going to occupy this niche?

What am I going to do to fill in the research gap? And then, you know, this is a model that works for a lot of different academic fields, but when we start getting more specific, we can start to see differences, like how long should this first move of establishing the territory be?

Generally, it's the bulk of the introduction, but how long is that? A couple of paragraphs or a couple pages?

Identifying the niche, like this move to, how is that done? Do we say, well, the people who did it before were wrong. They just totally got it -- they missed the ball. I'm here to correct it.

That's a very strong kind of move to. All the way to the other end to saying the work done in this has just been wonderful and I'm simply here to extend it into this new area or to update it, is one of those more common in your field? This is what this analysis can help students start to see. Another quick way to think about this from Andy Reyes, is the and, but, so model, we know this, and this, and this, and this, and we know this, but we still don't know this. So here's what we're going to do to answer this question.

So this is -- so looking just at the introduction, we can model for students, we can along with students, do some analysis to find out what the moves are in a certain genre.

And it doesn't have -- we can do this for all of the different parts of a research article.

And then we can expand this just beyond research articles, so when we're giving assignments, help students to see what the conventions are.

Like for example, a reaction paper is a really common assignment. Right? Like read this paper, read several papers, and then, write your reaction. This seems simple enough. But there's still --

there can be some differences.

Like, for example, should a reaction paper start with a summary? Or should we assume no, my reader here is the instructor, to they have obviously read the paper. I'm going to go straight in to my reaction to the reading.

How much detail do I need to go in? In a summary? Or how much detail do I need to provide? Do I need to be interacting with other texts in the course or outside, or

my personal reaction? So thinking about your assignments and seeing what the genre conventions are, within your assignments, and making that clear as clear as possible, to the students going into it. Giving model, model reaction papers that they can look at and perhaps do some of this analysis on their own -- analysis on their own. How long was the summary, how long was my personal reaction? They can all help get rid of some of the mystery for students and hopefully result in work that more closely aligns with what you would like to see. And then -- moving on to source use.

>> DR. GIGI TAYLOR: Yes, source use, speaking of interacting with the sources, and modeling, one of the things that we all have to learn in graduate school is the concept of writing articles, published articles, being part of a disciplinary conversation.

This is not something that I knew. When I started graduate school. I tended to see every article that was assigned to me as its own entity. There it is. Am I recognizing the names? After I had seen the author's name several times?

But I didn't really connect it to the network of professional colleagues that are out there, and so one of the things that we can do to help all all students, not just our international students to where I with sources is to help them see that writing is a conversation, that happens between people who are pursuing interests, usually along a particular line of inquiry or a particular topic that they have specialized in. And that they will ask questions, do work related to that, publish the answers and other people will agree with them. Other people will find those answers intuitive and that develops into a professional society, a camp, if you will. Or that it might feel the same way about things. Others will disagree and again, these are people. Who may I have different point of view, and so, this is all happening in just helping students see that this is a very, very social interaction that is happening out there, helps them understand that when we are citing sources, we are not doing it just to avoid plagiarism that when you write a paper, none of you include a reference to a source just to avoid plagiarism, you do it because you are aligning yourself somehow, aligning yourself or distancing yourself, from those scholars and these scholarship that they have put forth. So just phrasing it that way, will help international students and domestic students as well.

See that what they're doing as they read is listening in to a conversation, and what they do when they write is choosing how they're going to engage with the larger conversation.

When we teach students to work with sources, we draw heavily on the work of Dianne Pecorari, in plagiarism in particular. And she puts forward these three criteria that we try to teach students when they incorporate sources, give it the transparency test, is there the transparency test of the source, the sources are

correctly identified so that's the basic citation information, did you spell the name correctly, all that stuff. -- they're not just cherry picking something that fits your argument but you're actually fairly representing what the person said. And the final transparency is in the source of the language, is it clear? What language is from the source and what language is from the writer. And that's where it can be very difficult. Particularly students who are developing academic language proficiency have a tendency to paraphrase something, take an original sentence from the source, because I hear from international students all the time, I just can't think of a way to say this better. So I'm just going to say what they said. But I know I can't just say what they said. So I'm going to change it a little bit. And they might change some of the words or move around pieces of the sentence, where it still is fairly close to the original but different enough that it's not copied.

In our field, this is known as patch writing and is a strategy and a developmental strategy and it works for a while but it is not a good behavior. So we try to teach students to avoid patch writing. And we encourage them actually not to try to paraphrase at the sentence level. Why? Because paraphrasing is so hard. So hard. We say to students, you know, just put it in your own words. And it sounds like that's super easy and perhaps for native speakers of English, it is much easier than it is for non-native speakers, but in order to paraphrase at the sentence level, here are all of the things that students have to do. They have to first understand the meanings of the words and the sentences in the context, and they have to identify the technical vocabulary that cannot be replaced. And they have to identify the common vocabulary which cannot be copied in large chunks, or what can be replaced, they have to select the vocabulary and the grammatical structures to rephrase those ideas without changing the meaning and that's really difficult. They use dictionaries and thesauruses to come up with alternative words, but, if you have ever looked at a thesaurus, you know that it can be vast in the range, you know, if you look at the entry for love, how many synonyms, lust, compassion, there's all kind of stuff. But once they have chosen the word, then they have to integrate those paraphrases appropriately and grammatically into their own sentences and then they need to save the sources in the correct citation formats, this is incredibly difficult, and so the next time you hear yourself saying just put it in your own words, remember this, and for this reason, we encourage students not to paraphrase anything at the sentence level. But to read globally for the big ideas. Read for the big ideas. And then put the text away and imagine that you're explaining it to someone with much less expertise. Like a high school student. Or to an undergraduate or to your grandmother. So that you can distill the idea and you'll naturally simplify the language and put it in your own words, if you're teaching it to

somebody who's not in the field, after you get that written down, then you can work on fancying it back up again. In more academic language. So a strategy for you.

>> **DR. WARREN CHRISTIAN:** Great, so here, getting into kind of setting up the actual practice that we're going to do.

First, just thinking about why we are having students write in the first place? And during their college careers, and grad school careers, there can be a whole variety of reasons why we're having students write. And for example, for a course paper, it might be that we want them to demonstrate their knowledge of course materials, it might be that we want them to show that they can critically engage with the field. This they can critically engage with the other scholars. In our discipline. It can later in their grad school career, it could be that they're writing with the goal of getting published or writing with the goal of securing grant funding or they're writing with the goal of getting their next job or post-doc. Or getting into another grad program. The language that is necessary to do all of this is very different. And the amount of kind of errors that are acceptable for this can be very different. If I'm just writing to demonstrate my knowledge, a few minor errors are -- should not get in the way of that. If I'm writing to show that I can critically engage with the materials, again, a few missed prepositions, some missed articles, shouldn't have much bearing on that. If I'm writing to get published, well, then, it probably -- I should probably submit a version that's as error-free as I can get it.

And also, just more broadly thinking about the purpose of a course. Are we teaching --

are we explicitly teaching writing? Are we explicitly teaching English grammar? How are we assessing the writing for the purpose of the writing, and both for the overall purpose of the course?

And so that's kind of what we'll be working with next.

>> **DR. GIGI TAYLOR:** And I moved you along quickly, we're down to a few minutes left.

(Laughs) we especially want to talk about the idea of assessing errors in language, and in our feed, there's something called error gravity, how serious are these errors? There's low gravity errors, that are noticeable, but they don't impede comprehension. How gravity errors, these are the ones that seriously impede your comprehension and I like to equate these to driving down I-40, and you're going around the curve at Asheville and there's some gravel if the Lane on the side of the road, you notice it, you hope that it doesn't ding your car up, but you just keep right on going. You come around that corner and there's a giant Boulder in the road. You're going to stop. Or you're going to slow down, seriously and you're going the try to figure out how am I going to get around that thing and merge with all of the other cars that have come to a screeching halt? Those Boulders are the high gravity

areas and they deserve focused attention. The gravel, you might notice it but you keep on going, it doesn't slow you down and you don't complain a lot. So what we're going to do, next, is to give you some practice. Distinguishing or just becoming familiar with the idea of high and low gravity error, we've got two example paragraphs that we're going to share with you and there are a ton of low gravity errors in them. And there's one or two higher gravity errors and so, for this exercise, it might be helpful if you just close your eyes and listen, because the processing of accented English is easier listening, if you would prefer not to do that, and to read along with us.

Please go ahead. You KU tolerate a rot lot of error.

>> It is common to see mother working whether as teachers, doctors, or even engineers.

Their contribution to the world should not be a question anymore. By the end of the 20th century, there are a lot of women right movement give supports to working women.

However, there are also people opposed working mothers, one of their points is that working mothers will leave negative effect to the children. Is it true? Some people also argue the ability of mother who entered workforce. I at first also think that mothers are better not to work but after doing some research, by interviewing and reading articles about my mother, I changed my mind.

>> **DR. GIGI TAYLOR:** Okay, I'm going to move very quickly, you heard all kinds of small errors, a lot of low gravity stuff going on in there, but the two things that are really are a question, when you say some people argue the ability of mother, do they argue about it, do they argue for it, do they argue against it? That's a very critical point. In this paragraph. And so, that's the spice where I would ask a question, and then, about my mother, or not about my mother. That seems important. But what we see and people are sometimes tempted to do is this, where they mark all of the errors in the passage that they can see.

They're thinking, well, these students need to write proficiently and part of the reason that they're here in the U.S. is that they want to become highly proficient writers of standardized academic English. And so it's part of my job to do that.

That may be true, but think back to the purpose that Warren talked about, if the purpose is just communicate an idea, read through the accent, when it becomes a higher stakes document, then help them focus on the language stuff. Getting papers back that look like this. Is discouraging, and I have had students say to me, I don't think that the professor even read my idea. And I just don't feel like my thinking is valued T. Professor says, this is incredibly time consuming, oh! you don't have to do it.

That's the gift. You don't have to do this. (Laughs) All right, let me show one more example. I'm going to show you, there's another example but I want to make sure that we get to the last slide, this one is in your field, and a lot of errors, but just one sentence that you cannot really understand, it is highly vulnerable to developmental health such as depressive disorders for older adults population. I'm not sure what they're talking about. So that's where I would focus the question. And instead of wasting my time.

Marking all of these things up.

So real fast, and in the two minutes we have left, I wanted to tell you the model that we've developed that we call Pennsylvania oil. And I am drawing heavily on the work of Henry Reynolds for these point assignment organization interesting and language, it's our penciling and oil, so if you remember the map of Pennsylvania, this will help you starting at the top, ask do I get the point? The general point that the student is trying to make? And if that answer is yes, wonderful.

Move on. Does it match the assignment that I have asked them to write? And if that answer is no, then there is no point in commenting on anything below it. It doesn't matter how many mistakes there are, it doesn't matter if it's interesting, it doesn't matter if it's well-organized, it's not what you ask them to do.

If it does match the assignment, great. Do I detect some sort of organization? And is it interesting? How can I ask questions for development?

And then, finally, the question about language is how serious are the language errors? How much am I bothered by the language errors? And we encourage you to ignore all of the low -- ignore all of the low gravity errors, those will take years to develop, or if it's a high stakes error, they can work with you on the language.

Otherwise, limit your attention to the high gravity mistakes and hear the accent as they are working.

We're out of time.

Unfortunately, so what we're going to do is share the responding to student writing link with you, I'll share the other links and Warren, did you want to say one quick thing about the reader response?

>> DR. WARREN CHRISTIAN: This is something that we model in our writing groups with international students just asking readers to keep track of what they're thinking, what they're feeling, and what questions come up for them while they're reading. And this information is just invaluable to a writer, when I write something, it all makes sense to me. But when FWI Gigi reads it and says, I don't see how these two are connected or wow, this was really interesting and I wanted to know more or it dragged here, that's just so valuable to me as a writer and noting? That I can give myself, if we're not marking up the paper for grammar, these are the types of questions and answers that are typically just so valuable to a writer.

>> DR. GIGI TAYLOR: I am putting an answer in the chat. What about papers that are on file with the graduate school like a master's thesis, that's a great example of a high-stakes document. That should have refined language. I'm going to stop my sharing now. We are going to share our slides with you. So you'll get all of these resources. And more.

But I want to respect the time for all of the questions. So thank you for your kind attention. There's already a question in the chat to kick us off. And that is about chat GPT and how AI tools can be useful to our students.

And we have actually been talking to a lot of students about this, and a lot of our students are using it very responsibly and very helpfully and ethically and Warren, do you want to say how some of our students are using this.

>> DR. WARREN CHRISTIAN:

Absolutely, one of the coolest things about chat GPT is whatever it gives back to you is basically error-free. It does not -- its responses do not have GAM grammar mistakes, one of the ways that the students has been using this is they'll write an entire paper, and paragraph by paragraph, ask chat GPT, the you fix the grammar and what chat GPT does is it reproduces the paragraph, I have a student who had a -- I have thought there's about five small things I would change in this paragraph. We pasted it into the chat GPT, and chat GPT made the exact same changes that I would have made. And it didn't change anything else. And that's just -- I mean, I encourage anyone to try it. I think that's a great use of chat GPT. It's just like it is similar to using the word grammar checker or Grammarly, but honestly, I think it's better.

Using it for other stuff, of course, like asking it to write your paper, it's -- in my view, not so good at that.

And the this would not be a great use of it. But that to me, the grammar portion of it is just really exciting. I think that students and faculty should be aware of like the terms, and what exactly you're giving to --

what information that you're willing to let chat GPT have and what you would have for yourself, would you put your entire dissertation in GPT, --

>> DR. GIGI TAYLOR: Whatever you put into chat GPT is the property of chat GPT, it's important that you and your students are aware of that.

But our students know that they're not going to get chat to write their paper for them.

They are not cheating intentionally, but we have also seen students say, ask it, to help them, could you help me write a respectful e-mail to my professor asking for an extension? And chat GPT gives them a paragraph.

And that is really important to them because the politeness level is so difficult to navigate in a foreign language. And I don't consider an e-mail asking for an extension to be serious intellectual property. They can't send that to you. Okay. There is a question coming through. Are there resources or trainings available to faculty mentors to help us understand INTESH national students requirements just got an e-mail from ISS, to sign a form, I had no idea what it was or what I was attesting to. I feel like I probably made things harder for the student. Okay. Yes, I would say, first of all, the people at ISSS or international student and scholar services are really incredible teachers, and they work hard to help you understand whatever they have the bandwidth to help you understand. They're usually a little bit short staffed unfortunately but I think they're up to full speed right now. And first, I would check their website, there is a section on the website, information for departments, a lot of that is related to the departments that are sponsoring visiting scholars, with J Visas and they're I think that's what a lot of the attestation requirements are for. There -- the other things are for -- you heard a student mention OPT, optional practical training and curricular practical training, CPT is when it's part of the degree. That they have to go work somewhere off campus, but they get credit for it. They need federal permission for that. OPT, it's optional, related but not required for their degree. They require departmental certification. Beyond that, I'm not sure, but start with the ISS, website and then reach out to them.

Because they're really tremendously informative. All right. Next question. How can we navigate the territory between write a grammatically correct paper so use chat G-pT versus make mistakes and we'll work with you on how to write in this context, I guess it's a question about whether we're more concerned with product outcome or the learning process. Great question.

Great question.

I think as you become more comfortable reading accented writing for lower stakes assignments and even end of course papers, that will kind of go away. If you are transparent and you ask your students to be transparent, about how they're using the tools, giving them permission to use the resources that are available to them, because believe me, they want to write very good grammatical English that will be professionally respected when they go out into their careers, they want that, too. So I think navigate and negotiate with them as well but pay attention to their ideas first, in the Pennsylvania OIL, there was language in there, but it came after point, assignment, organization and interesting?

There is a time that it's appropriate to get to the language and to expect polished language.

It's not the first draft.

And it's not the course reflection paragraph, whatever. Warren, did you want to add to that.

>> **DR. WARREN CHRISTIAN:** I think chat GPT is just one resource among several.

>> **DR. GIGI TAYLOR:** Yeah.

>> **DR. WARREN CHRISTIAN:**

Potentially for something high stakes, hiring an editor, relying on a native speaker coauthor, when that's the case, working with your students when it -- if you have the -- if you feel very confident in your grammar and writing ability, which I think most folks I imagine do, then can you take on this work? I mean, do you have the bandwidth to do that?

That's a good question for yourself. (Laughs) but helping students to identify what the resources might be, whether it's chat GPT, a classmate, a colleague, or even an editor.

>> **DR. GIGI TAYLOR:** I'm going to put two things in the chat that we have mentioned. Put up on the screen, the link to the learning center's tips and tools, and then I also want to put in to the chat the resources that we have been working on to support graduate students, these are listed on the writing centers, tips and tools page, but also collected them here, specifically for graduate students. And just -- just the quick short story is the writing and learning center is located institutionally SNID inside of the office of undergraduate education, so naturally, that's where most of the resources go, but Warren and I work almost exclusively with international graduate students. And we do that through our English language support program. And this is not -- this is targeted at graduate level communication with these students. You've heard several of our wonderful panelists talk about the writing groups that we have.

And that is one thing that I hope that you will refer all of your students to, because the advantage of the writing group is that we can support them from the day they arrive to the day they graduate. And beyond. And they're getting a lot of support and we're --

we're working with them on the conventions of writing and the conventions of grammar, vocabulary, resources, all kinds of stuff. So and please contact us. We are happy to just continue to talk with you, we're so grateful to have been invited to do this workshop with you. And I hope that it is valuable, but also, just the beginning of our conversations. So thank you all for coming in and inviting us and sharing your time.

>> **DR. WARREN CHRISTIAN:** Thank you all.

>> **DR. ADRIAL BRYAN:** Yes, and thank you very much, Gigi and Warren for all of the wonderful foundation information you've given us and the strategies that we can use in the classroom. And again, yes, please feel free to reach out to the writing

and learning center, they are good people to work with. I want to thank our panelists for their time and sharing their experiences with us and their perspective, I feel like we have had a lot of good information presented today and I hope this has given you food for thought and good takeaways from today's session. Please join us tomorrow for module 3, the last session, we talk about the military, student -

-
military connected students experience and how we can best support them. Thank you to everyone for your attention today. Please also fill out our survey. This is helpful for us to know what you enjoyed and appreciated about today's session and maybe areas where we can focus or strengthen for next year. So thank you in advance for taking that time to fill out the survey. And we look forward to seeing you tomorrow. Thank you.

(Recording stopped).

>> **JESS ROE:** I want to add a note that as soon as you exit Zoom, you should get a notification for that same survey. And it will send out tomorrow morning. So please only fill out the survey once and we appreciate your participation.

(End of module 2 session)