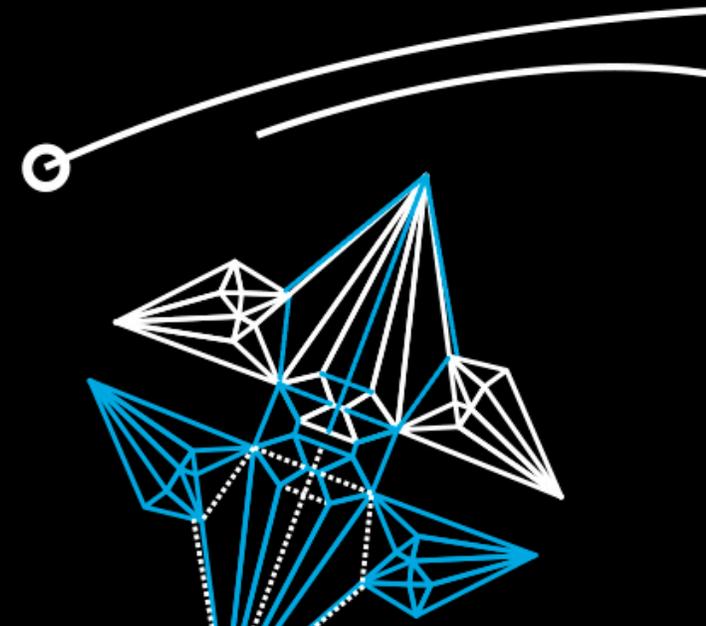
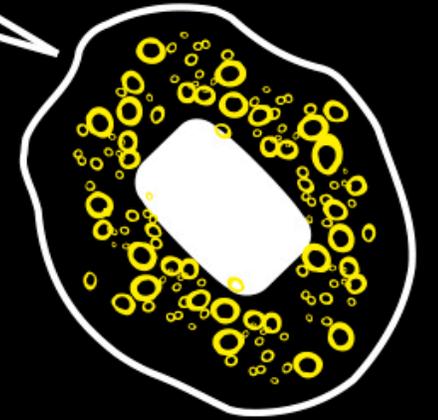


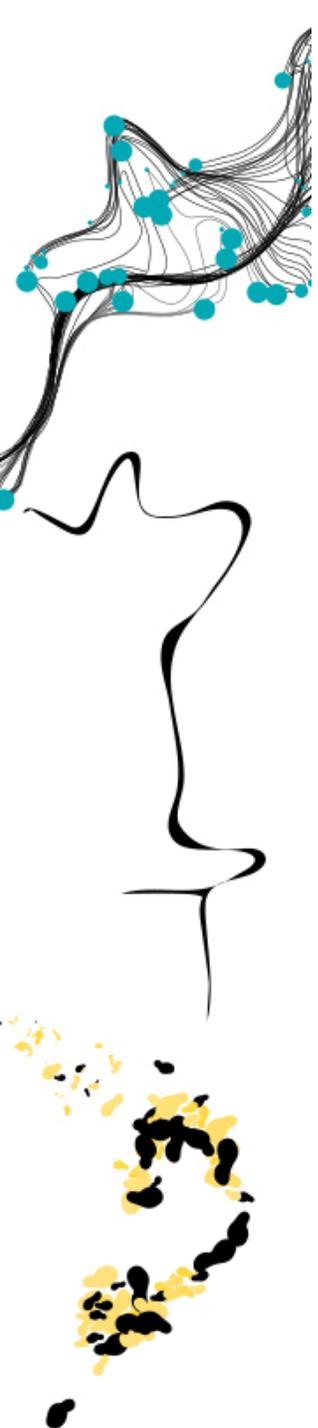
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# GROUP DYNAMICS IN THE INTERNATIONAL CLASSROOM

CHANTAL SCHOLTEN AND MARIE-JOSÉ VERKROOST

EDUCATION DAY 27 OCTOBER 2016



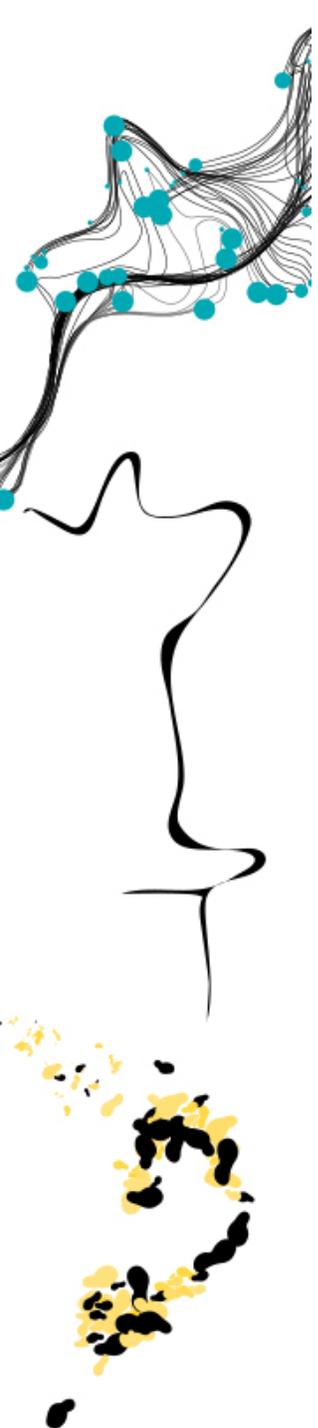


# FOCUS

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Dutch and international students do not mix automatically. When they are mixed and work together in a project, this will not always be successful.

- How can you stimulate students to mix?
- How can you support students working together in a project?



# PROGRAMME

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Setting the scene at programme level:

- Introduction on how to support students to mix
- Group discussion on what your programme is/could be offering to support this

How to deal with cultural diverse project groups:

- Introduction
- Discussion of a case or role play

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# SETTING THE SCENE AT PROGRAMME LEVEL

## INTRODUCTION

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# WHY DOMESTIC AND INTERNATIONAL STUDENTS DON'T MIX AUTOMATICALLY

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- Stereotypes of each other, prejudices
- Different ways of communicating
- Different expectations regarding education based on culture and experience
- Domestic students feel threatened when the number of foreign students becomes substantial (>15% ,Ward et al 2005)

# KINDS OF PERCEIVED THREATS

(HARRISON AND PEACOCK, 2010)

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- Real: Unsatisfactory peer learning experience and marks
- Symbolic: “Swamping” by unfamiliar others, attack on the leading alcohol focused student culture
- Intergroup anxiety: Absence of cultural reference points, language barriers, fear of causing offense and inadvertent racism
- Negative stereotyping: Lack of differentiation between individuals, special position of Chinese students, work orientation and language skills

# LEVELS OF INTEGRATION

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- Integration: Individuals or groups of individuals are interested in both maintaining their heritage culture AND having contact with people from other groups and participating in the larger community.
- Individual level – personal integration
- Community level – social integration
- Institutional level – structural integration



# RESEARCH FINDINGS

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- **Contact** has a positive effect on reducing prejudices and feelings of threat (Allport, 1954)
- Developing **empathy for others** is more important than **knowledge about others** (Spencer-Oatey et al 2014)
- **Belongingness** increases intercultural interaction and enhances study success (Glass & Westmont, 2014)

# INTEGRATION ENHANCING ACTIVITIES - 1

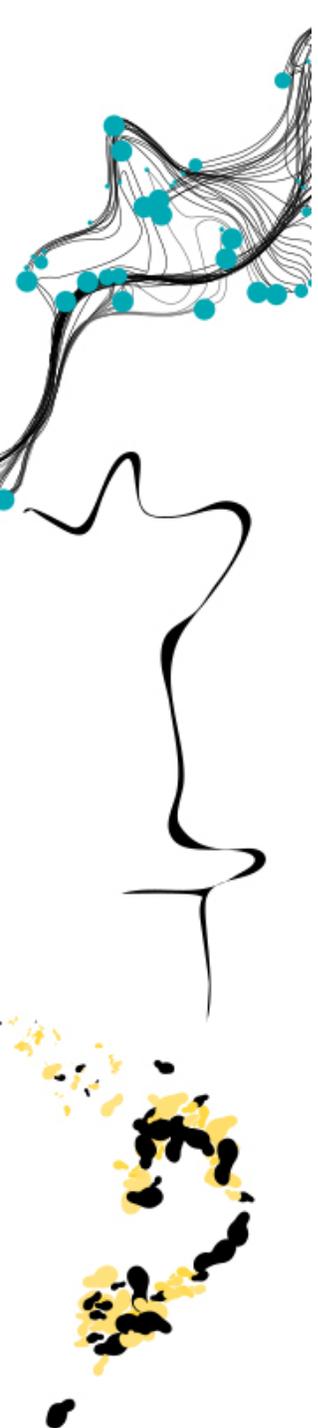
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- Getting student and staff sub-cultures into contact with each other:
  - Combined introduction programme for domestic and international students
  - Social events where cultures can be exchanged: international evening, international café
  - Create mixed student groups in projects and assignments
  - Buddy system
  - Involve the study associations

# INTEGRATION ENHANCING ACTIVITIES - 2

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- Creating awareness of cultural differences:
  - Workshop on understanding different cultures, intercultural communication
- Develop an international curriculum
  - Work on a shared view on teaching culturally diverse classes with staff
  - Prepare staff for teaching mixed student groups
  - Make the content of the curriculum international



# SETTING THE SCENE AT PROGRAMME LEVEL

## DISCUSSION

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Discuss in your group (10 minutes):

1. What is your programme doing to stimulate domestic and international students to mix and what are its results?
2. Which possibilities do you see for enhancing the integration of international students and staff in your programme?

# CULTURAL DIVERSE PROJECT GROUPS

## INTRODUCTION

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# FOCUS

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In the Twente Education Model, students work in project groups. These groups contain students from different nationalities. How can you make this successful as a teacher?



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# PROBLEMS ENCOUNTERED BY STUDENTS IN MULTICULTURAL GROUP WORK - 1

(POPOV ET AL, 2012)

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***Cross-cutting challenges*** for all students:

1. Free riding
2. Insufficient English language skills
3. Students not communicating properly
4. Group conflicts
5. A low level of motivation

# PROBLEMS ENCOUNTERED BY STUDENTS IN MULTICULTURAL GROUP WORK - 2

(POPOV ET AL, 2012)

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## ***Culture related challenges:***

1. Different styles of decision making and problem solving (consensus seeking vs top-down)
2. Different ways of interacting (low context vs high context)
3. Different styles of complying with supervisor's guidelines (egalitarian vs hierarchical)
4. Different styles of conflict management (confrontational vs avoiding confrontation)

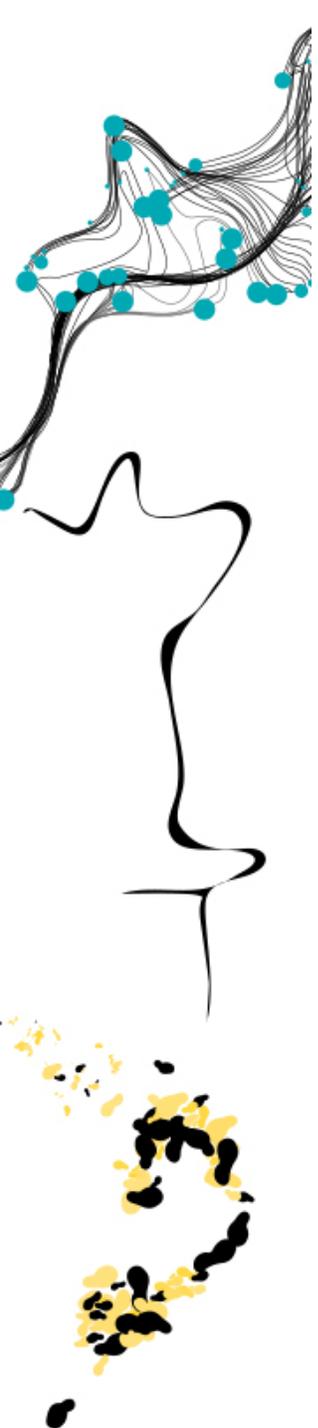
*The explanation of these challenges is based on the dimensions identified by Erin Meyer in her book *The Culture Map* (2014).*

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# WHAT IS IMPORTANT TO DO

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- Create a mutual understanding and common ground for group goals
- Design group tasks that are relevant and interesting for all students
- Provide time for students to get to know each other and define a way of working together/Create a safe environment
- Create balanced groups
- Think about the reward system (assessment): group and/or individual
- Provide opportunity for reflexive and constructive discussion on the group work process



# CULTURAL DIVERSE PROJECT GROUPS

## CASE

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- Case of a multicultural project group (Chinese student in a group) that can be discussed or simulated via role-play.

OR

- Bring in your own case to discuss.

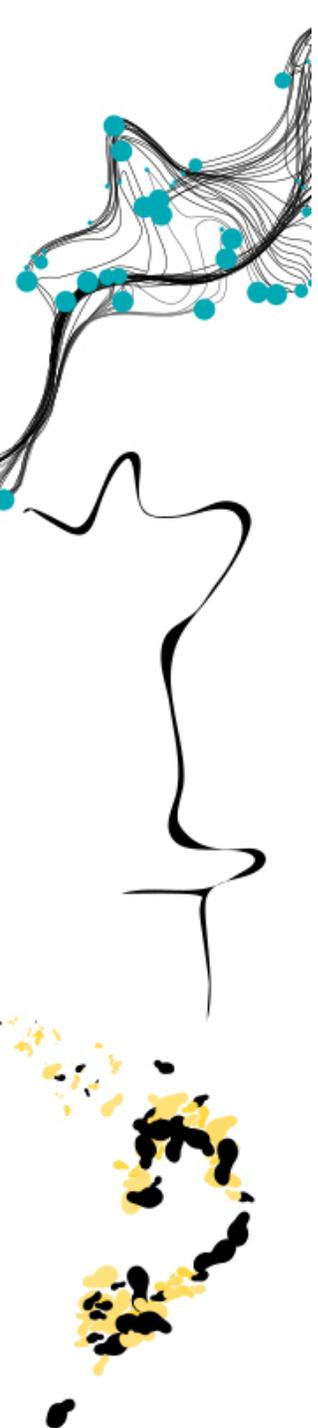
# GROUP DYNAMICS IN THE INTERNATIONAL CLASSROOM

## REFLECTION

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- Take a few minutes to write down 2 things that you want to remember or use in your education from this workshop.

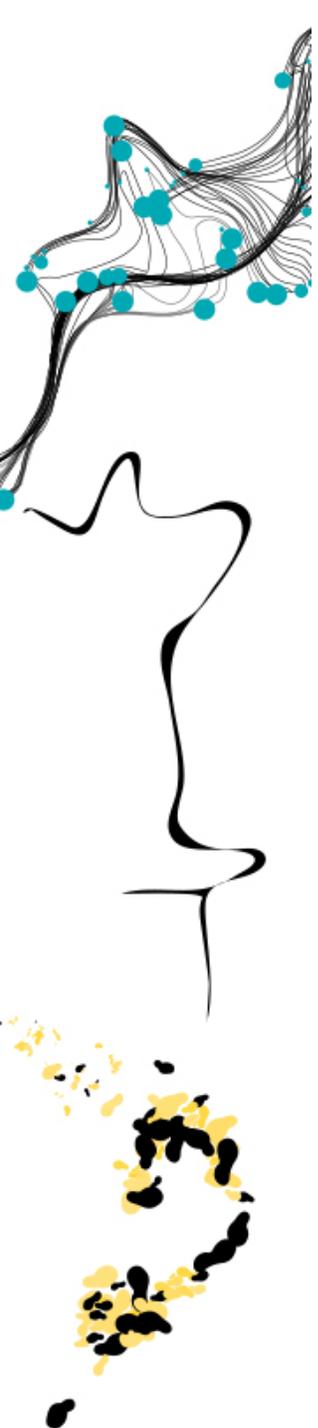




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