



Northeastern University
College *of* Professional Studies



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**The Expanding Landscape of COIL
Practitioners, Networks, and Hubs:
What's Next?**

7th Annual COIL Conference
Center for Collaborative Online International
Learning @ the SUNY Global Center
New York, New York

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**10 Ways *Not* to Engage International Students in
Online or Blended Classrooms**

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Graduate Online Courses Engagement Survey Arrowood & Kampits, 2015

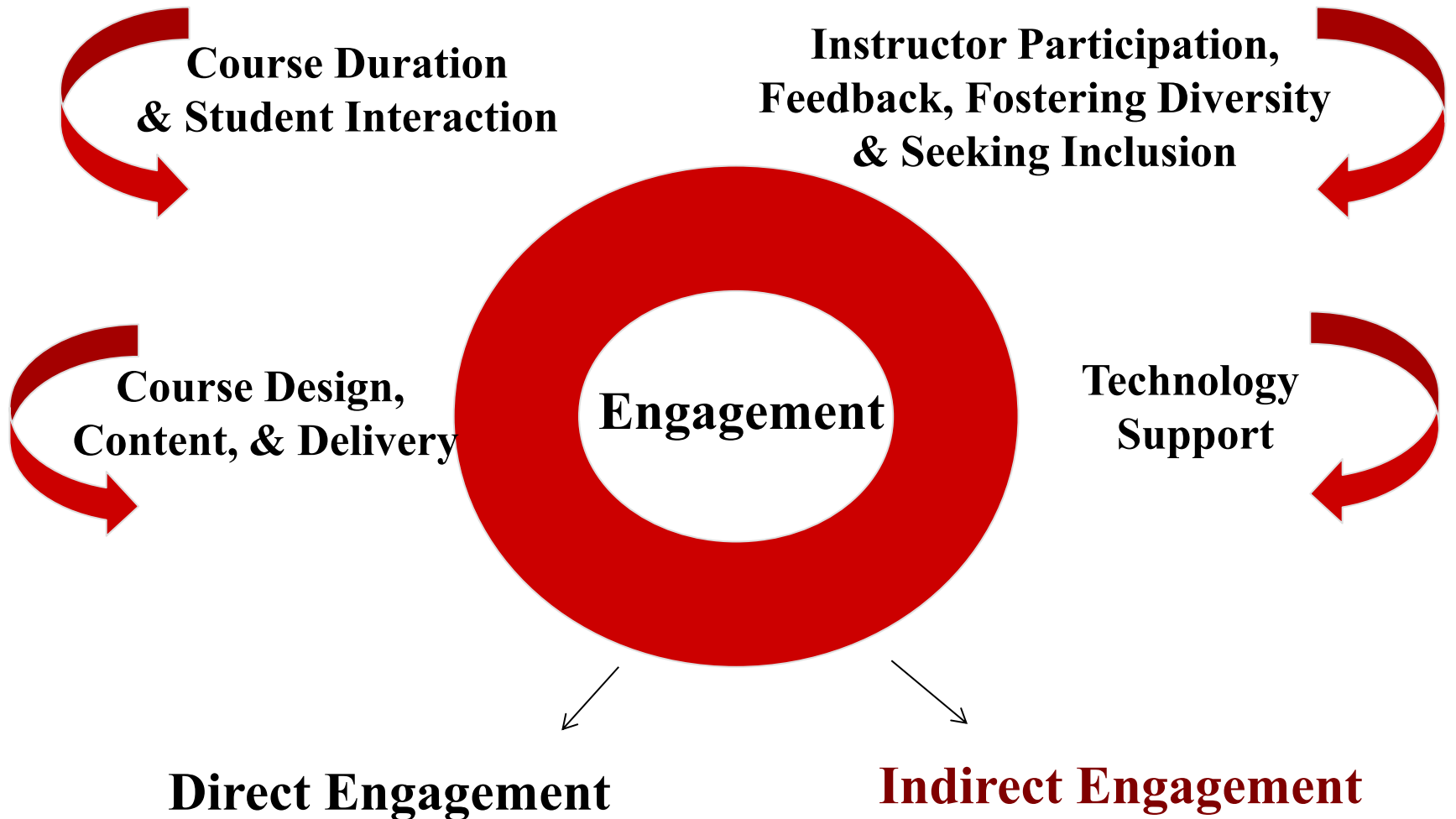
Version 2.0 graduate online student survey

50 Questions + open-ended responses

Open Survey Link:

<https://www.surveymonkey.com/s/ArrowoodKampits>

(Version 1.0: Goldilocks Goes Global: Setting the stage for 'good, better, or just right', Arrowood/Kampits/Gregory-Mina, 2014, presented at COIL 2014 and later published)





Direct Engagement Opportunities	Indirect Engagement
Content (robust and diverse learning options, e.g., visual-spatial [seeing], auditory-sequential [hearing], and kinesthetic [doing])	Asynchronous lectures
Group work (forming, purpose of group activity, teach student peer review, etc.)	Reading, reporting, reviewing
Discussions (validating, commenting, re-framing response/s, increasing involvement by passive students, etc.)	Grading using a rubric
Feedback (voice, video, or live sessions to provide feedback)	Refer to syllabus or rubric



Engagement Satisfaction Tiers

Social Presence

Pre-course Check
(course content,
links, design, etc.)
First impressions
Provide Bio, visual
bio, video welcome
Communications
(tone & quantity)
Annotate photo
Roster

Relationships

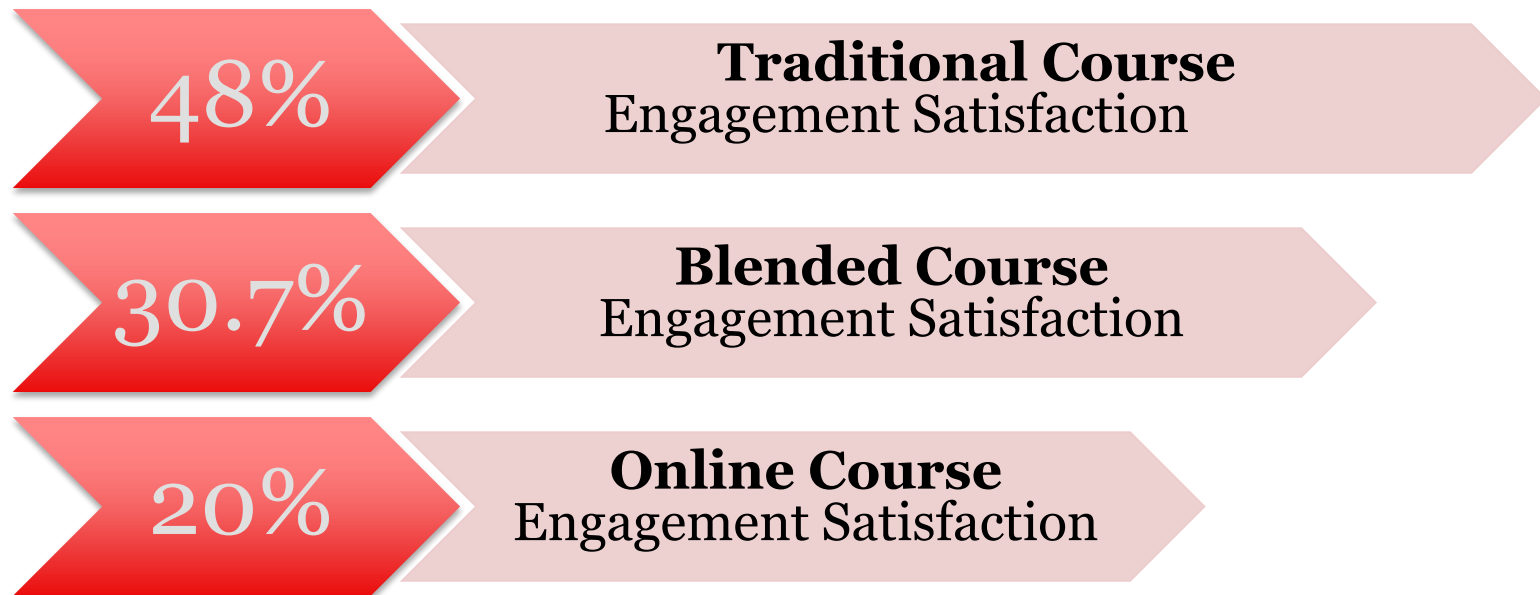
Express your values
Be clear on
expectations
Seek learning goals
Provide timely
feedback
Convey respect
Recognize
Reward
Validate learning

Community

“Get to Know” your
students
Model and monitor
Be welcoming
Circulate cultural
information
Student stories
Social inclusion
Provide open-
discussions
Encourage student
peer feedback
Share student
repository



2015 Survey Findings: Very Satisfied By Course Delivery Type





Cultural Engagement Considerations (Asian/Chinese)

- seeks harmony in relationships
- avoids conflict & confrontation
- takes advantage of group identity
- considers the challenging of instructors as impolite
- worries about proper use of English
- avoids self-promotion
- Non-Chinese student sensitivities to being grouped as *all* Asian from China



Group Engagement Task

- Select a single letter (E, N, G, A, G, E, M, E, N, T)
- Introduce yourself to your team
- 3-4 people per letter
- Write ways you've learned "to engage" and "*not* to engage" international students in online or blended classes
- Summarize and present results



Group Results

TO ENGAGE	<i>NOT TO ENGAGE</i>
e.g.,	e.g.,
Produce a visual (and voice) bio with links to your social media	Post your bio



TO ENGAGE	NOT TO ENGAGE
Be “present and practice presence” and “get to know” your students	Review student activity
Be culturally aware and sensitive	Mandate engagement
Immerse students in discussions, e.g., organic, scenario-based, interactive, etc.	Simply ask for rote text book responses
Provide individualized feedback	Automated feedback
Offer action and movement: voice/video in online lectures, literally “flip” the classroom	Solely provide (and read from) PPT



TO ENGAGE

NOT TO ENGAGE

Use interactive technology and social media (Voice Threads, YouTube, Facebook, etc.)

Don't try unfamiliar and optional course design features

Produce a visual (and voice) Bio with links to your social media

Post your bio

Offer multiple live "schedule me" sessions

Tell student's to contact you if needed

Set guidelines and expectations often and early (but remain flexible, especially with adult learners and first-time technology users)

Strict adherence to syllabus and assignment schedule

Keep a journal of technical issues

Refer students to tech support



Suggested Reading

- Swan, K., & Shih, L. F. (2005). [On the nature and development of social presence in online course discussions. *Journal of Asynchronous Learning Networks*, 9\(3\), 115–136.](#)
- 2015 Survey: 236 Participants (65% respondents between the ages of 18 and 29; 35% over the age of 30; 70% Male and 30% Female; and 53% Asian, 15% Hispanic/Latino; and 32% White or Caucasian)
- Employing a Synchronous Online Classroom to Facilitate Student Engagement in Online Learning: [http://www.irrodl.org/index.php/irrodl/article/view/605/1264\](http://www.irrodl.org/index.php/irrodl/article/view/605/1264)
- New Benchmarks in Higher Education: Student Engagement in Online Learning
- <http://www.tandfonline.com/doi/pdf/10.3200/JOEB.84.2.101-109>
- The Role of Students' Cognitive Engagement in Online Learning: http://www.tandfonline.com/doi/abs/10.1207/s15389286ajde2001_3#.VQGNcmTF9fg
- The Cultural Detective, www.culturaldetective.com



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