Recommendations from International Students for Culturally Responsive Design and Teaching in Online Courses

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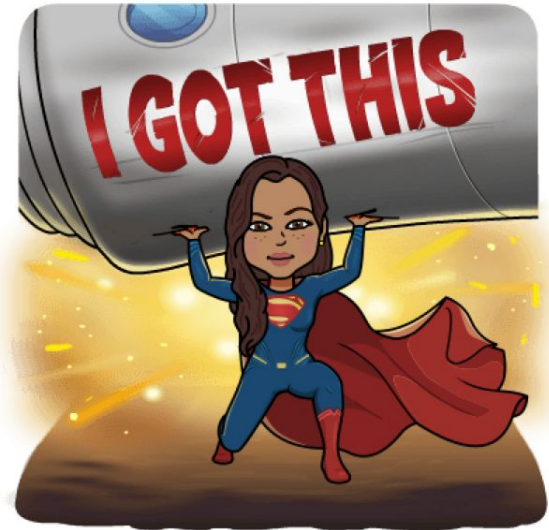Learning Design & Technology (C&I)

New Mexico State University

2017

Agenda

- Introductions and Lived Experiences
- Why do you think online learning is challenging?
- Challenges for International Students
- Recommendations for Culturally Responsive Design and Teaching (CRDT)
- Key Take Away

Introductions & Lived Experiences

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https://www.flickr.com/photos/radhikita/2874852591

What do you think the challenges are?

Chat in your groups or with the person/s sitting next to you about the challenges international students face with online learning. Add your key reflections to a collaborative document:

http://bit.ly/OLCACP

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Experiences/Challenges of International Students in Online Courses

1) Geographical and cultural backgrounds differ between educators and learners.

2) Key differences exist between F2F and online learning environments.

3) Online technology is often Western-centric in design.

Geographical and Socio-Cultural Issues

- Language
- Communication tool use
- Plagiarism
- Time zone differences and
- Lack of multicultural content

Differences Between F2F and Online Learning Environments

● Students new to online learning are more comfortable with F2F courses.
● Experience challenges in the quantity/quality of interactions and sense of community.
● Level of motivation and happiness among online students are lower compared to students in F2F classes.
● F2F offer better social environment for interactive and collaborative learning leading to greater enjoyment.

Culture and Online Technology

- Western designed computer courseware isolates learners from other parts of the world from field-dependent cultures.

- Dominance of English language and Western epistemologies on the Internet hinder the process of social inclusion, equity and true exchange of knowledge among communities.

Culturally Responsive Design and Teaching (CRDT) in Online Courses

- Instructions and discourses addressing the needs of diverse students communities.
- Specific cultural meaning when reduced to explicit discrete data decontextualize content.
- Culturally responsive strategies contextualize content and address the geographical, cultural, and learning environment needs of international students.

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CRDT in Online Courses (cont.)

- Connects learners' sociocultural knowledge, experience and learning styles to the academic knowledge and tools.

- Online course planning, design, implementation, and assessment with cultural sensitivity help to understand diverse learners perspectives, styles, cognitive and psychological aspects.

Recommendations

- Addressing language
- Learner choice
- Collaboration
- Student active participation
- Use of socio-cultural resources and activities

Addressing Language

● Use discussion forums for its threaded conversation feature. This supports further and deeper reflection, etc.

● Completing assignments and assessments in more than one language can help internalization. For example podcasting a topic in English and in a student's native language can be helpful.

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Learner Choice

- Learner choice activities
- Alternative activities

Offer a variety of opportunities for authentic self-assessment of learning. More options to choose in which direction they want to develop. For example a reflection activity that allows for multiple submission types.

Collaboration in Online Courses (cont.)

- Facilitate support networks through CRDT via online collaboration.
- Provide individual and group workspaces for learners' multiple ways of development.
- Support multi-dimensional growth with individual contributions of culturally relevant resources in groups.
- Provide opportunities for active, comprehensive and authentic participation of learners experiences.

Collaboration in Online Courses

- Provided opportunities for active communication among learners with peers about their ideas and development.

- Facilitate group projects for solving target issues to think about diverse perspectives, values of the communities, and critical discourse regarding the problem.

Student Active Participation

- Participatory course design
- Learners involvement in course planning, design, implementation, and evaluation
- Reviewing and including feedback in course design
- Hands-on activities promote critical thinking and knowledge acquisition.

Socio-Cultural Resources and Activities

- Cultural exchanges sharing culturally-rich learning resources with their instructor and peers.
- Engage/develop culturally relevant websites
- Projects designed to study social issues from different communities
- Opportunities for discussion (student-student & student instructor) to think critically about including culturally responsive strategies in learning experiences.

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Critical Theme: Relationships/Communication

- The online venue brings even greater challenges for students, especially for international students.

- The presence, interaction, and relationships can easily get lost in an online course.

- KEY overarching principle: The relationship and communication between students and instructor is critical for culturally design and teaching in online courses.

"Open the Door for Online Students."

Do You Have any question?