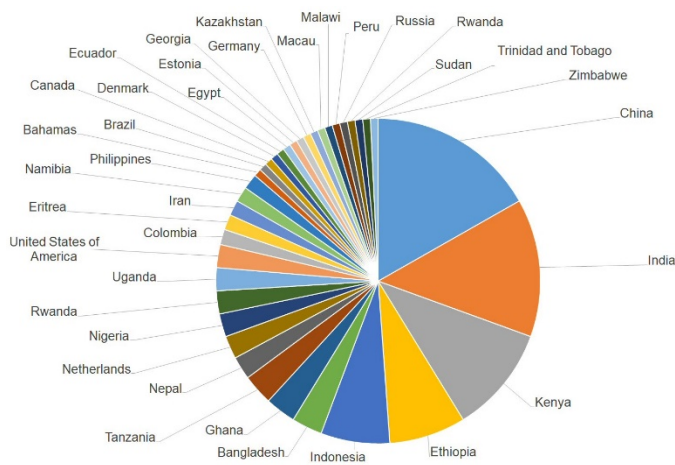


Lessons learned from teaching international students

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ITC's International student's population

What to expect and take into account while teaching international students?

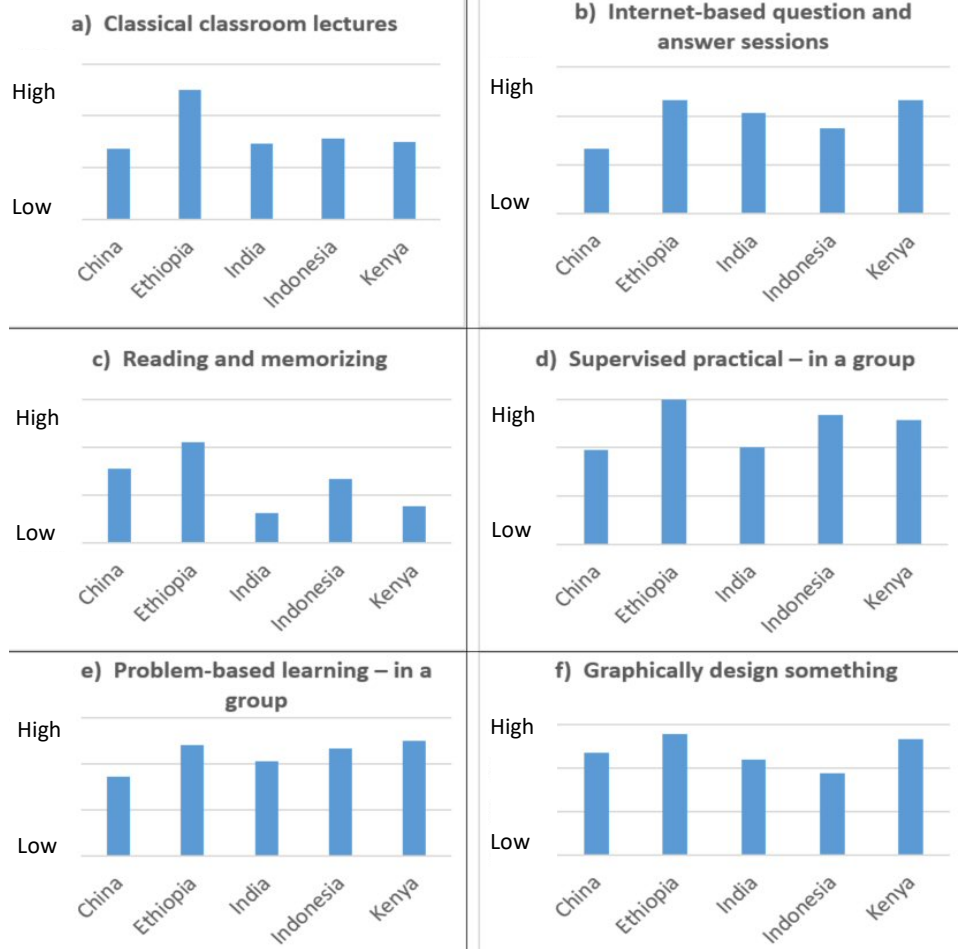
This SUTQ study created insight in the educational background of international students. Also the appreciation or dislike of teaching methods in ITC was evaluated. These insights are translated into recommendations for teachers and students.

Main approach:

A list with teaching/ learning methods was compiled. Survey 1 revealed student's experiences with these methods. Survey 2 scored the appreciation level of teaching methods. A workshop answered why students prefer or dislike particular methods.

Quotes by students on teaching methods:

Highly appreciated	Not appreciated
Classroom lecture: 1) real time feedback from student is easy for teacher to turn their pace. 2) student can also ask their confused part.	Self-tests and quizzes: Makes students stressful. For me I will try to memorize some knowledge within short time. It's easy to forget later. That is not useful.
Supervised practical: it gives me time to extract/obtain everything from supervisor.	Unsupervised practical: If is unsupervised I could got stuck on one problem for a very long time.
Recorded classroom lectures: Most liked because I'm not good in listening in classroom. And to rehearse the lecture again.	Concept mapping: Hard for me to locate the concept and too complicated to review (like one chapters' knowledge)
Present to an audience: In doing so brings the depth in understand the topic.	Fieldwork or excursion: Time consuming and bad weather.
Note: These individual responses are not always representative for the entire student group or all students from the same country.	



Level of appreciation of some of the teaching/learning methods by students from different countries.

Some highlights and recommendations

- Perception of what a teaching method involves may differ between staff and students (also between staff and between students). Examples are "unsupervised practical" or fieldwork. Therefore teachers should **EXPLAIN THE TEACHING METHOD** just as they explain the content of a topic.
- Avoid that students get stuck for too long in unsupervised practicals. Monitor and reconsider the timing of feedback.
- Lack of fluency in English is a major barrier for several students to follow lectures, submit written assignments and answer exam questions. We should think of ways to stimulate new students more forceful to improve their English before coming to ITC and in the first year of the curriculum.
- Several students do not dare to ask questions. Students must learn to do this. Help them with it.
- Be aware that students may be "polite" instead of telling what they really think. We need to find ways to make them more confident and make them aware that we need their honest opinion.