

INTRODUCTION

Case study conducted in **Fall 2009**

Purpose

to explore current level of the interaction and attitudes between domestic U.S. and international students within the *Comparative and International Development Education (CIDE)* program at the University of Minnesota Twin Cities.

This study finds that the presence of international students is insufficient to promote interactions as structured interventions are desired and needed to foster these interactions.

METHODOLOGY

To consider students' perception on the interaction with students from diverse nationalities, **2 online surveys** were administered to all 122 current CIDE students (85 domestic / 37 international students)

- Survey 1 for domestic U.S. students
- Survey 2 for international students

The analysis and discussion is organized around previous studies from the perspectives of international students as research focusing on the perspectives of domestic students is limited.

KEYWORDS

- International students
- American students
- Attitude towards interaction
- Interaction between domestic and international students
- Students integration
- Case studies

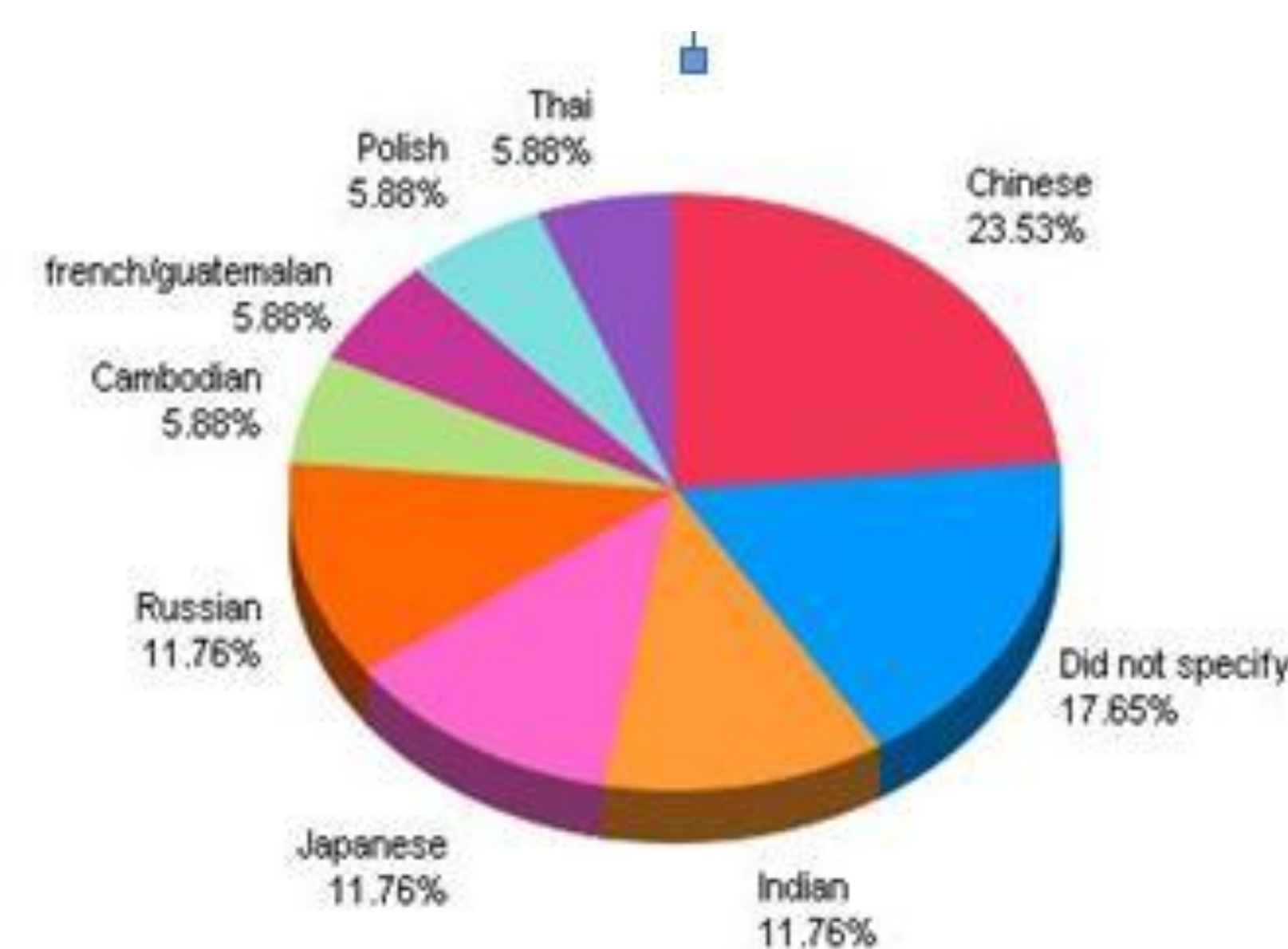
Interaction between domestic and international students: a case study on the perspective of CIDE students

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FINDINGS

DEMOGRAPHICS



- 47 Masters & PhD respondents (30 domestic & 17 international students)

COMMENTS FROM STUDENTS

- Busy schedule
- Commonality fosters interactions
- Affinity towards each other
- Priority, personality and interest
- Institution and departmental effort

"Friendship with other international students is easier because there's the same topic for conversations."

"ISSS programs are not well publicized. Department could also make more effort to facilitate integration."

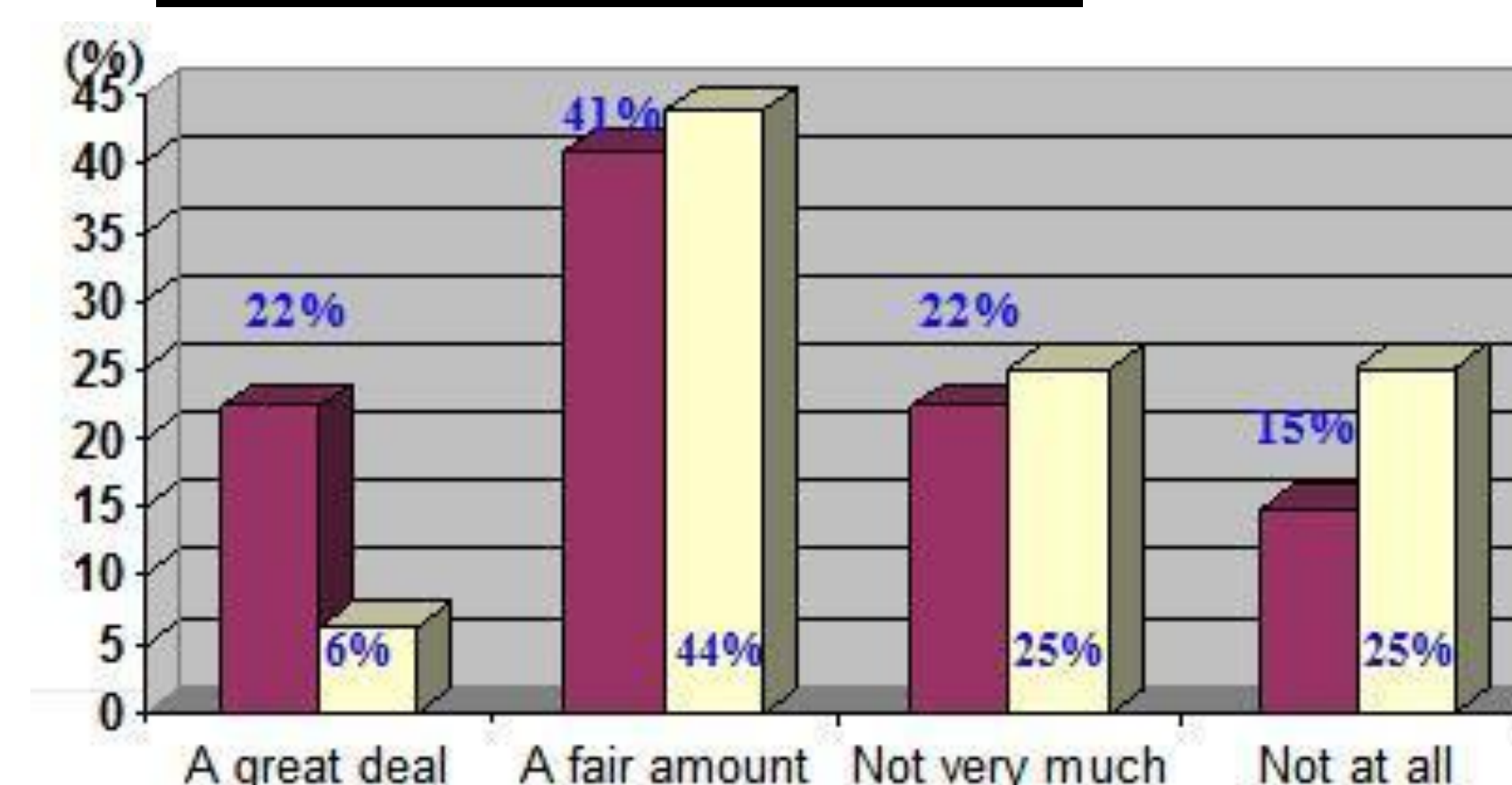
CLASSROOM INTERACTIONS

Domestic U.S. students held more favorable perception about international students' contribution for class enrichment than international students.

FRIENDSHIP PATTERNS

87% domestic U.S. students reported that it is easy to make friends with international students. Only 53% of international students indicated that it is easy to make friends with domestic U.S. students.

ATTITUDE TOWARDS ISSS INTEGRATION PROGRAMS



N.B. Maroon: domestic students; Yellow: international students

63% domestic students think that ISSS have been supportive in facilitating interactions compared with 50% international students.

CONCLUSION

There are certainly **considerable opportunities to foster greater interactions** to contribute to class enrichment given the diverse student bodies.

Students have suggested that the department and the university can do more to foster interactions.

For example, interventions in class can be facilitated to involve students in various class activities to better interactions between domestic and international students, to discuss and bring about cultural awareness, to address stereotypes by bringing more international perspectives into classrooms.

LIMITATION

- Time constraints. Survey was for 16 days and yielded 39% response rate. Responses could be increased with more time to send out reminder emails.
- Mixed methods is not possible given the short time to complete the study.
- Topic is important and can be extend beyond CIDE.

LITERATURE CITED

Leask, B. (2002). *Crossing the bridge from both sides- strategies to assist International and Australian students to meet each other half way*. Paper presented at the 17th NLC Annual Conference, 'Innovating the Next Wave', Launceston, Tasmania.

FOR FURTHER INFO

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"We cannot simply assume that interaction between local and international students will happen automatically and that by having international students on campus we will necessarily achieve our internationalization goals"
(Leask, 2002).