A Study of the Educational Impact of International Students in Campus Internationalization

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Project Genesis & Goals
In 2013, the Principal Investigators proposed a 3-year study to achieve the following:

- Identify and document student learning and development outcomes related to the interaction among domestic and international students in and out of the classroom
- Highlight successful approaches to teaching and learning in order to support all students in having a truly internationalized experience on campus, without going abroad

Research Questions
1. To what extent does interaction between international and domestic students at the University of Minnesota take place?
2. To what extent does interaction with international students influence domestic students’ learning and development?
3. To what extent does interaction with domestic students AND other international students influence international students’ learning and development?
4. To what extent do faculty members support domestic and international student interaction in and out of the classroom?

Study Scope and Rationale

<table>
<thead>
<tr>
<th>Student Background Variables</th>
<th>Explanatory Variables</th>
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<tr>
<td>Year in college</td>
<td>Nature/type of interaction</td>
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<td>International/domestic student</td>
<td>Duration</td>
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<td>Major</td>
<td>Frequency</td>
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<td>Previous experiences with international diversity (study/work/volunteer abroad, foreign language proficiency, immigrant status, high school attended)</td>
<td>Depth</td>
</tr>
<tr>
<td>Intercultural competence (Lee et al., 2012)</td>
<td>Intentional, structured in-class opportunities</td>
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<tr>
<td>Outcome Variables (Based on previous research)</td>
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- In class:
  - Academic engagement (Zhao & Douglas, 2012)
  - Academic satisfaction (Zhao & Douglas, 2012)
  - Cross-cultural skills (Parsons, 2012)
  - Intercultural attitudes and perceptions (Li, 2012)
  - Intercultural competence (Lee et al., 2012)

- Out of class:
  - Knowledge of other cultures (Keeloo, 2012)
  - Intercultural competence (Lee et al., 2012)
  - Global, international and intercultural competencies (Soria & Troisi, 2013)
  - Self-awareness and appreciation of differences (Schroth, 2010)
  - Awareness of and use of programs geared towards engagement (Keeloo, 2012)

Relevant Student Learning and Development Outcomes:
- UMT SLO: Understanding diverse philosophies and cultures within and across societies

Research Methods and Sample

Focus Group and Individual Interviews
January – April 2014

Profile of Student Interview Participants

- College/Campus: Total, Undergraduate, Graduate, College, Department
- Class, Standing, Major
- Science, Social Sci, Humanities, Arts

Profile of Faculty Interview Participants

- Department/Center: Total, Class, Standing, Major
- Science, Social Sci, Humanities, Arts

Preliminary Findings

Student Experiences

Where/how students interact:
1. Friends/other DS in IS, roommates
2. Class discussion/group/lab project
3. Sports, hobbies, clubs and organizations, events

What domestic students are learning:
1. Using strengths/taking initiative
2. Being aware of different styles
3. Appreciation of and reflection on own culture
4. Communication skills development
5. Different concepts and techniques to complete a task
6. Visible aspects of culture
7. Subtle aspects of culture
8. Breaking down stereotypes

What international students are learning:
1. American cultural context and values
2. Time management skills
3. How to navigate American academic culture
4. Resilience/coping skills
5. Communication skills development
6. Adapting to the global diverse community/future workforce
7. Visible aspects of culture
8. Subtle aspects of culture
9. Breaking down stereotypes

What kind of support would like at the University:

Domestic students
1. Preparation for freshmen for future interactions with international students
2. Provide more opportunities for events, raise awareness of events

International students
1. Preparation for freshmen for future interactions with international students
2. Offer more opportunities for international student to serve as an expert in their area of expertise

Faculty Experiences

1. Acknowledging and drawing on student international diversity as a valuable teaching and learning resource
2. Engaging students from diverse cultural backgrounds in various types of group work
3. Promoting peer learning in and out of the classroom

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