Study of the Educational Impact of International Students in Campus Internationalization at the University of Minnesota

Phase Two (January - May 2015) – Case Studies of Instructional Strategies to Enhance Cross-National Interactions at the University of Minnesota

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Executive Summary

Recent studies indicate that interaction between domestic and international students in the university classroom, when nurtured and facilitated, offers ample opportunities for all students' development and learning (Deardorff, 2006; Mestenhauser, 2011; Parsons, 2010). Our study examines how University of Minnesota instructors facilitate cross-national interactions to achieve student learning and development outcomes. It also explores how domestic and international students collaborate and, therefore, enhances our understanding of the educational impact of international students in campus and curriculum internationalization. Domestic and international students and instructors in three University of Minnesota classrooms in the Twin Cities and Crookston took part in the study.

As international students' presence increases on U.S. university campuses, so does the need for faculty and instructors to adjust instructional strategies to support international students' integration within the academic environment and encourage their active participation in the learning process so as to benefit all students' learning and development. This study draws attention not only to the integration of international students, but also to the direct impact of interactions between international and domestic students in the undergraduate classroom. This work continues earlier research on the educational impact of international students in campus internationalization (Yefanova, Woodruff, Kappler & Johnstone, 2014) and the curricular aspects of cross-national interactions (Leask, 2012).

The study results indicate that intentionality is essential in planning for, facilitating, and assessing the outcomes of cross-national interactions in the undergraduate classroom. The main themes that emerged from the study were the following:

- **Instructor's Role.** All six instructors in this study identified their role in the classroom as that of a facilitator. They wanted their students to understand the value of cross-national interactions. They viewed international students as an asset to the class for the contributions they made and perspectives they shared. The instructors modeled this appreciation of international diversity for their students.
- **Multiple Opportunities for Interaction.** The three case study instructors structured collaborative pair and group activities around cross-national interactions and communicated expectations for such interactions to their students. All eight international students who participated in the focus group portion of this study reported having multiple opportunities to take part in cross-national interactions, while the International Student Barometer showed that only 41.9 percent of international students on the Twin Cities campus reported interacting with American students in class either often or very often (International Student and Scholar Services, 2014).
- **Group Work and Collaborative Assignments.** The most common way that instructors incorporated cross-national interactions in their classes was

through group work and collaborative assignments: small group discussions, group quizzes, group presentations, informal partner work, and an out-of-class peer editing activity. Most often students were allowed to form their own groups. However, the majority of participating international students expressed a preference for instructors to assign the groups, a finding consistent with the International Student Barometer results (International Student and Scholar Services, 2014). In fact, most domestic students in this study shared they were less likely to work with students from other cultures unless the instructor expected and encouraged them to do so.

- **Cross-National Interaction Outcome Assessment.** Two case study instructors included class participation in the students' final course grade, but none explicitly counted students' participation in cross-national interactions toward their course grade. Most often, students participated in cross-national interactions to achieve a specific academic goal or to complete a certain assignment that was formally assessed. For example, the Economics case study students completed a peer editing assignment and the Biology case study students worked in groups to complete in-class group quizzes. All 21 focus group participants (international and domestic students) in three case study courses had an opportunity to reflect on their experiences in the class, either in the form of a formal reflection activity that was included in the course grade or as an informal self-evaluation.
- **Barriers to Cross-National Interactions.** Case study instructors identified language barriers as a more significant obstacle to communication than did either domestic or international students. Some domestic student participants shared that their tendency to stay within their comfort zone prevented them from seeking out cross-national interactions more frequently. Some international and domestic student participants shared they faced a pragmatic decision, a "trade-off" between focusing on course content vs. cross-national interactions. Both groups of students found the interactions most useful when they contributed to academic goals (e.g., getting good grades), learning different perspectives on course content (e.g., on how evolution is taught in a different cultural context), or developing career-relevant skills, such as completing a project with people from other cultures.

Study Recommendations

Several recommendations to incorporate cross-national interactions and maximize their benefits for all students in an undergraduate classroom emerged from this study.

- Students benefit from cross-national interactions that are an integral component of the course. The instructor's role revolves around aligning the outcomes of interactions with course objectives and student learning outcomes as well as explicitly stating his or her expectations surrounding cross-national interactions to the students.

- The instructor should encourage students to move outside of their comfort zone and work with students from other cultural and linguistic backgrounds throughout the course. When group work is assigned, the instructor can facilitate cross-national interactions by assigning the groups and supporting domestic and international students so as to ensure that all students have a positive experience.
- The instructor walks a fine line between drawing on international students' knowledge to enrich the class and asking to share information when students do not feel comfortable doing so. Our interview data suggests that some international students would like to contribute to the class more often, but do not want to be seen as speaking for their whole country or as representing their culture.
- Formative assessment activities throughout the course provide opportunities for student self-reflection on experiences with cross-national interactions in the class.

Study Background

With increased globalization, it may have become easier to persuade university students worldwide that developing intercultural competence matters. Yet it seems that U.S. undergraduate students may be at once more connected globally and, at times, less aware of their own cultural identities (Bennett, 2009). International undergraduate students in the U.S., in turn, are often assumed to be developing intercultural competence because they are studying outside of their home culture, yet, as studies indicate, those students often experience lack of American friends or access to American culture that would allow them to develop such skills (Anderson, Isensee, Godfrey, Martin, & O'Brien, 2012; Trice, 2004). These findings suggest that the classroom remains one of the few spaces on a university campus where international and domestic student interact consistently.

Facilitating international and domestic students' interactions in U.S. college classrooms has not been the subject of as much research as have the efforts to internationalize U.S. college campuses via co-curricular programs. To address this gap and document classroom-based cross-national interactions, Phase One of The Study of the Educational Impact of International Students in Campus Internationalization at the University of Minnesota (Yefanova et al., 2014)[1] examined what domestic and international students learned from each other in the classroom and what conditions maximized that learning. Phase One student and faculty participant responses indicated that there were a number of perceived affective, cognitive, and behavioral benefits stemming from cross-national interactions in class. Domestic and international student participants alike were more likely to develop knowledge, attitudes and skills conducive to intercultural communication and leadership skill development when instructors intentionally facilitated student cross-national interactions in the classroom.

International and domestic student participants also reported that intentional faculty efforts around planning and facilitating intercultural encounters helped students

1 The report can be accessed at http://global.umn.edu/icc/documents/15_EducationalImpact-IntlStudents.pdf

learn more across cultural and linguistic barriers in the classroom. The study identified four effective instructional strategy areas that enhanced cross-national interactions in the classroom: a) small group or team projects around common academic goals; b) whole group discussion which incorporated a variety of cultural perspectives; c) activities involving peer feedback or assessment; and d) consistent support for non-native English speakers. Phase Two of the study builds on these findings.

Study Objectives and Research Questions

Phase Two of our study examined the teaching techniques and course design strategies used by University of Minnesota faculty members and instructors to better understand the potential of international student academic engagement and the educational impact of cross-national interactions in the classroom. Instructor study participants integrated cross-national interactions to achieve course-specific and/or campus-specific student learning and development outcomes in the undergraduate classroom. The study was designed to describe and compare student and faculty perspectives to suggest what "worked" for specific classroom contexts in terms of planning for, facilitating, and assessing the outcomes of cross-national interactions. The following research questions guided Phase Two of this study:

1. How did faculty members and instructors in selected University of Minnesota classrooms use cross-national student interactions to achieve course-specific and/or campus-specific student learning and development outcomes in their classrooms?
2. What strategies for facilitating cross-national interactions were considered most successful by students and faculty members?

Definitions

In accordance with the definitions offered by the Institute of International Education (2015) and the University of Minnesota Adviser Resource Guide (2015) compiled by the International Student and Scholars Services, we use the term "international student" to define any student who resides in a country outside the U.S. and studies under the provision of a non-immigrant (F or J) visa. These students' primary purpose for being in the U.S. is to study full-time. By the same logic, we define "domestic student" as any student with U.S. citizenship or residency (e.g., a Green Card holder).

We recognize that both populations include students from diverse cultural and linguistic backgrounds; however, these terms are widely used in U.S. higher education. It is important to note that student immigrant or visa status is often unknown to university instructors. Reflecting the interplay between one's ethnic background, length of stay in the U.S., and legal status, some student participants considered anyone who grew up in another country and did not spend a significant amount of pre-college time in the U.S. to be an international student, irrespective of their legal status. Such "blurriness" is an important consideration for this study.

Luo & Jamieson-Drake (2013), in their study on educational benefits of interacting with international students, define international interactions as "domestic undergraduate students' engagement with international undergraduate students in discussion and exchange of ideas and perceptions both inside and outside the classroom" (p. 96). We use the term "cross-national interactions" (CNI) to emphasize that we are examining how students from different countries interact with each other and with the content of the class. We include interactions between international students from different countries in this definition (such as a Chinese student interacting with a Brazilian student). Several earlier definitions of cross-national interactions can be found in international business and human resource management literature, often described as a means for cross-cultural competency development and diversity training among expatriate employees (Caliguri, Phillips, Lazarova, Tarique & Burgi, 2001).

Literature Review

Phase Two of the study aims to address some of the gaps in the literature on teaching and learning in relation to the role of the instructor and the students in maximizing cross-national interactions in the classroom.

Translating the Educational Impact of Cross-National Interactions Into the Classroom

Our study seeks to understand how the educational impact of international students (if any) in campus internationalization manifests itself via multiple curricular and co-curricular experiences. Phase One of this study demonstrated both domestic and international University of Minnesota student participants believed that cross-national interactions allowed them to develop cultural understanding, leadership and intercultural communication skills (Yefanova, Woodruff, Kappler & Johnstone, 2014). Other studies have confirmed that cross-national interactions are important in developing students' cognitive skills, a greater sense of belonging and support on a U.S. college campus, and a better awareness of their and others' culture (Deardorff, 2006; Lee, Poch, Shaw & Williams, 2012; Parsons, 2010). Additionally, the 2014 Student Experience in the Research University (SERU)[2] survey responses of University of Minnesota undergraduates suggested that the frequency with which domestic students worked with an international student in class was positively associated with domestic students' intercultural competence development (Yefanova, Soria, & Yokoyama, 2015). The challenge lies in how to achieve these outcomes within a teaching and learning environment in the classroom.

Cross-National Interactions and the Role of the Instructor

Biggs (2003) and Tran (2008) indicated that from international students' perspectives, instructor support is important for student adjustment and learning. Other

2 The SERU survey contains over 600 items and is administered annually by the Student Experience in the Research University (SERU) Consortium. The purpose of the instrument is to gather data on students' satisfaction, academic engagement, use of time, perceptions of campus climate, research experiences, and civic and community engagement, among other areas.

studies also indicate that instructional approaches vary greatly in the level and types of support that they provide (Arkoudis & Tran, 2010); however, there is general agreement among researchers and practitioners that instructor support is essential to international student success. Leask's (2012) research on peer interactions in classes with students from various cultural and linguistic backgrounds demonstrated that "merely placing students in mixed culture groups to work on unstructured tasks unrelated to the exploration and sharing of cultural and national perspectives is unlikely to result in the development of international or intercultural perspectives" (p. 76).

When international students arrive in the United States to study, they often must adjust to a new language, a different culture (academically and socially), and a new environment. International students' academic experiences in host countries (mainly English-speaking ones) have been largely documented and continue to be a topic of considerable interest (Dunne, 2009; Gareis, 2012; Luo & Jamieson-Drake, 2013; Parsons, 2010). Over time, the literature has predominantly focused on either the challenges encountered by international students or the institutions hosting students.

Our study calls attention to the need for instructors to adjust their teaching techniques and instructional strategies, not only to support international students' understanding of the U.S. academic environment, but also to obtain outcomes related to intercultural and global competency (Yefanova, Woodruff, Kappler, & Johnstone, 2014). Faculty and instructors can help students realize the benefits of cross-national interactions by "encouraging the development of students' skills, habits, and tools of intercultural effectiveness that will support substantive interaction" (Lee et al., 2014), especially in the students' first year in college. Pedagogical support for cross-national interactions may include the adjustment of instructional methods and course design to promote interaction between students from diverse cultural and linguistic backgrounds. Timely and consistent support of cross-national interactions (including student self-evaluation of their learning from those interactions) also helps to avoid reinforcement of the stereotypes, feelings of superiority, inferiority, and prejudices (Hurtado, 2001; Otten, 2003) that are often associated with interactions with cultural "others".

Prominent researchers in multicultural and international education have been calling to develop appropriate pedagogies to prepare all students for life and work in an increasingly interconnected world (Mestenhauser, 2011). Scholars' suggestions include: a) defining what cross-national interactions mean for student learning and development outcomes in terms of knowledge, skills and attitudes (Phase One addressed this area to a large extent); b) focusing on the intercultural aspects of teaching and learning; and c) utilizing international diversity as a resource in the classroom (Hurtado, 2001; Kimmel & Volet, 2012; Leask, 2009; Luo & Jamieson-Drake, 2013). This report will focus on the "asset", not the "deficit", view of international diversity in academia.

Theoretical Framework

In this study we drew from three theoretical lenses to support our research questions. Personalization Theory (Ensari & Miller, 2006) focuses on the process of perspective-taking; Peer Learning Theory (Ryan & Viete, 2009) examines how learners develop new knowledge through structured interpersonal interaction; and Interaction for Learning Framework (Arkoudis, Yu, Baik, Borland, Chang, Lang, Lang, Pearce, & Watty, 2010) further examines approaches to supporting classroom interaction.

Personalization Theory

This study builds, in part, on Personalization Model (Ensari & Miller, 2006), which stems from contact theory (Alport, 1954) and underscores that interpersonal interactions involving common goals, self-other comparisons, and perspective-taking among diverse participants may create perceptions of familiarity as well as feelings of trust, liking, friendship, and decreased intergroup anxiety, enabling students to productively interact in class. Contact theory posits that, if these conditions are met, when groups of people have contact with other groups, feelings of prejudice will decrease.

The Personalization Model, while drawing on the basic tenets of contact theory, argues that intergroup contact must be a personalized experience; otherwise, it can reinforce beliefs of otherness and create more distance between the two groups' attitudes (Postmes, Spears, & Lea, 2002). In fact, Ensari & Miller (2006) state that there are three essential components to any contact situation for positive results to occur: self-other comparison, self-disclosure, and perspective-taking, including the resulting sympathy or empathy. Only with personalized contact that includes these three characteristics can the outcomes identified in contact theory, such as disproving negative stereotypes or reducing prejudice, be realized.

Peer Learning Theory

On the whole, classrooms with students bringing different educational experiences and disciplinary backgrounds offer opportunities for learning (Ryan & Viete, 2009) as well as support student retention and learning achievement (Earnes & Stewart, 2008). The literature suggests that there are certain characteristics of peer-led academic learning (Ody & Carey, 2013) that distinguish it from other support activities in higher education, including the following characteristics:

- Facilitative of student learning yet supplementary to tutoring;
- Dependent on the engagement of peers in shared experiences;
- Structured and purposeful;
- Dependent on small groups.

Interaction for Learning Framework

Overall, our assumption was that Phase Two case study instructors would consistently use specific teaching and assessment techniques and instructional strategies consistent with research on international education, as these instructors have all complet-

ed the Internationalizing Teaching and Learning (ITL) Faculty Cohort program[3] at the University of Minnesota. We employed the Interaction for Learning Framework (Arkoudis, et al., 2010)[4] as a model to structure our theoretical propositions. Our assumption is that the case instructors would apply the following instructional strategies:

1. Plan Interaction
    a. Incorporate interactions among diverse students as a course objective, explicitly stating in written and oral form;
    b. Design teaching and learning activities that require students to engage with their peers around common academic goals;
    c. Design assessment tasks requiring students to work with their peers to compare or combine different perspectives on content.
2. Create Environments for Interaction
    a. Address student confidence, anxiety, and comfort levels (readiness for cross-national interactions);
    b. Encourage students actively to move out of their comfort zone/regular social groups within the classroom;
    c. Support non-native English speakers' (NNES) needs around English language proficiency and writing support.
3. Support Interactions
    a. Provide explanation of potential benefits of cross-national interactions to all students;
    b. Discuss student roles in cross-national interactions, set guidelines and expectations for interaction.
4. Engage with Subject Knowledge
    a. Design discussion-based activities requiring students to share perspectives;
    b. Offer problem-based activities requiring students to work through a problem by pooling their knowledge;
    c. Assign group projects requiring diverse perspectives and skills.
5. Develop Reflexive Processes
    a. Question students on their experience before, during and after the activity that required cross-national interactions;
    b. Use reflective written tasks requiring students to reflect on group work, including their initial assumptions, the process of working together, and project results.

3 http://global.umn.edu/icc/itl/

4 The model was developed in Australian higher education context

6. Foster Communities of Learning
    a. Assist students in developing a peer network of support/feeling of community;
    b. Use online and face-to-face activities to help students communicate ideas.

Methodology

We employed an instrumental multiple case study research model (Yin, 2009) to understand the environment of the classroom and its impact on student learning. This approach allowed for an analysis of the decision-making process of instructors, the pedagogic activities employed in class, and the potential connections to student learning and development outcomes as demonstrated by students in selected classrooms at the University of Minnesota.

One characteristic of case studies is a detailed, in-depth data collection process, involving multiple sources of information, as the evidence from multiple sources is often considered more compelling and allows for using replication logic (Yin, 2009). An interpretive case study approach (Merriam, 1998) also allows in-depth exploration of instructional and course design strategies "in the field".

Data Sources

We engaged with instructors in three University of Minnesota classes (case studies) over the course of a full semester, conducting interviews with the instructor and students, observing classes, and reading student reflective assignments as related to structured opportunities for cross-national interactions in the class. Class syllabi were also analyzed. One important priority was to ensure attention to all sources of evidence to analyze the underlying data trends.

Three additional classrooms were selected to participate in the study in a limited way. For these classes, we analyzed faculty interview responses and course documents only, as no international students were enrolled in these classes at the time of the study and/or the class was a graduate-level course.

Case Examples

Purposeful selection of cases (Patton, 2002) was used to select the undergraduate courses representing different content areas and two different campuses. The selection criteria included:

1. Presence of at least two international students in the classroom;
2. Nomination from a peer or supervisor;
3. Faculty/instructor commitment to campus and curriculum internationalization (as evidenced by participation in Phase One of the study or in the Internationalizing Teaching and Learning (ITL) Faculty Cohort program).

Classes. We engaged with instructors in three University of Minnesota classes (case studies) over the course of a full semester, conducting interviews with the instruc-

Table 1. Phase Two Case Study Participating Classrooms (Spring 2015 Data Collection Schedule)

Case Description/Sources of Data	First half of the Semester	Second half of the Semester
Case A: Biology **(University of Minnesota-Crookston)** 14 students 6 international students (Brazil, China, Korea, and Sri Lanka) *Instructor Characteristics:* Teaching experience: 12 years Study abroad experience: yes	Instructor Interview 1 Student Focus Group Interview 1 Syllabus review Classroom observation 1 Instructor Interview 2	Instructor Interview 3 Student Focus Group 2 Classroom observation 2
Case B: Economics **(University of Minnesota-Twin Cities)** 40 students 20 international students (multiple countries) *Instructor Characteristics:* Teaching experience: over 25 years Study abroad experience: yes (international faculty)	Instructor Interview 1 Student Focus Group Interview 1 Syllabus review Classroom Observation 1	Peer review evaluations (written assignment) Instructor Interview 2 Two individual student interviews 2 Classroom Observation 2
Case C: Public Speaking (University of Minnesota-Twin Cities) 20 students 3 international students (China, Mali, and South Korea) *Instructor Characteristics:* Teaching experience: 24 years Study abroad experience: yes	Instructor Interview 1 Classroom observation 1 Student Focus Group Interview 1 Syllabus review	Instructor Interview 2 Student Focus Group 2 Classroom Observation 2 Student Focus Group Interview 2 Individual class reflection and self-assessment (written assignment)
Classroom D: Leadership **(University of Minnesota-Twin Cities)** No international students in class at time of the study Interview-only case *Instructor Characteristics:* Teaching experience: 11 years Study abroad experience: yes	Instructor Interview 1 Syllabus review	Instructor interview 2

Case Description/Sources of Data	First half of the Semester	Second half of the Semester
Classroom E: Human Resources* **(University of Minnesota-Twin Cities)** Some international students in the class at the time of study Interview-only case *Instructor Characteristics:* Teaching experience: 5 years Study abroad experience: yes	Instructor Interview 1 Syllabus review	Instructor Interview 2
Total number of participant instructors: 6 **Total number of participant students: N=21** **n1 =8 (international students)** **n2 =13 (domestic students)**		**Total instructor interviews: 13** **Student focus group interviews: 5** **Individual student interviews: 2** **Classroom observations: 7**

tor and students, observing classes, and reading student reflective assignments as related to structured opportunities for cross-national interactions in the class. The course are listed below:

a. Biology (University of Minnesota – Crookston)

b. Economics (University of Minnesota – Twin Cities)

c. Public Speaking (University of Minnesota – Twin Cities)

Interview-only classrooms. Three additional classrooms were selected to participate in the study as interview-only cases. We chose to invite these instructors to participate in the study due to their interest in the study and extensive experience with facilitating cross-national interactions in the classroom. We used their responses to gain additional insights and to supplement data from the "full" case studies. The interview-only courses were:

d. Leadership (University of Minnesota – Twin Cities)

e. Human Resources (University of Minnesota – Twin Cities)

f. Teacher Education (University of Minnesota – Crookston)

** The only graduate classroom in the study*

Results

To address the first research question we identified themes around the instructional strategies instructors employed to plan, support, and assess cross-national interactions.

We organized the student and instructor response themes around the following dimensions:

1. Establishing an environment that supports and engages international diversity
2. Designing purposeful learning activities that engage international diversity
3. Providing ongoing opportunities for student reflection and perspective-taking during and after cross-national interaction-related activities
4. Incorporating assessments to monitor cross-national interaction outcomes
5. Addressing barriers to student participation in and learning from cross-national interactions

1. Establishing an Environment That Supports and Engages International Diversity

All three participant instructors encouraged their students to move out of their regular social groups and interact with each other as much as possible, especially during class sessions. The instructors set the expectations for students to explore different cultural perspectives of the course content from the start of the semester.

Example 1. Incorporating student interactions as a course objective. Communicating the expectations for interaction to students was the first important step participant instructors took. Course syllabi addressed the instructor's expectations for class participation and whether it contributed to the students' grades or not. The Public Speaking syllabus, for example, told students how many participation points were possible and what was expected of them to earn those points. No syllabus, however, addressed the instructor's expectations surrounding cross-national interactions.

Nevertheless, the case study instructors all shared their expectations verbally with their students. The Public Speaking instructor, while not necessarily emphasizing cross-national interactions in her class, often asked her students to speak with someone they did not know for partner activities. In Economics, the instructor not only shared her expectations with the students, but also her rationale for encouraging cross-national interactions among her students.

> *"Somewhere I say at the beginning of class that I'll force you to sit together. And I do say something like "Educational research has shown that you guys learn a lot from each other. And so you're going to learn from me, and you're going to learn from each other" ... I do tell them that's why you're going to do it, and you have to do it. I also tell them, the other rationale is that all of you are going to get jobs. And if you want a job you can't be quiet. At some point you'll have to talk, you're going to have to make a presentation...you need to be able to communicate with each other, you're just going to have to do it. And I'm going to teach you in this class or at least start you off, and you have to do it." (Economics instructor, Interview #1)*

In reviewing our original assumptions of how the case study instructors would plan for cross-national interactions in their classes, we found the instructors met most of these assumptions. All three included interactions among diverse students as one of their course objectives, though this expectation was not always communicated to the students in written and oral form.

Example 2. Discussing cross-national interaction benefits and rationale with students. All participant instructors stated that they saw themselves as facilitators in the course, someone who would "expand their minds" (Economics) and help students realize the importance of cross-national interactions for understanding class content and future careers. The instructors set the expectations for exploring different cultural perspectives on the course content from the start of the semester, presenting the rationale for cross-national interactions as mainly pragmatic (content) and employability-related (Biology and Economics). Both of these course instructors wanted the students to learn from each other and to have experience with cross-national interactions as preparation for future jobs, where they would be required to interact across national and cultural borders. In Public Speaking, the instructor worked to convey to students the importance of developing a sense of community within the class and developing intercultural competence via engaging with all forms of diversity in the classroom (including international diversity).

Example 3. Addressing student anxiety and tendency to stay in a "comfort zone". Case study instructors recognized that their students - both international and domestic - came to their classes with differing levels of readiness for cross-national interactions. The Biology instructor mentioned having one-on-one "interventions" with students to help them develop strategies if they were struggling to communicate with students from other cultures, and all instructors provided many opportunities for students to take part in cross-national interactions in class, though it seems that student confidence, anxiety, and comfort levels were seldom addressed by the instructors. An exception is Public Speaking, where an entire unit dealt with communication anxiety in a number of settings, including interpersonal and presentational speaking situations.

It was common for instructors who saw students working alone to encourage or even tell them to find a partner so as to help develop student confidence in interacting with their peers.

> *"And I make them work together so there's no one sitting alone. So at that point I say get up, get up, get up, go and sit next to that person. And if someone's done it right, okay tell them how you did it, and this person is going to answer questions and I move on." (Economics instructor, Interview #1)*

In Biology, in-class group quizzes and simulations served as the most frequent venue for cross-national interactions to occur. To prepare for the group quizzes, students worked in groups to answer questions, and then the instructor would call on stu-

dents to provide the answers. As previously noted, the instructor originally allowed students to choose their own groups for these activities, but later began assigning students to a group.

> *"Then about six, seven weeks into the semester, I allowed them to do quizzes and be in self-reporting groups, and then I did switch it up and make, in a very deliberate manner, I combined students, the domestic students with the international students...And what I did notice, happily, I did notice that the students interacted really well and they did communicate, and it really didn't take very long for them to start showing a real cohesiveness, not just the American student and the international student working independently in a group, but they actually were working as a cooperative group. So I do think that experiment worked." (Biology instructor, Interview #3)*

Similarly, the instructor determined the pairs that would work together in the Economics class, where the number of international and domestic students was about equal. For an out-of-class peer editing activity, the instructor intentionally paired an international student with a domestic student as much as possible. When students worked together in class, however, they worked with the student they were sitting next to.

In the Public Speaking class, students were most likely to take part in cross-national interactions as part of an in-class pair or small group discussion. The instructor allowed students to choose their own groups or formed groups according to convenience (such as asking students to talk to the person sitting next to them) which, coupled with the fact that this class only had three international students, meant that not every student had an opportunity to take part in cross-national interactions on a regular basis. The most important outcome for this instructor was that her students could develop their interpersonal skills and learn to interact with each other, regardless of whether or not it was a cross-national interaction.

> *"The most important thing is that students learn how to be more effective communicators, both in listening and speaking. Because they listen to hundreds of speeches, and I point that out, but what does it take to be an effective listener? And a lot of times an effective listener means that you let go of your identity as a speaker and listen more to really get down to the nitty-gritty of what makes this person tick." (Public Speaking instructor, Interview #1)*

This instructor viewed cross-national interactions as one way for students to learn these interpersonal skills, while also being concerned that students have the necessary skills to communicate with people from similar cultural backgrounds.

Example 4. Creating strategic seating arrangements. Two instructors expressed frustration that students typically sat by and worked with people from their own country, unless the instructor explicitly arranged student seating so they were sitting by other students. In all three cases, students chose their own seats and, most

of the time, their own groups. Case instructors believed that throughout the course there would be enough motivation for students to participate in structured in- and out-of-class interaction opportunities to compensate for this "clustering".

Example 5. Addressing non-native English speaker (NNES) needs. All three instructors recognized the needs of non-native English speakers in their courses and they provided support to these students and/or referred them to existing support services on campus.Although most domestic and international student participants shared they learned to work with each other in spite of language challenges and accented speech or writing, all faculty respondents had supports and scaffolds in place to support non-native speakers of English. Both domestic and international student participants appreciated when class Power Point presentations and notes were posted online (Biology), assignment expectations made explicit (all three courses), and campus writing resources were highlighted (all three courses), or when they had an opportunity to submit a draft paper first (Teacher Training and Public Speaking courses). International students' appreciation of faculty support was a strong theme, as these students practiced English skills and refined understanding of academic culture in the U.S. through in-class discussions, and they benefited from campus resources and faculty acknowledgment of challenges inherent in studying in a second language. However, two international students in the Biology class shared that they expected more modeling of cross-cultural curiosity and awareness from the instructor, as they felt isolated on a small rural campus in Minnesota.

Example 6. Modeling intercultural communication. In two case studies, participant instructors hoped to develop students' awareness of the communicative competence and cultural awareness needed for interacting across differences. This practice (or the lack of modeling) did not go unnoticed by student participants who felt motivated by faculty support for cross-national interaction (this was especially true for international student participants).

For instance, some international student participants felt that due to the lack of diversity in their academic and overall local community it was especially important for their instructor to model appropriate and effective cross-national interactions.

> *"I think we just keep doing something, like, show diversity, show differences and mention different culture, different country… because sometime we feel...because the number of international students is pretty decreasing and I know some international students transfer, and some students they told me, I feel that domestic students or faculty are not interested in their culture. So I know some international students have hard time staying here, 'cause of the environment or because many students who are not familiar to different country … one of my coworkers told me she'd never seen an Asian. So she saw [the first] black student here, too...Maybe if professors do first, because the professor is kind of a leader in the classroom, so if he*

brings any familiar information, students will get more familiar with it."(Biology, international student, senior, Biology and Earth Science major, interview #1)

At the same time, some domestic students felt that attending a smaller campus was beneficial for them as it allowed for more targeted faculty support for international and domestic students to interact more than they would be able to on a larger campus.

> *"… I used to go to the main U. And it was very different from like the way that [instructor's name] has incorporated international students into the class, even though this is a small class, and the way they did it at the U where it was everyone just kind of did their own thing. And he has taken time to make sure that everyone interacts with each other, whereas at the Twin Cities it's kind of, you do your thing. And so, it's very different." (Biology, domestic student, senior, Life Sciences major, interview #2)*

2. Designing Purposeful Learning Activities That Engage International Diversity

Overall, all case study instructors designed activities that required their students to engage with their peers around common academic goals, though what this collaboration looked like differed a great deal from case to case. Some of the cross-national interactions took place outside of class (one example is the Economics class peer editing assignment), though participant instructors designed for most collaborative activities to happen in class.Some student interactions were more structured than others, and, while some activities resembled group work, others more closely resembled cooperative learning. Sometimes students worked together strictly to master the course content while other times they had more of an opportunity to share their unique cultural perspectives with each other.[5]

While all case study courses required the students to work in pairs and/or groups at some point during the semester, assessments did not always reflect this collaboration. The peer editing activity in Economics, the only structured cross-national interaction in the course, was not formally evaluated. The group quizzes in Biology and the group speech in Pubic Speaking were evaluated, but students did not have to "consider or compare different perspectives on content"(Arkoudis et al., 2010, p. 11) to successfully complete the assignment, nor was this cross-national interaction included in the evaluation of the writing assignment.

Case instructors embedded a variety of activities in the curricula during course delivery to facilitate cross-national interactions. Ongoing in-class pair work and small group work were the cornerstones of this work among all six participating faculty and instructors but took many different forms across the three case classrooms. Table 2 outlines the activities used in the case studies.

5 While the terms "group work" and "cooperative learning" are often used interchangeably, there are a few key differences."Group work" can be used to describe any task that is given to a group of students, whereas, in a cooperative learning task, each member of the team has a specified role and is individually held accountable for that role. The task cannot be completed without a contribution from each team member (Kagan, 1994).

Table 2. Documented Learning Activities to Support In-Class Cross-National Interactions

Case A (Biology): Consistent in-class group and pair work during quiz preparation and simulations (non-assigned and assigned groups)
Case B (Economics): Consistent in-class pair work (pairs determined by class seating); mid-semester peer editing exercise (assigned partners)
Case C (Public Speaking): Consistent in-class pair and group discussions; end-of-semester group presentation project (non-assigned groups)

Example 1. Student group assignment. Occasionally participant instructors assigned student groups (e.g., the Economics instructor assigned peer editing partners). Yet, most often, students were allowed to choose their own groups. Many domestic and international student participants, however, stated that they preferred being assigned to a specific group that the instructor determined so as to ensure international student inclusion. One domestic student (Public Speaking) even suggested that the groups rotate or seating arrangements change continuously, so as to make sure all domestic students have a chance to meet all international students in the class. However, one domestic student also mentioned that "forcing" interactions, contrary to what instructors might think, may be counter-productive as students need to be prepared to interact.

> *"You cannot have other people force you talk to other people, you have to do it out of your own will...you step out of your comfort zone by yourself you are more curious about what you find." (Pubic Speaking domestic student, sophomore, undecided major, Interview #2)*

Another domestic student in Biology also commented on the potential benefits of cross-national interactions and why she felt they were limited in the classroom, although they worked on quiz preparation jointly in groups and pairs:

> *"...It would be really interesting to know others' viewpoints on how international students may think about it, and it may help me understand it in different way. It seems that the way that we learn in this setup is just by taking quizzes more independently rather than working together." (Biology, domestic student, sophomore, Health Science and Wellness, interview #1)*

When instructors plan for and facilitate cross-national interactions in their classes, they need to find a balance between challenging students to move out of their comfort zone and supporting students who experience anxiety or have a low comfort level when faced with ambiguity or lack of structure. Given that each student will come to class with a unique background and varying experiences with cross-national interactions, this balance of supporting and challenging students will be different for each student. Instructors need to scaffold the support and to know how far out of his/her comfort zone the student is ready to go in order to challenge the individual in a way that is appropriate.

Example 2. Creating collaborative assignments. A final group presentation assignment in Public Speaking, group quiz preparation activities in Biology, and a partner peer editing assignment in Economics emphasized the need to collaborate with people from diverse cultural and linguistic backgrounds. For the final group speech in Public Speaking, students chose their own groups, and then were expected to choose a topic and prepare a speech with visual aids that would then be presented in front of the rest of the class. In Biology, groups of students were given a series of questions to review for quizzes or they were given a simulation activity to complete as a group, then the instructor would call on individual students to give the answer. In Economics, the students were allowed to choose how they collaborated for the peer editing activity - some chose to complete the activity in person while others chose to communicate electronically.

Instructors also used out-of-class course assignments to encourage (or require) domestic and international students to interact with each other. For these assignments, the instructors in most classes did not determine the groups (at least, initially), but talked to the students about things they should consider when choosing their groups and the importance of cross-national interactions. An exception is the peer editing activity in Economics, where the instructor assigned student pairs so as to ensure, as much as possible, that each pair contained one international student and one domestic student.

Example 3. Engaging with subject knowledge. When it comes to designing "discussion-based activities requiring students to share perspectives" (Arkoudis et al., 2010, p. 16), this type of activity happened more in some classes than in others, largely due to the different structure of each course (some courses were lecture-based while others were discussion-based).

Students in all three cases were required, at least once during the semester, to work with other students on course projects and assignments. These projects and assignments were a course requirement and students were expected to work together to complete them. The assignments varied in nature, yet generally speaking they did not always require students to "pool their knowledge" and they did not necessarily require students' "diverse perspectives and skills" (Arkoudis et al., 2010, p. 16) to complete the task. Most often, students were tasked with working with another student or a group of students to complete an assignment for which the pair or group was working together towards a common goal, but the assignment did not capitalize on the unique perspectives that each student brought to the group, nor were cross-national interactions required in most instances.

3. Providing Ongoing Opportunities for Student Reflection and Perspective-Taking

The following examples illustrate how case study instructors encouraged students to reflect critically on their learning.

Example 1. Developing reflective assignments. The end of the semester reflective assignments (learning portfolio for Biology and evaluation survey/self-reporting tool for Public Speaking) did not present a full picture of student learning and development, yet instead gave students an opportunity to reflect on their experiences with cross-national interactions over the course of the semester. These reflections, while they asked students to reflect on culture and their experiences working with people from cultures other than their own, did not directly ask students to consider the link between culture or varying cultural perceptions and the course topic, even when they were included in the students' grades, such as the learning portfolio in Biology. Assessing this link is challenging for instructors:

> *"Well to be honest with you, these ideas of appreciation and value [of cross-national interactions] - I don't have a better idea of it other than the self-reflection and the learner portfolio. I can test them on the nuts and bolts of the topic, but to sort of get to these other outcomes, I haven't figured out a way other than the learning portfolio." (Biology instructor, Interview #1)*

In Economics, students were asked to reflect on the peer editing activity, including what they saw as the benefits and challenges, though the cross-national interaction component of the peer editing was not specifically addressed in these questions.

Example 2. Presenting reflection as an objective of classroom discussion or student presentation. In Public Speaking, students had several opportunities to reflect, such as after presenting their "I am from" poems, in self and peer critiques of their speeches, and after they completed their final speeches when they were able to reflect on the group process required for that speech. The reflection component of the final speech was included in the assessment of the assignment.

Example 3. Building on in-class cross-national interaction opportunities to enhance out-of-class interaction. All 21 participating students preferred to have more opportunities for in-depth communication during class. Their responses indicated that the instructor should consider the course pace, heavy content load, and other situational factors ahead of time to ensure there is enough time for cross-national interaction.

However, in most cases, domestic and international student participants shared that although there was little time to communicate in class beyond discussing a task at hand, they felt more comfortable reaching out to each other or meeting outside of class (especially in the smaller-campus environment in Crookston). These interactions may have afforded future opportunities for student social network-building and perspective-sharing.

> *"Well it's even better here because it's smaller so you can see them in the hallway. But at the U you don't see them again until the next class. So it's easier here to see people on a consistent basis. (Biology, domestic student, senior, Life Sciences, interview #2)*

Despite students expressing that interaction was easier on a smaller campus, they still mentioned that they felt there were not enough opportunities to interact in class due to the course's fast pace. The instructor of each case responded to such concerns differently. In Economics, for example, the instructor required international and domestic students to interact outside of class time. In Biology, the most common cross-national interactions that occurred were related to group quizzes in class, which meant that cross-national interactions were used to directly engage students with course content.

In lecture-based fast paced courses (Biology and Economics), international student participants recalled multiple opportunities for in-class interaction and noted this was a helpful way to share knowledge with each other, although their interactions were limited to assigned question discussion, without an opportunity to share different perspectives or communicate extensively in small groups or pairs.

4. Incorporating Formative and Summative Assessments of Interaction Outcomes

Incorporating formative and summative assessments to monitor the process and outcomes of cross-national interactions should provide students with a chance to reflect on their growth and intercultural awareness development. Examples below address case study instructor efforts in this regard.

Example 1. Evaluating class participation. Two of the three case study instructors included student participation in the calculation of their grade, where it accounts for between 5-14% of the final grade. When participation was not explicitly graded, the instructor still included a section in the syllabus outlining expectations for student participation in class. As previously stated, the participant instructors who evaluated student participation were concerned with overall participation in the class and not necessarily the quality (or quantity) of cross-national interaction in the class.

Example 2. Assessing cultural/global awareness vs. course content. The case study instructors identified several learning and development outcomes[6] they used in addition to course objectives. For the University of Minnesota –Twin Cities instructors the following student learning outcomes (SLOs) were useful: understanding diverse philosophies and cultures within and across societies; ability to identify, define, and solve problems; locate and critically evaluate information; communicate effectively; acquire skills for effective citizenship and life-long learning. The Economics instructor introduced her own outcome (Students will interact with other students of different cultures) as one of the SLOs.

The Biology instructor highlighted the following University of Minnesota-Crookston Core Competencies in his syllabus: Communication (writing, listening) and Critical Thinking (applied learning).

6 University of Minnesota Student Learning and Development Outcomes can be found at http://academic.umn.edu/provost/teaching/cesl_loutcomes.html. University of Minnesota-Crookston Core Competencies are approved for all academic programs' curriculum at UMC and listed at http://www1.crk.umn.edu/academics/ACADEMPGMCHARACTER.html

Overall, some of the SLOs selected by course instructors included a focus on understanding and appreciation of cultural differences. Generally speaking, while the instructors assessed the SLOs, the effectiveness of cross-national interactions in achieving these outcomes was not directly assessed.

Example 3. Assessment using cross-national interaction. Some examples of formative assessments employed by participating instructors include pair and group assignments in Biology (after a while, for recurring tasks such as group quizzes and simulations), a once-a-semester peer-review assignment in Economics, and an end-of-semester group project in Public Speaking. In these activities, cross-national interactions were used as a way for students to interact with each other and with the course content.

Example 4. Assessment of cross-national interaction effects. Opportunities for student self-assessment of knowledge, attitude, and skill development as related to cross-national interactions were offered only once a semester in all three case studies in the form of a reflective writing assignment. Sometimes they took place at the end of the course and there was no opportunity for students to grow from the experience, nor did the instructor lead reflection activities or debrief the students' reflection to guide the students' growth.

5. Addressing Barriers: Student Experiences with Cross-national Interactions

During the course of the semester, participating students engaged with subject knowledge with their international peers, developed an expectation of learning from cross-national interactions, and faced various challenges. The three strongest themes we encountered had to do with the expectations of immediate outcomes of cross-national interactions, a perceived lack of opportunities for cross-national interactions, and the diminution of the language barrier by student participants.

Example 1. Immediate vs. long-term outcomes of interactions. While all participant instructors felt that incorporating cross-national interactions in their courses would prepare students for future careers and responsible global citizenship, student participants saw the potential pragmatic outcomes of cross-national interactions as more immediate, similar to Dunne's (2013) research participants' views of interactions as a "utility". Strong motivation for cross-national interactions was an opportunity to develop academic skills by sharing ideas and experiences around class content.

> *"You know so that's, I think, for overall effect it's very important to have diversity in Econ classes especially because when, if when you work with other students from other countries in your projects in your papers they can contribute more important ideas which can really help you to learn more thoroughly about your subject." (Economics, international student, Senior, Economics, interview #1)*

Example 2. Lack of opportunities for interaction. In the student interviews, many participants from all three cases expressed a desire for more opportunities to take part in cross-national interactions in their classes. Students cited many of

the same barriers to increased student interaction as the faculty did, including the amount of content that must be covered in the course.

> *"It seems kind of clear…that we have to learn a set amount of things in this course, like theory and there's not that much time to take away from that…I don't know maybe there needs to be a sacrifice or something...how much overall you learn about book materials and more time dedicated to other stuff, policy discussions, projects…" (Economics, domestic student, senior, Economics, interview #1)*

Students offered value judgments using words like "sacrifice" to perhaps indicate a disconnect between the instructor's view of cross-national interactions (as an intentional instructional strategy and/or as an element of classroom community-building) and some domestic students' views (as an "add-on" to specific "real" tasks related to class content). The following quote and the use of the phrase "those students" by a domestic student inspire a conversation around whose responsibility it is to reach out during cross-national interactions:

> *"There's not like a lot of social interaction I've had experience with [international students]. It's mostly just been like 'Hi, my name is this, we're working together, I'm going to send you this link, I'll email you.' And then there's really no other interaction with those students." (Economics, domestic student, senior, Economics/ Political Science, interview #1)*

At the same time, students responded enthusiastically on both campuses to instructor efforts to support cross-national interactions.

> *"Yeah, I think [Professor] is doing a great job, because he wants us to work with each other and even for our final paper we have to go to the Writing Center to make sure that we're doing a good job and all these things. ...And I think that's great. If he just came here and gave out the lectures, maybe we'd never get to know each other. But he makes sure we interact and work in groups" (Biology, international student, Brazil, senior, Animal Science).*

> *"I kind of feel the same way. I went to high school that was, like 99.9% white, that kind of town. And I feel since I've come...my perspective on things has widened so much from people from different areas, from international students, and you just have a new take. I feel I become also more understanding because you like learn about other people's situations, where they came from, their lifestyles, cultures, stuff like that." (Public Speaking, domestic student, undecided major, student interview #1)*

The interview protocol included questions intentionally designed to explore both the positive and challenging aspects of cross-national interactions; as demonstrated above, often the same student was able to identify both the horizon-widening benefits as well as instances where the interaction became "distracting" from doing the "real work." Instructors would need to address these tensions daily in their classrooms.

Example 3. Mixed views on perceived language barriers. Compared to the importance participant instructors and international students placed on the language barrier, it did not seem as significant to domestic student participants, as they acknowledged international student efforts in working on their English skills and utilizing technology to overcome any challenges.

All participant instructors highlighted the language barrier as one of the greatest hindrances to the successful implementation of cross-national interactions, either because, in their opinion, domestic students were not willing (or did not have the skills) to effectively communicate with non-native speakers of English or because international students simply lacked the level of proficiency they need to communicate in English. The Biology instructor felt that language skills impacted international students' participation in the class more than other factors did, and that international students who are more proficient in English are more willing to participate.

> *"Well, they're actually I would say it's a mixed bag because what happens is I have a Brazilian student who speaks quite well, and I also have a Sri Lankan student that speaks quite well, and then I also have a Chinese student that speaks well. They interact quite well with other students; it's specifically the Korean students who don't feel quite comfortable doing the self-selection. So the students will sit where they like but I've asked them to kind of intermingle and they have had no problem, except for the Korean students. And I don't think that's a cultural thing so much as just the basic language issue." (Biology instructor, Interview #1)*

On the other hand, students (particularly domestic students) downplayed the extent to which the language barrier impacted how much they were able to interact with students from countries other than their own, saying that it did not impede their ability to communicate during cross-national interactions. One Public Speaking domestic student referenced a classmate's accent as something that forced her to ask him to repeat; yet otherwise she did not acknowledge any challenges from language. One international student in Economics stated that the language barrier had not created any problems because language was not important in a math-heavy course such as this one. In his mind, the course content relied heavily on numbers, so words were less necessary.

When asked if she found it challenging to interact with students from different cultural or linguistic backgrounds, one domestic student participant from the Public Speaking class also downplayed the role that a language barrier played in her interactions with other students in the class: "The only time… it was just an accent, can you repeat that...not really [a problem]" (Public Speaking, domestic student, sophomore, undecided major, interview #1). This student acknowledged that language is a consideration in cross-national interactions, but held that it did not often interfere with student interactions.

Among domestic students, we often saw a contradiction between the importance participants explicitly assigned to the language barrier and how they would describe it in their interview response. For example, one student stated that language really was not a problem, then went on to explain how he and his partner did not always share a common vocabulary they could use to discuss the course content. In this instance, the student downplayed the language barrier when specifically asked if it was an issue.

International students acknowledged language as a common communication barrier for non-native English speakers and expressed some concern that a language barrier made it harder to participate, understand terminology-heavy content, and be understood.

Towards the end of the semester, many domestic and international student participants also shared that they benefited from learning about diverse cultures and getting to know their classmates in general, despite linguistic challenges. Although the student quoted below notes vocabulary challenges some international students face, other factors often influenced the nature and outcomes of cross-national interactions:

> *"Yeah, I would say the language barrier isn't like a very huge aspect ... I would say it's more the knowledge because of the different teaching styles of the different countries because you know different things. So you could be talking about something with a very intense vocabulary about it and they wouldn't understand. But then they could be talking about it in a different way and you couldn't understand. Like it's just different in the way that you've been taught about the subject and like your level of understanding more so" (Biology, domestic student, senior, Life Sciences, interview #2).*

Supporting Survey Data: International Student Perceptions of Classroom Interactions

To support the case study findings, we analyzed additional questions added into the International Student Barometer survey[7] (International Student and Scholar Services, 2014), a comprehensive instrument used to learn about undergraduate international students' academic and social experiences on the University of Minnesota Twin Cities campus. Comparing survey and case study results leads to the conclusion that the international students in our case study courses may experience cross-national interactions via learning activities that are fairly representative of the wider population of international students' experiences on the Twin Cities campus. Yet our case study courses also provided more cross-national interaction opportunities for international students than many other courses described by international students who took the International Student Barometer survey. Several relevant themes are outlined below:

7 While this survey was only administered on the Twin Cities campus, over 800 international undergraduate students responded to questions related to cross-national interactions.

- **The importance of instructors providing intentional opportunities to take part in cross-national interactions in class.** Almost 42 percent of the undergraduate international student survey respondents reported that they interact with American students in class often or very often. In fact, the international students in the three case study courses may have had more fruitful experiences with cross-national interactions in these classes than they would in many other classrooms on campus. All of our participant students reported having multiple opportunities to take part in cross-national interactions
- **The importance of instructors' being explicit on why it is important for international students to work with domestic students.** Only slightly over 22 percent of the international student survey respondents said their instructors explained the importance of cross-national interactions "often" or "very often". Importantly, most international student respondents in the case study classrooms shared that instructors' motivational message to interact was clear, and the three participant instructors in our study reported explaining the importance of working across cultural boundaries to their students.
- **The importance of instructors' role in creating structured interactions.** International student survey respondents would like the instructors to determine the groups for in- and out-of class work. In contrast, most of the time the case study instructors allowed students to choose their groups. Case study participant instructors often commented that they should determine the groups to ensure that both international and domestics students form mixed groups, which is a classroom practice that, according to ISB responses, international students would look upon favorably.

Discussion

Study findings demonstrate that a wide variety of instructional strategies and activities can be used to facilitate cross-national interactions in the classroom, all of which can be effective if designed and implemented consistently and effectively. What matters is that the instructor is intentional in including these activities in the course and explicitly ties them to the learning outcomes. Without this intentionality, students are less likely to learn from their peers, even when they find themselves studying in a diverse, internationalized setting.

Overall, the themes in participant faculty responses consistently echo Arkoudis et al.'s (2010) first four Interaction for Learning framework dimensions aimed at incorporating cross-national interactions into course objectives and creating environments for interacting (Planning Interaction, Creating Environments for Interaction, Supporting Interactions and Engaging with Subject Knowledge). In terms of the final two dimensions of this framework (Developing Reflexive Processes and Fostering Communities of Learning), we found more variation between the cases. With a few exceptions, such as the clear emphasis that the Public Speaking instructor put on

developing a sense of class identity, these two final dimensions were less evident in the instructors' planning process.

Planning and Creating Environments for Interaction

Planning Interaction and Creating Environments for Interaction were the two dimensions that participant instructors talked about the most. All three case study instructors worked to create an environment that was conducive to productive cross-national interactions. They all talked about different instructional techniques they used to encourage students to go out of their comfort zone and work with students they did not already know. All instructors recognized the needs of NNES in their courses and they provided support to these students and/or referred them to existing support services on campus. It should be noted that supporting the needs of NNES helps both international students and domestic students, as there are many students who are classified as domestic students but do not speak English as their first language. These students may find the linguistic requirements of cross-national interactions just as challenging as international students do and equally benefit from support for NNES.

The instructors all recognized that their students - both international and domestic - came to their classes with differing levels of "readiness" for cross-national interactions. Some instructors mentioned having one-on-one "interventions" with students and all instructors provided many opportunities for students to take part in cross-national interactions in class, though it seems that student confidence, anxiety, and comfort levels were seldom addressed by the instructors. An exception is Public Speaking, where an entire unit dealt with communication anxiety. This unit dealt with anxiety in a number of communicative settings, including interpersonal and presentational speaking situations.

All case study instructors explicitly shared their rationale for including cross-national interactions with their students, though the reasoning they gave was usually pragmatic in nature. In the future, students will have jobs that require them to interact across cultural boundaries, so these instructors feel that it is important for students to have this experience in college. Students' personal development and growth in intercultural competence were mentioned less frequently, except perhaps in the Public Speaking class.

In terms of how much instructors shared about student roles in cross-national interactions and set guidelines and expectations for interaction, we saw a range of instructional approaches in this study. Some of the activities were relatively unstructured, where the instructor would tell students to discuss a certain topic or work on a certain problem with the person sitting next to them. In these instances, students were not necessarily taking part in cross-national interactions, as it depended on who happened to be sitting next to them at the time. For other activities, however, the interactions were much more structured and the guidelines and expectations for students were much more clear. For example, for the peer editing activity in

Economics, students were assigned partners and were given a specific form to complete after reading their partner's outline. In Public Speaking, the students' final speech was presented as a group and specific expectations for this project were presented to the students. The Public Speaking instructor often modeled in class how students should interact with their group members, but that did not happen consistently across all three cases. More often, explicit guidelines for how students should interact with each other were not given to the students.

Table 3 outlines the common themes emerging from the student and faculty responses to questions on planning for, supporting, and assessing cross-national interactions in case study classrooms.

Tensions and Trade-Offs

Several tensions and barriers to effective cross-national interactions emerged from our findings as we compared student and faculty views on the class dynamics.

Assessing interactions. While the instructors assessed the outcomes of cross-national interactions, the effectiveness of these interactions in achieving learning outcomes was not directly assessed. Instructors commonly asked students to engage in cross-national interactions to generate "products" such as assignments or quiz reviews, but what the participant instructors ultimately assessed was the final product, not the process by which it was obtained. It could be argued that the instructors see cross-national interactions as a process that allows a product to happen; they are a means to an end but not an end in themselves. One exception was the final group speech in Public Speaking, where the group process was included in the evaluation of the assignment.

Connecting cross-national interactions with wider learning via reflection. The components that Ensari and Miller (2006) identified as essential for a successful interaction outcome in Personalization Model emerged during the course of this study. These components included common goals, self-other comparison, self-disclosure, and perspective-taking, all of which we observed as part of structured interaction and reflection opportunities in our case study classrooms. Although their frequency in course activities was not consistent across the three cases, all instructor participants spoke repeatedly about the value they place on having students reflect on working across cultural differences. The instructors encouraged students to compare views on class content (Biology and Economics) and to share their personal background and experiences (Public Speaking) in line with Arkoudis et al.'s (2010) Interaction for Learning framework dimension on reflexive processes development.

Immediate outcome expectations. One of the tensions many domestic and some international students highlighted was that they saw the potential pragmatic outcomes of cross-national interactions as more immediate and related to academic assignments and grades. In comparison, all participant instructors felt that incorporating cross-national interactions in their courses would prepare students for future careers and responsible global citizenship. These findings support previous research

Table 3. Cross-Case Data Themes At-a-Glance (based on instructor and student responses in Biology, Economics and Public Speaking)

Instructor Approaches to Course Design and Instructional Strategies around Cross-National Interactions Planning, Delivery, Support, and Assessment	Student Experiences with Cross-National Interactions: Major Tensions and Barriers
1. **Establishing** an environment supporting and engaging international diversity a. Cross-national interactions not addressed as a learning objective in the syllabus but communicated to students b. Discussing the benefits and rationale of cross-national interactions c. Addressing student anxiety and tendency to stay in a "comfort zone" d. Creating strategic seating arrangements e. Addressing non-native English speaker needs f. Modeling intercultural communication 2. **Designing** purposeful learning and assessment activities engaging international diversity a. Student group assignment b. Creating collaborative assignments c. Engaging with subject knowledge 3. **Providing** ongoing opportunities for student reflection during and after cross-national interaction-related activities a. Developing reflective assignments b. Presenting reflection as an objective of classroom discussion c. Building on in-class cross-national interaction opportunities to enhance out-of-class interaction 4. **Incorporating** formative and summative assessments to monitor cross-national interaction outcomes a. Assessment of class participation b. Assessment of cultural awareness vs. assessment of course content c. Formative and summative assessment using cross-national interactions d. Formative and summative assessment of interaction's effects 5. **Addressing barriers** to student participation in and learning from cross-national interactions a. Immediate vs. long-term outcomes of interactions b. Perceived lack of opportunities for interaction c. Mixed views on the language barrier	Immediate outcome expectations (domestic and international students) may prevent students from engaging with each other and reflecting on their own learning during the cross-national interactions. Perceived lack of time or opportunities (domestic and international students) for cross-national interactions in and out of class is mentioned in conjunction with large classes, heavy academic load, and/or desire for more structured interaction opportunities offered by class instructor Perceived irrelevance of the language barrier (domestic students): many domestic and international student participants viewed the communication challenges potentially caused by non-native English speakers' language skills as not important
Tensions and Trade Offs • Utilitarian views on cross-national interactions • Content vs. interaction outcome assessment: product vs. process • Perceptions of the language barrier: critical vs. secondary • Drawing on international students' expertise in the classroom: enriching perspectives vs. tokenizing students	

by Dunne (2013) on the perceived "utility" of interactions but differ from studies such as one by Osmond and Roed (2010) highlighting host students' views of cross-national interactions as beneficial for employment-relevant skill development.

Perceived lack of time or opportunities for interaction. Opportunities for peer learning, as described by Ody and Carey (2009), also existed in all three case study classrooms, though the nature and extent of these opportunities differed from one classroom to the next. At some point in the semester, all students had a chance to work with other students in a structured and purposeful small group activity that was assessed, which is essential to a successful peer learning experience. Students generally preferred group assignments when instructors "forced" them to exit their comfort zone, as long as it aligned with their academic goals and needs.

Biggs and Tang (2007) remind us that to achieve these benefits, peer interaction needs to be planned and consistently organized within the teaching and learning activities that are linked to learning outcomes and assessment. In our case studies, the extent to which the instructor defined the goals of interaction or guided the students through the cross-national interactions varied a great deal. Possibly this occasional lack of structured activities around cross-national interactions is what led to perceptions of lack of cross-national interactions among some participant students (especially international students in Biology and Economics). This finding is consistent with what we know regarding international students' desire for more intercultural interaction than they had previously experienced (Anderson et al., 2012) and instructors not always considering such interactions as opportunities for learning (Yefanova et al., 2014).

Perceptions of the language barrier: critical vs. secondary. Faculty and student participants in this course viewed NNES-related challenges differently. While the instructor mentioned the language barrier as something that makes cross-national interactions more challenging, student participants did not cite a language barrier as something that prevented them from interacting with other students. Both international and domestic students talked about how not having English as a native language made it more challenging for students to master the content of the course, but neither group of students posited that language prevented them from interacting with students from countries other than their own.

Building on international students' cultural knowledge: A balancing act. A theme that emerged from many interviews with both participant instructors and students was the question of whether or not instructors sufficiently engage international students' knowledge about their home country as a way to engage them in the class. Participant instructors stated that they rarely call on international students for this information because they do not want to single out the students or put them on the spot if they are not comfortable sharing with the class. Some student participants shared this sentiment while some international students wished that their instructors had asked them to share more often. Some domestic student participants

also stated that they would like to hear more about the international students' home countries and their experiences in general. Our data suggest that instructors must walk a fine line between calling on international students' knowledge and expertise to enrich the class without asking them to share information when they do not feel comfortable doing so or treating international students as token representatives of their culture. Our interview data suggest that some international students want to share about their home country and culture, and they feel they have knowledge to contribute to the class, but at the same time they do not want to be seen as speaking for their whole country or as representing their culture.

Recommendations for Practice

In the process of distilling Phase Two themes around faculty and students' experiences with cross-national interactions, we learned that successful interactions occur more frequently when they are intentionally facilitated. Due to perceived "language gaps", student insecurity about participation in groups, and overall inexperience with cross-cultural communication, students, both international and domestic, may not effectively interact cross-nationally without structured group work and clearly defined learning goals.

The following Phase Two study recommendations are based on student suggestions and instructor self-reflections during the time we worked with them in the study. When applying these recommendations in practice, one should take into consideration the complexity of each classroom and the situational factors that influence how students may perceive instructors' efforts to incorporate and maximize cross-national interactions.

Instructor Recommendations on Course Design and Instructional Strategies

Table 6 outlines some of the common recommendations that emerged from this study that can be applied to expand pedagogical practices around cross-national interactions. These recommendations can serve as transferable takeaways for instructors to increase international and domestic students' interactions as they stem from student participants' accounts of their experiences in the classroom, instructor participants' self-assessment statements, and classroom observations by the report authors.

This research study found that in terms of course delivery - what happened in the class on a daily basis - activities supporting cross-national interactions were not always implemented in the case study classrooms as consistently as research studies on cross-national interactions recommended. Little evidence was found around activities that developed reflexive processes and fostered communities of learning as Arkoudis et al. (2012) recommend, indicating the need to better integrate cross-national interactions into learning outcome assessment and create opportunities for students to demonstrate an understanding of the importance of cross-national interactions for the goals they have set for themselves (self-assessment) and the objectives the instructors have set for them (formative and summative assessment).

Table 4. Enhancing Cross-National Interactions: Recommendations for Practice

Common Recommendations Across Cases: Course Design and Instructional Strategies
Planning and Alignment (Prior to and at the Beginning of the Semester)
1. Put it in your syllabus! Align course objectives with cross-national interaction-related course activities or assignments. Clearly define global, international or intercultural student learning and development outcomes that can be gained via cross-national interactions aligned with the content of the course.
2. Connect the desired outcomes to a) specific course objectives and b) specific course activities or assignments geared towards enhancing cross-national interactions.
3. Explicitly define for the students why the global, international or intercultural student learning and development outcomes are important, how they can be gained via cross-national interactions, and how they connect to the content of the course.
Course Delivery (During the Semester and at the End)
1. Engage all students in group-based cross-national interactions more consistently by providing a balance between support (or "forcing") interactions and self-directed student learning tasks (e.g. students choose pairs/groups). Include in-class group and pair work for which you assign the groups, but scaffold to address student anxiety or lack of experience/comfort (e.g., via group assignments).
2. Engage international students' cultural expertise without putting them "on the spot" or asking them to generalize (e.g., asking student to bring articles on their home country context relevant to class topic vs. directly asking the student what people his/her country think about specific class topic, or speaking with the student individually before calling on him/her in class).
3. Provide opportunities for individual student self-reflection (summative assessment of cross-national interaction outcomes)
4. Remember: cross-national interactions are not just for supporting international students! Domestic students benefit in significant ways as well.
5. Assign an end of a semester group presentation, project, or paper (assigned or self-selected groups)
6. Provide opportunities to "debrief" how the class as a community did in terms of engaging in cross-national interactions
Addressing Situational/Context Factors
1. Consider the course pace, course load, campus size, class composition and other situational factors to make sure there is enough time for cross-national interactions.
2. As the instructor, model cross-cultural curiosity and an awareness of the importance of support for non-native English speakers.

The instructors need to structure cross-national interaction-related activities (see Table 4) in a way that, even if they are ungraded, still shows that they value the time students invested in the activity and foster a sense of connection and inclusion among students from diverse backgrounds.

The case-by-case suggestions for improvement (see Table 5) are based on participant instructor self-assessment and participant student suggestions. These recommendations echo the strong general theme among student participant responses centering on the desire for additional interaction opportunities and more consistently-facilitated groups as pre-conditions for effective self-directed learning (including cross-national interactions).

Table 5. Case Instructor and Student Participant Suggestions for Enhancing Cross-National Interactions in the Classroom (Biology, Economics and Public Speaking)[8]

Case-Specific Suggestions: Instructional Strategies
Biology (Crookston) Lecture-based High-density international students: 43% of the class
Utilizing a variety of activities geared at cultural learning (e.g., Global Village) creatively may help invite international students to share regional expertise and illustrate how cultural factors influence understanding of science (I)
Increasing instructor modeling of cross-cultural curiosity and awareness (S)
Offering students more opportunities for cross-national interactions (S)
Economics (Twin Cities) Lecture-based High-density international students: 50% of the class
Engaging students more in group projects might offer opportunities for increased cross-national interactions around common tasks (I)
Giving students opportunities to read different articles in groups and share them with the class (S)
Building on the peer editing activity and make cross-national interactions requirements and value more explicit in the syllabus (I)
Public Speaking (Twin Cities) Discussion-based Low-density international students: 15 % of the class
Providing students with more opportunities for self-reflection and "processing "class material before inviting them to discuss it in groups/whole class (may benefit both international students with language challenges and introverted domestic and international students) (I)
Providing continuous opportunities for community-building in class via student presentations and using "I am From" activities (I)
Providing more planned and more formal feedback on small group work to address student expectations for participation in cross-national interactions (I)
Providing cross-national interaction opportunities for all students to interact with international students via rotating pairs and opportunities for conversations about cultural background and perspectives (S)

Institutional Recommendations

Institutions may benefit if they regularly evaluate their existing programs to foster substantial international interaction. For instance, evaluating new instructor and teaching assistant training programs vis-à-vis the goals of fostering international interaction can aid in purposefully creating better-structured opportunities for all students to engage in substantive interaction. In addition, the experience of exclusion or other negative cross-national interaction experiences by domestic or international students should also be shared with the campus community along with supporting campus initiatives that help students model appropriate and ef-

8 Participant instructor self-assessment suggestions are marked with an "I"and participant student suggestions are marked with an "S".

Table 6. Case Instructor Suggestions for Enhancing Cross-National Interactions in the Classroom (Leadership, Human Resources, Teacher Education)

Suggestions specific to Instructor Interview-only classrooms
Leadership (University of Minnesota, Twin Cities)
Highlighting the importance of cross-national interactions via group work and via discussion.
Aligning cross-national interaction goals with in-class and out-of-class assignments.
Encouraging students to meet each other outside of class at least once for 45 minutes, at some point during the semester.
Human Resources (University of Minnesota, Twin Cities)
Emphasizing the need for including points of view other than the U.S.-centric ones, as well as encouraging international students to share their perspectives in class.
Ensuring that students have clarity on the expectations of the classes, especially the instruction and grading, gives international students more freedom to add their voices to the class.
Teacher Education (University of Minnesota-Crookston)
Facilitating regular in-class interactions allows all students to be prepared to analyze and understand the concepts. This includes asking international students to share some comments about their cultural perspective or home country examples around class concepts
Using course assignments to encourage students to interact with each other outside of class. Providing guidelines on what they should consider when choosing their groups.
Providing clear guidelines for international students to be able to understand the class expectations around cross-national interactions.

fective engagement in cross-national interactions. For example, making living-learning communities more visible on campus may facilitate stronger cross-national interactions among students.

To increase student understanding of the benefits of cross-national interactions, institutions may proactively promote the mutual benefits of substantial international interaction for both domestic and international students and communicate evidence of meaningful educational and professional outcomes (e.g. gaining 21st century skills that employers value). Luo and Jamieson-Drake (2013) remind us that providing both groups of students with essential intercultural communication skills will likely reduce student anxiety and increase their self-confidence in interacting across cultures, using foreign language skills, and addressing potential communication challenges.

Study Limitations

Descriptive summaries of individual cases (see Appendix G) synthesized student and faculty responses to present rich stories of three very different classrooms and a range of course designs and teaching techniques enacted with cross-national interactions in mind. As case study instructors aimed to enhance self-directed student learning and to provide support for cross-national interactions, they worked in unique situational, disciplinary, and collegiate/campus contexts. The study results

cannot be generalized to a broader University of Minnesota instructor or student population, which was not the aim of this study. Instead, we set out to generate transferable results that practitioners could adapt to their own contexts and objectives. Future studies could include a variety of mixed-methods approaches applied across different teaching and learning contexts.

While faculty participants were selected for this study based on their interest and experience in internationalizing their teaching, student focus group participants were self-selected. The students who participated, therefore, were possibly those with more interest in the research topic, meaning that we may not have heard all the perspectives represented in the class, nor did we speak with an equal number of international and domestic students. Because of the intensive nature of case study research, we were not able to have student or faculty participants from all colleges or locations within the University. Similarly, information about how the instructors incorporated cross-national interactions in their class and how the students engaged in these activities was largely self-reported, meaning that it is possible that social desirability bias (Fisher, 1993) influenced their responses.

A majority of international students in our sample are from East Asia (Korea and China), and, while we cannot claim that all international students are homogeneous, most of our findings are based on this classroom reality, reflecting the overall makeup of the University of Minnesota international student enrollment.[9]

We observed the Biology class three times during the semester and the Economics and Public Speaking classes two times each. While these observations provided insight into the classes and the pedagogical tools used by the instructors, additional observations may have allowed us to better understand the classroom dynamics and how cross-national interactions took place in each class.

Future Research Directions

This study supports research that demonstrates the importance of belonging in fostering cross-cultural interaction and enhancing academic performance (Glass & Westmont-Campbell, 2014). Despite the positive support faculty provide to students in the course of cross-national interaction, domestic and international students' experiences are more complex and uneven than we often realize. Negative or challenging experiences and lessons learned need to be acknowledged. As we learn more about the role of cross-national interactions in content and intercultural learning, we can begin to establish the role of specific strategies in changing the learning patterns and behaviors of undergraduate students, especially in larger classes.

To achieve self-directed learning, students must be able to engage in self-reflection and self-evaluation of their learning goals and progress. In the three case studies we presented the instructors provided opportunities for students to reflect on their

9 Over 6,200 students (Twin Cities) and 95 students (Crookston) are enrolled in classes, according to the University of Minnesota records.

experiences with cross-national interactions at some point during the course, but not necessarily in a systematic or student-driven way. Future studies could address the use of formative assessments to track learning in low-stakes ways. Providing clear guidelines on class expectations and incentivizing participation appear to be effective ways to facilitate interactions in class from all students. Additionally, the Deardorff (2006) process model of intercultural competency can be used to develop a framework that focuses on three core elements — attitudes, knowledge and comprehension, and skills — that will help faculty members facilitate and assess cross-national interactions more effectively when intercultural competence development is one of their learning objectives for the students. This framework can also be useful to assess instructors' own intercultural competence development progress.

Additional research directions may include dissecting the package of effective strategies used by our case study instructors and others to tease out those that can be most easily replicated and have the greatest impact for specific student populations or learning contexts. All directions emphasize the importance of cross-national interactions in creating a welcoming classroom culture that benefits from the diversity of student voices present.

This study underscores research on the importance of facilitating cross-national interactions in the undergraduate classroom to enhance the sense of inclusion and improve academic performance for all students at the University of Minnesota and beyond (Anderson et al., 2012; Glass & Westmont-Campbell, 2014; Lee et al., 2012). The increased presence of international students in the classroom creates the need for faculty and instructors to adjust instructional strategies and course design to support the integration of international students within the American academic environment and to encourage their active participation in the learning process so as to benefit all students' learning and development. Domestic students also benefit from taking classes with international students when the two groups interact with each other in an intentional manner.

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Appendix A

Case Descriptions

Case A: Biology (University of Minnesota – Crookston)

This is a 3–credit course that meets three times a week and focuses on theories of evolution. There are 14 students in the class, 6 of whom have been identified as international students. These six students represent four different countries: Brazil, China, Korea, and Sri-Lanka The instructor has 12 years experience teaching undergraduate students, 10 of which have been at UMC. The instructor has a basic knowledge of German, having studied it in high school and college, and was in Spain for three months during graduate school. He led UMC students on a short-term course abroad in 2013 and participated in the Internationalizing Teaching and Learning program at the University of Minnesota in 2013-14.

Case B: Economics (University of Minnesota – Twin Cities)

This is a 3-credit course that meets two times a week. There are 40 students enrolled in this course, 20 of whom have been identified as international students representing multiple countries. The instructor is originally from outside of the U.S. and has had an academic career of 25 years abroad and in the United States. The instructor was involved with the University of Minnesota "Internationalizing On-Campus Courses" project in 2002-03.

Case C: Public Speaking (University of Minnesota – Twin Cities)

This is a 3-credit course that meets three times a week. There are 20 students in the course, three of whom have been identified as international students from China, Mali, and South Korea. The instructor for this course has 24 years experience at the undergraduate level, taught in a number of different areas at the University of Minnesota, and is trained as an ESL teacher. This course is the one the instructor currently teaches most frequently. She has lived in China, conducted teacher training workshops in Mozambique, studied Mandarin Chinese as an undergraduate and learned conversational Portuguese from a private instructor. She is also a participant in the 2014-15 Internationalizing Teaching and Curriculum cohort at the University of Minnesota.

Case D. Leadership (University of Minnesota – Twin Cities) - Case D

This is a 3-credit course on undergraduate student leadership development that is co-taught by two instructors. The instructor who participated in this study has 11 years experience teaching at the undergraduate level. She had short-term summer experiences in Germany and Japan as a college student and studied German in high school and college.

Case E. Teacher Education (University of Minnesota – Crookston) - Case E

This is a 1-credit early childhood education course that meets once a week during the first half of the semester. The instructor is originally from outside of the U.S. and has taught at the undergraduate level for 16 years. She is multilingual.

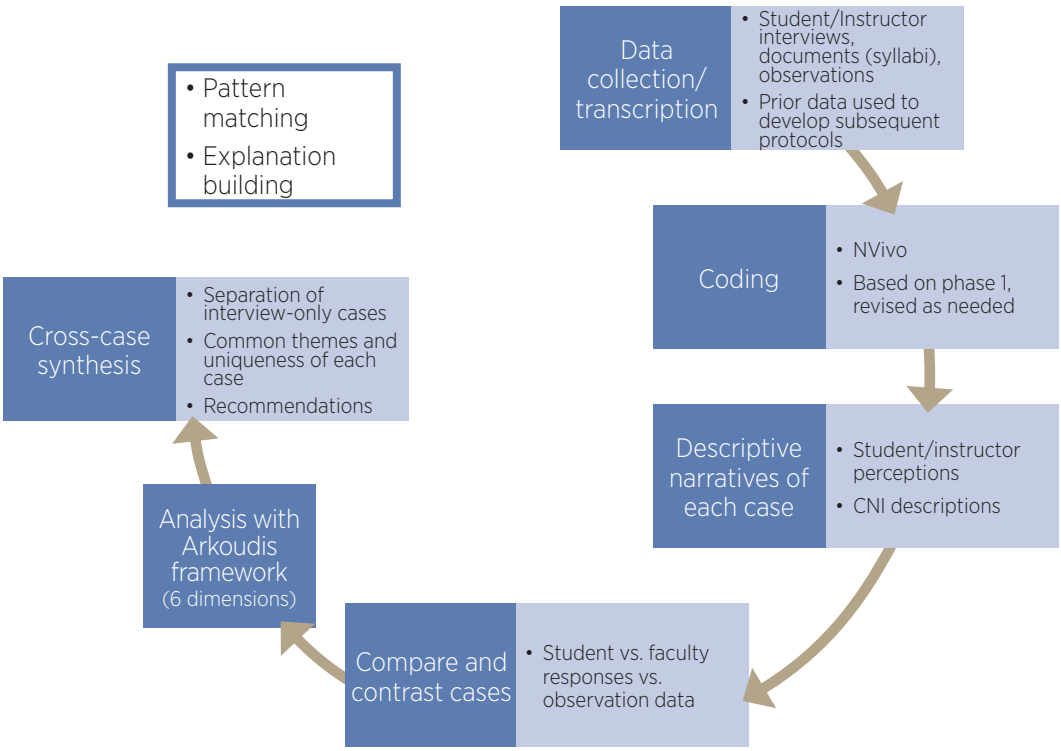
Case F. Human Resources (University of Minnesota – Twin Cities)

This is a 3-credit MA-level course on Employee Development. The instructor has 4-5 years experience teaching at the undergraduate level. She studied in Australia for one year and has worked in Australia and China. She studied German in college and French in high school.

Appendix B

Research Process Graphic (by Mary Lynn Montgomery, Global Programs and Strategy Alliance, University of Minnesota)

Design By Kevin Vi, (GPS Alliance, UMN)



Appendix C

Recommendations for faculty and instructors

Developing and Supporting International and Domestic Student Interaction in the Classroom via Course Design

1. Identify goals and student learning outcomes related to cross-national interactions in your class
2. Clearly state your expectations for cross-national interactions in the course syllabus and verbally
3. Align the course student learning and development outcomes and/or course objectives with specific activities or assignments designed with cross-national interaction in mind and explain that connection to students
4. Include cross-national interactions as a part of graded and ungraded assignments
5. Plan out-of-class activities or assignments that require cross-national interactions
6. Allow for formative and summative assessment and reflection opportunities

Recommended Learning and Teaching Activities in the Classroom

1. Model effective intercultural communication
2. Scaffold and support all students in their cross-national interactions
    a. Assign groups and pairs that require international and domestic students to interact
    b. Facilitate small group and pair discussions and offer opportunities for reflection
3. Recognize that each student is at a different place and support him/her where they are: balance requiring students to move out of their comfort zone with the students' readiness to do so
4. Talk to international students individually to gauge their comfort level
    a. Address the language support needs of non-native English speakers
    b. Utilize international students' expertise, but be careful to not call them out or ask them to represent their entire country or culture

Appendix D

Recommendations for Students

How do U.S. classrooms benefit from the international diversity?

International students on U.S. campuses are increasing. This gives students the opportunity to develop both cultural awareness and intercultural competency, key skills that would help them professionally.

What do international students bring to the class?

Cultural perspectives from around the world

As a student, what can you gain in a diverse classroom?

Intercultural skills, a preferred professional skillset

Critical thinking skills, being able to open up to different views and opinions

Skills to communicate and work with people from around the world

Is this one of your concerns?

Language competency of international students will affect the work.

Working with non-native speakers of English may impact (or affect) my grade.

Domestic students feel that international students gain language skills from the interactions, but they do not gain any skills.

Domestic/international students prefer to make groups with students from their own country, or similar cultures.

As a student, what can you do?

Communicate with each other, especially with those who are 'different' from you.

Work in a diverse group for discussions, assignments and projects, to help develop intercultural skills.

Ask your faculty/instructor to integrate international content or activities that will help you in increasing your international and cultural awareness.

Something to think about

Lack of fluency in English does not mean being incompetent in the subject content.

Take the first step in knowing your classmates.

Talk about your concerns to the faculty/instructor, and ask for ways to overcome them.

Appendix E

Interview and Classroom Observation Protocols

Student Interview Protocols

Beginning of the Class Student Group Interview Questions/ Core Questions on Student Experiences

1. Do you think it is important to have students from countries other than your own in your class? Why?
2. Have you and students from countries other than yours had any opportunities to share different cultural perspectives on course topics?
    a. Can you describe a situation when it happened during this past semester?
3. Have there been opportunities for you to interact with students from countries other than your own in the class?
    a. Can you describe a situation like this? What kind of activity? How often?
    b. During the latest peer review activities when you were assigned a partner, how did it go? What did you like? What were the challenges? Have you interacted with you partner before the assignment?
    c. Did the instructor shared her goals re: this assignment? Was there an expectation to work together? What did it feel like?
4. So far into the semester, what do you see instructor doing to support cross-national interactions in the classtoom? What do you wish they would do?
    a. Which activities among those you named were most useful in terms of interacting with students from countries other than yours?
5. Do you feel you've learned anything over the semester through interacting with students from countries other than yours in the course? (on a scale from 1 - 5, where 1 is "not at all useful" and 5 "very useful")
    a. How useful, if at all, has it been for your ability to communicate across cultural differences?
        i. Provide an example
    b. How useful, if at all, has it been for your leadership skills development?
        i. Provide an example
    c. How useful, if at all, has it been for engaging with course content for you?
        i. Provide an example
    d. How useful, if at all, has it been for your social network development?
        i. Provide an example

e. Include a question about the specific SDOs/SLOs that the instructor highlighted?
    i. Provide an example

6. Is there anything else you would like to share? Have we missed anything?

End of the Semester Student Group Interview Questions

a. We observed your class twice so far. Were these classes typical?
b. Since the beginning of the class and going through with the speeches…
    i. Did you know when you talked with int'l students in the class? Did the instructor introduce students as international students from specific countries?
    ii. What activities helped most in terms of cross-national interactions?
    iii. Did it spill out into the out of class conversations? (e.g., the current group project)
    iv. Challenges in working across language/cultural barrier? Any strategies you used to address these? How did they work?
    v. We hear from faculty conversations and observations that…do you agree?
c. In this course, do you feel you've learned anything from interacting with students from countries other than your own?
    i. If so, what? What were the most important things?
    ii. What do you think you could have learned, if anything?
    iii. Do you have any suggestions for making this class a better experience for future students in terms of cross-national interactions?

Faculty and Instructor Interview Protocols

Faculty Interview Guide (Pre-Course)

(Note: ask interviewees to use their syllabus as a guide during the interview and make sure to solicit specific examples in their responses.)

Core Questions:

1. What does a typical class session look like in your class?
    a. What kinds of activities do the students do?
    b. When students work in groups in class, how are those groups determined?
    c. How are group work and class discussions structured in your class?
    d. Do you tend to have international students in your classes?
    e. Do they interact with domestic U.S. students? When and how?
2. Do you think it's important to structure intentional opportunities for international and domestic students interaction throughout the course?
    a. Why (why not)? What has led you to this belief?
    b. Do you share any specific expectations with students in this regard?
    c. How do (or did) students respond to these expectations: domestic students? International students?
    d. Do you structure class or teach differently if you have international students in order to enhance the interactions between international and domestic students?
    e. What do students respond to best? Domestic students? International students? What is usually most challenging for the students? What kinds of activities do you feel are the most beneficial? Do international students and domestic students benefit from the same activities?
3. How do you see your role as instructor in these interactions?
    a. What are some challenges and successes you've seen around planning/facilitating/assessing the outcomes of these interactions?
    b. What have you learned from those experiences? Have they been useful?
    c. In assessing the success of these interactions, what does success look like?

Additional Questions Building on Responses to Core Questions

1. Do you provide structured opportunities for international students to share different cultural perspectives on course topics (serve as a resource for all students to work with course content)? In what way?
2. How do you provide support for non-native English speakers in your classroom around adjusting to cultural/linguistic differences and the U.S. academic requirements during the duration of the course? What kinds of support do students respond to best?

3. How do you provide support for domestic U.S. students in your classroom around cross-cultural communication/working with students from diverse cultural and linguistic backgrounds during the course?
4. What do you see as evidence of successful outcomes of international student and domestic student interaction in your classroom at the end of your course?
    a. How do you evaluate student progress towards these outcomes?
    b. Which relevant disciplinary or University-based student learning and/or development outcomes are you using to map your course objectives to?
    c. How does having international students in class interact with domestic students contribute to the achievement of each of these objectives?

Mid-Semester Faculty Interview Protocol

1. **Since we talked last:**
    a. Has the general flow of the class changed (flipped classroom, etc)?
    b. Has the class dynamic changed in terms of international students-domestic students interaction in the classroom. How?
        i. Previous struggles with ESL students, with them sitting in separate parts of class/the language barrier (esp. the Korean students)
        ii. Are you still allowing them to self-select into the group? How are students responding?
2. **Has the way you see your role as instructor in planning and facilitating these interactions changed?**
    a. You shared that this course is really well set up for interacting and you don't really lecture a lot see your role as facilitators…still the case?...What seems to be (not) working in terms of students from different cultures learning from each other?
    b. How are the U.S./domestic students doing? Any more discussions about the usefulness of being paired with someone from a different cultural/linguistic background?
3. **Are interactions contributing to course outcomes/objectives in the way you envisioned? (read out from the syllabus one by one)**
    a. What do you see as evidence of successful work between international students and domestic students? What is a good result? (last time you talked about working in groups outside of class, studying together for exams, reaching that comfort level where they can benefit from e/o experiences, etc
    b. Have they done self-reflection on what they are gaining yet? How did they respond?

Faculty Interview Guide (End-of-Course)

1. **Since we talked last:**
    a. Has the class dynamic changed in terms of international students-domestic students interaction in the classroom? How? Any changes in how students respond to interacting with each other? What do you attribute it to?
    b. What did you like about student group work/conversations while discussing class assignments? Did it achieve what you set out to do? Why do you think it did or didn't? How did domestic and international students engage with each other?
        i. E.g., groups were formed by convenience - grouped with students they were sitting next to, - did that affect interactions? -- What were the pros and cons of having students self-select groups?
    c. Can you identify the barriers to the cross-national interactions (CNIs) that have emerged this semester in your class? Any strategies that have been helpful to address these challenges?
2. **What do you see as evidence of successful outcomes of international student and domestic student interaction in your classroom at the end of your course?**
    a. What interactions they planned/facilitated/did to address each of the class objectives? Have cross-national interactions (cross-national interactions) helped achieve the objectives? What were the results of those interactions?
3. **What would you do differently…**
    a. ...Around planning/facilitating/assessing cross-national interactions?
    b. Has your view changed since the start of the semester in terms of your role in facilitating students interacting across cultural differences in the class?

Classroom Observation Protocol

Observation Goals:

- Identify and describe pedagogical strategies facilitating cross-national interaction and/or international student engagement in the classroom;
- Describe relevant student interactions
- Directions: this form is intended primarily as a checklist, not a scaled rating form.

Instructor: **Course:** **Date:** **Observer:**		
1. Class characteristics		
Total # of students in class:	# of international students present:	# of domestic students present:
Class topic(s)		
2. Student seating/setting environment for interaction		
Are international students and domestic students sitting in separate groups? ☐ yes ☐ no		Do international students and domestic students interact at the start and end of class (small talk, etc)? ☐ yes ☐ no
Comments:		

3. Class Activities/Flow				
Time (start of class, etc.)	Activity	Instructor Role/Actions	Student Action	Type of domestic students-international students Interaction

4. Types of activities (check all observed during the class)	
☐ Individual student work	☐ Small groups: average number per group? _____
☐ Pairs	☐ Whole class activity
☐ Lecture	☐ Other (please comment):
Comments:	

5. Student group/pair assignment strategy **Have you observed the instructor do any of the following?**	
☐ None (students choose own groups)	☐ Intentional instructor-driven group member assignment

5. Student group/pair assignment strategy **Have you observed the instructor do any of the following?**	
☐ Intentional student-driven group member assignment (students set criteria)	☐ Other
Comments:	

6. Providing support for and managing interactions throughout the class **Have you observed the instructor do any of the following during the course?**
Facilitate icebreaker activities ☐ yes ☐ no Comments:
Encourage students to reach out to one another ☐ yes ☐ no Comments:
Emphasize importance of learning to work across cultural differences ☐ yes ☐ no Comments:
Setting explicit expectations around interaction ☐ yes ☐ no Comments:
Address differences in communication styles ☐ yes ☐ no Comments:
Call on students by name ☐ yes ☐ no Comments:
Encourage cross-cultural perspective-sharing on course content ☐ yes ☐ no Comments:
Shape projects/tasks/activities around international students' countries ☐ yes ☐ no Comments:
Recognizing domestic/international students who make a consistent effort to interact and become mindful of other countries' academic cultures ☐ yes ☐ no Comments:
Encouraging international students to share their perspectives on content ☐ yes ☐ no Comments:
Using examples and references that are familiar or relatable to international students ☐ yes ☐ no

7. Overall, how effective was the instructor in facilitating international students and domestic students interactions throughout the class? Please explain.

8. Other comments

Appendix F

Student Experience in Research University (SERU) and International Student Barometer (ISB)

ISB 2015 Fall Additional Questions

1. How often did you communicate with American students in the classroom? (Very Often/Often/Occasionally/Rarely/Never)
2. How often have your instructors/professors/TAs used the following strategies in any of your classes? (Very Often/Often/Occasionally/Rarely/Never)
    a. Assign groups or teams which include both American and international students
    b. Monitor group work to make sure international students actively participate
    c. Explain why it is important for you to work with American students
    d. Explain why it is important for American students to work with international students
    e. Encourage you to share your knowledge, perspectives, and skills during class
    f. Discourage you from always forming groups with students from your country
    g. Discourage American students from always forming groups with students from the United States
    h. Discuss differences between American communication style and communication styles in other countries
3. What other strategies do professors/instructors/TAs use in the classroom that helps you feel included?
4. How often did you communicate with American students outside the classroom? (Very Often/Often/Occasionally/Rarely/Never)

SERU Wildcard Questions 2015

Thinking back at this academic year, how often has the following happened in your classes? (Never/Rarely/Occasionally/Somewhat often/Often/Very often/Does not Apply)

1. I actively sought to work on group projects in my classes with students from countries other than mine
2. My professors, instructors, and TAs encouraged me to work on group projects with students from countries other than mine
3. My professors, instructors, and TAs assigned groups that included both American and students from countries other than mine (similar to the ISB item)
4. My professors, instructors, and TAs explained why it is important for me to work in groups with students from countries other than mine (similar to the ISB item)

5. My instructors valued perspectives on class topics from students from countries other than mine
6. My professors, instructors, and TAs offered advice on how to work with students from countries other than mine

Appendix G

Case Study Descriptive Summaries

Case A: Biology (University of Minnesota – Crookston)

Planning

Course objectives impacted students' understanding of the instructor's role. International and domestic students in Biology did not believe there was a focus on cross-national interactions in this content-heavy, upper-level science class and some international students expressed a desire for more cross-national interactions during the class. Most of the respondents also shared that the instructor set the expectation at the beginning that the course would take an international perspective by creating a course objective of understanding different cultures' interpretations of Biology.

> *"I guess one of my ideas is, as you said, as a facilitator. Because I don't think you can necessarily force the students to really get a lot out of these experiences with international and domestic students interacting with international students and vice versa. I guess what I'd like to do is put some of these questions out there." (Biology instructor, interview #1)*

The instructor in this course feels that planning for international and domestic students' interactions must be intentional on the part of the instructor. He facilitates activities from the first day of class to help students begin to consider culture and how it can influence them and their interaction with the course content (in this case Biology and, in more general terms, science). The instructor of this course emphasized many times that he wants students to see how culture impacts how we view the concept of Biology. In this sense, the instructor wants students to see and understand how culture and cultural perspectives intersect with the course content.

One of the reasons the instructor gave for encouraging cross-national interactions among students is to prepare them for the future, where working with people from diverse cultures and backgrounds will be an important skill for students to possess. Learning how to work across cultures now will benefit the students in their future endeavors.

One activity he does at the beginning of the course is the "I am from" activity, where students write poems about different things from their past that have played a role in shaping the person they are today.

> *"You know, we started the course with "I am from" and then as we get into the topics of specifically Charles Darwin and his ideas…we start to delve into how Biology is basically what's in the context of our culture. The understanding of Biology is really what's in the context of our culture. So yeah, I would say it's a*

facilitator to expose the students to probably a very different perspective of Biology than they thought when they enrolled in the course. And then this idea of using a learner portfolio, most of the students are not used to that type of self-reflection. Does that make sense?" (Biology instructor, interview #1)

The instructor of this course has intentionally designed several class activities and course assignments in order to work towards the goal of facilitating cross-national interactions among students. Some of the activities include simulations and pair conversations in class, along with group quizzes.

The learning portfolio is the course assignment that the instructor referred to the most in regards to giving students an opportunity to reflect on culture and how to see Biology through that lens. The instructor struggled some to come up with other examples of how he integrates this type of self-reflection in his class.

Lastly, the instructor commented on the seating arrangement in his classroom. He noticed that international and domestic students seem to have self-segregated and sit on separate sides of the room. He acknowledges that this seating arrangement would not be his preference but he does not offer any ideas of how he might disrupt the status quo seating arrangement, other than possibly giving students assigned seats.

"One of the things I'm struggling with right now is already, a couple weeks in now, they - and I never put them into this - but the left side of the class is domestic, and the right side is international. And so that's - One, I'm struggling with how to sort of prevent that. " (Biology instructor, interview #1)

With regard to cross-national interactions, students were hoping to gain more immediate benefits, such as learning more about other cultures' perspectives on the course content. An international student hoped that by promoting interaction, the instructor could act as a leader in increasing awareness of diversity on campus:

"So I know some international students have hard time staying here, cause of the environment or because many students who are not familiar to different country 'cause I know most of MN students are kind of stuck here… one of my coworkers told me she'd never seen an Asian … Maybe if professors do first, because the professor is kind of a leader in the classroom, so if he bring any familiar information, students will get more familiar with it." (Biology, international student, senior, Biology and Earth Science major, interview #1)

In terms of academic skills, some international students hoped that working with students with greater English proficiency would help them improve their own English skills and achievement in the class.

Delivery

In sum, this instructor conducted a number of activities with his students to facilitate cross-national interactions among them and encourage them to grow intercul-

turally. In this case, we see the separation between activities that facilitate cultural awareness and growth, and activities that facilitate interaction between domestic and international students. While a single activity may accomplish both of these goals, that is not always the case. For example, the learner portfolio encourages students to reflect on their learning throughout the course and their own level of cultural awareness; this course assignment does not involve any cross-national interactions among students. Cultural learning activities were not consistently integrated into the course.

Student participants (mostly international students, with two exceptions) recalled multiple kinds of in-class interaction, such as talking about culture with the whole class during the "I am from" activity, which provided a structured opportunity to share cultural background with all class members at the beginning of the semester. They expressed interest in continuing similar discussions in class. Biology students also described working in both self-selected and instructor assigned groups for in-class quizzes. They noted this was a helpful way to share knowledge with each other, but their interactions were limited to quiz question answers, without opportunity to share different perspectives or communicate extensively. Students expressed that they wanted the instructor to make himself more accessible, to act as a leader in increasing awareness of diversity, and to provide more time to discuss cultural perspectives with the class and more time for group work.

Students' comfort level in cross-national interactions increased during the semester as evidenced in student interviews and classroom observation. One domestic student also reported gaining knowledge about cross-cultural perspectives on course content, but overall, international students did not identify any learning from them other than Biology content and learning style (especially in terms of international students, as they focus on quiz preparation with limited time allotted in class and do not talk much about anything other than class content with domestic and international students from other countries, with a few exceptions (some international students worked together on class assignments after class).

Faculty and student participants in this course viewed NNES-related challenges differently. While the instructor mentioned the language barrier as something that makes cross-national interactions more challenging, student participants did not cite a language barrier as something that prevented them from interacting with other students. Both international and domestic students talked about how not having English as a native language made it more challenging for students to master the content of the course, but neither group of students posited that language prevented them from interacting with students from countries other than their own.

To help students with low English proficiency levels, the instructor recorded his lectures and posted them, along with the Power Points he used in class, on the course Moodle site. This way, students can reference them outside of class if necessary.

> *"So the basic structure is I record, and the amount of recording varies quite a bit for me, things from 15 minutes to maybe 50 minutes of my lectures, so I post my Power Points online and I have recorded my lectures online so even if there's a language barrier the students have time to go back and record. And I have had feedback that the students like that." (Biology instructor, interview #1).*

Although students did not believe there was a focus on cross-national interactions in the class, they shared that by creating a course objective of understanding different cultures' interpretations of Biology, the instructor set the expectation at the beginning that the course would take an international perspective. When students struggle to interact with other students, the instructor has had individual conversations with those students, during which he emphasizes that being able to interact with people across cultures is something they will need to be able to do in the future. Then the instructor helps students work through their concerns.

> *"Yes. I mean I've actually had conversations with students when they've been paired up. and I actually have had one on one conversations that this is something that you certainly could be exposed to in the future, and you know the more we're exposed to these experiences the better off we'll be prepared and actually can handle it in different settings. So I actually have had - I don't know if I'd call them interventions, but students have come to me with concerns and we have had those discussions." (Biology instructor, interview #1).*

Assessment

In this case, we saw a separation of the assessment of students' mastery of the required course content and their acquisition of global knowledge or intercultural skills. The majority of assessments in this course address course content directly related to the subject matter. Quizzes may be individual or done in groups. The course includes a learner portfolio, which serves as a way to assess the students' self-reflection on the relationship between the course content (Biology) and social or cultural norms. This learner portfolio addresses the notion of what it means to be a globally literate citizen.

> *"Well I'll point out two that I think I will get some self-reflection on. One of my big assignments is a learner portfolio where they have to reflect on some of their learning. And this is where I'm going to get to the learner outcomes 3, 4, and 5 really, where I assess how Biology principles affect daily life and societal norms. And then also appreciate the relationship of life but also within the context of cultural norms. And then really this idea of globally literate citizens. And I'm going to have some self-reflection pointed questions in my learner portfolio where I'll ask them about that." (Biology instructor, interview #1).*

The instructor stated that he has not thought of any other ways to assess the global/cultural components of the course, other than through the learner portfolio.

> *"Well to be honest with you, these ideas of appreciate and value - I don't have a better idea of it other than the self-reflection and the learner portfolio. I can test them on the nuts and bolts of the topic, but to sort of get to these other outcomes, I haven't figured out a way other than the learning portfolio." (Biology instructor, interview #1).*

Informal assessment is also performed through class discussions about the readings. For example, students read Charles Darwin's On the Origin of Species and discuss what it means that this book was written by a wealthy British man. Students also talk about who records history and how that impacts what is written. While these topics are discussed in class (and it is possible that they are reflected in the learner portfolios), they are not part of the formal course assessment.

Case B – Economics (University of Minnesota– Twin Cities)

Planning

The instructor of this course feels that cross-national interactions are "needed" and they benefit students. She is committed to fostering these interactions in her class and thus a focus of her planning is the creation of deliberate interactions between international and domestic students. Her rationale for the importance of these interactions, which she explicitly shares with the students, is that cross-national interactions give students an opportunity to learn from each other and they prepare students for future cross-cultural interactions they will have, especially ones that are job-related.

> *"I thought that I should concentrate on this a little bit, because otherwise it's just a straightforward [economics] class. And these interactions were going on anyway, so now I'm just deliberately thinking about it a little more, that's all I'm doing is just a little extra thinking about it and making sure it's going on." (Economics instructor, interview #1)*

She wants to develop a sense of community in the class and on the last day of class she asks students to shake hands with their partner and thank him/her (which often generates laughter from the students).

Delivery (Instruction)

The most deliberate cross-national interaction that the instructor facilitates is an out-of-class peer editing activity. She intentionally paired an international student with a domestic student (as much as possible) and the students' task was to edit their partner's writing assignment, using a specified form and format. For this assignment, the instructor did not specify the means by which students were expected to give feedback to their partner - they could choose to do it in person, through email, or however was most convenient for those two students. She collected the peer editing forms from the students and told them that they contributed to their grade on the writing assignment, but they were not part of the formal grade calculation for this assignment. From her point of view as an instructor, one of her goals

is that these interactions will give students an opportunity to provide academic and writing support to each other. Students in the focus groups were aware that the purpose of the instructor assigning pairs was "to make sure that domestic students aren't just sitting with domestic students, everyone's kind of intermingling." (Domestic student, Junior, Economics and Political Science Major)

> *"Now both sides have problems with the English, but the international students have more problems. Because what we have been telling people is your English needs work, please go to the writing center. But the writing center doesn't help them write their whole paper. So they need more help that what we can give, so that may be one thing. The other thing is some kids are very smart, whether they're domestic or whether they're international, and they know that. So we use the mathematical or statistical techniques and we use a software called STATA. They have to use it to show whatever it is they are showing. And with that they are also able to help each other, so it may be that one person will know it and the other person may not or may need to know how to write the code or however it is, so I'm hoping that will go on. Because they have till now been going to the TA. So what I'm thinking is, we will tell them, talk to each other first, and then if you can't figure it out talk to the TA. So that's two things which I want coming out of it. The writing they have to do themselves, but it may be that this interaction helps. This is my experiment, it may be yours too, we'll see what happens." (Economics instructor, interview #1)*

In class, the instructor asks students to work together, though these pairings are informal and decided by the convenience of who is sitting next to whom. She will put up a problem for students to work on in class then as they work she walks around helping students and answering questions. If she sees that students are working alone, she encourages them to work with someone sitting close to them, but these pairs do not always end up being cross-national - it depends on who the students are sitting next to in class on that particular day.

> *"And I make them work together so there's no one sitting alone. So at that point I say get up, get up, get up, go and sit next to that person. And if someone's done it right, okay tell them how you did it, and this person is going to answer questions and I move on." (Economics instructor, interview #1)*

Students in the focus group were aware of the instructor's expectations for pair work and commented that if anyone is shy or reluctant to interact, the instructor will find someone to pair them with.

> *"Or they turn like this to the back, or next to each other. And I insist that it be two people, sometimes it's three. But if I find a person sitting alone I make the person physically get up, get their bag, and go sit with someone else, because I told them on the first day of class they can't sit alone, they have to sit with someone." (Economics instructor, interview #1)*

Students also noted that this class is different from their other Economics classes in terms of the amount of collaboration that is expected among students.

> *"But also for me personally it's like on of the most collaborative classes I've had. Most of them, you are completely independent. She does a good job with that. I mean, the first day of class, she does a good job with learning the backgrounds of people, had us introducing each other and this kind of things."(Domestic student, Senior, Economics/Political Science, interview #1)*

She expects all students to attend all lectures and to get notes from other students for any session they miss. Class participation is encouraged and she expects students to contribute to the class. While she wants students to participate in the class, she lets them contribute information if they want to, but she does not put international students on the spot to speak about politics or their culture if they do not want to speak about those topics. A domestic student also mentioned that students had an opportunity to work with data from their own countries of interest and that there were times when the instructor asked for examples from the class and international students would respond by speaking about their own countries.

> *"I think she does provide opportunities for us to integrate some culture from another perspective because like when we make graphs she asks us to choose countries that we want and some of it may be interesting and connect to your experience. Or is she asks to use examples and a lot of people talk about their countries."(Economics, domestic student, senior, Economics, interview #1)*

The most explicit cross-national interaction that this instructor facilitates is a structured, out-of-class peer editing activity, where international and domestic students were paired with each other as much as possible.

Assessment

All formal assessments in this course were directly related to the content matter.

The instructor provided an opportunity for students to reflect on this peer editing activity and on the class as a whole, but this reflection did not figure into their grade in any way. In a written reflection on this activity, the majority (25 of 35) of students said that they would choose to work with the same partner again. Encouragingly, some students found the experience positive and useful despite noting language or communication barriers. For example, one domestic student responded:

> *"Yes, she didn't speak the best English, but it was a good experience! Main benefits were getting feedback of what she thought of my main points. The challenge was the language barrier." (Economics, student midterm reflection)*

The remaining 10 students who said they would not work with the same partner again cited a variety of reasons including language barriers, an insufficient amount of constructive feedback, and difficulty understanding each other's ideas. In focus groups, many students described completing this pair work assignment entirely

online and with minimal interaction. One domestic student explained that his international student partner had better written English than spoken English, so he chose to communicate via email rather than in person.

Case C - Public Speaking (University of Minnesota– Twin Cities)

Planning

The most salient aspect of this course is the extent to which the instructor intentionally worked to establish and maintain a sense of identity in the class, which she reported was something that she strives to do in every class she teaches. She wanted students to know and interact with each other; so one of the first class activities she planned was to require students to learn each other's names. They gave a name speech to explain the meaning and origin of their name then in week four students took a bonus quiz to show their knowledge of their classmates' names. This sense of community is equally important for the instructor regardless of who is in her class. Regardless of whether her students are international or domestic, she wants all of her students to interact with all of the other students. Overall interaction is more important for her than making sure they are cross-national interactions, though it should also be noted that the students enrolled in this course come from very diverse backgrounds, so students are exposed to a lot of different cultures and viewpoints, whether they are interacting with international or domestic students.

> *"I'm intentional about getting everyone involved. And if I can get anybody involved I think I can get everybody involved. And people do get involved. I think that's just something that comes to me, comes with me. A lot of people who have observed me before say I'm more of a coach at times, or a facilitator than I am teaching. Because I can get students to build relationships. Or we form a class identity very early on and that's important." (Public Speaking instructor, interview #1)*

The instructor stated that she is usually successful in her attempts to create class identity and she mentioned one specific class in which students all hugged each other as they said good-bye at the end of the semester because they had established such a strong bond as a group. To create this kind of environment in her class, the instructor has to have an intentional plan of action from the beginning of the semester, which includes allowing students to have input on class agenda items.

The instructor has clear expectations for her students in terms of their participation in the class, which she shares with her students. She expects students to be prepared for and actively participate in class, which is worth 135 points in the class (3 points each day). The syllabus explicitly defines and gives examples of participation so students have a clear understanding of what is necessary to earn these points each class session. The instructor also describes appropriate speech etiquette for her students.

> *"Attendance and Participation. (135 points total) This portion of your grade includes participation in various classroom activities such as in-class exercises, impromptu speeches, and class discussions… Class participation means active involvement in class as a supportive, courteous and sensitive audience member. It also involves careful preparation and timely submission of in-class assignments such as informal peer critiques… Three (3) attendance and participation points are available for each class period. (Don't assume that just because you are in class that you will automatically get all three points.) Attending class on time earns 1.5 points; participating in class earns up to an additional 1.5 points. Your participation in the informative and persuasive speech conferences are also included in this area of your course grade. It is possible to earn an additional 20 'bonus' points by attending class every day (no absences) and participating." (Public Speaking syllabus)*

In addition to clearly stating her expectations and working to involve all students in the class, this instructor was also very deliberate in her choice of speech topics and the other assignments she asked her students to complete. When planning speech topics, she intentionally selected the topics and the order of the speeches in order to allow students to reflect on their own identity and to scaffold their growth throughout the semester. They started with the name speech, which the instructor identified as fairly low-risk for the students, then continued with opportunities for the students to reflect more deeply about their identity and their beliefs.

> *"Well, talking about the personal narratives, the assignment is that they have to speak for two to three minutes about a time when either their personal code of ethics was challenged, or formed, or developed. But there are many ways you can go about it. You don't have to tell us about when you got arrested for shoplifting when you were a teen. There are many things you could share. And that's one that takes time for students to think through. And I always continue, whenever students are going to give their speech, I always tell them to talk to people that know them well, whether it's a family member or a good friend. Right now we're doing speeches of belief when they have to talk about something they believe or value. And there's some interesting topics." (Public Speaking Instructor, Interview #1)*

Her approach to and philosophy of teaching also impact how this instructor structured the course. The instructor saw her role more as a facilitator or coach than as a teacher, and she mentioned that people who observe her teaching have made similar comments. Along this line, she stated that she always expects to learn as much from her students as they learn from her. She is always purposeful to model appropriate communication, including teaching students how to make small talk.

> *"I feel an obligation to teach students how to make small talk. I'm purposeful in my communications whether it's verbal or email to try to model for them what is appropriate. I go to class fifteen minutes early, so I teach at 8:00 but I'm there*

at 7:45. That gives students an idea that they can come in early. There's always commuters there, I have the classroom set up so that they can walk in and we can start at 8:00, but if there's an issue they can grab me. I'm very grateful that I teach in the same classroom from 8 to 10. That way the students can come in and feel comfortable and ask questions and I have time for them. I used to have an office in [Building] and it was easy for them to come and find me between classes, but now that I'm in [Building] - it's a big deal for someone to come to office hours these days anyway." (Public Speaking instructor, interview #1)

She organized the tables in the classroom to suit her class and her teaching style. In her interview, she spoke in detail about how the tables were arranged in the classroom by the previous class, why that arrangement did not work for her, and how she preferred them to be arranged.

"The four sections that I'm teaching, there is just one class that has really a strange dynamic that have to alter. It's not the section you're coming to see, but it's more about how they're seated. It's interesting because we have specific ways classrooms are supposed to be organized according to university guidelines or the classroom services, they have like a default position, they have a map. But I've taught in this classroom probably for four or five years, and there's a writing class in there right before me. And they just make one or two large tables, and that is not conducive at all for the way I teach. So I'm going to go in there tomorrow morning and reorganize the tables." (Public Speaking instructor, interview #1)

Delivery (Instruction)

Class activities include small group activities and, as a public speaking class, a fair amount of time listening to other students' speeches. She wants students to think about their own identity and she referenced using activities from ITL, such as "I am from" poems, to help students on this journey. She encourages students to share, but she does not require them to share personal information they are not comfortable sharing.

Students agreed that there is a high level of personal sharing in the class. Domestic students described sharing personal information about their family and background with the class. For example, when commenting on giving speech about a personal belief, a domestic student said "when we had to give a Belief speech, I shared my experiences about my family, cultures."(Public Speaking, domestic student, interview #1). The second student agreed, "People gave a speech on something they believed in, it really showed the diversity, where people came from." (Public Speaking, domestic student, interview #1). The two students who participated in the second focus group felt there was also extensive opportunity to get to know and interact with their classmates, both through personal sharing in speeches and through structured activities to learn each others' names, get to know each other, and discuss their speeches with each other.

Assessment

As previously stated, active class participation is important in this course. Students had an opportunity to reflect on their learning in the class in the form of an end-of-semester survey, though this reflection was done informally and was not graded. This survey included general questions about the course and a question that specifically asked students whether or not they felt they had learned anything from the interactions they had with students from countries other than their own. From the students who responded to this question, the response was an overwhelming "yes." Students made comments such as, "Of course I learned something. The biggest lesson I learned was that you have to clearly communicate with all of your group if you want good results. And, what is a good method of communication for some students isn't necessarily a good method of communication for all," (Public Speaking, domestic student, undecided major, interview #2). and "I enjoyed learning about other people's home cultures."(Public Speaking, international student, interview #2).

Case D – Leadership (University of Minnesota– Twin Cities)

Instructor Interviews Only

Planning

The instructor participant's objective for this upper-level course was to help students arrive at the realization of the importance of the cross-national interactions via group work via discussion:

> *"When I'm asking for people to report back from those small groups and I say you know, if you noticed that there was a difference between, kind of a cultural difference between what maybe we expect here in the United States and what we've talked about here or something you've found out from one of the international students, then please bring that back to the class, too." (Leadership instructor, interview #1)*

The instructor participant saw her role in "providing space" for cross-national interactions to happen as she guided students through a series of assignments with her co-instructor. However, the instructor did not specifically state expectations of cross-national interactions when defining group tasks and outputs. The instructor responses indicated she placed value on aligning cross-national interactions goals with in-class and out-of-class assignment assessment. She shared that all of the University of Minnesota SLOs and SDOs were relevant to cross-national interactions and were reflected in her assignments and rubrics.

The instructor participant noted that while in the 1000-level class she would give the students specific prompts to generate interaction, she is much less specific with the 4000 level course where it was "more about allowing a space for those interactions to happen."

Delivery (Instruction)

By this 4000-level class, the instructor noted, the students had a pretty good idea of what to expect.

Groups were always formed intentionally – for example, after writing the Cultural Lens paper, students line up according to how hard it was for them to write, then folded the line so that students who found it harder to write are in a group with students who found it to be easier to write. The instructor acknowledged her group assignments were intentional:

> *"Because they won't otherwise. Because there's, I mean. There's, just like with anyone, it's much more comfortable, it's much more natural to speak with someone who say, speaks your own language, or your first language, so that you can get your points across more easily, etc. So it's not a guarantee that they won't naturally mix but they probably won't. Yeah. I would go so far as to say as they probably won't without being forced to." (Leadership instructor, Interview #1)*

For most class group assignments she did not determine the group members, but talked to the students about things they should consider when choosing their groups and interacting within the group in order to produce a quality final product.

Students are asked to note that they join with people who look/sound like them, and they come up with strategies to change that. One of the common strategies is to ask the instructor to remind them that they want "to be with somebody that doesn't look and think like you" (what gets them to the point when they notice that: 2-3 courses prior to that where the instructors stop the action and highlight how we select partner's/comfort level in communicating across difference; by the time they go through field experiences, generally they are able to self-regulate.) If students are still hesitant to talk, the instructor meets with students individually after class to find the reasons, and offer other options that will help them to be more engaged in class.

One of the challenges for the instructor was to get students to meet for 45 minutes outside of class at some point during the semester, though the instructor would like it to be 3-4 times in order to better get to know each student. Other challenges included the quantity of course assignments, the fast pace of the course, and finding people to talk to for the one-to-one assignment. Sometimes it was hard for international students to adjust to the class, and the instructor met with the student to address the issue.

Assessment

The instructor also identified several SLOs and SDOs that have global components in their courses. Some of these SLOs and SDOs include a focus on understanding diversity and culture, an appreciation of differences, how to intervene in different situations in culturally appropriate and sustainable ways, and the concept of independence and interdependence. Generally speaking, the instructor hopes that participating in cross-national interactions will help students achieve these outcomes.

There are two major writing assignments that have a global component. In the "global one-to-one" assignment, students learn about perspectives in their field of study in another country or culture by interviewing people from that country or culture. Students also complete a problem solving case analysis, in which they collaborate to analyze a global issue. For this assignment, students are expected to use articles and resources from other countries to analyze the issue.

Case E- Human Resources (University of Minnesota –Twin Cities)

Instructor Interviews Only

Planning

The instructor participant of this seven-week graduate course hoped to "help bring out the knowledge that everybody has" to make sure to include points of view other than the U.S.-centric ones when discussing business case studies, as well as to encourage international students to share their perspectives in class:

> *"It's important for me to be kind of bringing in the global perspective to begin with, so then, hopefully, the international students feel like they have a valued perspective for the class. Because I think it's really easy for - and U.S. corporations have been doing it for years - in thinking we can just take whatever we do here and it works just fine everywhere else. And Target found that that doesn't work even in Canada, which I'm sure they presumed was not that different from us. So we have to take that into perspective when we're talking about people from around the world. And you know, all these companies that we talk about, even Red Wing Shoes, all of these companies have employees from around the world and distribution around the world, and etc. So it's important to bring that in and I try to in that way." (Human Resources instructor, interview #1)*

Further, she believed that without international students in this class, there might be a "black hole," especially when they talk about American privilege: international students usually talked a lot on this topic and would disagree that American privilege does not exist. As part of the class assignments students interview people of a different cultural origin and the international students often help domestic students establish international contacts, either with the international students themselves or with other people they know or family members from home.

However, it is necessary to be intentional about the interactions. The instructor participant believed there was a need for instructors to explicitly plan for cross-national interactions:

> *"If they didn't have intentionally structured ways for them to ask questions, and interact, and get to know each other, in my experience, with undergraduates, they generally wouldn't." (Human Resources instructor, interview #1)*

Delivery

The course is structured in a way that students are graded for the cross-national interactions. This helps in making students take more interest in the process, and also, understand why it is important.

> *"And they get more used to the fact that they are going to be graded on that. Or that it is a part of their overall grade that it is for them to participate. And so, so whether it is group work, or an understanding of expectations, or more comfortable because they understand that is how the class is, or because they feel that they can add something, I don't know. but it just seems to be that by the end of classes, the international students feel like they want to add something to the class. Or maybe because by the end of the class they are like no you guys need to know this isn't how it is where I am from." (Human Resources instructor, interview #1)*

The instructor participant mentioned a variety of activities in this course that she planned to use to facilitate cross-national interactions, e.g., course assignments to encourage (or require) domestic and international students to interact with each other outside of class, as a "quality product" would only be possible with team collaboration. She deemed student participation in the group projects as successful if ongoing and final assignments - individual papers, a group paper, and a group presentation - reflected student learning and increased comfort level with and appreciation of cross-national interactions. In addition, the instructor participant compared the individual paper with group papers to evaluate how students are interacting with their group members, including international students.

Assessment

The instructor discussed specific assignments that asked the students to explore these topics. As with the other cases, the instructor wanted cross-national interactions to happen in their classes and student-to-student interaction is often required to complete course assignments, but the interactions themselves are rarely assessed. Instead, it is usually the product of the interaction that is assessed by the instructor.

Case F - Teacher Education (University of Minnesota– Crookston)

Instructor Interviews Only

Planning

The instructor participant's learner objectives for all students were tied to the UM-Crookston core competencies of Working with Others and Diversity, as well as teaching competencies as outlined in the Standards of Effective Practice, including understanding of cultural and community diversity. However, she set a goal for international students to become proficient communicators in English and learn how to work in groups in American academia.

The instructor participant saw her role as a support for both domestic and international students in helping them understand each other's style of communication

to work effectively together. Sometimes her role as a mentor and coach for international students also surfaced, as she advised them to immerse into English-language communication and campus life.

> *"They get to know each other in class doing teamwork. They are required to do teamwork. So the requirement put them to a position where they have to know each other. If there is no requirement to that, I am not sure, that will take us a longer time. And they say that they were required to do it together in the classroom and outside the classroom." (Teacher Education instructor, interview #1)*

While this instructor participant was not teaching 1000-level courses at that time of the academic year, she stated that intentionality in addressing cross-national interactions was even more important at the beginning of pre-service teachers' careers. Although student teaching is highly individualized, the course required an understanding of human dynamics, and the instructor participant required all students to do some kind of cooperative learning via in-and-out-of-class group project assignments.

Delivery

In class, she planned to facilitate a mixture of small group and whole class activities. She also planned to ask international students (few enroll in this class, as a general rule) to share some comments about their cultural perspective or home country examples around some teaching concepts, contributing to conversations on diversity. Facilitated, regular in-class interactions also allowed to make sure all students are prepared to analyze and understand the concepts.

> *"When I give them cooperative learning, it is a very much a guideline. I help them the first year how to function as a group, not like you do A, I do B and we'll get together and put it all together and I don't need to know your A part and I don't need to know your B part, but they have to teach each other and produce it." (Teacher Education instructor, interview #1)*

The instructor participant used course assignments to encourage (in fact, require) students to interact with each other outside of class. For these assignments, the instructor participant did not determine the groups but talked to the students about things they should consider when choosing their groups (she also assigned rotating roles within groups).

> *"Teamwork to me is learning from each other. Learning from each other information, ask questions, and then we make a consensus of putting this information in there and we all research on this question, we all research on this question, we all research on this question, and sit down and what did you come up with, what did you come up with, what did I come up with. Then we will make a consensus of what, maybe take a bit of information here and there, and we put it together. So that when you do that, when you present, the three of you are very succinct of what you have learnt. And those skills, we need to promote the skills for them, and before they can do this, international students and domestic students have very different ways of approaching this. Somewhere we need to bring them together. A*

method that we introduced that needs steps on how to use it effectively." (Teacher Education instructor, Interview #2)

Observing in-class interactions also allowed her to make sure all students are prepared to analyze and understand course concepts. The instructor considered her cross-national interactions strategies successful if international students and domestic students became study buddies or friends, becoming more and more comfortable around cultural difference.

The instructor participant requires students to work in groups she assigns outside class as they discuss cases studies and the concepts from class that could be applied to them. International students receive support throughout this process. Student participation was assessed in group projects and in-class case discussion as successful if an individual paper, a peer assessment based on a rubric around group work, and a group presentation reflected student learning and increased appreciation of cross-national interactions.

Students try on different roles within the group, from leader to note-taker, so they understand all aspects of collaborative learning. The instructor also offers study skills advice to international students, including note-taking, vocabulary development, and active discussion participation:

"I really do believe that by putting international students together in a class does not automatically that they are going to communicate, collaborate together, singing kumbaya together … in order for them to be together, because English is their second language...if this is their first year coming into the United States, their… listening and speaking skills is not there yet, so they...are uncomfortable [with domestic students] and try to avoid, but at the same time we don't want to wait until their senior year and say that your English is better now, let's do something" (Teacher Education instructor, Interview #1)

Assessment

The instructor pointed to a couple of general culture-related topics that they assess in course assignments, as well as group projects the students complete. In broad terms, students explore their own identity and culture in their writing and the students' understanding of culture and diversity in teaching appears in many assignments as student prepare to teach in diverse K-12 environments. The instructor suggested that participating in cross-national interactions would help students achieve these outcomes as outlined in teaching standard.