

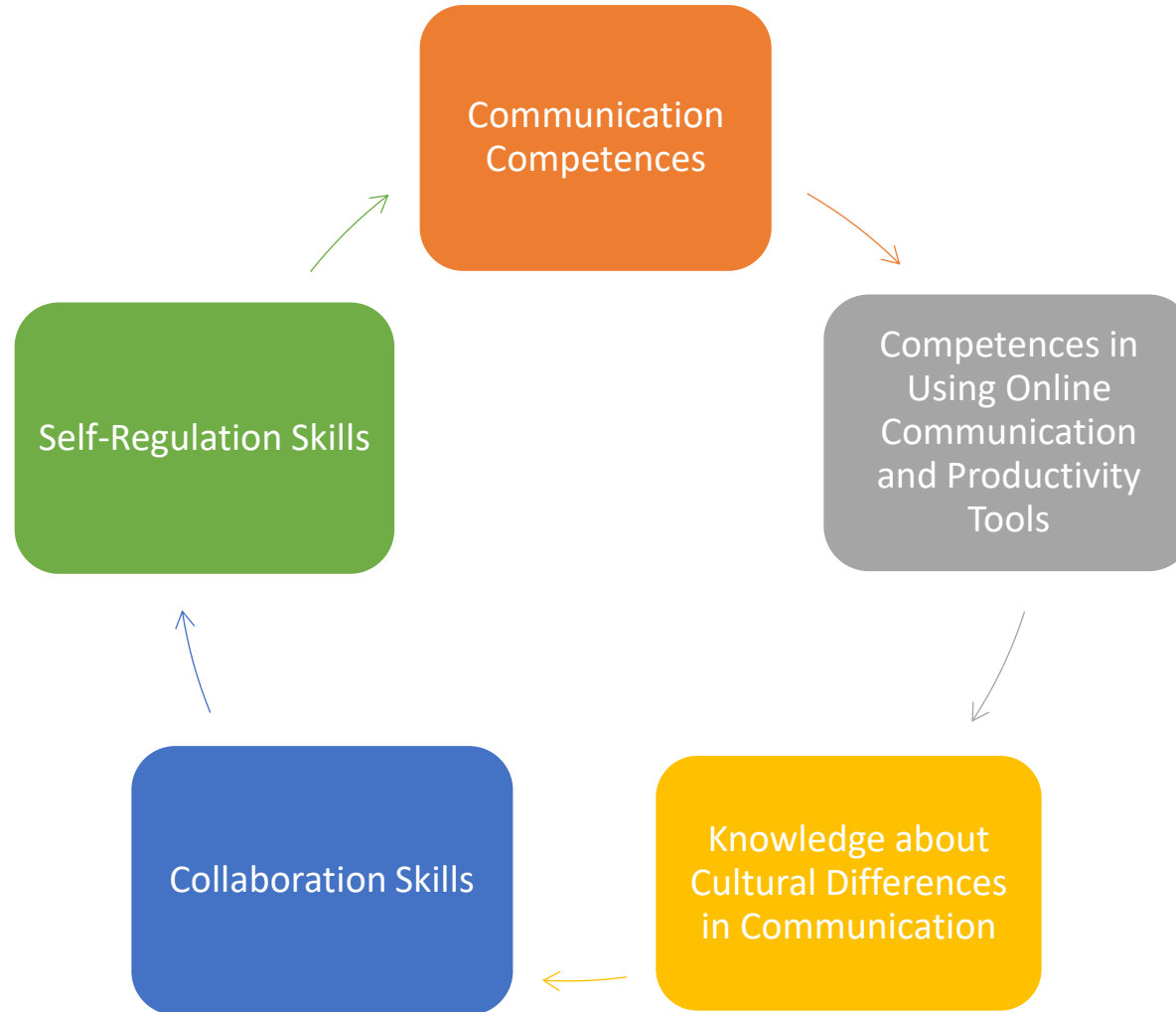
# Culturally Adapted Learning Environments for International Students Entering USA Universities

## Instructional Design Strategies

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# Theoretical Rationale for “Digital English for International Students” Class



# Effects of Culture in Online Learning Environments

Online learning environments aren't culturally neutral. They are built according to Western culture and a constructivist approach.

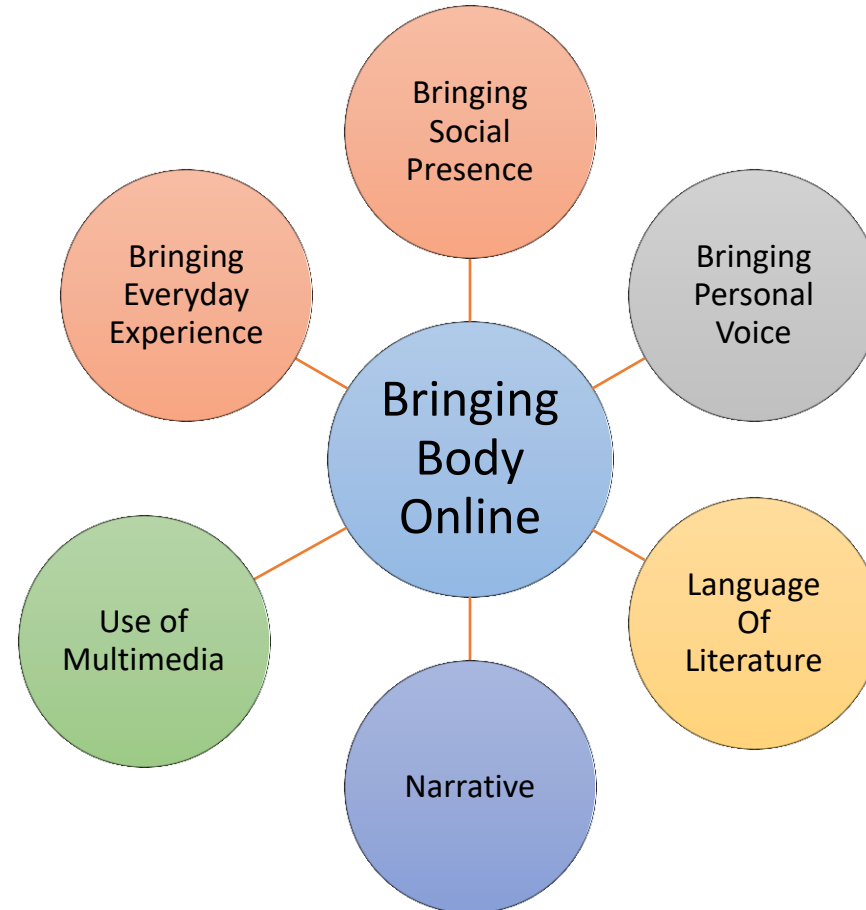
Most of international students have High Context, High Power Distance, High Uncertainty and Collectivistic Cultural background

- **Lack of contextual clues:** international students might feel impoverished in text-based online environment, because of the absence of non-verbal communication cues. Need to be thought "how to bring body Online":
- **Miscommunication:** high-context culture learners can be offended by American students' a direct communication style, whereas American students can be confused by an indirect style of communication of Asian or Middle East students. Need to be explicitly thought different communication styles and be acquainted with the cultural differences in communication.
- **Lurking behavior:** High-power cultures may have nurtured them to be listeners rather than active speakers in the class: Americans usually take a lead in discussions. International students need to obtain skills of starting, continuing, and facilitating discussion
- **Critical discourse:** Learners from collectivistic cultures might not be able to engage in the critical discourse online that requires challenging ideas of others. Need to be explicitly thought of the value of critical discourse, given examples of appropriate productive disagreement, engaged in discussion of controversial topic, showing argument structure, asking to label their messages, different parts of argument structure, etc.
- **Interaction with peers:** tend to interact more with the instructor - do not tap into affordance of online discussions: explicitly explain value of online discussion, engage in experience, analyze their discussion pointing points of meaning potential and points of learning.
- **Collaboration:** might lack of collaboration skills especially for the collaboration online. Explain the essence of collaborative learning, structure, give heuristics, engage in collaborative experience, assess collaboration.
- **Lack of Self-regulation**

# Communication Competencies

- Netiquette
- Social Presence
- Personal Voice
- Language of Literature
- Narrative Story
- Academic Valuable Talk
- Engagement in Critical, Empathic, Creative Dialogue
- The use of right genre
- Facilitation of Discussion

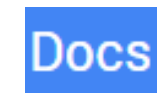
# Bringing Body Online



# Tools Used

- Academic Message Boards
- Blogs
- Twitter
- Social bookmarking tools: Diigo, Storify, Scoop.It, Pinterest, etc.
- RSS aggregators: Feedly, Netvibes, etc.
- Screen casting: Jing
- Google Apps: Google Docs, Google Hangouts, Google Presentation, Google Forms, etc.
- Wikis

# Communication Tools



# Instructional Design for Communication Tools

Students did a project on the specific communication/productivity tools.  
Instructional design steps:

1. Learn how to use it
2. Blog about how to use it
3. Create a tutorial how to use it and post on blog
4. Make a class presentation and teach whole class how to use this tool
5. Research the educational use of this tool and blog about it
6. Read every classmates blog about different tools they have researched and, using Pingback function, blog about what they have learned from other students blog posts.



# Instructional Design for Social Presence

- Explain a theoretical rationale behind
- Present examples/non examples
- Allow to unscramble examples according SP indicators
- Use a color code for all three social presence indicators and literature language
- Ask students to color code
- Give an individual feedback directly on Message Board – allow them to edit current message several times on the same Message Board.
- Analyze their messages in front of whole class.

Examples: Class Handouts, Discussion Board Screenshots

# Instructional Design for Literature Language

- Explain a theoretical rationale
- Give plenty of examples
- Color code their writing
- Ask students to color code
- Price student – show the best cases of the use of literature of language
- Make it as a requirement
- Giving personal help

Examples ---- Discussion Screenshots, Documents

# Instructional Design for Narrative – media - Blogs

- Explain a rationale behind narrative
- Choose the blogging platform as the most suitable for narrative genre
- Show examples of good immersive narrative in different blogs
- Allow to practice
- Give multiple feedbacks
- Give an authentic assignment with an audience that give fascinated feedbacks

# Topics of Blog Posts

- Self-Presentation through About page, design, widgets, writing manner
- First post: free narrative writing
- Second post: a structured analysis of cultural dimensions with links to outside
- Third post: a cultural comparison narrative
- Fourth post: an informative blog post that explains Creative Commons
- Fifth post: an informative blog post presentation of the communication tool with video tutorial made by student
- Sixth post: an informative blog post about the educational application of the tool with many links to outside articles

# Instructional Design for Academically Valuable Talk

Engage them in the writing of academically valuable types of messages like disagreement with explanation, elaboration, waving, innovation (new idea), question, etc.

- Explain the theoretical rationale behind different types of messages
- Encourage them to use different types of messages– move them from the comfort zone.
- Assign to use different types of messages for different students. Ask to label their messages according message type
- Assign roles – that requires them to use specific type of message

Examples: screen shot of [misunderstanding/](#) Message Board view

# Instructional Design for Genre

- Explained specific genre differences for different online tools
- Gave plenty of examples, exercise, and scaffolds
- Still many students have difficulty to move from one genre to another

They Facebook on academic message boards and blogs

Use blog informal style writing in wiki, etc.

# Engagement in Dialogue – the Use of Sentence Openers – media: VoiceThread

Sentence opener <b>for Critical Dialogue:</b>	Sentence openers <b>for Empathic Dialogue:</b>	Sentence openers for <b>Creative Dialogue:</b>
<p>Why do you think that? Why is it? Can you say more on that? Are you saying that I agree because I disagree because Is there any evidence Please give a reason...</p>	<p>What I think you are saying is... That is interesting, please tell me more... I understand... I am not sure that I understand you - please say more... You put that very well... I would like to hear your point of view :)</p>	<p>Is there another way of seeing this? What if? What are the possible alternatives? We could picture this as... This makes me think of Does this connect with anything in your experience?</p>

# Instructional Design for Cultural Competences

- Read about Hofstede's cultural dimensions
- Analyze and compare countries in terms of those dimension
- Blog about your own country in terms of cultural dimensions
- Discussion in class how culture affects communication and learning
- Elate Wiki assignment – collaborative writing – a cultural comparison of USA with countries of origin on any topic chose by group



# Wiki Collaborative Work: Problems

- The lack of skills for collaboration,
- They engage mostly in cooperation.
- The problem with authorship,
- The difference in communication style because of cultural differences
- The different writing skills
- The difficulty to switch between genre

# Instructional Design for Wiki Collaborative Writing: Scaffolds

- Explicitly explain differences in Collaboration and Cooperation
- Explain the benefits of collaboration
- Allow firstly to engage in cooperation
- Give an example of how collaborative writing looks in Google Docs (Power Point Presentation)
- Make collaborative writing happen in safe place (Google Docs)
- Assign roles (writer, editor, reviewer, summarizer)
- Require to use different color for different person writing in Google Docs,
- Require to comment on writing (invite somebody to continue, explain changes made, explain reasons why changes were made, ask opinion about changes made, etc.)
- Use an assessment rubric: that assess different levels of collaborative writing according numbers of changes made as well as according types changes made (spelling and grammar mistakes, change of sentence structure, improving idea communicated, etc.)
- **Tools:** Google Docs and ELATE Wiki

[http://elatewiki.org/index.php/Final Project: Language](http://elatewiki.org/index.php/Final_Project:_Language)