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Teaching and Learning in International Classrooms

Dr. Zita Stone

Senior Lecturer in Management

Associate Dean of Graduate Studies and Postgraduate
Student Experience

Kent Business School, University of Kent at Canterbury, UK

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Teaching in International Classrooms

- What is a truly international classroom and how can we create it?
- What are challenges in international classrooms and how can we overcome them?
- What are helpful didactic concepts or ideas to cater diverse student groups and their needs?



Internationalisation at Kent

- 71% of our faculty have a non-UK passport
- 50% of the remainder have substantial experience of working and/or studying overseas
- Countries of origin or experience are extremely varied, with over 25 countries represented.
- The student body is strongly international at PGT level (70%) with a good mix of represented countries in all classes. At UG level approximately 30% of students are overseas.
- **Curriculum mapping** – our modules have been designed to reflect the international dimensions of business activity
- **Global Experiences Week** – engage and encourage students in understanding the range of opportunities available to them
- **Internationalisation Toolkit** – a guide for those involved in curriculum internationalisation.
- **International Advisory Board (IAB)** – advising on curriculum design and global practice relevance



What is a truly international classroom and how can we create it?

- ***multicultural environment*** – exposure to the richness of multicultural and international experiences, opportunities and ways of thinking.
- communicating with others and demonstrating an appreciation of ***diverse cultures, languages and perspectives***
- using empathy, tact and sensitivity to bring insights from one cultural domain into another to facilitate ***inter-cultural understanding***
- ***New skills***: Communication, Research/critical thinking, Networking, IT/digital literacy, Team working, Learning a new language



Activities in an international classroom

- The teaching and learning experience is built to emphasise the ***intercultural nature of the subject***
- ***Negotiation skills*** – students share their cultural insights
- ***Case study analysis*** – Students are given the liberty to examine learning materials to identify potentially prejudicial or biased perspectives
- ***Global strategic outlook*** – understanding the interaction between local, national and international ***decisions*** and actions and their implications
- Students and alumni bring a broad ***network of international contacts*** to the school.
- ***Global mindset*** – Self-esteem increases and students are motivated to engage in the learning process



Challenges in international classrooms

- students' ***proficiency in the language*** of instruction may be very diverse
- ***cultural stereotypes*** – a barrier to effective team work
- the challenge of ***cultural groups***
- ***the hidden curriculum*** – unstated assumptions or rules that are in play in the classroom but not necessarily articulated in a course, program, or institution
- ***political and social sensitivity*** – perceptions of external environment issues may vary
- ***cultural identity*** of international students and students from non-traditional backgrounds



Didactic concepts or ideas to cater diverse student groups and their needs

- Individualized education plans (IEP) cheat sheets
- Active learning strategies
 - Group learning
 - Case-based learning
 - Group discussions and talk-and-turns
 - One-minute papers and one-sentence summaries
 - The “muddiest point” activity
- Mixed-ability and background groups
- Ed-tech and adaptive learning tools
- Alternative assessments



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