

Cultural Awareness: Managing your Diverse Classroom

Issue/ 'Critical Incident'	Potential Strategy
A group of international students claim that the teacher only talks to Australian students (large class tutorial setting)	<ol style="list-style-type: none"> 1. Intercultural communication sessions are available. 2. Basis of claim: establish facts 3. Discuss with lecturer (moderate a session) 4. Establish clear expectations about appropriate student behaviour in tutorials.
International students and sharing work from previous years as a means of completing assignments	<ol style="list-style-type: none"> 1. May be different concept of ownership at play 2. Educate students on what is 'copying' in USQ context,
International students 'work together' on an assignment and are brought forward for academic misconduct.	<ol style="list-style-type: none"> 1. Better communication of expectations about assessment norms at different times in course 2. Work with students' inclination to collaborate by setting group assignments.
International students pleading/ bartering for marks to pass the course	<ol style="list-style-type: none"> 1. Communicate expectations of appropriate means and focus for appealing grades
Our own cultural expectations influence the way we interact with our students	<ol style="list-style-type: none"> 1. Ask your students how they do things where they are from and discover differences.
International students – reluctant to seek clarifications in class. When asked if they understand, they answer that they do.	<ol style="list-style-type: none"> 1. Allow enough time at the end of class to deal with 'clarifying' questions 2. Allow opportunities for the lecturer to obtain feedback on his/ her teaching in the next class 3. Clarify to other students on issues raised by some international students after class in the next class.
Anxiety about use of technology	<ol style="list-style-type: none"> 1. Confidence comes with experience – talk about your own experiences and solutions 2. Embed teaching of technology skills into course in 'bite size pieces that are supported by examples and directions. 3. Letting students know how/ where to go to get help if things go wrong 4. Use of student mentors
Are students clear about our expectations	<ol style="list-style-type: none"> 1. Check for clarification /

in different contexts

understanding
2. Consistency is important – use of
templates