

Address the Challenge Sheet – Feeling included in class

This sheet offers practical ways to address a challenge identified by international students and enhance the teaching and learning experience for all students.

Three challenges identified by international students

1. International students, in particular, can feel quite isolated. It's great when teachers help us connect with other students and show they are interested in us.
2. I think students' diverse international perspectives could be brought more into class.
3. 'I noticed how the Erasmus students get a much better introduction to studying at SDU than the full time international students.

Ways to address the feeling included in class challenge

- A. Students appreciate teachers who try to get to know them and who help facilitate dialogue between students. Including quizzes for teams of students, is a popular way to get students discussing possible answers. MS Forms or Poll Everywhere can be used really effectively for quizzes. SDUCTL offers a course on [Multiple Choice Questions](#) which starts on 03.12.26 and a self-study course on the Student Response System [Poll Everywhere](#)
- B. By internationalising the curriculum students have opportunities to explore and share diverse perspectives and knowledge with fellow students and teachers. Have a look at the suggestions about using [international case studies](#), where students are invited to co-develop international cases. You can find more resources like this on this Sharepoint page [International Perspectives - Teaching and Learning Activities](#)
- C. The onboarding process during Study Start provides a valuable opportunity for students to meet study programme teachers, support staff and fellow students and to start getting familiar with the study programme and how it works. Providing introductions to what it means to be a student on the study programme, the teaching and learning culture and having opportunities to start working together on a meaningful task can all contribute a sense of belonging and inclusion. At some universities, students spend time during Study Start working in diverse groups on a meaningful task which helps them get familiar with the programme, the campus and fellow students.
- D. Group work tasks that are meaningful, relevant and which require collaboration contribute to quality learning. Whilst students can really appreciate group work which they can see has value, they find it challenging working in different study groups at the same time, especially when they feel they could achieve a better outcome working individually. Planning how to use group work and study groups across the Study Programme can help facilitate positive and enhancing group work experiences.