

International Student Learning

A teaching resource



Student voice,
situations and
strategies



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<https://edunetnz.sharepoint.com/WhanakeAke/Pages/International-Student-Learning.aspx>

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Introduction

Welcome! This teaching resource has been designed to help facilitate learning for our globally diverse student cohorts. The aim is to appreciate the variety of issues new situations bring, to both students and tutors, to share familiar scenarios, and provide strategies that will help to transition challenges into learning opportunities.

It's well-known that the stresses international tertiary students face extend well beyond the usual concerns of study and social competencies. Commonly, culture shock arises from feelings of homesickness and alienation. Language problems can negatively impact on the capacity to perform scholastic tasks. Learning norms can be radically different, and the best ways for a student to reach success can diverge from our predetermined standards.

This International Student Learning teaching resource presents student voices and stories, educator strategies and action points based on research undertaken at Toi Ohomai Institute of Technology. Each section aims to help tutors lead student learning, while also encouraging students' intellectual and personal confidence. Cues are taken from the *Education (Pastoral Care of International Students) Code of Practice 2016 (Amended 2019)* legislation that Toi Ohomai has signed, which mandates how our role as educators is now two-fold: to take care of students' learning and wellbeing.

'International-mindedness' is what the New Zealand Ministry of Education advocates for tutors and learners: encouraging engagement and a sense of belonging for all as participants in shared global spaces. It's important for tertiary teaching staff to agree that international students are our manuhiri, whereby educational providers have a legal duty of care to manaaki and tiaki (i.e. nourish and protect) these students as our guests.

This resource was first produced in 2017 and we appreciate the dedicated staff and student groups who have helped inform this updated version.



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*Our role as educators
is two-fold: to take care of
students' learning
and wellbeing.*

*Gaining cultural
intelligence can strengthen
our unique, collaborative
educational roles.*

*International students
are our manuhiri and
educational providers have
a duty of care to manaaki
and tiaki them as our guests.*

Each section in this book begins with a story to set the stage for teaching strategies and action points that follow. They are by no means comprehensive, but are provided as a starting point for deeper reflection, along with space to add your own notes to fit in your educator toolbox.

Toi Ohomai international student support

Learning & engagement facilitators

Students can make their own appointment with a learning support or engagement facilitator. These facilitators assist with the development of general learning skills e.g. essay planning, writing, grammar, punctuation, referencing, note-taking, test/exam preparation, and basic mathematics (including statistics).

Library services

Toi Ohomai libraries offer friendly, relaxed spaces for students to receive assistance with academic skills, such as researching and APA7 referencing. Student study rooms and free Wi-Fi are available.

Student services

A variety of online learning resources, student services and pastoral care is available to all students via the Toi Ohomai website, under 'Student Services', or via the Student Hub, which can be accessed through the student online portal.

International centres

Visit the Toi Ohomai website, under 'International Student Support', to access the team that's dedicated to assisting our international students.

A comprehensive orientation programme is offered to all incoming international students at the start of each semester, and further social events are organised for international students to attend throughout the year.

Our International centres also offer a range of online and face-to-face guidance on topics such as visa requirements, medical insurance, accommodation, transport, academic records, and family support.

Careers & employability

Get job ready with regular CV and JobSearch workshops, or just drop in to the Careers and Employability office on campus.

Health centres (Te Whare Hauora)

We have two health centres, at our Rotorua and Tauranga campuses, that provide free health and wellness services to all students.

Prayer rooms

Open to everyone.

Mokoia Campus: Room E24. Open 8am-5pm, Monday to Friday, except during shutdown periods. Get the key from the International Centre reception in E Block.

Windermere Campus: Room L5 (next to the Health Centre). Open 7am-11pm, Monday to Saturday, except during shutdown periods.



Preface: What do students say?

A starting point when considering effective teaching methods may be to first appreciate what students have to say about their experiences as learners. Our discussions with both 'new' and 'seasoned' international students offered up some useful insights to help us reflect on our own teaching strategies.

There are two main and consistent themes we found international students often refer to. Both represent the 'new' learning culture they find themselves in, as a point of difference, and are notably valued: they are practical learning and student-centred learning. Teaching strategies that embrace these themes have been shown to enhance students' abilities and confidence, providing measurable success in the classroom.

The following international student comments highlight individual perspectives of learning in New Zealand, when asked: How do tutors best help you to learn?

"Over here, tutors are very helpful and friendly, as compared to my nation where we had fear to talk with our teachers. I think it's better to talk with our tutors so that we can easily grasp the topics. If we cannot understand things we can contact our tutor personally and we have no fear to talk to tutors."

"The tutor looks to everyone. She is positive and builds on what each has done; she is friendly and it makes us comfortable and confident."

"The tutors are speaking so fast in English that we cannot understand. They should teach a bit and then ask some questions; see if we understand and then continue. We are always thinking and processing, not just sitting there and not paying attention."

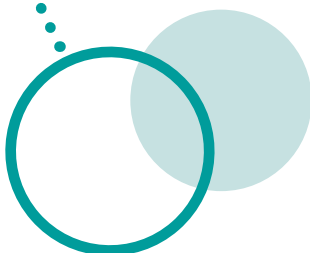
"We can say that we enjoy our study here with practical things, it is an easier way to grasp what we study."

"When we do assignments in class we are in a good environment where everyone is working. If we do classwork at home, sometimes we might be working or resting and there are so many distractions. Also, we may have internet problems."

"It's good if a PowerPoint has mainly pictures with labels, then the tutor explains and there is no extra language comprehension tasks that make me tired and disengaged."

"When we learn about plagiarism it gives a sense that our work is our own."

"Having some time at the end of class, for students needing help, means we can talk with the tutor."



Building effective relationships within the classroom

Harpreet's story

The first day of class, Harpreet sat in the back row next to another woman she had seen in the international student orientation session the day before. The two exchanged comforting glances and were instant friends. Another student looked squarely at Harpreet then sat in the seat three rows in front. Harpreet figured that student must know what's in store, but might not be a good ally.

When the tutor welcomed everyone to the class and asked each student to say their name and what they would like to learn in the semester, Harpreet sunk back into her chair. Students spoke loudly, but she could not really understand what they were saying. Harpreet decided she would stick next to her new friend and, once the class finished, she intended to ask what her friend thought about the upcoming assessment requirements. As it got closer to her turn to speak, Harpreet was just wishing the class would end.

Harpreet's story points out the following issues, identified by some international students:

- lack of language and social confidence to participate effectively in the classroom
- experience of negativity or indifference from local students
- not understanding local culture and social norms
- not understanding learning expectations and teacher-student relationships in the New Zealand classroom
- generally feeling isolated, alienated and uncertain
- hesitant to ask questions or seek clarification on learning tasks.

Teaching strategies for building classroom relationships

Create a sense of belonging

- Learn the correct pronunciation of student names.
- Provide some background information about yourself.
- Build a familiar learning environment by providing opportunities for students to learn about each other. At the start of the semester ask them to write a brief pen portrait of themselves in one of the early sessions, or ask them to interview each other for a few minutes and then report back to the whole group. Set three or four specific questions such as: where have they come from, what courses they are taking, what other commitments they have in their week, what leisure interests they have.

- Invite examples from other cultures.
- Use case studies that students can view online; discuss/add links from their own cultural perspectives.
- Personalise learning as much as possible. Relate terms and concepts to the students' own life experiences.

Have an inclusive class culture

- Stress how your classroom culture respects each individual, and does not use punishments but maintains expectations.
- Be a positive role model within the class e.g. punctuality, preparedness, respect for difference, asking questions rather than giving answers.

- Clarify expectations at the beginning of the course and revisit these later on. Go over the course outline, objectives, assessment requirements, set readings and your own expectations (e.g. that people are expected to be punctual, participate in all activities, prepare by reading ahead, and listen to each other without interruption).
- Encourage learners to sit in a different place each time or to work with different classmates.
- Remind students how new topics/modules relate to what they have previously learnt.
- Be available out of class at particular times – provide office hours or email availability if that suits the way you work.

Facilitate peer learning

- Model thinking skills such as grouping, ranking or critiquing ideas.
- Build small paired tasks in early sessions, related to coursework.
- Mix groups and rotate tasks such as recording or reporting ideas.
- Set up a Facebook page so issues and topics can be peer-communicated reliably.

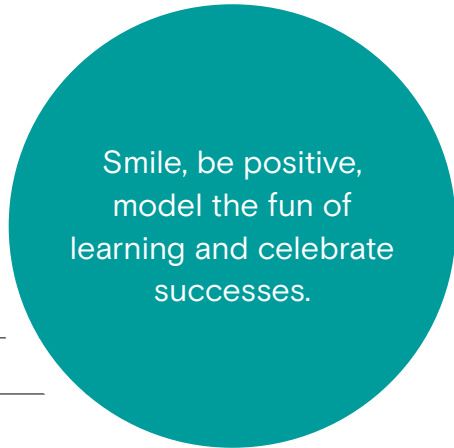
Communicate effectively

- Watch pace of delivery, phrasing and accent.
- Repeat and rephrase ideas and comments from a variety of angles – examples help to slow down and explain the main idea.
- Use smartphones for learning in the classroom.

Check understanding

- Make time to review key language and concepts.
- Provide students with a glossary of terms.
- Give opportunities for articulation of ideas; this is a chance to practice the terms in the discourse and to move towards fuller understanding by putting thoughts into words. This can be done through small group work, reporting back or tasks such as small presentations. This reduces the pressure of being called on to contribute in front of the whole class.
- Check for ambiguity and confusion with regular quizzes, or ask for written reflection of understanding.

Notes



Course design

Chaya's story

It was the middle of Semester Two and Chaya knew the weightiest assessment was due in a week. He looked at the course outline and only saw the bold headers that read 'Assessment'. Chaya had received a low score on his previous assessment, but had not asked the tutor why because he was concerned she might feel challenged by the question and mark him even lower.

Slightly panicked, instead of reading the 45-page case study provided as background for the assessment or referring to the learning context of past lessons, Chaya spent his time searching for past online submissions, copying down some of the common phrases that had been used in those examples, so he'd at least have a chance of making his own submission look like what was probably expected.

Chaya's story points out the following issues, identified by some international students:

- not clear or comfortable with student/tutor relationship roles
- unsure of best approach to undertake assessment tasks
- already familiar with using subject terms to locate information online
- critical thinking skills need strengthening
- time is used to assemble the assessment, not necessarily to understand the topic.

Teaching strategies for course design

Design success

- Examine assumptions that underpin the course – shared values, common terms and concepts, and background knowledge that we might easily take for granted.
- Keep course outcomes realistic and clearly defined in straightforward language.
- Clearly link assessment tasks to learning outcomes.

Plan the coursework

- Precisely map out expectations and requirements, providing a class outline, start and stop points, and maps with the hills and valleys of information to be delivered.
- Allow time for students to get used to your teaching style and classroom culture; practise consistent themes such as greetings at the start of the class or journals at the end of the class.
- Keep lots of 'wiggle room' in your lesson plans to determine what works best for student learning.

- Support learners through a course calendar, exemplified in the example on the next page.
- Use repetition as an aid – do the same activity with different subjects or use different activities/perspectives to examine the same subject; state key terms or definitions regularly.

Encourage assessment success

- Give options on how to complete assessments; completing some in class can be helpful.
- Show examples of current or previous student work to aim for.
- Scaffold – build up to assessments with in-class projects that replicate the assessment learning measurements.
- Have students submit a preliminary draft, outline or abstract to help direct their assessed work; points can be added to assessment marking.
- Use formative evaluation strategies (not attributable to a grade) to gauge students' understanding.

Encourage student ownership of learning

- Encourage photos be taken of the whiteboard for students to keep as their notes; place on Moodle.
- Include midway point course review or test to allow students to check their understanding.
- Use peer formative evaluations to allow critical feedback to each other in order to grow the quality and ownership of understanding.

Course calendar example

Week/Topic	Key concepts	Readings	Tutorial preparation	Assignments due
1. Writing for readers	<ul style="list-style-type: none">• Register• Tone• Interest• Assumptions• Clarity	Course materials, pp.1-14	Write brief definitions for key terms	
2. The writing process	<ul style="list-style-type: none">• Pre-writing• Topic• Research• Structure• Writing• Post-writing	Writing that Works, pp.4-14 Handout: How I get started with writing	Review online case study and post in forum	Abstract for Assessment One due 3pm, 5 April (10 marks)
3. Genres	<ul style="list-style-type: none">• Genres• Description• Analysis• Critique	Writing that Works, pp.13-18,47-52	Use term definitions to build a story for your portfolio	Revise and edit; review draft and share with the class

Modified version of an example originally provided by the University of Waikato.

Notes

Make sure the curriculum uses a variety of approaches that appreciate learner diversity.

Teaching and learning in large classes

Chengdu's story

The only student at the Institute from the large city of Guangzhou, China, Chengdu usually sat in class with his backpack on the desk so that he remained more or less hidden. The tutor's loud voice and pointing fingers made Chengdu feel like he was looking for a bad guy, so he hoped the tutor wouldn't call on him to answer any questions.

It was hard to understand most of what the tutor said anyway, so Chengdu reached into the dark space of his backpack for the Chinese-English dictionary to check some terms but, looking down, Chengdu usually found his Android phone and silently played Anipop instead.

Chengdu's story points out the following issues, identified by some international students:

- frightened to speak up in a large group
- feeling alone in a group
- alienation from the tutor; in between each student and tutor there are other students, a large classroom space and impersonal communication pathways - ways to reach out may be unsupported.

Teaching strategies for large classes

Communicate effectively

- Be friendly and approachable.
- Slow down your pace of delivery.
- Pronounce words clearly.
- Avoid speaking with your back to the class.
- Avoid the use of idioms and colloquialisms.
- Be reflective about your use of humour, i.e. jokes are usually culturally bound.
- Avoid using only New Zealand analogies or examples to illustrate ideas.
- Avoid writing headings or key words in capitals, many international learners report difficulty in reading English capitals.

Give feedforward

- Be prepared to field questions from international students immediately after class.
- Use online platforms to receive and answer questions, as many international students often feel more comfortable interacting with tutors and classmates in cyberspace.

Adaptive teaching strategies

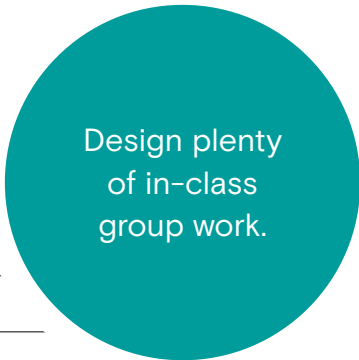
- Be clear about the learning objectives of each class, which should be written in clear, simple English.
- Define academic terms using everyday language; ask if students have another way of saying the same thing.
- Reinforce the aural with the visual as much as possible by using teaching outlines, video clips, PowerPoint presentations and whiteboards etc to show key vocabulary and to diagrammatise key concepts and relationships.
- Give pre-lesson readings so students who do not have English as their first language can prepare for the class in advance and consider any questions they might like to raise.
- Model your own thinking strategies during the class as you consider a problem. Talk aloud about how you would tackle a task similar to the one given as an assessment task.
- Make specific reference to textbook or additional readings in the class.

- Ask learners to discuss with their classmates appropriate applications of ideas/concepts/theories from their own ‘real world’ experiences. This allows everyone to offer ideas, extend the thinking of the class and shows that you value their contributions.
 - Brainstorm answers to a question on the whiteboard.
 - Designate time for students to speak in their own language, to recognise their familiar way of processing data.
 - Include daily journal writing which asks them to individually reflect on the day’s session, as this helps establish concepts learned as well as practise handwriting.
 - Summarise what has been covered at the conclusion of the lesson and how it links with both past teachings and upcoming lessons.
- Check understanding by asking a question with multi-choice answers – each of which indicates a different misconception. Give each student a set of coloured cards – each of which indicates a particular answer. Give them time to think about the answer. On the word ‘Go’ everyone holds up the coloured card they think is the correct answer.
 - Put some questions on a PowerPoint e.g.
 1. I can list three methods to...
 2. I understand the concept of...
 3. I could apply this concept in... etc.

Each student writes on a small card the question numbers and against each either Yes, No or Unsure. They hand in the cards as they leave. You’ll then be able to quickly determine which topics need more time spent on them and which topics do not.

Check understanding

- Obtain regular feedback from the class using Chain Notes, Post-it notes or minute paper (this can be particularly valuable when defining the most important or the most challenging points).



Notes

Group work

Azira's story

Azira had dyed her brown hair blonde when she left Malaysia for Auckland, and that gave her a quiet confidence. Now, two months later, having sort of settled into her classes, whenever Azira joins her study group to discuss their class project she smiles and nods. Azira's found this is the easiest way to respond to people when they say things she can't fully understand.

She feels as if everyone, Kiwis especially, look at her wondering who she really is. But Azira doesn't have the slang or correct understanding of terms to explain who she really is, and is definitely not about to make anyone like her any less by offering her own critique on how to better handle their class project. Her easy-going contribution to the group has since been called 'passive' by another student, who stood up and said, "Fine, then you just gotta do what I say and we'll hopefully get this project done."

Azira once thought she was something, but now in the group she doesn't know how she fits and she's starting to feel like she's a no one. She's considering if she should ask the tutor if she can turn in her own work for the grade and not get marked as part of the group.

Azira's story points out the following issues, identified by some international students:

- feeling very different compared to others in a group, so there's little in common to work from
- concern over cultural misunderstandings; better to say nothing and stay safe, than say something and be in trouble
- unsure of group roles
- stress of relying on others to do work, or when work standards differ
- unsure if personal alliance should be with the tutor or with peers.

Teaching strategies for working with groups

Facilitate understanding of group work

- Ask students to think about when they've previously been in a group and list their negative and positive experiences so there is a template to reference when they start working in student groups. As a class, come up with suggestions.
- To unpack group work practice, discuss different values of process and outcomes.
- Watch a video of a dysfunctional group situation and identify the traits to avoid and traits to uphold.
- Use the opportunity to discuss groupthink and constructive, critical thought. Apply to current events.

Teach group skills

- Make it clear how groups should work towards the stated outcomes.
- Give everyone a role to play: leader, note-taker, participant etc; change roles if the group meets more than once.
- Consider role-playing in groups to expand perspectives; use pre-designed cards that describe each role or character.
- Build small paired tasks in early sessions related to coursework.
- Prepare to see unexpected perspectives that will add to establishing a framework for 'good conduct group work' for subsequent classes.

Give structure to group work

- Plan regular smaller group activities, which can guide the class content.
- Walk around the groups and help validate the student activities: listening, active participation, reflecting others' contribution, equal distribution of work and roles.
- Ask groups to present their main points/ discourse to the class, in order to provide motivation for class-related peer dialogue in the group.
- Allow students to speak in their own language, if appropriate, as this can facilitate richer dialogue to enhance translation of the concepts that have been presented.
- Make it clear if marks will be allocated to individuals within the group, or if the group will be marked as a whole with each member receiving the same grade.



Notes

Consider establishing a class 'Declaration of Good Conduct' (or a similar title) to refer to.

Integrating learning strategies into teaching

Dilu's story

As she watched the PowerPoint about New Zealand nursing practice for elderly care in the dimmed classroom, Dilu heard the tutor's gentle voice and found herself nearly lulled to sleep. "What's the matter with me?" she wondered, with her thoughts quickly turning to next week's assessment and the report that was due, along with the practicum that would follow. How would she ever be ready to care for people, Dilu thought: "I may just have to pretend I know what it is I'm doing and hope for the best".

Her brow began to heat up and Dilu desperately wanted to break free from the stuffy room before she nailed herself to the ground with more self-doubts. She'd chosen to gain a nursing degree because she truly cared for people, but stuck like this again in the classroom, the information she was learning seemed to be creating a deep chasm between her hopes and future reality.

Dilu's story points out the following issues, identified by some international students:

- unsure where to 'place' previous learning obtained in other countries
- feeling a chasm between classroom theory and workplace expectations
- self-doubt when the learning load extends from the classroom to include the student's daily welfare and future prospects.

Teaching strategies for integrated learning

Encourage student ownership of learning

- Allow students the opportunity to value their own learning style by offering visual, audio and kinaesthetic options, allowing them to apply the style which suits them best.
- Let students select ways they may like to engage with the course topics: in teams, making posters, giving presentations or sharing stories etc.
- Have journals for students to write in at the end of class as an opportunity to reflect on their own mental mechanisms.
- Look at social media options for student engagement: Class Wikis, a Facebook page or WhatsApp account, where they can post live blogs about coursework or discuss topics.
- Set up active learning tasks, as often as possible, to engage the learner and provide opportunities for them to 'own' the situation (e.g. online postings, class presentations etc).

- Encourage participation and discussion in groups, amongst peers and in class. Use topic notes for students to write their thoughts, which the tutor then reads aloud so the class can react and discuss.
- Mix up class styles so they do not consist solely of tutor-led lessons, but also hands-on student work, peer reflections, videos, guest speakers, and even walks around the campus or field trips.

Contextualise learning

- Use case studies from New Zealand and other countries to watch/read and consider how the course topics manifest in the world/global classroom, then discuss.
- Have role-play scenarios whereby the students have an active part in understanding parts of the course data (or simply pretending to, which in turn will lead to understanding).
- Include TED Talks as part of the curriculum, so students can see, hear and read the subtitles in order to get another perspective on a class-related topic.

Access students' prior knowledge

- Invite students to share what the course topic looks like in their own culture.
- Value culture – ask how the subject matter might or might not be appreciated in their home countries.

Reward student engagement

- Manifest ways to value all reactions and perspectives in relation to class information.
- Give prizes regularly for 'best effort', as a competitive student culture can be beneficial.

Notes

Find what a student does best and make that the tool for sharing what they know.



Assessments

Davinder's story

The clock was ticking along fast and Davinder kept chewing on the end of his pen and shaking his leg under the desk. He could not see any other student test booklet, and the words he had read on his one did not make sense: What is a sparky, Hoover or tāne?

Davinder raised his hand for the third time and the exam supervisor slowly swept over to his desk and bent an ear towards Davinder. His throat was tight but Davinder whispered, "Can you please tell me what this means?" The supervisor's whisper was hard to comprehend, saying something that sounded like "use your fist". The words ran together and, once again, Davinder nodded his head as if he understood and went back to staring at the blank answer sheet, nibbling on his pen and shaking his leg.

Davinder's story demonstrates the following issues, which are commonly experienced by international students in exam settings:

- not understanding task requirements
- not understanding excessive jargon and New Zealand culturally-specific elements that make tasks difficult to understand and undertake
- not having sufficient time to complete tasks – perhaps because of language difficulties
- not being familiar with certain types of assessments, for example group work.

Teaching strategies for assessments

Write accessible assessments

- Examine the assumptions that underline assessment tasks and topics. Broaden tasks to allow for different cultural references, interests and examples.
- Use mandatory (hurdle) formative assessments as well as summative assessments.
- Clarify the purpose of the assessment task and its link to course learning outcomes.
- Consider the size of assessments – how much evidence is really required to meet the learning outcomes.
- Design an assessment programme where assessments build on each other.
- Break up assessment tasks into smaller components, incorporate drafting into the assignment process.
- Write task instructions in clear, accessible language.

Increase student understanding of assessment tasks

- Ensure students understand instruction words such as 'critically analyse' and 'discuss'. Construct class tasks where students can practise these academic skills.
- Discuss the assessment and marking criteria together; check the students' understanding of these.
- Build in explicit teaching and learning about assessment processes and learning competencies; especially around working in teams and developing higher order competencies such as analytical skills and critical thinking.
- Build in opportunities for conversation and peer discussions around assessment tasks (this gives permission to collaborate rather than copy).
- Provide exemplars or models so that learners can see exactly what is expected.

Provide formative feedback

- Dedicate additional one-to-one or small ‘friend’ group time to discuss assessment issues with international students – in person or via email.
- Use class time or the Moodle forum to publicly receive and answer questions about each assessment.
- Create opportunities for formative feedback that indicates to learners what needs to be improved – try peer or self-assessment feedback.
- Remind students that they can click on ‘Your Tutor’ in Moodle to get feedback on their writing.

Mark without bias

- Regularly examine your own biases and assumptions before you start marking assessments.
- Obtain an overall understanding of the sense of the student’s work before considering the micro details of the student’s language.
- Check that you are marking to match the stated criteria; link your comments back to this criteria.

Provide summative feedback

- Think about different ways to provide feedback; use the Turnitin oral feedback function to give specific feedback to each individual on what went well and what the next step is; provide general feedback to the class by publishing a summary of key areas where the class performed well and other areas that need to be improved.
- Be careful about tone and try to avoid idiomatic language in your feedback – these may be easily misunderstood.
- Offer one-to-one time to clarify your marking feedback, while also considering the best way to do this to ensure the student will not lose face.

Notes



Plagiarism

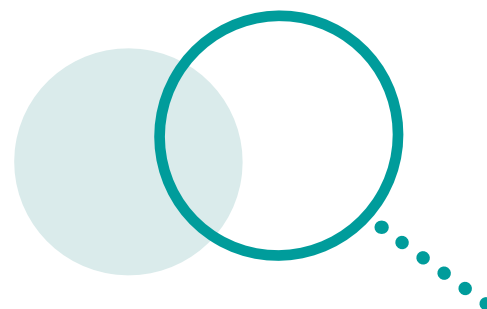
Plagiarism is when a student copies work from another source and claims it as their own work. Often the intent is not to cheat, but instead represents the student's normal way of analysing information. To encourage the academic principle of independent thought and critical thinking, consider the following strategies.

Teach about plagiarism and referencing

- Give students practical exercises and hands-on sessions to learn appropriate referencing and the citation of sources, methods of integrating course material into a discussion, and how to distinguish paraphrasing from plagiarism, and collusion from collaboration.
- Show a range of writing samples and get students to identify different kinds of plagiarism – such as cutting and pasting from the internet or books, paraphrasing without acknowledgement, and interweaving words from a source with the writer's own words – then ask them to rewrite the relevant sections in ways that avoid plagiarism.

Prescribe assessments that circumvent plagiarism

- Avoid surface tasks that require little more than the reproduction of existing material.
- Be careful not to overburden students, i.e. consider the timing of each assessment, as this may put them under pressure to plagiarise.
- Modify assessment tasks each year so learners cannot copy the work from previous years.
- Require evidence of ongoing individual engagement with the assessment task.
- Set sub-task requirements to ensure each student demonstrates their process steps and individual findings – for example, drawing up an annotated bibliography and marshalling their evidence for and against a position.
- Break the assessment tasks into steps.
- Include some oral component to assessment tasks.



Notes

Further resources international students may find useful

New Zealand Immigration

For general visa information or contact details if you need to speak to someone.

immigration.govt.nz/new-zealand-visas

Citizens Advice Bureau

Ask a question and seek help or advice on anything (e.g. tenancy concerns, employment, health or social services). Citizens Advice Bureau will answer your question or refer you to the right place.

Find information on volunteering – it's a great way to learn about a new place and its events.

Use Community Directory for links to local immigration, Justices of the Peace, and other language options.

cab.org.nz

New Kiwis

New Kiwis is a free employment service for migrant job seekers and New Zealand employers. This service is provided by the Auckland Chamber of Commerce and Immigration New Zealand.

Find links to licenced immigration advisors.

Locate New Zealand labour market information, including employment contracts and minimum employment rights.

Learn how to settle into New Zealand culture.

newkiwis.co.nz/job-seeker

Volunteering Bay of Plenty

Register your interest as a volunteer.

Search for voluntary activities around the region which may align with your field of study or personal interests.

volbop.org.nz

Multicultural Rotorua & Multicultural Tauranga

Come together with a range of ethnic communities to celebrate the richness of cultural diversity.

multiculturalnz.org.nz

trmc.co.nz

Professional Speaking for Migrants

Learn the art of conversation and good communication skills to support individual success in the New Zealand workplace. This course is currently offered once a year, in Rotorua, and is specifically for migrants.

speechnz.co.nz



