



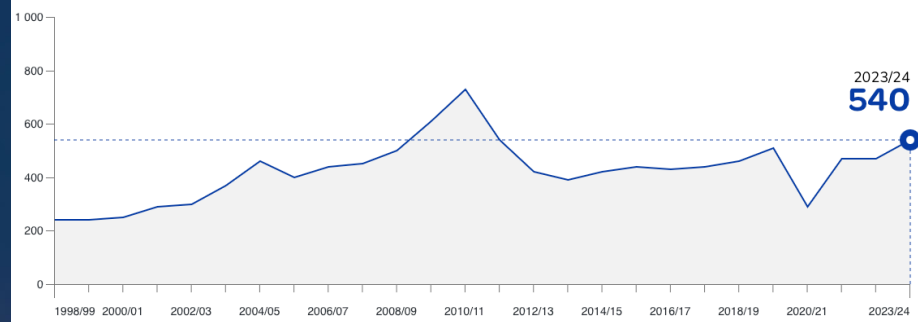
Inclusive teaching and learning in the international classroom - learning in a professional community

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CHALLENGES IN INTERNATIONAL CLASSROOM



- Cultural norms
- Educational backgrounds
- Communication styles
- Learning preferences



Inclusive teaching

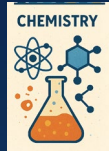
- What is inclusive teaching?
 - Inclusive teaching is an approach that ensures all students, regardless of background, ability, or identity, can fully participate and succeed by creating a supportive, accessible, and equitable learning environment (UNESCO Salamanca Statement 1994)
- Why do we need it?
 - traditional “one-size-fits-all” approaches often leave some students behind. Inclusive teaching promotes equity, engagement, and better learning outcomes.
- How to conduct inclusive teaching
 - Be proactive, not reactive: plan lessons with diversity in mind from the start.
 - Use accessible materials, diverse teaching methods, and flexible assessment.
 - Promote a respectful and supportive classroom environment.

Aim of the pedagogical project

- This project describes and identifies how students perceive inclusiveness in teaching and from these experiences the aim is to develop both competencies and teaching practices among teachers at the ENT-faculty.

What have we done?

- **Forming a small Professional Learning Community (PLC)**



- **Cross-disciplinary collaboration:**

- Held several project group meetings to share insights and teaching strategies

- **Education focus:**

- Developed a mini-lecture on **inclusive teaching**

- **Understanding teacher perspectives**

- Initiated a workshop to share knowledge and experiences of the international classroom

- **Understanding students perspectives**

- Conducted a survey to study students' experiences and needs

Results from Chemistry

- Have you heard about inclusive teaching and what is inclusive teaching?
 - 30% knew about inclusive teaching but they have different interpretations.
- What difficulties you have encountered in international classroom?
 - Language barriers for both teachers and students
 - Different interpretations of the learning process
 - Different approaches or relationships to learning
 - Hierarchical attitudes in the classroom
 - Challenges discussing sensitive topics (e.g., gender roles)
 - Different expectations from students and teachers
 - Varying levels of subject knowledge
 - Limitations in teaching aids and administrative systems

language
cultural
religious
expectations

Results from Chemistry (Cont'd)

- How do I make students feel included in my teaching practice?

- Every group is different, but I try my best to elevate them all by using different strategies

- Encourage discussion among students (small group activities)
- I strive to make the classes as interactive as possible through quizzes, reflections, questions, and relatable examples
- Including practices that requires active student engagement and by letting students change and influence the way practices are done

Flexible
teaching

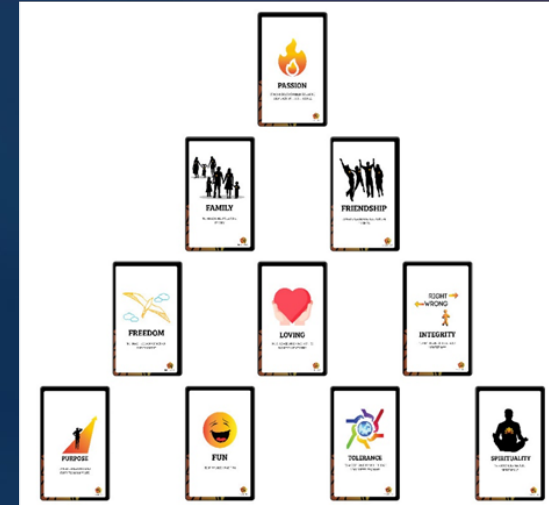
Student
engagement

- How do I use differences among students in my teaching practice?

- By trying to use examples/cases from their cultural/geographical home
- I encourage students to provide feedback and help each other

Overall input from this activity:

- Teachers' awareness of inclusiveness grows through **observations** and an **open mindset** toward students' behaviors, interactions, and group dynamics.
- Effective **communication**, talking with students and being mindful of communication style, is key.
- Providing **clear guidelines** and **expectations** at the start of a course helps students understand their role and responsibilities in the learning process.
- **Acceptance and tolerance** of differences are essential for creating an open, respectful classroom climate.



<https://integritydmlm.net/values-game/?lang=en>

Student's perspectives

- Survey Overview

- Survey with **30+ open-ended questions** across different themes:

- Classroom participation and environment
- Incorporation of diverse perspectives in education
- Socialization between international and local students
- Intercultural awareness

- Business Administration: 8
- Statistics: 7
- Informatics: 5
- Chemistry: 10

Extra 10 students
from international
office

Theme 1: Classroom participation and environment

- Participating in class discussions — open climate for discussions
 - Most of the students (almost everyone) are in general comfortable or very comfortable
- Teachers' contributions and providing of an open climate in the classroom
 - Most of the students' think that teachers are providing an inclusive environment. A minor part is neutral.
- Asking for extended deadlines, note-taking etc.
 - Most students feel comfortable. But, there are also some students' that feel 'uncomfortable' or 'very uncomfortable' regarding this.

Theme 2: Incorporation of diverse perspectives in education



Strong integration of diverse perspectives:

- Over 80% of students agreed that
 - encourage diverse viewpoints,
 - use inclusive materials, and
 - integrate diversity, equity, and inclusion into course content;
 - 83% felt global perspectives were included.



Room for improvement:

- Only 65% agreed that course content reflects a wide range of cultures, identities, and perspectives



Student suggestions:

- Invite diverse guest speakers, use documentaries, and apply practical examples to show problems from different perspectives.



Mixed views:

- Some students felt including diverse perspectives is unnecessary for their subject areas.



Inclusion/exclusion experiences:

- Most respondents reported feeling included,
- isolated comments highlighted issues (e.g., all male names in examples, exclusion in activities outside class).

The results raise questions about how students understand the concept of “inclusion” and what level of inclusion can be expected from the university.

Theme 3: Socialization between international and local students

- **Overcoming Barriers:** Language support, inclusive events, and small group settings help students connect
- **Learning Together:** Structured group activities give students more opportunities to collaborate, interact, and build friendships across cultural backgrounds.
- **Inclusive Spaces:** When universities make social spaces more accessible and welcoming, students feel more integrated and foster a stronger sense of community.



Theme 4: Intercultural awareness

- **Generally positive perception:** Most students feel the university promotes intercultural awareness and respects cultural backgrounds.
- **Classroom engagement varies:** Cultural differences are often acknowledged, but intercultural issues are rarely consistently addressed in courses.
- **Community largely inclusive:** Students mostly feel included, but more events, group activities, and discussions could strengthen intercultural engagement.

Key Takeaways & Next Steps

- Lessons Learned
 - Inclusive teaching enriches learning in the international classroom
- What We Need
 - Institutional support and resources to implement inclusive practices.
 - Training opportunities for teachers to enhance intercultural competence.
 - Allocation of time and tools to design inclusive learning activities.