

DEVELOPING CURRICULUM FOR INTERNATIONAL STUDENT ORIENTATION AT COMMUNITY COLLEGES

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Do you facilitate or participate in an international student orientation program?

How many students?

How many staff?

How many hours?

How many days?

Is it mandatory?



Do students receive academic credit for participation?

HISTORY OF ARIZONA WESTERN PROGRAMS

2004 - Program Initiative
20 International students
14 recruited by coaches for athletic programs

Increased Recruitment → 2009
85 International students
16 self recruits or recruited by coaches for athletics

Retention → Success & Completion
Challenges
Location
Language
Processes - Testing, Advising, Registration
Program Development: Enrollment Services → Campus Life
Student Clubs (Identity - Visibility - Participation)
Field Trips (Appreciation)
Cultural Parties (Identity - Sharing)
Cultural Events (Community Awareness & Connections)

SPRING 2004

Created:

International
Student Guide

Outline for Orientation

- F1 Rights & Responsibilities
- FERPA Release Forms
- College Resources
- Campus Resources
- Understanding the Systems
- Acclimating, Adapting, Adopting, Integrating to College and the Community

FALL 2005 -2007

STANDARD ORI PROGRAM FORMAT

One day, two to four hours duration

- ✓ Official Welcome by Administrators
- ✓ Receive and Review Student Guide
- ✓ Lecture & Presentations
 - Students: Passive Learning (language?)
- ✓ Campus Tour
 - Students: Active/Engaged Learning
Good, but limited

FALL 2008

FIRST CLASS - ORI-102 - 1 CREDIT

- Based on Student Guide & Standard Orientation
- Created Syllabus 1.0 for approval
 - Curriculum Committee, Class schedule, Room, Catalogue
- Residence Halls Early Arrival Program
 - Athletic Camps
 - Title V Camps
- Four days - 16 class hours
- Incorporated Testing, Advising, Registration
- Technology
 - WebAdvisor, ID Photo, College e-mail account, Insurance
- Two Field Trips (Cultural-historical, Geographical)



Mr. Ken, are there crocodiles in this water?



Gee, 110 degrees is not so bad!



The Wild West

FALL 2009

- Redesigned & Updated Student Guide
- Moved toward Mandate
 - Still no athletes
- Added International Advising
 - Maxed out staff
- Added writing requirement
- Under Construction:
 - Student Leadership
 - Assessment

SPRING 2010

- o Getting serious about teaching & learning
- o Extending three weeks into semester to provide additional time for...
 - o Comprehension
 - o Application
 - o Assessment
 - o Follow-up
 - o Adjustment process
 - o Leadership
 - o Group dynamics



This curriculum design incorporates transformative, innovative, globally-adaptable strategies that can be used to create an environment in which we can provide ORI experiences to prepare students for academic and social success on campus and in the community.

Marshall, Sears, Allen, Roberts, & Schubert, 2007

CURRICULUM DESIGN – NGISED MULUCIRRUC

As easy as 1, 2, 3.....

- Step 1- Identify Desired Results
- Step 2 - Determine Acceptable Evidence
- Step 3 - Plan the Learning Experiences

two xtraneous 'things'

1. Characteristics of Some of the Best ORI Designs

2. WHERE TO

TWO THINGS TO KNOW:

CHARACTERISTICS OF BEST ORI DESIGNS

- Clear performance goals
- Hands-on throughout – little front-loaded “teaching”
- Focus on interesting & important ideas, questions, issues, problems
- Keep it “real world”
- Powerful feedback system
- Clear modeling – facilitator/coach approach
- Allows time for focused reflection
- Variety in methods
- Safe environment
- Immersion experience
- BIG PICTURE provided throughout the experience

STEP 1: IDENTIFY DESIRED RESULTS – LAST IS FIRST

□ What is the desired result of the course?

Students will understand institutional, academic, cultural and social norms to engage and participate positively in the college experience.

- Syllabus

NEXT PIECE OF STEP 1

What essential questions will be considered?

What is American college life?

How can I fit into it and make it a good experience for me?

What understandings are desired?

- Why abiding within college procedures and processes is important to me.

- Why following F-1 regulations matters to me.

- Why local & regional events matter to me.

FINAL PIECE OF STEP 1: IDENTIFYING RESULTS

What key knowledge and skills will students acquire as a result of this course?

- Identify and use college services
- Apply effective techniques & strategies for academic success
- Demonstrate effective social skills aligned with prevailing local cultures
- Engage critical thinking for effective decision-making

Syllabus

The first step was to determine the desired result for your learners....

The second step is to determine what evidence is necessary to show that they understand.

STEP 2: THEN WE NEED EVIDENCE OF THE STUDENTS UNDERSTANDING

Performance Tasks

Project creation – Students create short story, skit, song, video, advertisement.... incorporating what they have learned during this course.

Students create brochure for explaining learning to new students.

Other Evidence

“Quik Quizz”, Prompts, Discussions, Observations, Daily Diary, Writing Assignments

THE OFT FORGOTTEN PIECE

Stage 2 – Acceptable Evidence of Learning

STUDENT SELF-ASSESSMENT AND REFLECTION

Self-assess their project work.
 Self-assess their writing assignments.
 Reflection on components of the experience.
 Reflection on future changes for them due to the experience. (What will be different about the college experience due to this course?)

STEP 3: PLAN THE LEARNING EXPERIENCES

W Ensure that students know **WHERE** the unit is headed and **WHY**

H **HOOK** the students in the beginning and **HOLD** their attention

E **EQUIP** students with experiences, tools, knowledge & know-how to meet performance goals

R Provide opportunities for **RETHINKING** ideas and **REFLECT** on progress and **REVISE** their work

E Build opportunities for students to **EVALUATE** their progress, self assess

T **TAILOR** learning opportunities to meet student interests, styles, and needs

O Stay **ORGANIZED** to optimize deep understanding rather than superficial coverage

Wiggins and McTighe, Understanding by Design

EXAMPLES OF *WHERE TO*

1. Begin with a provocative question (Does studying in a foreign country cause people to dislike their home country?) **H**
2. Introduce an essential question (What will it be like in this American college?) **W**
3. Key vocabulary is inserted throughout all experiences **E**
4. Review and discuss experiences hourly **R**
5. Have groups of students share their observations **E, E-2**
6. Have students complete projects to teach others **E, T**
7. Activate the overall plan and daily plan, but change within parameters to optimize learning “opperhappenings” **O**



REMEMBER, REAL CURRICULUM DEVELOPERS DO IT BACKWARD

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