

Keeping Connected

Experiencing the World through Park's International Students

"Hola." "Bonjour." "Ciao." "Paing Kom." This is how one instructor at Park greeted her Fall 2022 international students from Argentina, Cameroon, Italy, and Micronesia. Currently, Park proudly serves over 530 international students, which is illustrated in the picture below of the Parkville cafeteria that displays 70 flags from our students' home countries.

With such a large, culturally diverse student population who are becoming accustomed to our practices, mastering the English language, and diligently working to do well in their courses, it is essential we foster that sense of belonging and use instructional techniques to support their success. In doing so, we are afforded the opportunity to experience the world as we learn from our students' experiences, traditions, and their journey to Park.

This edition offers a variety of resources to help our international students succeed. We hope you enjoy this issue, and if you have other potential topics you would like the newsletter to focus on, email us at innovate@park.edu.



Teaching International Students

by Alex Oxner and Joe Bandy | Vanderbilt University Center for Teaching

International students enrich higher education by bringing their languages, cultures, and perspectives to their peers and, in so doing, heighten social awareness, cultural literacies, and broad intellectual development for everyone (Wong 2018; Luo and Jamieson-Drake 2013). However, while international students contribute much to their classrooms and campuses, they also confront many challenges. While they, like any student, must find ways to succeed academically and socially, they also must do so often in a foreign language and within legal systems and cultural landscapes that may be unfamiliar. The classroom experience is also challenging, since international students often confront a culture of teaching and learning in higher education that is substantially different from that to which they are accustomed. (Oxner & Bandy, 2021, para. 1)

To help these students acclimate to their new environment and succeed, check out these instructional resources focusing on: terminology, teaching techniques, curriculum design, academic integrity, getting to know your students, office hours, and cultural and social awareness. [CLICK HERE](#) to view.



Faculty Actively Fostering a Sense of Belonging

presented by Jennifer Whitley

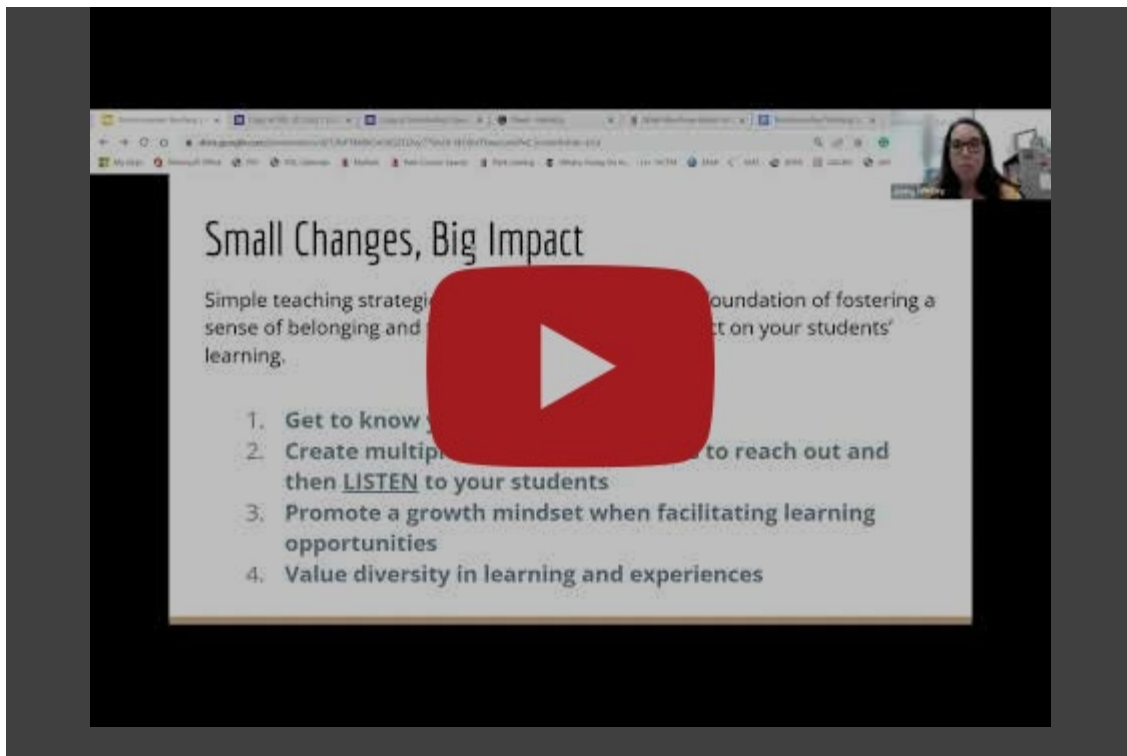
Your students feel included, but do you know if they feel like they really belong, and why is a sense of belonging so important? According to Faculty Innovation Fellow and Lecturer of Mathematics, Dr. Jennifer Whitley,

Students who are confident they belong and feel valued by their teachers and

peers are able to engage more fully in learning. By fostering a sense of belonging in your classroom and campus, you are more likely to see students who

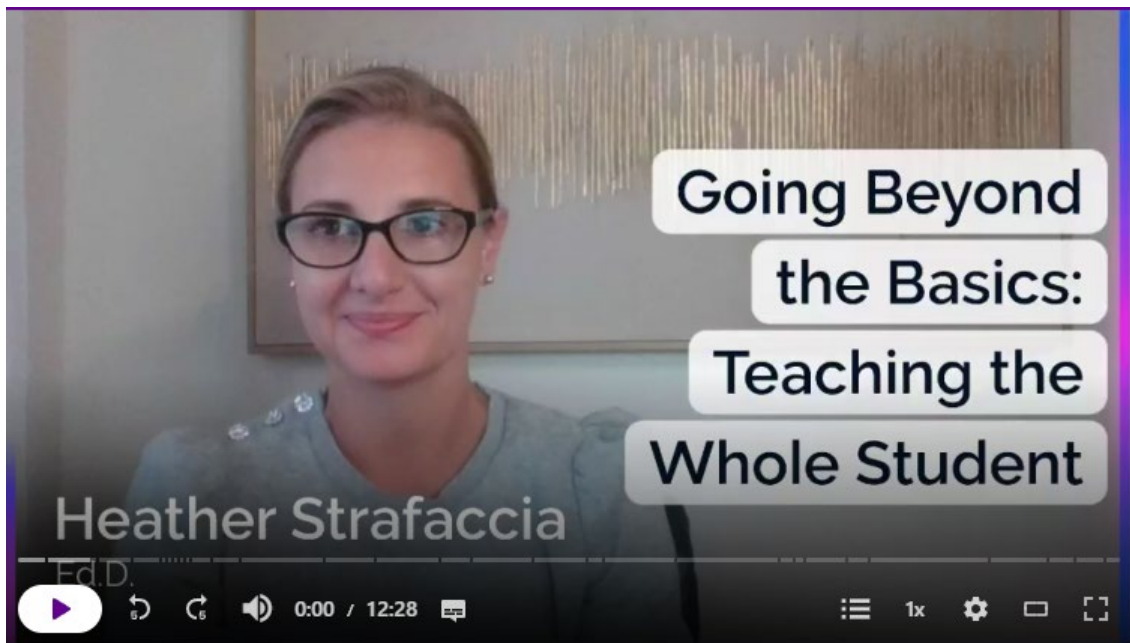
- Have increased motivation,
- Are more open to critical feedback and therefore, more likely to persevere in the face of difficulty,
- Take greater advantage of learning opportunities,
- Build important relationships with peers, faculty, and staff, and
- Generally have more positive attitudes about their class/campus experience and teachers. (2022, slide 6)

Interested in learning more about fostering a sense of belonging for students? If so, watch the recording below (37:04), and click the link to access [additional resources \(presentation, surveys, and student success tips\)](#).



Going Beyond the Basics: Teaching the Whole Student *presented by Heather Strafaccia*

In the following video (12:28), you will learn some quick instructional techniques as well as services offered through the university that support Park students academically, psychologically, emotionally, technologically, and socially. As we use these readily adaptable strategies and easily accessible resources in our classes, we see the roots of liberal education form and strengthen building a solid foundation of student success.



Understanding, Preventing, and Recognizing Plagiarism

Plagiarism - a word that makes faculty cringe when it happens in their class. Whether the offense committed was intentional or not, as educators, it's important for us to help our students understand and avoid plagiarizing content. It is equally important for us to recognize when an assignment has been plagiarized, discuss the issue with the student, and prevent it from happening in the future.

Check out the following resources to stop plagiarism before it happens:

- [**Understanding and Avoiding Plagiarism**](#) (Yale University Poorvu Center for Teaching and Learning, 2021)
- [**Preventing Plagiarism Library Tutorial**](#) (Park University Library, n.d.)
- [**How to Recognize Plagiarism: Tutorials and Tests**](#) (Indiana University, 2022)



Center for Global Peace Journalism

For faculty who would like to learn more about the perspectives of others and gain a more global view of the world, we encourage you to visit the [Center for Global Peace Journalism](#), led by Steven Youngblood. The center works with journalists, academics, and students worldwide to improve reporting about conflicts, social unrest, reconciliation, solutions, and peace. Through its courses, workshops, lectures, magazine ([The Peace Journalist](#)), blog, and other resources, the Center encourages media to reject sensational and inflammatory reporting, and produce counter-narratives that offer a more nuanced view of those who are marginalized—ethnic/racial/religious minorities, women, youth, and migrants.



Upcoming FCI Programming

We hope you will join us for this term's exciting opportunities that allow you to take a break from the daily grind, connect with your colleagues, and ignite your curiosity to learn something new. Join us for any (or all) of the following sessions below.

Spring 1, 2023 FCI Programs

- **Virtual Coffeehouse - [JOIN HERE](#)**
Fri., Jan. 27th (11:30am-12pm, CST);
- **Virtual Faculty Writing Retreat - [JOIN HERE](#)**
Fri., Feb. 3rd (10am-12pm, CST);
- **Virtual Faculty Writing Retreat - [JOIN HERE](#)**
Fri., Mar. 3rd (10am-12pm, CST)



How-To Tuesday

It's time to show the Park community how research can be (more) exciting. Join Park Library once a month as they share tips and techniques to make research easier, more accessible, and enjoyable for faculty and students in their "How-To Tuesday" workshops. We hope to see you at any (or all) this term's sessions below.

Spring 1, 2023 How-To Tuesday Programs

- **Annotated Bibliographies - [REGISTER HERE](#)**
Tue., Jan. 24th (4-5pm, CST);
- **Alternatives to Wikipedia - [REGISTER HERE](#)**
Tue., Feb. 21st (4-5pm, CST)

Get Recognized: Faculty Communication Form

FCI and Park Communications collaborated to create an easy submission process for Park faculty to share their scholarly activities (publications, presentations, invited talks, grants, awards, etc.) with the university community. To share your work, click the button below or visit [FCI's website](#) and select the [Get Recognized](#) link.

SUBMIT HERE



Scholarly InSights

The Faculty Center for Innovation (FCI) is excited to highlight scholarly work published by FCI's academic journal, *[InSight: A Journal of Scholarly Teaching](#)*. This term, we are excited to showcase Winn's (2022) article, [Mindfulness and Gratitude: Does it Really Make a Difference for College Students?](#), which explores whether practicing mindfulness and gratitude consistently in the classroom improves students' mental wellbeing. To view the current and past

editions of *InSight*, please visit <https://insightjournal.net/>.

***InSight* AND...*InStruct* Call for Papers**

Are you interested in potentially publishing your scholarship of teaching and learning (SoTL) work? Check out [InSight's call for papers!](#) The journal is also delighted to share with you *InSight's* reflective section, *InStruct*, which provides a space to celebrate and display pedagogical content that demonstrates the practical application of SoTL principles. To learn more about *InStruct* manuscript submissions, please view [InStruct's call for papers](#). For information about the journal, including viewing current and past volumes, please visit [InSight's website](#); all inquiries should be emailed to FCI at innovate@park.edu. **The deadline for Volume 18 submissions is 4pm, CST on March 1, 2023;** however, submissions are accepted on a rolling basis.



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You receive this email because you are a Park University instructor or administrator.