

SUPPORTING INTERNATIONAL STUDENTS

Learn how best practices for international students will benefit all of your students. **Engage with fellow faculty and staff** as we study and discuss supporting diverse student needs in our classrooms.

3 Ways to Participate and Learn

1. Attend Workshops (all workshops held in 120 Burton Hall)

February 23rd, 2018 2-4pm: *Intercultural Engagement in the Classroom: International Students share their experiences*

- How are international student needs different from and similar to the needs of other multi-lingual and monolingual students in an interactive, collaborative classroom? RSVP [here](#)

March 23rd, 2018 2-4pm: *Resources for International Students*

- What resources are available to instructors and students on campus? RSVP [here](#)

April 27th, 2018 2-4pm: *Best Practices in Using Course Management Systems for Diverse Student Learners*

- How can you structure your Moodle or Canvas course site for diverse student learners? RSVP [here](#)

2. Access Resources

Sign up to be included in our Moodle site where you can access research articles and other resources related to Universal Instructional Design, assessment, and writing.

3. Weekly E-mails

Bimonthly emails will be sent out throughout the semester. Read and apply or save them for another day. They are intended to help us keep the principles of universal instructional design at the forefront of our teaching in the midst of busy semesters.

For more information, contact **Margaret Kelly** at deleh003@umn.edu.

UNIVERSITY OF MINNESOTA

CE+HD
College of Education + Human Development

Molly Rojas Collins is a senior teaching specialist in the Department of Youth Studies. She has worked with multilingual and international students for 20 years at the University and in metro community settings. She worked in the Commanding English Program and has taught writing to English language learners throughout her teaching career. She is very interested in learning and teaching about successful strategies that work with students for whom English is not their first language, and how those strategies can benefit all students.

Rhiannon D. Williams is a Research Associate at the University of Minnesota. Her Ph.D. is in Comparative and International Development Education. Her work has involved examining first-year experience programming and how intentional engagement with diversity in the classroom has the potential to support and further develop students' intercultural competence. Engaging in both the local and global community she seeks out innovative ways to support undergraduate and graduate students' holistic intercultural learning as well as her own.

Jill (JT) Trites is director of undergraduate studies and a senior teaching specialist in the Department of Family Social Science. In her 22 years of teaching at the University of Minnesota, Trites has worked as an instructor and an administrator, including teaching ESL to international students, training international teaching assistants in best classroom instructional practices, teaching communications classes to first-year students, and co-coordinating the First Year Experience in CEHD. Her personal passions are teaching undergraduates, facilitating teacher training programs in Mozambique, and pursuing opportunities in global education.

Margaret Delehanty Kelly is a senior teaching specialist in the Department of Family Social Science. She has taught at the University of Minnesota since 2000, teaching in an intensive English language program, the Commanding English program and the First Year Experience Program in the College of Education and Human Development. Within her social science courses, Margaret is especially interested in building community between her students.