

CONSIDERING THE SOCIAL LEARNING NEEDS OF INTERNATIONAL STUDENTS IN ONLINE INSTRUCTIONAL DESIGN

Why Consider International Students in Online Instruction?

- = Growing international student enrollment at U.S. institutions of higher learning
- = International students seek immersive language and cultural experiences
- = Enhanced social interactivity also benefits non-international students and addresses ADA requirements

“Tailoring online courses to specific audience may help avoid at least some issues associated with cross-border/cross-culture education. Localizing specific courses for relatively homogenous audiences or internationalizing courses in the same way universal design drives accessibility for special needs” (Sadykova & Dautermann, 2009).
- = Considering diverse learner needs leads to more effective and dynamic instructional design
- = Growing demand for global access to higher education

Perceived Isolation in Online Learning Environments

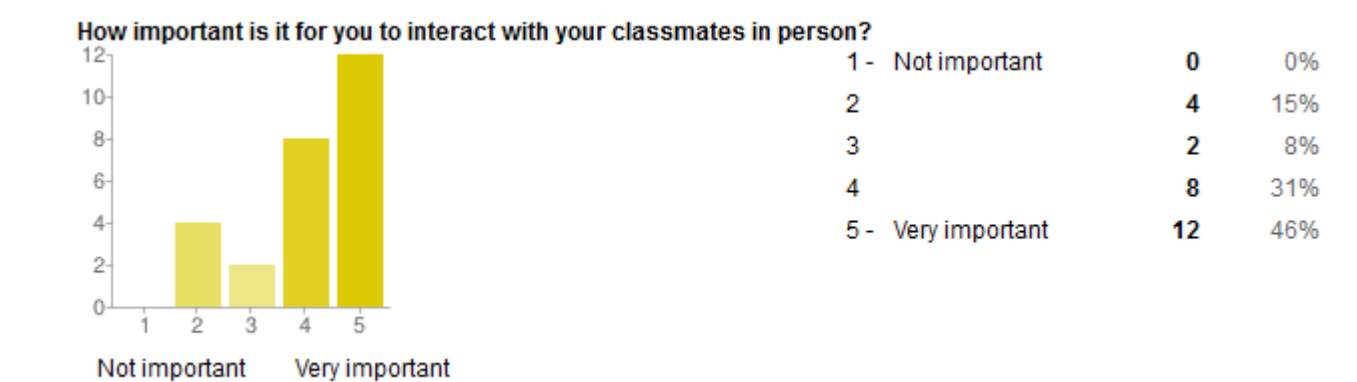


Limited Peer to Peer Interaction

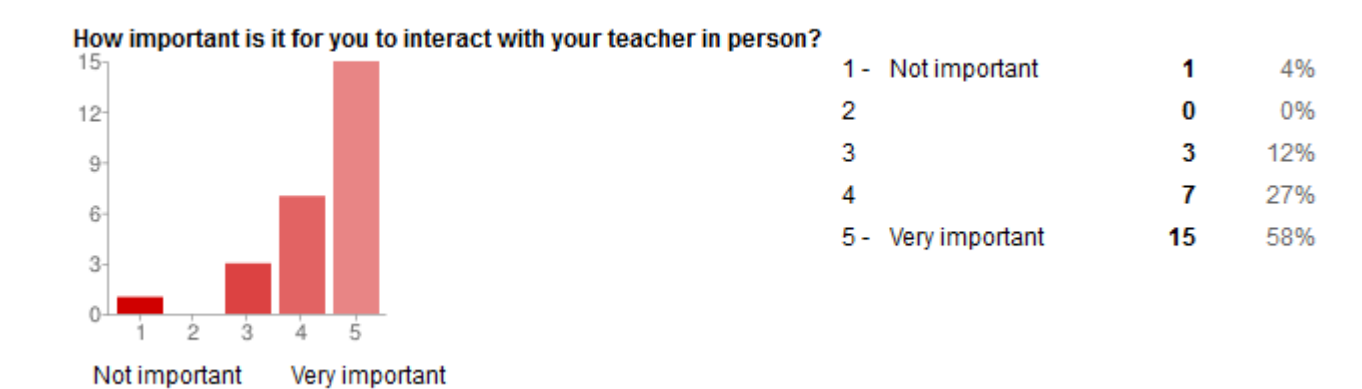


Reduced Instructor Immediacy

Value of Social Interactivity for International Students



Figures. 2013 Survey responses from 26 first-year international students at SUNY Oswego.



Building Social Presence into Online Instruction

Garrison’s Community of Inquiry (CoI) framework links social presence to enriched learning in the online Instructional environment (Boroup, West, & Graham, 2012).

Pedagogical Tools

- Voice Thread
- Skype
- Google Hangouts
- Camtasia/Jing
- YouTube
- Podcasts
- Blogs
- Other Social Media