

Questionnaire for adult educators (University sector)

as part of the

O2. E-Tests/Questionnaire Tool to set up the Profile of multicultural learners' needs

Part I. Socio-demographic data

Age _____
 Gender: male female
 Marital status: single in a relationship
 Environment: urban rural
 Workplace country _____
 Nationality _____

Part II. Professional data

Years of experience in teaching university students: _____
 Years of experience in teaching international students: _____
 The discipline I teach is medical nonmedical
 I teach in English French national language

How comfortable are you teaching in English?

not comfortable somewhat comfortable comfortable very comfortable extremely comfortable

How comfortable are you teaching in French?

not comfortable somewhat comfortable comfortable very comfortable extremely comfortable

I attended a training program aimed at teaching international students. Yes No

Part III. Relationship with international students

<i>In my work:</i>	Yes	No
I express an interest in cultural diversity.	Yes	No
I try to memorize international students' names.	Yes	No
I have established close professional relations with some of my international students.	Yes	No
I encourage one-on-one meetings with international students to clarify teaching content.	Yes	No
International students confide to me about their difficulties in academic and cultural adaptation.	Yes	No
I provide support to international students outside the academic program to facilitate their academic and cultural adaptation.	Yes	No
I have noticed cultural/religious/ethnic conflicts between international students in class.	Yes	No

Sometimes I feel that international students do not respect me.	Yes	No
Sometimes the attitude of international students towards me seems offensive.	Yes	No
I feel uncomfortable when international students speak their mother tongue in class.	Yes	No
I have had conflicts with some international students.	Yes	No
I have been verbally assaulted/threatened by at least one international students.	Yes	No
I have been physically assaulted by at least one international students.	Yes	No

Part IV. Teaching activity with students

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. I believe that practical activities are more effective than theoretical ones in working with international students.	1	2	3	4	5
2. Activities carried out in small groups of international students are more efficient.	1	2	3	4	5
3. The regular use of audio-video tools is more efficient in working with international students than with national students.	1	2	3	4	5
4. Teaching international students seems more difficult than teaching national students.	1	2	3	4	5
5. The fact that international students are not fluent in the language of instruction makes the educational process difficult.	1	2	3	4	5
6. In my work, I have noticed that international students with a larger social network (friends, relatives in our country) get better learning results.	1	2	3	4	5
7. In my work, I have noticed that international students with previous migrant experience adapt more easily to the requirements of the host country.	1	2	3	4	5
8. In my work, I have noticed that international students tend to interact with students from	1	2	3	4	5

the same country or with the same cultural background.					
9. I believe that the educational counseling services offered by the university to international students facilitate their adaptation.	1	2	3	4	5
10. I feel uncomfortable when international students speak their mother tongue in class.	1	2	3	4	5
11. The fact that international students have different levels of training makes my teaching difficult.	1	2	3	4	5
12. Sometimes, some behaviors of international students make the didactic activity difficult.	1	2	3	4	5
13. I always manage to create equal opportunities for academic success for all international students regardless of culture, religion, ethnicity etc.	1	2	3	4	5
14. Working with international students is more challenging than working with national students.	1	2	3	4	5
15. Working with international students has changed my view of multiculturalism.	1	2	3	4	5
16. In general, I am satisfied with the way my professional activity with international students goes.	1	2	3	4	5
17. I am satisfied with the communication I have with international students.	1	2	3	4	5
18. I am satisfied with the way I manage to understand the customs and habits of international students.	1	2	3	4	5
19. I am satisfied with the punctuality of the international students.	1	2	3	4	5
20. I am satisfied with the attitude that international students have in my courses / laboratories / tutorials.	1	2	3	4	5
21. I prefer frontal interaction in my work with international students.	1	2	3	4	5

22. I prefer interactive activities in my work with international students.	1	2	3	4	5
23. In working with large groups (entire series) of international students I prefer the teacher-to-students flow of information (e.g., lecture / presentation).	1	2	3	4	5
24. In working with small groups of international students I prefer the teacher-to-students flow of information (e.g., consultation / lab / clinical case).	1	2	3	4	5
25. In working with international students I prefer the students-to-teacher flow of information (e.g., lectures / debate / dissertation / club).	1	2	3	4	5
26. In working with international students I prefer the students-to-students flow of information (e.g., chat, discussion forum, colloquium).	1	2	3	4	5
27. My teaching methods are appropriate for international students.	1	2	3	4	5
28. I feel comfortable teaching international students.	1	2	3	4	5
29. I provide clear criteria for international students regarding participation, topics, evaluation etc.	1	2	3	4	5
30. I make available to international students all the materials necessary for the study of the discipline I am in charge of.	1	2	3	4	5
31. When I prepare my lectures/tutorials/labs I take into consideration the cultural background of international students.	1	2	3	4	5
32. In delivering teaching content I provide international students with information that helps them adapt more easily to the host country.	1	2	3	4	5
33. I encourage international students to think critically about the topics I present.	1	2	3	4	5

Part V. Difficulties encountered by international students

<i>How easy do you think it is for international students to cope with the following issues?</i>	Very difficult	Difficult	Neutral	Easy	Very easy
Communication in the language of instruction	1	2	3	4	5
Active participation in lectures / tutorials / labs	1	2	3	4	5
Understanding local customs and habits	1	2	3	4	5
Community discrimination	1	2	3	4	5
Hostility of local people	1	2	3	4	5
Colleagues' Bullying	1	2	3	4	5
Community integration	1	2	3	4	5
Loneliness	1	2	3	4	5
Making friends	1	2	3	4	5
Living arrangements	1	2	3	4	5
Employment	1	2	3	4	5
Local transport	1	2	3	4	5
Adaptation to the climate of the host country	1	2	3	4	5
Keeping eating habits from the country of origin	1	2	3	4	5
Access to quality medical services	1	2	3	4	5

Part VI. Questions: Approaches to teaching inventory

This inventory is designed to explore the way academics go about teaching in a specific context or subject or course. This may mean that your answer to these items in one context may be different from the answers you may give about your teaching in other contexts or subjects. For this reason, we ask you to describe your context.

Please describe the subject/year of your answers here:



<i>Please answer each item. Do not spend long: your first reaction is probably the best one.</i>	only rarely	sometimes	about half of the time	frequently	almost always
1. I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered.	1	2	3	4	5
2. I feel it is important that this subject should be completely described in terms of specific objectives relating to what students have to know for formal assessment items.	1	2	3	4	5
3. In my interaction with students in this subject I try to develop a conversation with them about the topics we are studying.	1	2	3	4	5
4. I feel it is important to present a lot of facts to students so that they know what they have to learn for this subject.	1	2	3	4	5
5. I feel that the assessment in this subject should be an opportunity for students to reveal their changed conceptual understanding of the subject.	1	2	3	4	5
6. I set aside some teaching time so that the students can discuss, among themselves, the difficulties that they encounter studying this subject.	1	2	3	4	5
7. In this subject I concentrate on covering the information that might be available from a good textbook.	1	2	3	4	5
8. I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.	1	2	3	4	5
9. In teaching sessions for this subject, I use difficult or undefined examples to provoke debate.	1	2	3	4	5
10. I structure this subject to help students to pass the formal assessment items.	1	2	3	4	5
11. I think an important reason for running teaching sessions in this subject is to give students a good set of notes.	1	2	3	4	5
12. In this subject, I only provide the students with the information they will need to pass the formal assessment.	1	2	3	4	5

13. I feel that I should know the answers to any questions that the students may put to me during this subject.	1	2	3	4	5
14. I make available opportunities for students in this subject to discuss their changing understanding of the subject.	1	2	3	4	5
15. I feel that it is better for students in this subject to generate their own notes rather than always copy mine.	1	2	3	4	5
16. I feel a lot of teaching time in this subject should be used to question students' ideas.	1	2	3	4	5

Part VII. Personal reflections

In my opinion, the three most challenging aspects when teaching international students are:

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In my opinion, the three most challenging aspects international students have to face when coming to study in my institution are:

.....

The best three strategies I use when teaching international students are:

.....

The three most common complaints about my work with international students are:

.....

In what ways have you encouraged collaborative learning among international students?

.....

What have you learned from international students?

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THANK YOU!

