

# **Enhancing Faculty's Understandings of the Best Practices of International Student Teaching and Learning in Higher Education Setting**

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## **ABSTRACT**

In face with multicultural students in classrooms, especially increasing number of international students, faculty members in postsecondary institutions are challenged by dynamic student background and diverse learning styles. In order to adjust teaching styles effectively to fulfill student needs and goals, there is call for faculty's multicultural competency and how to apply to pedagogical approaches in teaching and learning practices. This study is an integrative review on international student teaching and learning practices in the US institutions in postsecondary education settings. The issues related to international student teaching services include student engagement policies and practices, academic success, academic affairs, classroom engagement, cross-cultural adjustment, student affairs, interactions among students, and multicultural campus climate. Challenges and barriers that may prevent international students from achieving academic and professional success are identified. Also, ineffectiveness of international student teaching and development in US colleges is presented and analyzed from faculty and instructor perspectives. Practical recommendations for interacting with international students effectively are displayed. The recommendations for multicultural student teaching and learning may include understanding multicultural student specific needs and learning goals for academic success, awareness of multicultural teaching and learning, and engagement with multicultural students. Specifically, faculty members need to better understand the unique characteristics of multicultural student's diverse background, and how to effectively adjust their teaching styles and materials to respond to the uniqueness. Also, engaging multicultural student population in classrooms and on campus broadly is important to improve multiculturalism and highlight the value of multicultural student bringing in to postsecondary learning and teaching practices through diverse perspectives within educational environments.