

Oral Presentation 1

1:00 PM to 2:30 PM

[Exploring the International Student Experience: Improving the University's Response to a Changing Student Population](#)

Presenters

- Karl Eckhardt, Senior, Business Administration (Finance), International Studies
- Jiachen (Bianca) Shi, Junior, Business Administration (Finance)
- Kerry Lam, Junior, Computer Science
- (anonymous), Senior, Linguistics
- Stephanie Whitney, Senior, English
- Ronald (Ron) Keller, Junior, Philosophy
- Erica Petru, Senior, International Studies, Environmental Science & Resource Management

Mentors

- Jennifer Halpin, English, Odegaard Writing & Research Center
- Camille Dodson, English, Odegaard Writing & Research Center

Session

- [Session 1I: Innovations in Teaching and Learning](#)
- Mary Gates Hall 258
- 1:00 PM to 2:30 PM

The recent increase in international students at the University of Washington (UW) has been an extremely controversial issue. As undergraduate tutors in a writing center that serves these students, we are concerned with how this changing institutional climate affects both the students we work with and the university. This has prompted us to ask: What are these students' needs, how can we best support them, and what institutional structures and policy must be changed or developed in response to the increasingly multilingual and multicultural demographic of the university? Through further development of a peer-led group tutoring program, Targeted Tutoring (TT), we have explored these questions and their implications for academic support models and policy relating to English Language Learners (ELLs) and international students. In particular, we have focused on researching ELL policy and support mechanisms at other universities and developing research designed to assess how student feedback about classroom and writing experiences and their perceptions of second-language writing at UW can be used to improve existing programs and policy. In practice, this has focused on efforts to design student-centered research methods and materials (reflective writing, surveys, interviews and observations), used in conjunction with TT, that can supply student feedback in order to assess our response, and the university's response, to the increasingly diverse student body. While incomplete, this research has already shown promise. It has demonstrated the value of opening

new avenues for students to communicate their needs, concerns, and views – providing the university with a clearer picture of these students’ needs and enabling a more effective response to, and support of, an increasingly diverse student body. In doing so, our research has the potential to be a valuable resource for students, administrators, and academic support programs and inform the university’s response to the changing student population at all levels.