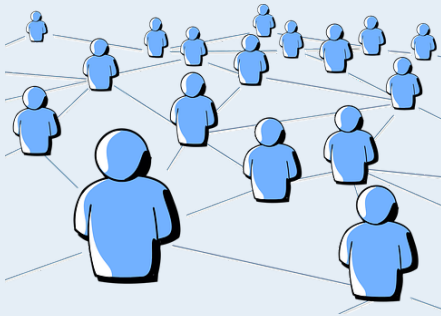


# Stay Connected with International Students: Strategies for Faculty

## 1. Why are students not able to access course content?



**A number of websites are blocked** in some countries. In China, for example, students cannot access Google products, YouTube, Vimeo, Facebook, Twitter, Box/Dropbox, Slack, Skype, WhatsApp, and many news outlets; VoiceThread and Playposit may also be inaccessible. One way to check whether a website is blocked in China is to test the URL in sites like [Comparitech](#).

In addition, your students in many countries **may have slower connections** and thus the video that takes you two seconds to download may take hours for your students.

Covid-19 has impacted mail service in some countries, so **communicate additional required materials, such as textbooks, as early as possible**. A [portion of the text](#) can be uploaded for the first few weeks of the semester, and [library staff](#) are available to consult for open source materials and potential acquisition of electronic version(s).



## 2. Can I still hold synchronous meetings?

- The synchronous portion of the class might be held in the middle of the night for your international students. **Check time zones** to determine whether this is the case, and consider alternatives, such as asynchronous assignments and/or individual meetings with students at another time. You can do a quick time zone conversion here: <https://www.timeanddate.com/worldclock/converter.html>. Students can also adjust their time zone in D2L (under Account Settings) so that dates and times reflect their local time.
- Students in some countries may have **trouble accessing Zoom**. Students in China can download the Chinese version: <http://www.zoomcloud.cn/Download>
- Activities that require students to speak online could be overheard by family members, roommates or strangers. Activities that require a webcam or microphone could implicate family members whose images and voices are captured. Students in some countries may **fear participating in activities that use their voice or images**. For these reasons, instructors may consider not requiring students to turn on cameras in synchronous sessions.

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## 3. Why are students not responding to my emails?

Students in some countries, like China, may have trouble accessing their UArizona email because they are trying to access it through GSuite, a Google platform, which is blocked in China. You might recommend that students have their CatMail automatically forwarded to another email address.

## 4. How can I make my classroom more inclusive for all students, including international students?

Use principles of [Universal Design](#). Examples of this include:

- allowing different students to have **different amounts of time for tests and quizzes**. You could, alternatively, extend the time on timed assessments for all students;
- delaying deadlines on written assignments, as necessary, to **account for the increased reading and writing demands**;
- **limiting readings** to those that are critical to meeting the learning outcomes of your course;
- delivering information in both oral and written modalities, and [using captions](#) for any videos
- asking all students to edit their D2L and Zoom profiles to display a pronunciation guide to their names and preferred pronouns.



Also make sure to establish netiquette principles that **value multilingual voices**. Examples of this include statements such as:

- “written accents” (missing articles, incorrect prepositions, incorrect verb tenses) should be treated with respect
- students do not need to edit their discussion board posts for Standard Written English.
- peers’ replies should ignore non-standard uses and instead focus on the message.

## 6. What resources are available for international students at UA?

Many of the resources below are not focused just on international students, but international students may benefit from additional guidance in accessing them. When teaching first-year students, consider incorporating a “scavenger hunt” activity that allows students to learn about these services early on.

### [International Student Services](#)

If students have questions about visas or immigration, federal or UA policies on international students’ participation in online classes, it is best to direct them to ISS. You may also need/want to check with ISS before administratively withdrawing an international student from your class. ISS will continue to provide most of their services online in Spring 2021.

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## [Equipment & Technology \(Library\)](#)

Students who are on-campus in Tucson can check out technology from the library.

## [D2L Help Pages and Consulting](#)

The D2L Help Pages provide a great deal of information about D2L and integrated tools such as Zoom and Panopto.

## [Disability Resources Center](#)

The DRC works with the campus community to ensure that all students, employees, and visitors have similar (if not identical) experiences on campus. The DRC can help facilitate accessible support and resources across campus.

## [CAPS](#)

While CAPS counseling sessions are only open to students in Arizona or select states, information about connecting with mental health professionals can be found on the [Support for International Students website](#). In addition, CAPS has a variety of [workshops](#) that help students develop strategies for mental health and can be accessed online. [Wildcats Rise](#) is a peer group that students can join from anywhere, with an international student specific session. [Cynthia Klatte](#) is the new International Student liaison for CAPS. Students can reach her by [contacting CAPS](#).

## [Campus Health](#)



While not specific to international students, if a student is symptomatic, the first step is for them to call Campus Health at (520) 621-9202. In fact, this is the procedure for all appointments with Campus Health at this time. [Covid-19 testing](#) for non-symptomatic students is provided at various locations around campus and in off-campus housing.

## [Think Tank / Writing Center](#)

Think Tank and Writing Center services will be available online through the Spring semester. If you have a writing intensive course, it might be helpful to require (or suggest to) all students to make an appointment with the Writing Center at least once during the semester. The Writing Center has free synchronous (45 minute) and asynchronous appointments, making it easier for students in completely different time zones to still get feedback.

## [Writing Skills Improvement Program](#)

Writing Skills Improvement Program will also be offering services online for the Spring semester. Their services are fee-based, but they also provide a number of writing related resources on their website: <https://wsip.arizona.edu/resources>. They also will be providing a series of online workshops in the spring.

