



Minnesota eLearning Summit

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Strategies for Supporting New Immigrant Students with Learning Technologies

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*Strategies for Supporting New Immigrant
Students with Learning Technologies*

BY

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LEARNING OBJECTIVES

After this presentation, participants in this presentation will be able to:

- ▶ Relate to trends in the changing classroom demography in urban cities and to the individual characteristics of new immigrant students;
- ▶ Discuss common assumptions associated with the use of learning technologies among students; and
- ▶ State and discuss, at least, three ways new immigrant students could be assisted.

Introduction/Ice Breaking



Introduce yourself to the person next to you, and let the person introduce you to the class



What is an accent?

“It is a distinctive mode of pronunciation of a language, especially one associated with a particular nation, locality, or social class.” (Google Dictionary)

Changing Trends in Migration

- ▶ In 2015, two thirds (67 per cent) of all international migrants were living in just twenty countries.
- ▶ The largest number of international migrants (47 million – 19 per cent) resided in the United States of America,
- ▶ Germany and the Russian Federation hosted the second and third largest numbers of migrants worldwide (12 million each).
- ▶ Saudi Arabia (10 million).
- ▶ The median age of international migrants worldwide was 39 years in 2015, a slight increase from 38 years in 2000.
- ▶ In some major areas, the migrant stock is becoming younger (United Nations, 2016, p1)

Note: Migration is one of the characteristics of human nature

The Changing Demographic Landscape In The Cities: A Case of Twin Cities in the US

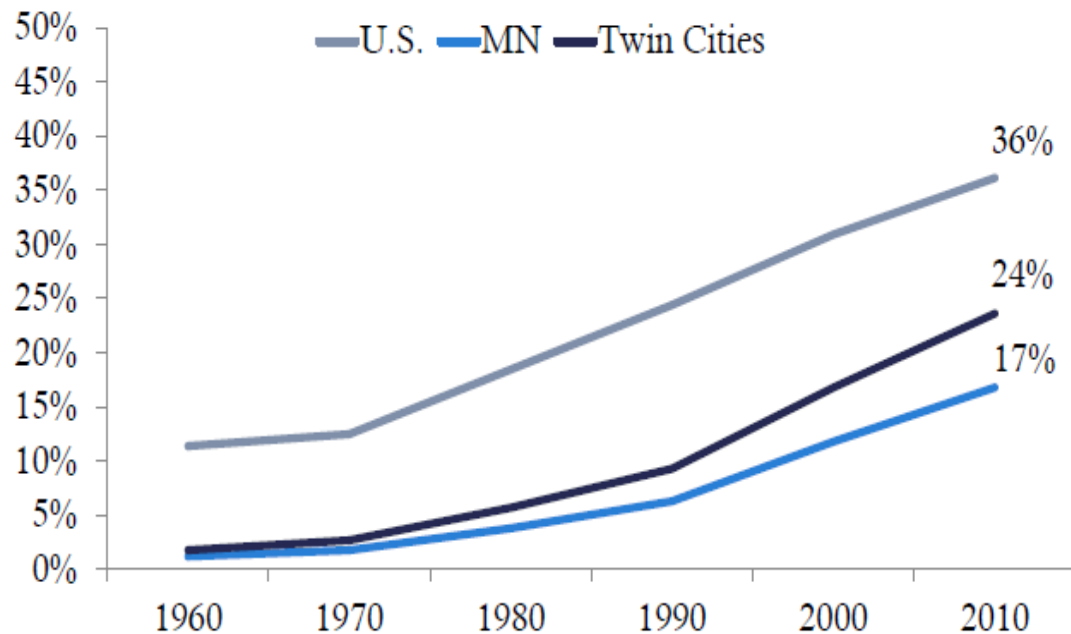
- ▶ Between the year 1990 – 2000, and 2000 - 2012, the immigrant population increased by 125 and 54 percentage points respectively.
- ▶ In 2014:
 - MN population increased by more than 35,00 with MSP accounting for about a quarter;
 - MN attracted more than 14,000 international immigrants;
 - Minneapolis gained 6,560 residents;
 - There was a high migration from local to urban (Minneapolis/Saint Paul) (Hibbs, 2016)

The changing demographic trends, Twin Cities, MN

50 years of growing diversity in our region, state, nation



Percent Of Color, 1960-2010



MN Foreign Born
(African), 2013

Somalia 31,500

Liberia 12,800

Ethiopia 11,000

Kenya 7,400

Educational Implications

NOTE: Two learning situations are never the same

- ❖ More diverse classroom
- ❖ Varying learning levels
- ❖ Varying learning levels of learning technology use.
- ❖ Student with(out) significant knowledge in using information and/or learning technologies.

Diverse Classroom

Open classroom information – closure (2017)



Facts about Technology and Learning

- ▶ Arrival and rapid dissemination of digital technology has reached a “*singularity*” moment.
 - ‘An event which changes things so fundamentally that there is absolutely no going back (Prensky, 2001, p. 1)
- ▶ Technology has become indispensable in today’s learning and teaching business.
- ▶ Technology is changing both teachers and students’ learning habits

(Prensky, 2001; Günüç, 2017)

Undermining Assumptions

- ▶ Everyone knows how to use computers, internet, and software associated with them.
- ▶ All the digital natives (generations grew up with technology (Prensky, 2001)) can very well use learning technologies.
- ▶ Digital and non-digital immigrants (do not) need extra help with learning technology.
- ▶ Spending time in social media translates to ability of spending time with learning technology.
- ▶ Proficiency with basic technologies is tantamount to proficiency with learning technologies.

(Kennedy, et al, 2010; Prensky, 2001)

The use of Learning Technologies is not about:

- ▶ Using the social media
- ▶ Internet browsing/shopping
- ▶ Fixing or trouble shooting computer
- ▶ Typing or manipulating the Word processor

The Plight of a New Immigrant Student

A Scenario:

Mr. X migrated to the United States with a master's degree. On arrival, he enrolled in one of the colleges while working two full time jobs. One semester, with a little and/or no knowledge of computer/eLearning technologies, he registered for partially online class. At the first contact of the class, which was face-to-face, the instructor reminded students that their computers should have the necessary plug-ins for the course. Mr. X asked the instructor whether what he was talking about was something like a speaker that could be plugged in the computer. In response, the instructor asked Mr. X to see him after the class. At the end of the class, the instructor told him, “this schedule is not for you. I should advise you to switch to face-to-face class”. Mr. X considering his job schedules, vowed to remain in that class. He persevered and ended up making “B” grade at the end of the semester.

Do you think Mr. X received encouraging response from the instructor?

If you are the instructor, what could you have done differently?

Providing Supports

Assist in providing imperative learning technology skills

- ❑ The regular classroom teacher should help with providing the prerequisite skills such as:
 - ❑ Internet Search
 - ❑ Self technology learning and where to go for help
 - ❑ Office Suits skills (creating, editing, and modifying word documents, presentation, spreadsheet; Microsoft Office, iWorks, OpenOffice / LibreOffice, and Google Doc)
 - ❑ Hardware basics and troubleshooting
 - ❑ Netiquette - the correct or acceptable way of communicating on the Internet (email/social media); etc. (Andrede, 2012)

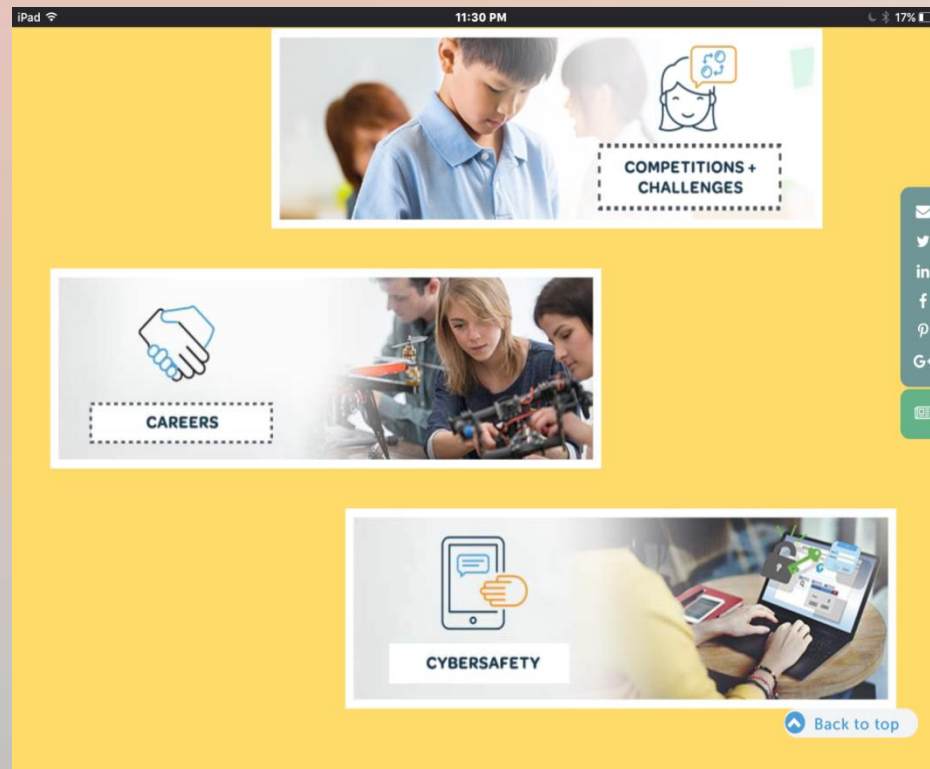
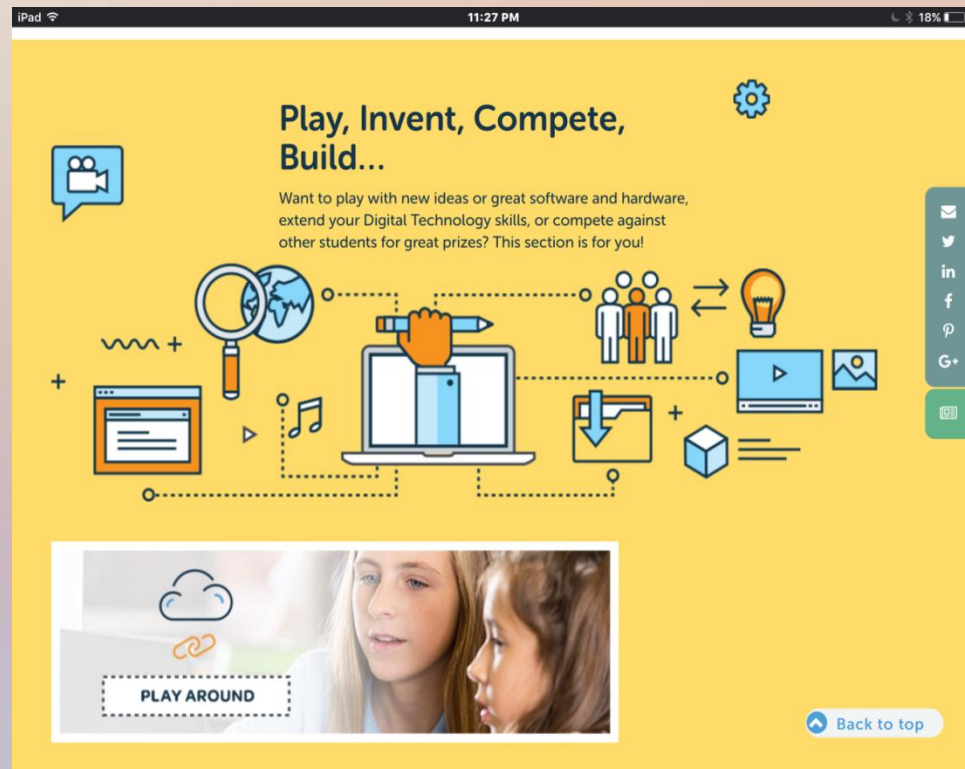
Providing Supports Contd

Provide learning technology hub-station (example: Digital Technologies Hub, Education Services Australia Limited - <https://www.digitaltechnologieshub.edu.au/>)

Hub, Education Services Australia Limited - <https://www.digitaltechnologieshub.edu.au/>

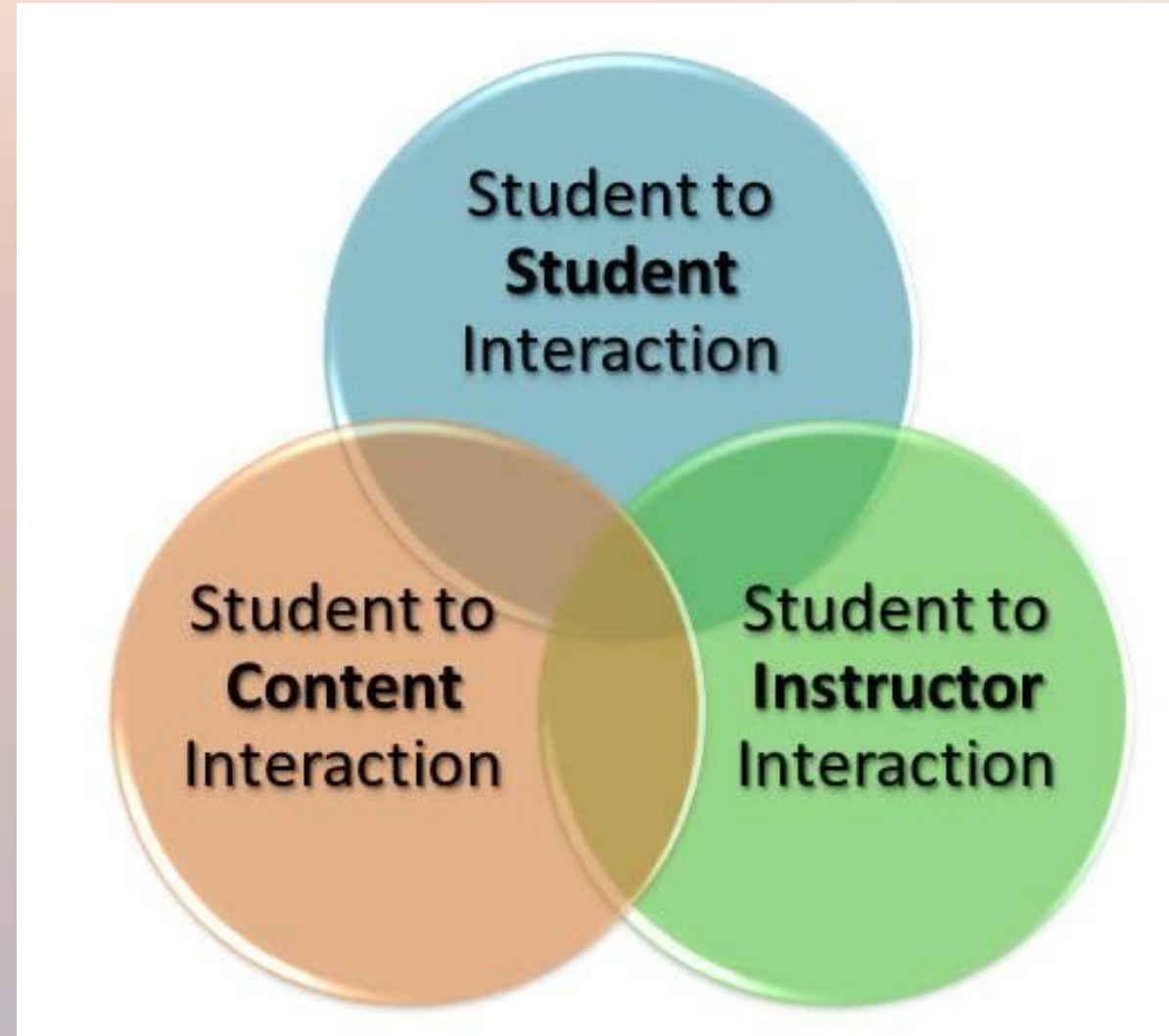
Students playing and interacting with eLT

Students engaging and helping each other



Providing Support Contd

Encourage
one-on-one
interaction



Providing Support Contd

Giving
One-on-one
feedback



Providing Support Contd

Provide mentorship program and pair mentor/mentee of similar cultural background.

Provide suitable support and encouragement to the mentor and mentee students

(Li, Wang, Lin, & Lee, 2011).

Peer mentoring has a significant academic positive effect

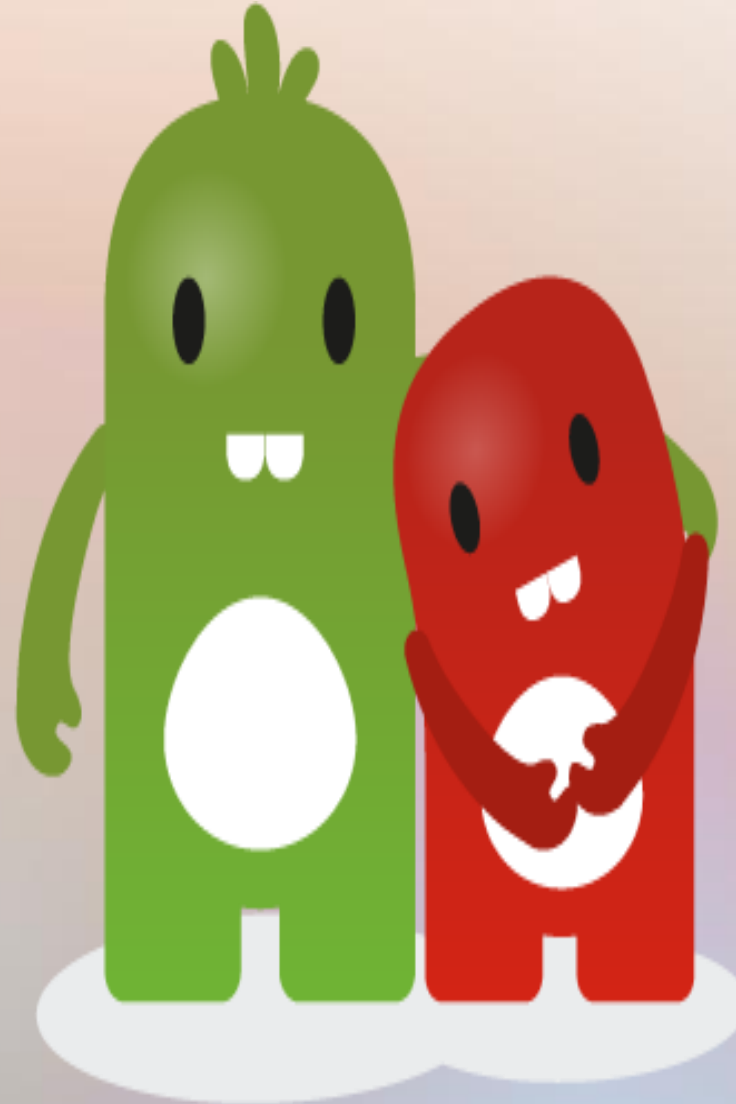
(Robinson & Niemer, (2010).



Providing Support Contd

Empathy and Positive Relationship

- Profound empathy has beneficial consequences for learning (Cooper, 2010)
- Ask where and how you can help; let language not be a barrier
- Don't forget to use the most common universal language – **Smile**
- Listen actively and validate
- Wear their shoes



CONCLUSION

New immigrant students arrive in the urban or city schools with varying levels of knowledge in eLearning technology use. Consequently, they need some help to get used to the eLearning technologies in their new environments.

Providing eLearning technology hub, peer mentorship program, and empathizing with them could be ways of assisting and supporting them.

COMMENT, QUESTION & ANSWER

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**THE
ANSWER**

THANK

YOU

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