

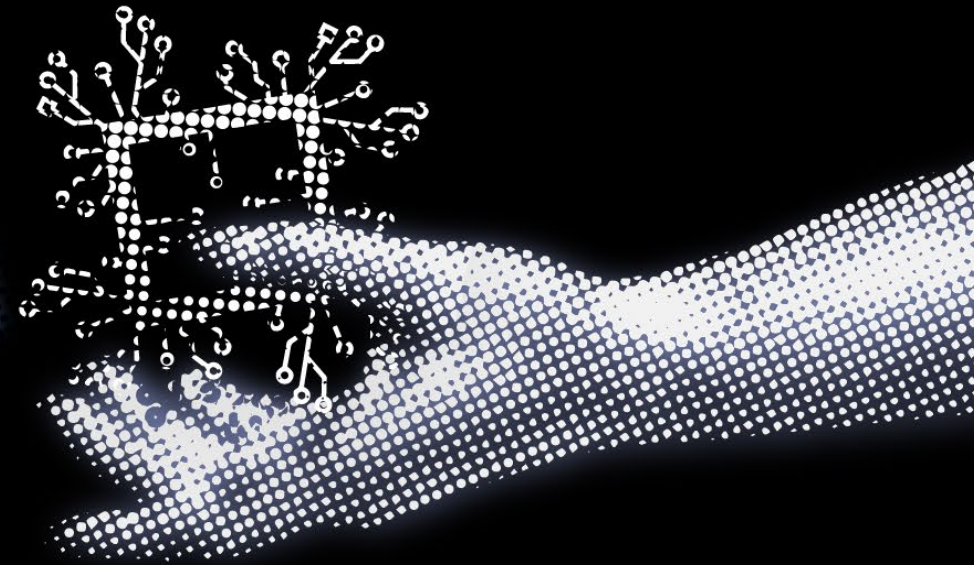
April 30th, 2024



evolvED

CATALYSTS CREATIVITY CONNECTION

GBC'S Annual
Teaching & Learning Conference



Navigating cultural currents: From sojourners to immigrants supporting international students' well-being

Dr. Eva Huang
Professor Karen Sinotte





Land Acknowledgment

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement](#)

Agenda

1. The unique challenges faced by international students
2. Discuss practical strategies for creating inclusive classroom environment for international students
3. From Sojourners to Settlers: Explore the transition from temporary visitors to permanent residents





Professor Karen Sinotte

Professor Karen Sinotte, GBC, has been teaching in post-secondary education for fifteen years teaching marketing, strategy, research, and analytics at GBC Centre for business. She brings thirty years of global industry experience (most recently at American Express and TD Bank) in executive roles focused on data driven business strategy including the launch of one of the first targeted ethnic marketing programs for banks in Canada. Karen is more recently completing another NSERC funded research project on the Roadmap for Digitalization of Museums in Ontario. She also brings her industry and academic experiences to the non-profit sector, including a long-term role on the Board of Rexdale Women's Centre and, most recently, on the Boards of the Toronto Railway Museum and the Waterfront Neighbourhood Centre



Dr. Eva Huang

As a global-minded researcher and educator, Dr. Eva Huang undertook her undergraduate education in China, got her MBA and MA degrees in England, and obtained a PhD in Australia. She has extensive education and work experience globally, so far, China, England, Australia, and Canada, with positions including HR managers, Assistant health and safety manager, research associate, and HR consultant. She promotes evidenced-based people management solutions, helping professionals and organizations enhance their people management and leadership capacities to maximize organizational gains. She has a passion for teaching and research and enjoys experiencing the differences. She has expertise in human resources management, public sector management, and multiculturalism, with extensive research and publications in these areas.

New Canadian policy

The screenshot shows a web browser window with several tabs open. The active tab is titled "Canada to stabilize" and the address bar shows the URL: canada.ca/en/immigration-refugees-citizenship/news/2024/01/canada-to-stabilize-growth-and-decrease-number-of-new-inter.... The page header includes the Government of Canada logo and the text "Government of Canada" and "Gouvernement du Canada". A search bar labeled "Search IRCC" is visible. A "MENU" dropdown is present. The main content area features a breadcrumb trail: [Canada.ca](#) > [Immigration, Refugees and Citizenship Canada](#) > [Newsroom](#). The headline reads: "Canada to stabilize growth and decrease number of new international student permits issued to approximately 360,000 for 2024". Below the headline, it says "From: [Immigration, Refugees and Citizenship Canada](#)". The sub-headline is "News release". The main text begins with "January 22, 2024—Ottawa—International students enrich our communities and are a critical part of Canada’s social, cultural and economic fabric. In recent years, the integrity of the international student system has been threatened." The Windows taskbar at the bottom shows the time as 4:48 PM on 4/7/2024.

Inbox (2,521) - eva x | Mail - Eva Huang - x | Evolved GBC Annu x | Tests and Assignm x | 伤感情歌《人生没 x | Canada to stabilize x

canada.ca/en/immigration-refugees-citizenship/news/2024/01/canada-to-stabilize-growth-and-decrease-number-of-new-inter...

Government of Canada / Gouvernement du Canada

Search IRCC

Franglais

MENU

[Canada.ca](#) > [Immigration, Refugees and Citizenship Canada](#) > [Newsroom](#)

Canada to stabilize growth and decrease number of new international student permits issued to approximately 360,000 for 2024

From: [Immigration, Refugees and Citizenship Canada](#)

News release

January 22, 2024—Ottawa—International students enrich our communities and are a critical part of Canada’s social, cultural and economic fabric. In recent years, the integrity of the international student system has been threatened.

4:48 PM 4/7/2024

Discussion

The implications/potential impacts of this new policy to international students' mental health and well-being?

GROUP DISCUSSION



Empowering International Students: Cultivating Integration and Driving Economic Growth

Cultural Transition Matters:

- The pivotal role of cultural integration in international students' decisions regarding permanent residency.
- Existing limitations in understanding the factors impacting cultural transition.

Global Competitiveness:

- International education as a strategic pillar for Canada's current and future success.
- The Canadian government's commitment to becoming a preferred destination for talented foreign students.

Market Share Battle:

- Global competition among countries to attract a growing mobile education market.
- Canada's position as the fifth-largest player globally in 2016 (8% market share).

Economic Impact:

- International students' substantial contributions to Canada's GDP (\$12.8 billion in 2016).
- Job creation (168,860 jobs or 143,100 FTEs) due to their spending.
- Their role as a significant source of permanent residents (PR) or citizens.

Underscored the need for further research and knowledge to enhance their integration with Canadian culture, aligning with strategic goals for international student success.



The cultural transition of international students: A Literature Review

- A comprehensive literature review
- Library sources of George Brown College and the University of Toronto, and Toronto Reference library
- Key words (example)
 - International/foreign students
 - Study abroad
 - Cultural transition
 - International students' challenges
 - International students' support
 - International students' adjustments
- 148 peer-reviewed articles used for the final data analysis

Data Analytics

- Thematic analysis using NVivo 12

6 Key Research Findings

Expectations and Culture Shock

- **Mismatched Expectations:** expectations before arriving in Canada, not align with the realities. Can lead to culture shock, disappointment, anxiety, and depression.
- **Adaptation and Relationship Choice:** The adaptation process for international students is influenced by their choice of a migrant-host relationship. Understanding and managing these expectations are crucial for successful cultural adjustment.

Changing Needs and Support

- **Dynamic Needs:** International students' needs evolve throughout their student experience. Recognizing these changing needs and providing timely support is essential.
- **Avoiding Distinctive Treatment:** While international students have unique challenges, they should not be treated as a separate category. Inclusion and holistic support are vital.

Support Gap and Accessibility

- **Support Beyond Schools:** There's a gap in available support beyond what schools can provide. Community resources and services play a crucial role in addressing this gap.
- **Awareness and Accessibility:** Bridging the gap between students' needs and accessed services requires improving awareness, willingness to seek help, and accessibility to available services.

1: Expectations and Culture shock: Mismatched expectations

Often students form expectations before arriving to the host company that is mismatched with the realities of studying in Canada causing culture shock. As a result of these unmet expectations, international students may face disappointment, anxiety, and depression


Stages of Culture Shock



2: Expectations and Culture shock: Adaptation choices

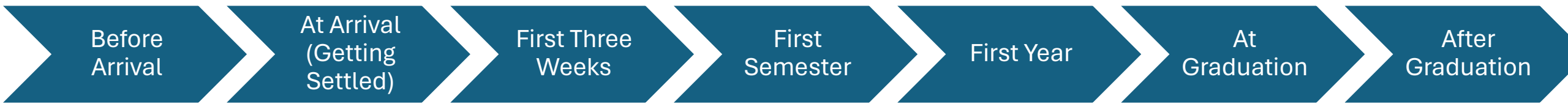
International students have significant commonalities of cultural transition issues with the new Canadian immigrants. The adaptation by International students are affected by choice for migrant-host relationship.

Categories of Students

				Migrants 52%		
				Born outside of Canada/ have foreign born parent		
				Voluntary immigrants		Sojourners
	Total	3 rd + Generation Born in Canada with both parents born in Canada	2 nd Generation Born in Canada and neither parent born in Canada	1 st Generation Canadian Not born in Canada, now a Canadian Citizen	Landed Immigrant/ Permanent Resident	International Visa Student 37% become PR
% of Downtown Toronto PS Students	100%	28%	20%	13%	14%	24%
Adaption						Assimilation
						Integration
						Separation
						Segregation
Compiled from multiple Sources: (GBC , 2018); CBIE; Statistics Canada.						

3: Changing Needs and Support: Dynamic Needs

International Students needs change through the lifecycle of the student experience.



Choosing School
Choosing Country
Applying
Accepting Visa

Finding Place to live
Orientation
Attendance?

Lower Engagement Rates
Highest Late Enrolment Rates

Higher (but unreported) employment rates

Success rates?

33% convert to PR
Low Employment
Under Employment

Challenges change through the lifecycle of the student experience

Literature does not appear to address when the migrant-host decision is made for international students, or when the cultural integration process begins.



4: Changing Needs and Support - Avoid distinctive treatment

International Students should not be treated as a distinctive group.

The greater the gap in the home country culture and Canadian host country culture, the greater the potential for cultural shock. This affects social interactions, teaching styles, classroom norms, study expectations, attitudes to teamwork.

Research has shown that students from East Asia experience more acculturative stress than from South Asia.

NOTE: Not all countries in a region are the same.

Country of Origin	Hofstede - Power Distance	Hofstede - Individualism	Hofstede - Masculinity	Hofstede - Uncertainty Avoidance	Hofstede - Long Term Orientation	Hofstede - Indulgence
Canada	39	80	52	48	36	68
United States	40	91	62	46	26	68
United Kingdom	35	89	66	35	51	68
Brazil	69	38	49	76	44	59
China	80	20	66	30	87	24
Columbia	67	13	64	80	13	83
Ecuador	78	8	63	67	-	-
Egypt	70	25	45	80	7	4
El Salvador	66	19	40	94	20	89
India	77	48	56	40	51	26
Iran	58	41	43	59	14	40
Pakistan	55	14	50	70	50	0
Slovakia	100	52	100	51	77	28
Spain	57	51	42	86	48	44
Sri Lanka	80	35	10	45	45	n/a
Turkey	66	37	45	85	46	49
Ukraine	92	25	27	95	55	18
Vietnam	70	20	40	30	57	35
Philippines	94	32	64	44	27	42

Source: Hofstede Insights, accessed Oct 4, 2018 at

<https://www.hofstede-insights.com/country-comparison/colombia/>

Discussion 2

- Practical strategies for creating inclusive classroom environment that celebrate diversity and promote cross-cultural connections.



Psychological safety learning community

concept

- Psychological safety represents feeling safe to take interpersonal risks, to speak up, to disagree openly, to surface concerns without fear of negative impacts (McKinsey & Company, 2023).

Challenges

- fear of judgement
- power imbalance
- lack of inclusive curriculum
- unclear expectations
- Unaddressed macroaggressions
- Absence of support

At the beginning

- Diversity statement & inclusive language in syllabus
- Communication channels
- Inclusive resource compilation
- Ice-breaker activities
- Rock, paper, scissors game

Middle of the semester

- Conflict resolution resources
- Reflective assignment
- Student feedback
- Addressing emerging issues promptly

End of semester

- Reflection on the journey
- Celebrating student achievement
- Showcase student work on celebration of diversity
- Gratitude and acknowledgement expression

5. Support Gap and Accessibility: Support beyond School

Everyday Living:

- Living Expenses
- Language Barriers
- Loss of Social Connection
- Food insecurities
- Academic Strain
- Understanding “cheating”

Dealing with Finances:

- Tuition Costs
- Living Expenses
- Insurance Complexity
- Medical Services Access

Integrating Self and Family:

- Cultural Integration
- Family Expectations
- Loneliness and Depression

Feeling Alienated:

- Not feeling able to ask for help
- Daily Discrimination
- Gender Disparities
- Serious Mental Health Challenges
- Substance abuse
- Suicidal thoughts

Accessing the Labor Market:

- Work Permit
- Underemployment
- Unemployment
- “No Canadian Experience” anxiety
- Visa Regulations
- Visa Regulations

6: Support Gap and Accessibility: Awareness and Accessibility

The gap between students needs and services accessed is driven by awareness of needs, willingness to seek help, awareness of services available and accessibility of these services to the students.

Table 5: Drivers of the Gap between services needed and services accessed



Discussion 3

- How can we empower students to thrive beyond their academic journey?



Topic	Services Available
Academic and Family Pressure	<ol style="list-style-type: none"> Engaging family: Within limits allows by Canadian systems. . Building community:
Gender-Related Challenges and Intersectionality	<ol style="list-style-type: none"> Support Groups: Establish support groups specifically addressing gender-related issues. These safe spaces can foster discussion, empathy, and mutual support. Educational Programs: Implement educational programs that explore intersectionality. Specific to international students and why they come to Canada.
Cultural Integration and Support	<ol style="list-style-type: none"> Buddy Systems: Pair international students with local peers to facilitate cultural exchange and adaptation. Having a buddy can ease the transition and provide practical guidance. Cultural Awareness Workshops: Offer workshops that enhance understanding of diverse cultures within the academic community. These workshops can promote empathy and reduce misunderstandings
Discrimination and Social Isolation	<ol style="list-style-type: none"> Anti-Discrimination Policies: Strengthen institutional policies against discrimination. Ensure strict enforcement and raise awareness about reporting mechanisms. Community Building Events: Organize events that promote social integration, cultural exchange, and community building. Encourage students to connect beyond their immediate circles.
Serious Mental Health Issues	<ol style="list-style-type: none"> Mental Health Services: Enhance accessibility to mental health services by providing multilingual counselors. Address language barriers and cultural nuances. Awareness Campaigns: Launch campaigns that destigmatize mental health issues. Encourage open conversations and educate students about available resources.
Financial Struggles	<ol style="list-style-type: none"> Scholarships and Bursaries: Actively promote available scholarships and bursaries and encourage applications. Part-Time Work Opportunities: Schools should provide information about on-campus or local community part-time job opportunities. This allows students to earn income while studying
Healthcare Accessibility	<ol style="list-style-type: none"> Financial Counseling: Trained counselors can guide students on managing their finances, creating budgets, and making informed decisions unique to international student needs. Insurance Guidance: Simplify the options. Provide clear information about health insurance options and coverage can ease students' concerns.
Legal and Immigration issues	<ol style="list-style-type: none"> Visa Workshops: Workshops on rights and responsibilities covering topics like work permits, visa extensions, and compliance. Supportive Advisors: Specialized advisors for individualized needs.



Thank you – we win

Conference Schedule

Description	Time
Registration/Coffee/Breakfast	8:00 am - 9:00 am
Opening Remarks	9:00 am - 9:20 am
Keynote 1 - Dr. Rhonda McEwen	9:20 am - 10:30 am
Session Block 1	10:40 am - 11:40 am
Session Block 2 - 20 min	11:50 am - 12:10 pm
Lunch	12:10 pm - 1:00 pm
Keynote 2 - Dr. Ioana Literat	1:00 pm - 2:00 pm
Session Block 3	2:10 pm - 3:10 pm
Concluding Ceremonies	3:10pm - 4:00 pm