

# DOWNLOAD PDF INTERNATIONAL STUDENTS : LEVERAGING LEARNING

## VALERIE WOOLSTON

### Chapter 1 : 5 Trends for the Future of Learning and Development | Training Magazine

*Woolston, Valerie New Directions for Student Services, n72 p Win Discusses international student services in the United States and asserts that targeted recruitment, high-quality admission policies, and mainstreamed student services provide the best experience for the student and the institution.*

Joan Elias Gore, PhD, senior program development consultant at the Foundation for International Education, and Valerie Woolston, executive director of international initiatives at the University of Maryland Graduate School, share helpful tips for anyone interested in pursuing studies at the graduate level for career advancement. What field s of study at the graduate level is the best for me to pursue if I want to advance my career as an international educator? Is international education my best choice? Joan Elias Gore The starting point is not your field of study, but the level. If you are interested in senior-level positions, you should seek a PhD or doctorate of education EdD. What you study should be determined by what you are interested in learning. EdD programs go beyond that, focusing on development, policy, and leadership. PhD programs focus on the philosophy, theory, history, and development of the field. Or, you can pursue a degree in almost any other discipline, while concentrating on gaining entry-level experience in international education as well. This can open doors for you based both on degree and practical experience. An EdD degree can include a variety of education areas including international education. Anyone interested in a PhD should only pursue it in an area they love. In sum, choose the level of your degree and its type by what you want to do and what you care about learning. Always accept opportunities along the way to expand your nuts and bolts international education experience. When researching graduate study in international education, look at the programs that appeal to you academically; are available in your preferred location; offer both part-time study if you are employed as well as full-time options; and are affordable. Search online websites like <http://www.nafsa.org>: Be sure to talk to your international education colleagues for their recommendations for programs both in the United States and abroad! In fact, when I started in the s, there really was no field as such, but there were a few international educators. What a great subject to study in a foreign country! I would want a program that is multi-disciplinary and covers as many fields as possible, such as anthropology, history, education, etc. International education is a broad field and can lead to multiple career paths beyond higher education, such as working in international relations, aid, development, and education at the primary or secondary level. Clarify your goal or goals before you start looking. Is international education your best choice of a degree for your career advancement? We are in institutions where students study everything and want to go everywhere overseas, and faculty come from all over the globe. Any degree can be useful. Some of the most talented international educators that I have known have degrees in physics, theology, English, and law. The diversity of degrees in an office will strengthen a staff. It may appear in a future column! Submit your questions to [jrnafsa](mailto:jrnafsa@nafsa.org). For additional career resources, visit [www.nafsa.org](http://www.nafsa.org).

**Chapter 2 : UAB - Faculty - Leveraging Resources to Maximize Student Support**

*I discuss international student services in the United States and assert that targeted recruitment, high-quality admission policies, and mainstreamed student services provide the best experience for the student and the institution.*

Indeed, certain academic departments, predominately in the physical sciences, engineering and business, have relied heavily on non-U. For Priyadarshi, the opportunity to explore new areas of research was a prime consideration in his decision to attend graduate school at Maryland. After earning an engineering degree from the Indian Institute of Technology in Kanpur, he spent a year helping to develop new computer-aided design CAD software with an international software firm in India. He contacted associate professor S. Gupta in the A. James Clark School of Engineering, specifically wanting to collaborate with Gupta on developing new CAD software that could automatically generate multi-piece mold geometry at the click of a button. An unexpected twist in his academic journey has been the formation of Spatial Software Solutions, a software development startup comprised of Priyadarshi, fellow graduate student Rohit Kumar, and Gupta. She plans to finish her degree at Maryland and then attend law school with a focus on international law. What has made her undergraduate experience particularly rewarding, Miheikin says, is an involvement with extracurricular activities like the Russian Club, which sponsors trips to Russian art museums and theaters as well as Russian literature readings. Bridging a Language Gap One of the biggest obstacles to overcome for many foreign students is a language gap. It is imperative that international students have a good command of the English language, Woolston says, especially prospective graduate students who need to effectively communicate in English with other researchers or teach undergraduates as part of an assistantship. One of the most proactive moves by the university, Woolston says, was in creating the Maryland English Institute, which offers new international students and visiting researchers intensive English-immersion courses. Other assistance in overcoming a language hurdle comes from foreign students already here, or those who have graduated and are still in the area. Wang graduated from Maryland with two undergraduate degrees: Although he speaks fluent English himself, Wang says that some of his fellow Chinese students arrive at the university with a language learning curve. An organization that Wang is active with, the Chinese Student and Scholar Association, encourages new students to speak English as much as possible, even when conversing with other Chinese students. The organization also helps by renting two apartments that offer new Chinese students temporary housing until they are somewhat acclimated to American culture. Foreign student applications at Maryland for the fall semester are down 36 percent from last year, with applications from prospective students in China and India—“which represent the two largest groups of foreign graduate students”—down almost 50 percent. These declines are only in the number of applications received, university officials say, with the number of students admitted next fall expected to remain the same as this year. Still, these downward trends are being watched closely by national organizations that represent higher education. The council recently completed a survey of international student applications at more than graduate schools across the United States, and is working with the Association of American Universities and other organizations to formulate recommendations that will be offered to the federal government. The basis for these application declines is varied, but part of it is certainly due to the stringent new visa regulations required for all foreign students entering the United States in light of the Sept. In the past few years, for example, universities in Australia, New Zealand and Singapore have actively recruited students from China; in India, there is a technology and job boom, so more students there are working instead of coming to America for grad school.

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### Chapter 3 : Terp Fall, by University of Maryland - Issuu

*International students: Leveraging learning Woolston, Valerie I discuss international student services in the United States and assert that targeted recruitment, high-quality admission policies, and mainstreamed student services provide the best experience for the student and the institution.*

Email 5 Trends for the Future of Learning and Development Five key trends and best practices that companies should consider include the use of mobile technology, adoption of social learning tools, alignment with corporate objectives, use of adaptive learning principles, and the ability to measure effectiveness. August 28, Article Author: As a result, leading companies are abandoning traditional methods of learning in favor of more effective solutions—often involving technology innovation—that engage talent and improve performance. This report highlights key trends affecting the future of enterprise learning and recommendations for selecting the right provider. Key Findings One-third of companies are increasing their budget for learning and development. Finding and keeping talent is no longer an HR challenge but a strategic business priority. Yet, most companies are unable to build lasting relationships with their employees in an effort to overcome these challenges. Instead of empowering employees with the tools they need to succeed, many companies feel threatened by their workforce and fearful of change. For many companies, an updated learning and development process is long overdue. It may seem surprising considering the state of the global economy over the last few years, but learning has remained, for the most part, stagnant. The good news is that one-third of companies are increasing their budget for learning and development over the next 12 months. Although having the right resources and expertise is critical, companies may want to consider the role technology can play in transforming their learning functions. Trends and Recommendations Although learning is one of the most mature areas of talent management, it is also one of the most innovative. With recent technology advancements and the rapid adoption of social collaboration, learning and development has come a long way. Yet making a decision to improve a learning management program and invest in a learning management solution is often a daunting challenge. Five key trends and best practices that companies should consider include the use of mobile technology, adoption of social learning tools, alignment with corporate objectives, use of adaptive learning principles, and the ability to measure effectiveness. Mobile has transformed the way companies work, interact, and collaborate. With global penetration rates skyrocketing, organizations that are not considering mobile in all areas of HCM will have a difficult time competing for talent. Despite this reality, companies are still slow to embrace mobile learning solutions. Only 10 percent of companies are using mobile Web-based learning solutions. Some 8 percent are using mobile learning apps, 5 percent mobile performance Web-based sites, and 4 percent are using mobile performance apps Most companies recognize that mobile learning solutions can improve adoption, expand global reach, and engage users better, but do not understand how to execute a mobile strategy. Additionally, some organizations find it challenging to determine what options are available and which providers to consider. Regardless of the barriers they are facing, organizations looking to improve their learning functions will need to make mobile part of the equation and determine what requirements they have in order to select a technology partner. Companies are quickly embracing social media tools, as well as investing in social collaboration tools to better engage employees and foster a learning culture. Although social has become mainstream, companies still lack the knowledge and insight around how to use these tools for learning and development. Of the 59 percent of companies using social for their learning strategies, only 24 percent say they are effective. One reason is that companies are limited in the social tools they are using. Companies must educate themselves on the value of social learning and invest in providers that offer solutions that drive business outcomes. Adaptive learning is a methodology that breaks traditional models and allows employees to learn at their own pace. In the workforce, adaptive learning is conducted similarly. Employees can be monitored individually and in real time to determine what learning approach will best suit their needs. It has advantages for younger generations entering the workforce that have expectations

around flexibility and interaction. Adaptive learning can be effective at improving efficiency, as well as employee engagement and retention since it allows employees to build confidence and overall expertise. Companies may want to consider breaking traditional learning methods by introducing aspects of adaptive learning. Aligning with Business Objectives. The learning of the past operated in silos where learning professionals had little interaction or input from other areas of the business. The learning of the future must be closely aligned to overall corporate strategies in order for companies to achieve results. Any program or technology investment should involve input from business leaders to ensure that learning is driving retention, engagement, and performance. For those companies that did align learning and business priorities 48 percent , more than 70 percent were able to improve company revenue. To determine if the learning strategy in place is driving business outcomes, companies must find a way to consistently measure its effectiveness. Currently, most companies are considering team encouragement, employee engagement, and employee satisfaction over more concrete business metrics such as retention, turnover, and revenue per full-time employee. Traditional models of learning do little to bridge the gap between employer and employee or to improve engagement and performance. By aligning learning strategies with corporate objectives and leveraging innovative technology, organizations will be able to significantly improve their learning functions. Select the right provider. In the past, organizations had limited technology choices for learning and development, but today there are new solutions emerging every month. Organizations should consider providers with innovative capabilities such as mobile and social and also understand the importance of measuring the effectiveness of learning activities. Collaborate with the business. Learning professionals must work closely with business leaders to design the learning program and also to gather input on the right technology providers. With executive support, organizations can help shift their approach to learning and create new vehicles for enabling individual success. Put the individual first. Companies must shift the way they view employees and consider focusing on the individual and his or her unique learning needs. For some companies, this strategy may include aspects of adaptive learning; for other companies, it could mean a different communication strategy.

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### Chapter 4 : Miriam Vereen | Studying in a changed America - tribunedigital-baltimoresun

*If you talk with international students about their experiences in U.S. universities, many of them will tell you that they feel there is a disconnect between what the literature suggests is.*

Hotchkiss, who will begin her new appointment Aug. For the past decade, she has managed one of the largest collections in the United States. She is also a professor of medieval studies and library science, with a strong interest in the cultural significance of libraries. Wentz, provost and vice chancellor for academic affairs. She also will oversee the Television News Archive. Her responsibilities will include collection acquisition and development, budgeting, staff, external partnerships, and strategic planning, among other duties. Hotchkiss said that she is thrilled to join the Vanderbilt community. Working together, we can move forward toward a 21st-century vision of service and partnership in which the libraries remain an essential part of the educational mission of Vanderbilt. Combs was named interim dean when Connie Vinita Dowell retired and became dean of libraries, emerita. She oversaw the acquisition of significant collections, including the papers of African American poet Gwendolyn Brooks and unpublished letters by French novelist Marcel Proust. In addition, she served as editor-in-chief of Women in Print, a digital humanities publishing project of the University of Illinois Press. The initiative was honored recently by the Center for Research Libraries. From 2007 to 2010, Hotchkiss was the J. She earned three degrees — master of arts, master of philosophy, and doctorate in medieval studies — all from Yale. In addition, she earned a master of library science from Southern Connecticut State University. Hotchkiss, who grew up in Cincinnati, graduated summa cum laude with a bachelor of arts from the University of Cincinnati. She is the author of several publications in cultural history, religion, and the history of books and printing. These include Clothes Make the Man: The program offers a certificate in Special Collections librarianship to students who complete the course of study. Hotchkiss is a member of the Special Collections steering committee of the International Federation of Library Associations and the founder of YaleLAMPS, a shared interest group for librarians and museum professionals.

### Chapter 5 : Advancing Your Career Through Graduate Study | NAFSA

*international graduate students to provide certain English proficiency documents along with their admission applications before they are admitted to their programs.*

### Chapter 6 : Past ADSEC National Teams | NAFSA

*International students: Leveraging learning (pages ) Valerie Woolston. Article first published online: 2 AUG | DOI: /ss Abstract; PDF.*

### Chapter 7 : Program “ Teaching and Learning Symposium “ UW “Madison

*Journal of Education for Library and Information Science Association for Library and Information Science Education Of Special Interest International Libray Education International Students in the U.S.: Trends, Cultural Adjustments, and Solutions for a Better Experience Kwasi Sarkodie-Mensah 1 7*