Look at the following three scenarios and consider the following questions when thinking how scaffolded language could promote intercultural communication.

- How would knowing the student’s prior knowledge (whether accurate or inaccurate) about advising or prior learning experiences help guide your conversation?
- What referential questions might reveal how an international student thinks about the scenarios below?
- What kind of advising “task” might you suggest that would foster further communication and independent decision making?

**Scenario #1**
An incoming freshman international student, a mathematics major, goes to his first one-on-one session with his academic advisor with a list of five courses that he wants to take. The advisor quickly realizes that three courses were too high-level and inappropriate for a freshman; there were no transcripts or test scores indicating readiness. The advisor explains this and recommends three alternatives. Having never interacted with an equivalent to a high school counselor, the student is surprised that the advisor rejected his selected courses. Later in the week, the advisor heard from a colleague that the student spoke to him and another advisor asking the same questions hoping to get a different response (advisor shopping). As his assigned advisor, he arranges another meeting to find out why the student did this.

**Question:** Based on the questions above, how could this conversation unfold as the advisor tries to understand the student’s thinking on academic advising at that moment?

**Scenario #2**
A junior international engineering student is interested in pursuing his PhD in biomedical engineering, but he is unsure how to identify and apply to programs. His faculty advisor gave him a comprehensive list of biomedical engineering graduate programs, a list of contacts, and general strategies for selecting specific programs. All this occurred in one advising session. Although well-intentioned, the faculty advisor overloaded the student with too much information at once. He thus left unsure of how to apply the advisor’s recommendations.

**Question:** How could the faculty advisor have made this a collaborative process spreading across multiple sessions instead? Thinking about metacognition, what kind of tasks could have facilitated the student’s thinking and selection of graduate programs?

**Scenario #3**
A freshman international student, chemistry major, earned a C- in General Chemistry I. Feeling dejected, he sees his academic advisor to ask if he should repeat the course for a higher grade even though he passed and can move to General Chemistry II. His life-long dream is to become a doctor and fears that a C- would hurt his chances when applying for medical school admissions. The advisor says that retaking the course is possible but instead spends more time trying to understand the student’s difficulties before making specific recommendations.

**Question:** What does that conversation look like with the international student? Think about prior learning experiences, language barrier, classroom environment, and campus resources.