9:30 – 9.45	Registration
9.45 – 10.00	**Welcome – introduction and background** Amanda Pearce - Introductions Fiona Henderson, Lecturer, Language and Learning Portfolio, Victoria University Paul Whitelaw, Senior Lecturer, School of Hospitality, Tourism and Marketing, Faculty of Business and Law, Victoria University Project Directors Background of project. What are the key themes and issues?
10:00 – 10:25	**Finding voice – how do we embed this?** Kate Chanock, Director, Humanities Academic Skills Unit, Faculty of Humanities and Social Sciences, LaTrobe University. *Based on a draft paper "The Right to Reticence" Kate Chanock, Humanities Academic Skills Unit, La Trobe University* Paper written for a British readership, mainly drawing on literature from the US and UK. We do owe a right to reticence for students who may not wish to be heard, i.e. appreciate the Chinese meaning and value of silence, attentiveness and thoughtfulness c/f western understanding of silence meaning lack of engagement. Some ways of writing are perceived as uncommunicative. Information is not enough; we make a lot out of being creative. Anglo arguments are set up to encourage creativity and if writers do not follow this it is considered incoherent. Students have talked about the experience of being expected to write not as 'my Chinese self'. In order to succeed, I would have to change and would not feel satisfied at the end of the process. Students are bound to conform. Tutor may think they are incapable of critical thinking, which is a common stereotype. Students are made aware of the cultural differences that are expected of them, usually by language skills teachers, but lecturers should also be involved. What forms do we have for informing teaching staff? This project seems to offer an institution wide approach. How can individual differences be presented in a way that doesn't polarise different cultures? Questions on handout: If lecturers are with students, how do we envisage this happening? *Whose responsibility is it?* Writer and/or reader? *How is it achieved?* Do we use Chinese texts? *Is there anywhere in the texts we are examining that we see this being done?* Discussion: M Carr - Confucian Heritage Culture (CHC) – heritage of great respect to authority, not just Chinese. In which case questioning does not come naturally. The Chinese student is a more passive than we generally prefer, but the engagement is not always unsuccessful. We do need validation, emotional reassurance, understanding that they have understood. Kate C - The reason I am aware of the questioning that goes on is that I do

one-to-one teaching. It does come out that they do ask questions/validate, but would not see it as polite to speak out.

Kylie - Finding voice in the classroom is very much about finding a way to empower them. Chinese students in a room of Western students are not particularly comfortable – issue of face. Need to find a way to empower the students – find face, they won't offer it for fear of giving the wrong answer. e.g. use post-it-notes to write questions.

Michelle B- Strategies – allow people to come up with issues alone, then in pairs then in groups to increase confidence.

Alan - Trying to preserve harmony is stronger than trying to save face. Smaller groups are equally capable of presenting alternative ideas. Use of role plays can be useful – change from passive to vociferous and aggressive.

Michael P- They may only understand 50-60% of the content, but are then expected to interact.

Imogen - Short and long term objectives – it takes time to achieve the goal. With this type of cultural learning, there needs to be time to allow them to achieve the skill and natural sequence of development. Sometimes there is a period of silence because they do not have the full set of information to interact. Until they are comfortable and have collected enough information to contribute. Otherwise can be a very abrasive task to achieve the goal.

Mark L- The most valuable way of getting around the issues for us was role plays. There was complete silence until we did the role plays e.g. put themselves in the position of criminals trying to infiltrate China, how they were going to commit a specific criminal act, with black hat, then put on white hat and role play how the police would respond.

Claire B- Role plays online – asynchronous nature of time, personalised piece of work.

Amanda - We are talking about oral expression rather than written – a presumed link b/w persona students may take in written work based on oral skills. I wonder how this group may feel about a project such as this for staff to work on in the classroom.

10:25-10:50	**Strategies and approaches to teaching and learning cross culture** Kum Leng Chin, Lecturer, Information Systems, Curtin University of Technology *Experience and results from an ALTC project.* Presentation: Chinese students rely heavily on text books, if it's not in the text book it's not worth knowing – may not come to class because it is not relevant to text. T & L methods - Some of the students feel very uncomfortable with our teaching methods – interactivity, questions, discussion and expression. At times Chin has needed to explain the questions in Mandarin – language barrier is very big.

	Culture based – what do they perceive as a good teacher?
	Survey helped guide questions for interviews with students and teachers.
10.50 11.10	**Morning Tea**
11:10 -11:35	**Chinese students and critical thinking** Michael Paton, Faculty of Economics and Business, University of Sydney.
	Discussion arising from research into the relationship between communication skills and culture, critical thinking and knowledge production, particularly in China.
	Polemic vs critical thinking – i.e. your ideas vs my ideas c/f critical thinking.
	Nietzche very strong in China – his will to power much more interesting than Confucius.
	Power relationships. Whenever a junior academic in Japan would disagree with a professor, it would be prefaced by paragraphs of apology.
	The retreat of the elephants – book 3000 years ago north of China was full of elephants. Humanities 3000 year war against nature. Environmental history of China – c/f Australia's 200 years of environmental destruction.
	Why are they reticent? They have been crushed e.g. 'Let 100 flowers bloom' then 'Tiananmen'
	Academics in mainland China don't think of knowledge as a fixed commodity. There is a continuum of the development of thinking process…most 18 year olds think knowledge is fixed.
	Cultural chauvinism – make war on other cultures – not just a western idea.
	Survey 88% from mainland China. 10% SA/A (PG) students chose their degree and 35% to get permanent residency.
	Questions:
	Mark – motivation for studying in Australia is a big part of the problem.
	Michael – the Australian Government should not offer accountancy degrees for PR – international students do not want to study accountancy. The framework should be any degree, HD average for most 'brownie' points. Extrinsic knowledge would still be t here, but at least they are studying/learning something they are interested in.
	Chin – The PR requirement has recently changed so that they don't have to do accountancy.
	Kylie R - we need to define Chinese students – intercultural differences within Chinese community. e.g. PG students and UG in different provinces. Outward modes of thinking are very different. Experience of those who have never been outside China is very different.

11.35 – 12.00	**The problem of plagiarism and Chinese students.** Julienne East, LaTrobe University *Student experiences relevant to the discussion about the role of ethics and conventions, justice and compassion.* How many citations? To explain the distinction between relying on citations and own work.
12.00 – 12:25	**Project Pandora – facilitating academic skills development and awareness / expectations surrounding plagiarism.** Mark Loves, University of Wollongong *Based on a project to develop academic literacy resources aimed at Chinese students. "Pandora" toolbox: http://ctcp.uow.edu.au/resources/* If we are delivering this course off shore how are we going to support the students remotely? Two day intensive course not just delivered online – more valuable if it were facilitated. Have someone explain how it is done. Experts who developed the Pandora's box actively delivered the material in the country –the expectations, reading writing and research requirements. Globalisation is an issue. The Australian government is interested in influencing the way these people think and is giving a lot of money to bring students to Australia. The AFP has networks all over the world, network through MBS. Kate - particularly relevant that tasks and examples need to be discipline specific – one on one delivery as well. Paul – we are hopeful that the next evolution of the pilot project will be domain specific.
12.25 – 1.15	**Lunch**
12.25-1.50	**Embedding information literacy skills in the curriculum** Claire Brookes *A presentation arising from work as an education designer in a newly created position, working with academics and library staff to embed information literacy skills in the curriculum across the university.* "Stick it on the web and it will be ok". Not always. The aim is to make it engaging to students and effective. Enquiry based – problem, research, project based, student centred active learning. But existing literacy programs are based on premise that students will be given a topic and told to write an essay. Get staff to set up their own plan – take ownership. Using someone else's resource is "like stepping into a still warm bath". I am moving further away from the idea of practice. How often do you have to do things? There is a place for linear self-paced learning, but there is a whole swarm of students who come in thinking they can already do it. There needs to be some compelling hook to get people to do things.

	Action marks/penalties – people aren't aware of what they don't know. Partly about being aware of information needs. Before they fail their first assignment.
	Role play – UniSA online – PD the Plagiarism E sim – Judy Barron. If it is done successfully it gives staff the experience of doing a role play they experience that there are other ways than producing a lecture or essay. It is harder to copy a role play, issue of plagiarism is not an issue. Task is to develop a plagiarism policy.
	ENROLE ALTC project Sandra Wells – collecting names – support people who are new to it. Testing the waters with an existing role play. Maybe this project could consider running Esim to see what the learning is like.
1.50 – 2.15	**A presentation of two multimedia products to support international students' literacy development.** Kate Wilson, University of Canberra *Based on two academic literacy multimedia tools: "Write On" and the "Academic Integrity Module", a web-based interactive learning module.* Teachers' manual included with the video.
2.15 – 2.40	**Chinese students' interaction with online technologies: lessons learnt from undergraduate business students at Shanghai University.** Kylie Redfern, University of Technology Sydney *ALTC Citation for Outstanding Contributions to Student Learning for sustained leadership and innovation in the internationalisation of teaching and learning in undergraduate business education in a Sino-Australian educational joint venture.* Cultural differences e.g. a cross – religious or mathematical symbol? Chinese people will relate to animals when thinking about e.g. conflict - dolphin or lion represents an aggressive style. Horoscopes are important as is Chinese mythology, pigs are intelligent. What does self reflection look like? Give them the language; the beginnings of sentences. "The thing I found out about myself today was", :the people around me thought…", give them a mental image. "Why am I doing this?" If they can see there is some long term benefit it will be more relevant. Structured creativity e.g. building a tower with pins and straws. Give each person a role within the group – leader, etc, time limits, prompts, 6 thinking hats de Bono. Use local examples, e.g. of motivation in China. A Chinese case study of a local business, L'Oreal, in which staff who were creative were more successful. There is always a sense that Big Brother is watching in China. Chinese students are more disclosing in Australia than in China. Discussion boards = nobody wants to go first, hence nobody will put something on a public discussion board. They will go the middle line in

	surveys more commonly. Would rather speak face to face than email.
	They will not engage in any activity that does not directly benefit them here and now.
2.40 – 3.00	**Afternoon Tea**
3.00 – 3.25	**Intercultural skills for academic success: The contribution of the EXCELL Intercultural Skills Program** Michelle Barker, The Griffith Institute for Higher Education, Griffith University *Discussion arising from a PhD on learning and Chinese students and work on an internationalisation project.* Everyone in transition needs a map – where do I go? e. g. welcome, how do you do this behaviour at home? What is your normal model at home? Listen first. Then look at what are the similarities across the cultures, and then model how we do it here and explain the cultural values that underpin that. It's like having two passports – I just need to know which way to go with both. There are limited opportunities for coaching and practice. Claire B– hopes the project recognises the skills people bring rather than the deficiencies.
3.25 – 4.00	**What has today told us about the message and the media?**
Kate C	Plagiarism represented as a question of morality/ethics etc. The VU pilot project has a third emphasis: "you don't earn to learn if you plagiarise". That is a useful thing to bring up. There may be some cultural elements – you can learn to learn from plagiarising. It may be risky to represent this as you won't learn, but this is our cultural conviction about this topic.
Michelle B	Guidelines that can underpin the development, make it as simple as possible, model the behaviours that we want to see and express the values – the why of the behaviour. Learning through doing a certain way. Show lots of models and explain the values.
Kylie	1. We need to be careful not to assume that there is one homogeneous Chinese learner – take into account experience. Chinese students can be very sensitive about labels and conventions e.g. age/gender. Put it at bottom of survey. 2. Involve past students in the dissemination of knowledge, so not seen as a top down imposed system 3. Do not assume academics themselves have the skills to teach these students – if we are going to produce the resources, who is going to teach them?
Chen	It is very good to have the resource, but how do we make sure the students use them. Change the mindset about what is important and what is not. Time management, managing resources, using tutors, missing classes because an assignment is due. Help them to learn the skills.
Michael P	Somewhere b/w convention and ethics is morals. Morals are overarching

	moralities, ethics are socially constructed – the basic ethics produced at universities is knowledge. The institutions around the world writing a critical report to introductory economics – students want to know why they are at university.
Kate W	The good point about the UC video is that it represents a student they can relate to in Vietnam. Need different resource for students offshore. Modelling is very important – how do you get from the reading material to the reality of writing an assignment? How do you engage with the sources and turn it into a piece of academic writing using academic conventions? In our practice we have developed ways of using sample essays, but not good at showing how you take from different sources and put into a meaningful independently created paragraph. You might use material all through. Needs a more dynamic representation than text on screen – an interactive way of showing students, e.g. *Artsmart*. The problem will not be solved in a single blow.
Michael C	No one single solution and no one target. International student body has changed in its composition. The synthesis and analysis and development of a good piece of academic work is a highly sophisticated skill and the concept of proper ethical use of resources is a complex issue. This complex matter of proper use of information sources and declaration of sources is complex in our own institution – some see it as morally naughty, some more ethical – you haven't reached our exalted plain of thinking, some as a skill you have not executed properly – competing models of what you are talking about. Turn that complex model to articulate simply, directly, online to someone with a completely different cultural background and understanding. Chinese silkworm example – nibble away at it. Set clear boundaries about what people are to learn, when and to what scope, so that for students who are very new here, they are not simply deluged with information they cannot appreciate. It may be a kindness to these people to be a bit prescriptive about it initially – do 1, 2, 3 4 5. As their skill level increases let them be more creative and take more initiative. May need to do it in a simplistic way at the outset.
Michelle B	We need to be simple from the outset. Show them the model. Be clear about how to get from point A to point B. We are the ones who know the code. Be more sophisticated as you know the code better.
Kate C	Really uneasy about pushing the WHY into the background totally.
Michael C	We do have to offer something they can use concretely, so they experience some success. Give them some language they can use e.g. take out content of a literature review – give them key words. Fill in the blanks.
Michael P	Tell them you can't add to the knowledge without the knowledge. e.g. 99% of the time, don't start a paragraph with a point, because then you have to argue why.

Claire B	Thought the project was about making resources for the industry. There isn't one answer, no Chinese culture. All individuals. The importance of role modelling and seeing someone who has been successful in that environment. See some vignettes using Chinese students. Compelling case studies – not just useful for students, but also for teachers to take away. What teaching methods can be transferred and used? Getting away from teaching the content, to skills about writing e.g. doing a plan, draft, informative feedback, strategies, tips, tricks – as well as multi-media resources. Not dominant – a video can be used in this or that culture – reusable. Paul – at the simplest level all we may need to do is put subtitles into our pilot project video. At the more complex level we may need to start again.
Julianne	Teachers need to construct their own resources. Can get students to use them in class – the relevant parts. Look at and then explain in class. Can get feedback from students e.g. vignettes of students and staff talking and get students to tell other students about it. They are really interested in hearing about other students. Getting students to teach other students. Mark Love's program was a good model, with a 2 day intensive program of teaching then a week for students to go online and do the test.
4.00	**CLOSE AND REFRESHMENTS**