

Note	Theme
Are these resources going to be freely available e.g. UC video?	Availability
CHC student? Students from China may be less influenced by Confucianism than others, e.g. Korea	Confucius
Confucian heritage culture is too simple a concept. (Michael P)	Confucius
Students from China less influenced by Confucianism than Japanese and Korean students.	Confucius
Students from China less influenced by Confucianism than other CHC countries.	Confucius
Critical thinking, is not polemic thinking.	Critical thinking
Chinese students rely heavily on text books, perceived lack of relevance if not in the text.	Cultural differences
Enculturation to different models.	Cultural differences
Include in video something about 'half formed' ideas being expected to be expressed in our culture.	Cultural differences
New modes of learning e.g. critical thinking, research skills, case study analysis c/f same text book and curriculum in every primary/high school in China, all published in Beijing.	Cultural differences
Nuances of 'them' vs. 'us'.	Cultural differences
Reliance on textbook.	Cultural differences
Relying on the literature.	Cultural differences
The video addresses our perceptions of where our ('Anglo-western'?) students are coming from i.e. the barriers they have to developing academic literacy and honesty. If these are different from Chinese students, esp. courtesy, sense of self, epistemology (Kate Chanock) the video should maybe address these?	Cultural differences
To Chinese students "Is the gossip in China true that Australian degrees are worthless because they are just given away?"	Cultural differences
Too many citations diminish one's role as a writer: indicates the author is not capable of presenting their own view in – IN CHINA.	Cultural differences
Kate's paper brings up 'the right to reticence' but how do we assess critical thinking if students do not have opportunities to express their thinking overtly?	Cultural differences
Tell students that teachers need (for their own 'face') validation of their position (was that what Kate was saying?)	Cultural differences
Validation - giving face (Michael Carr)	Cultural differences
Learning English is done by repetition and rote learning and using phrases/words in pastiche. Where does that stop and it become unacceptable to plagiarise?	Definition of plagiarism
There are different standards amongst academics on what constitutes plagiarism that leads to confusion amongst students.	Definition of plagiarism
Doman specific examples, how do we do this?	Discipline specific
Examples in context of academic discipline may be required.	Discipline specific
Information literacy – whole of university curriculum renewal-aligned for subjects.	Discipline specific

Make assessments relative to subject matter.	Discipline specific
The importance of relating information and examples specifically to tasks students are studying.	Discipline specific
Video is not embedded – too generic. Should be discipline specific at least some discipline sections.	Discipline specific
Enquiry based – different skills required?	Enquiry based
Enquiry based - student centred, vs. now it get an essay topic and analyse it and decide on some sources.	Enquiry based
Good teacher = ? Good student = ?	Good teacher/student
What do people perceive as a good teacher? A good student? (Chin)	Good teacher/student
Fewer group assignments. International students disagree that there should be fewer group assignments more than local but also a lot agree!! (Chin)	Group work
Group work - do we separate or combine students from different cultural backgrounds?	Group work
Language barrier international students like to work in groups of international students rather than be assigned to groups by lecturers.	Group work
Local students don't want to work in groups with international students.	Group work
Working in groups - what about the suggestion that there is a divide between Anglo and International students? Same background or different?	Group work
"Chinese' student" is way too broad a term (Kylie)	Heterogeneous group
Danger of perceiving culture as 'static'. Young Chinese students are increasingly exposed to 'western' ideas and concepts.	Heterogeneous group
Is the issue about UG vs. PG (Julianne) i.e. different in China - cutting and pasting is acceptable in China UG.	Heterogeneous group
Not one homogenous group.	Heterogeneous group
What is a Chinese student? 1. The amount of time living in the West (a little exposure goes a long long way). 2. Where overseas Chinese (HK, Singapore, Malaysia)? 3. Provincial differences within China.	Heterogeneous group
Acknowledgment standards need to be taught – what, how and why. Only the 'what' is taught.	How and why
Intellectual education is a passport to transcultural 21st century futures.	How and why
University education is about learning to develop as an individual while negotiating social contexts.	How and why
Video should address the 'how' and the 'why'.	How and why
What, how, why - rational, reasons etc	How and why
You can't add to the knowledge unless you know where it's coming from (the why).	How and why
'Australian academic culture' high context. 18 year olds think of knowledge as a fixed commodity.	Knowledge

"Knowledge is fixed" How do we present it as not? That students too can create new knowledge.	Knowledge
Fixed knowledge doesn't work well enough to help people survive. (Michael P)	Knowledge
Pastoral care vs. the knowledge. Knowledge should come first (survival of the species). "Southern" culture very much adds to the knowledge of the world. The basis is the "knowledge" which is not fixed, it is a continuum. Not all knowledge is on the web. Training as compared to university education, skills/knowledge. Research shows that not all subjects can be taught in intensive mode. Weaning students off text books. Rigour is necessary to add to the knowledge.	Knowledge
They understand the idea that knowledge is passed on from generation to generation.	Knowledge
International students slow readers but can understand the content as easily as local students. (Chin)	Language
Language is basis of confidence - can't comment competently and interact if partially understanding (Michael Paton)	Language
Long term objectives and short term objectives from linguistics could be transferred to other learning areas.	Language
Students claim their issue is 'language' - yet learning advisers focus on 'discourse'. How do we best scaffold students up in this language zone?	Language
The main difficulties in communicating are that the international students are not confident in English and lack common interests.	Language
Short and long term objectives in language learning vs. cultural learning, too, time could be needed to acquire skill (Imogen)	Language vs. culture
Modelling - how is it actually done?	Modelling
Cultural attitude – use information literacy for social responsibility.	Morality or convention
Julianne's student quote – focus on getting caught. Shift from conventions to moral position.	Morality or convention
Plagiarism or cheating, copying or allowing a friend to copy your work, maybe it is wrong but some students are doing it because they are helping a friend.	Morality or convention
Should our materials take the view that plagiarism is about morality or convention?	Morality or convention
The whole idea about "intellectual property" is probably very new to many students, local or international. One reason could be they are very young and have not given sufficient thought to 'deep' ideas as such.	Morality or convention
Ethics, not (socially constructed) morals (overarching externalities).	Morality vs. ethics
Chinese students will not engage in any activity that does not directly benefit them here and now.	Pragmatism
Pragmatic approach to studies - implications for plagiarism.	Pragmatism

Pragmatic reasons for studying, not to learn something, bearing on plagiarism. (Mark)	Pragmatism
What are we preparing students for? What graduate attributes do we want to achieve? Are these culturally appropriate?	Purpose
Student voices; role models.	Role models
Role play, ENROLE project, Elizabeth Rosser UniSA.	Role play
Can we develop a role play of seminal artist and copyright lawyer to explore creativity and copying/reference/homage etc?	Role plays
Not to disrupt harmony, small groups, role play, permission to act (Alan)	Role plays
Role plays	Role plays
Role plays - experiential exercises.	Role plays
Role plays as major strategy.	Role plays
Online project role plays (time for asynchronous writing, reflection, personalised piece so less danger of plagiarism) (Claire)	Role plays (online)
How do we get students to use the resources?	Student involvement
Involve students in the dissemination of project results - so it is not seen as top down.	Student involvement
Resource improvement idea – include student voice (in mother tongue), include student reflection on learning including the 'how' and reflection on 'why'.	Student voices
Semi-structured interviews (Curtin). Could be capture on video? Vignettes, one liners, etc, stories.	Student voices
Student voices.	Student voices
Use of videos of student voices/comments e.g. how they feel about writing/plagiarism or about group work. Issues with getting students to talk publicly about plagiarism.	Student voices
"Stick it on the web" vs. human contact issues. Build up a community or sense of identity.	T & L methods
Apart from role play, what other strategies can help students to overcome this language/cultural barrier?	T & L methods
Computer science students learn the need for "fineness of meaning" in terms of assertions - commands (sentences) in computer programming.	T & L methods
Concept of 'fa' punishment, control, power, rules - obey them.	T & L methods
Contextualise advice.	T & L methods
Does the role play need existing resource or can the students pick their resource?	T & L methods
Dual language teaching and learning.	T & L methods
Embed in the curriculum.	T & L methods
Empowerment' in the Chinese learner - face, harmony. Consider small groups, individual 'private' notes/questions.	T & L methods
Engagement strategies?	T & L methods
Fa - crush dissent (Michael P)	T & L methods

<p>Fa (Chinese: 法; pinyin: fǎ; literally "law or principle"): The law code must be clearly written and made public. All people under the ruler were equal before the law. Laws should reward those who obey them and punish accordingly those who dare to break them. Thus it is guaranteed that actions taken are systematically predictable. In addition, the system of law ran the state, not the ruler. If the law is successfully enforced, even a weak ruler will be strong. http://en.wikipedia.org/wiki/Legalism_(Chinese_philosophy)</p>	T & L methods
Face to face teaching is better than just delivering material online.	T & L methods
First person stories – role modelling vignettes, Youtube.	T & L methods
Give students language they can use to do the tasks.	T & L methods
Have students teach someone else about plagiarism.	T & L methods
How many citations? In Australia too, students are discouraged from “over reliance on the literature”.	T & L methods
International students want fewer questions so lecturers have more time to talk (Chin).	T & L methods
Is there a difference between teaching Chinese students in Australia and in transnational offshore settings?	T & L methods
Julianne’s student learned how to write an essay. So what was the point of that learning?	T & L methods
Long time to master.	T & L methods
New modes e.g. taking notes and texts into exams.	T & L methods
Stages of expression - self, pairs, groups (Michele)	T & L methods
Sticky notes for students to offer comments (Kylie)	T & L methods
Submitting drafts, plans, work in progress. Do we have any examples of teaching and learning in other languages e.g. Chinese?	T & L methods
T & L methods - interactive etc not necessarily valued or enjoyed.	T & L methods
UOW police course – support absolutely targeted to course and topic. Not using deficiency model.	T & L methods
What to do about plagiarism in Australian courses taught in Chinese?	T & L methods
Oral persona - writing persona. Project look at resources for tutors to use in the classroom.	Teacher resources
People need to construct their own activities, maybe with a template or principles.	Teacher resources
Resources for classroom teachers?	Teacher resources
Staff resources e.g. plagiarism e-sim.	Teacher resources
Who is responsible for teaching students the academic literacy and other skills necessary for Chinese students to adapt to new/different learning methods (esp. offshore students)? Academics? Do they possess the necessary skills to do this?	Teacher resources