

**PROJECT TITLE:**

**Strategies and approaches to Teaching and Learning Cross Cultures**

**Project Members:**

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**Project Objectives:**

- ◆ to investigate the impact of culture background of students on their learning process in Australian higher education sector
- ◆ to surface a range of assumptions held by both students and staff in relation to what learning is, how the courses should be taught and in particular, their expectations in terms of the role of the lecturer and/or student in the teaching and learning process

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**Project Objectives: (cont)**

- ◆ identify the impact of an increasingly cross-cultural student cohort on approaches to teaching, the provision of student feedback, and the impact on the quality of experience and outcomes of students' learning within the Australian Universities

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## Project Objectives: (cont)

- ◆ to develop a set of substantial guideline / suggestions from which the quality of teaching and learning in Australian universities are to be enhanced

## Research methods:

- ◆ Questionnaire (students)
- ◆ Semi-structured interview (Students & Academic staff)
- ◆ Quantitative and qualitative data analysis

## Current stage:

- ◆ We have almost completed data collection from our student survey (questionnaire) across five universities.
- ◆ We have perform some basic quantitative data analyses on data collected from UTS & Curtin (approx. 399 students, 261 International & 138 local)

## The Questionnaire:

- ◆ There were seven sections in the questionnaire
- ◆ First section asks some basic questions on student's background
- ◆ Students are considered as "International" if they have completed most of their education in a country other than Australia before studying at an Australian university

## The Questionnaire: (cont)

The other sections:

- II. Teaching contents and textbooks
- III. Teaching and learning methods
- IV. Education management systems
- V. Language
- VI. Culture -based teaching & learning concepts
- VII. Other (includes two open-ended questions)

## Data Analyses:

- ◆ In our data analyses, we wanted to know if responses of "International Students" are significantly different from responses of "Australian students"
- ◆ Chi-Square test, Phi and Cramer's V for nominal data; test of difference of means for ordinal data

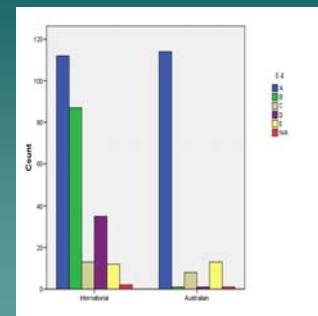
## Preliminary Results:

- ◆ Results of our analyses indicate there are some differences in some responses from the two groups of students

## II. Teaching contents & textbooks

II.4 What difficulties do you have reading your textbooks?

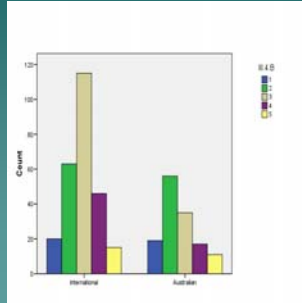
- A. none
- B. I am a slow reader due to English problems
- C. I am a slow reader due to other problems: explain
- D. I cannot understand the contents easily due to English problem
- E. *others, please indicate:* \_\_\_\_\_



### III. Teaching and learning methods

III.4B. Fewer class questions from students so lecturers have more time to talk

- 1 (Strongly Disagree)
- 2-----
- 3-----
- 4-----
- 5 (Strongly Agree)



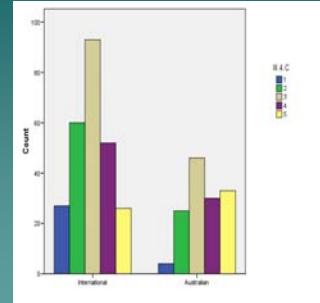
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### III. Teaching and learning methods

III.4C. Fewer group assignments and more individual assignments

- 1 (Strongly Disagree)
- 2-----
- 3-----
- 4-----
- 5 (Strongly Agree)



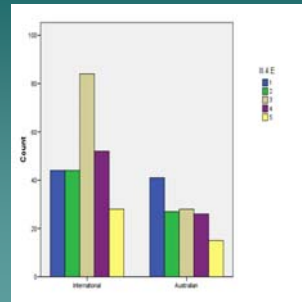
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### III. Teaching and learning methods

III.4E. Lecturers arrange assignment groups rather than students

- 1 (Strongly Disagree)
- 2-----
- 3-----
- 4-----
- 5 (Strongly Agree)



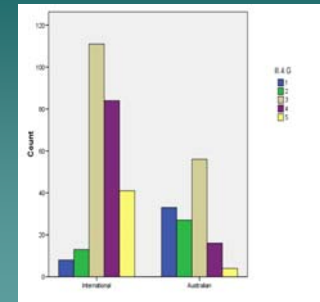
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### III. Teaching and learning methods

III.4G. Working in groups with international students

- 1 (Strongly Disagree)
- 2-----
- 3-----
- 4-----
- 5 (Strongly Agree)



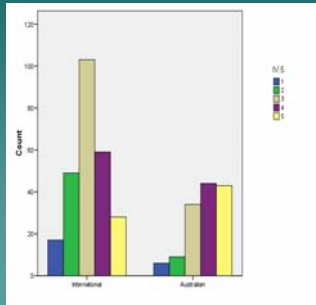
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## IV. Education management systems

IV.5. Do you have any difficulties in selecting subjects and sub-majors by yourself?

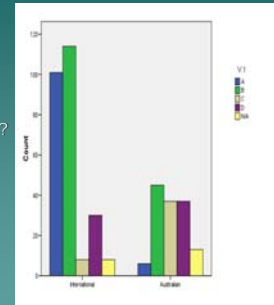
your rating:  
1 (very difficult)-----  
5 (no difficulty at all)



## V. Language

V.1. Due to the cultural and language differences, sometimes it is not easy to communicate with those students from different cultural backgrounds. What do you think are the main difficulties in communicating?

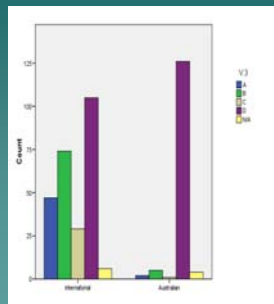
- A. I am not confident in English language;
- B. Lack of common interests;
- C. I only like to communicate in my own language;
- D. *Others, please indicate* \_\_\_\_\_



## V. Language

V.3. Do you have any English language related difficulties when completing your homework?

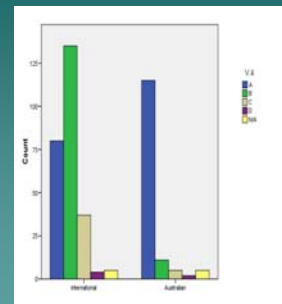
- A. I need help from academic language and learning centres or learning assistants or other students
- B. I need the help of dictionaries
- C. Very slow in writing as I need to translate into my first language
- D. No problem at all



## V. Language

V.4. Are you confident about your English to participate in-class discussions?

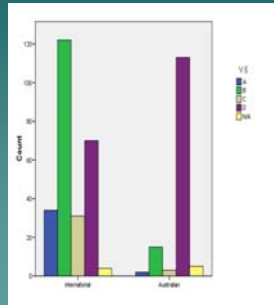
- A. I am very confident
- B. I am not very confident but I make an effort to participate
- C. Not confident so I don't participate much
- D. *Others, please indicate* \_\_\_\_\_



## V. Language

V.5. Do you have any English language related difficulties in class presentations?

- A. I need to get help from others for my presentations
- B. I can do it with confidence after good practice
- C. If it is a group presentation, I would like to prepare material and get a local student to make the presentation
- D. I am confident to do it



## Conclusion

- ◆ The preliminary results of our survey indicate the cultural background of students have some impact on some aspects of their learning
- ◆ These results will guide us in the design of our interviews of students & academic staff

## Conclusion (cont)

- ◆ More in-depth quantitative analyses will carry out once we gather survey data from all five universities