



A model of learning internationally

Present focus:

- ❖ Genuine international education needs to be informed by a model of learning internationally.



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The present paper examines a framework to investigate this belief systematically and empirically.

- It uses an explicit model of learning referenced on the processes in knowledge enhancement.
- It is informed in part by a theoretical perspective; the autonomous, self directing learner



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Learning actions in the knowledge enhancement model :

- ❖ Frame up a purpose or reason for learning a topic.
- ❖ Form an impression of the outcome.
- ❖ Stimulate and use what they already know about the topic.
- ❖ Plan a learning pathway to the goal.



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Learning actions in the knowledge enhancement model (cont.):

- ❖ Learn new ideas in specific ways.
- ❖ Deepen, abstract what they have learnt.
- ❖ Invest positive emotion in the new knowledge.
- ❖ Identify how they learnt, what they did to learn.



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Learning actions in the knowledge enhancement model :(cont.)

- ❖ Store in memory what they have learnt.
- ❖ Transfer and generalise the new knowledge.
- ❖ Automatise what they learnt.
- ❖ Organise what they have learnt for assessment purposes.



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- Each learning action is a thinking strategy used to modify one's knowledge.
- Learners use them as 'self scripts' to guide their thinking and to manage, direct and regulate their learning activity.
- The self scripts can catalyze or 'trigger' each action.



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The learning actions can be categorized into three clusters:
those to do with

1. orienting one's knowledge (that is, 'getting it ready') for learning;
2. changing one's knowledge and
3. consolidating and transferring the knowledge change.



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- Learners differ in how they direct their use of these actions (their metacognitive knowledge.
- These beliefs are linked with learning actions.



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The set of actions is learnt through meaningful interactions with one's culture:

Cultures differ in

- n their assumptions about what constitutes knowledge and the areas of knowledge available for change.
- n the nature of creative outcomes they value.



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Cultures differ in

- the perceived locus of knowledge; referenced either in the individual or in the group.
- the extent of focus on learning as an individual versus a group activity.



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Cultures differ in

- the opportunities learners have to show what they know. This influences how knowledge is assessed.
- their assumptions about what constitutes effective learning-teaching interactions.

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Cultural Influences On The Learning Actions

- The set of learning actions provides a tool for analysing learning internationally.
- Each has both generic and culturally specific aspects.



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1st learning action: Frame up a purpose or reason for learning a topic

Cultures differ in how they encourage students to :

- ❖ question their knowledge during learning.
- ❖ frame up purposes independently.
- ❖ engage in 'cognitive conflict'.



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2nd action: Form an impression of the outcome, visualize it.

Cultures differ in how they foster this.

- ❖ Some cultures encourage learning through the individual pursuit of knowledge
- ❖ Others focus on group learning, Students visualize the learning outcome as completion of a set of tasks by the group.



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3rd action: Make links with and use what they know.

Cultures differ in how they represent what they know about the topic and how they use this knowledge.



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Make links with and use what they know (cont)
: cultures differ in

- ❖ what they know and value about how to learn, how to think through the topic.
- ❖ the types of and forms of knowledge they value, the self-beliefs as learners they foster.



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Make links with and use what they know (cont) :
cultures differ in

- ❖ the beliefs and metaphors for learning and teaching they foster.
- ❖ the ways in which they foster self initiated enquiry learning.



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Make links with and use what they know
(cont) : cultures differ in

- their cultural beliefs about when to display knowledge, for example, for assessment purposes.



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4th action: See a path to the goal.

- ❖ Cultures differ in how they conceive of the learning pathway and the opportunities they provide for students to do this.



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5th action: Learn in specific contexts:

How learners form new ideas are to some extent learnt from their culture:

1. small, sequential links between ideas with a focus on detail versus larger, wholistic links between ideas.
1. linear, serial thinking versus more circular thinking.



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Learn in specific contexts (cont):

2. linking ideas in specific contexts versus linking ideas in verbal contexts.
3. thinking intuitively versus deductive thinking by identifying rules and procedures.



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Learn in specific contexts (cont):

4. questioning ideas versus accepting and internalizing relevant knowledge.



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6th action : Abstract the new knowledge.

Cultures differ in how they value abstraction:

- ‘deepen’ or generalize the new knowledge through abstraction versus the building concrete, functional and practical aspects of knowledge.



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7th action: invest positive emotion in the new ideas.

The teaching conditions for motivating students may vary between cultures.



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8th action: store new ideas in memory and practise remembering them. Cultural influences on memory :

- ❖ the dominant forms of knowledge valued by the culture; imagery versus abstract representation.
- ❖ the balance between the processes of memorisation and understanding of new ideas.



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9th interaction: Identify how they learnt, what they did to learn: this includes

- ❖ learning strategies they used.
- ❖ the metacognitive control they exerted while learning.

They reflect on and review actions they used to learn.



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The little research available suggests cultures differ in the purposes, contents and processes of the reflective thinking activity.

- verbal descriptions of thinking versus nonverbal aspects.



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10th action: learners see themselves making progress.

Cultures differ in

- ❖ what they teach students about the criteria for success or progress in learning.
- ❖ the types of feedback information they use.



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11th action: Automatised what they've learnt.

- This action often confused with 'learning by rote'.
- Cultural influences on this action have frequently been misinterpreted. Repetitive learning strategies do not mean rote learning.



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12th action: transfer and generalise new ideas.

Cultures differ in how they foster

- ‘open ended’ ways of thinking about the ideas.
- positive attitudes to creativity and innovation.



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13th action: How learners organise what they have learnt for assessment

Cultures differ in the ways in which they encourage and teach the display of knowledge.

A curriculum is more internationally equitable if all students share a common knowledge about how to show what they know.



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The learning actions model as a tool to research learning internationally

The explicit learning framework provides a tool for unpacking the components of learning.



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It can be used to

- n summarise and collate what it known about cross cultural learning.
- n assist in internationalising tasks.



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It can be used to

- assist professional teacher education through its explicit focus on learning and thinking internationally.
- reflect on and evaluate the conditions under which students from different cultural perspectives may be assisted to achieve their potential.