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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

- their assumptions about what constitutes knowledge and the areas of knowledge available for change.
- 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.
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.
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.
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: Automatise 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

- summarise and collate what it known about cross cultural learning.
- 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.