

Cross-Cultural Competence Development through 'Learning by Reflection': A Case Study of Chinese International Students Learning through Taking Part-Time Jobs in the UK

Authors : Xin Zhao

Abstract : The project aims to expand the notion of narrative learning and address the importance of learning by reflection in our learning and teaching context at a British university. Drawing on the key concepts such as development ZPD, transition and reflection-in and -on-action, this project analyses the learning experiences of a small sample of Chinese postgraduate students in a British University, who use part-time job experience to develop cross-cultural communication skills. The project adopts a mixed methods approach. Questionnaires and focus group interviews are used to examine the way in which students adapt (or not adapt) to the culture of learning in a British university and develop a renewed sense of self in transitions from one culture to the other. The project also looks at how the students appropriate opportunities for learning not just from classrooms but outside classrooms from everyday encounters. The project aims to address the implication of learning by reflection as development in transition. Time in and for learning, or duration, is taken for granted in theorising narrative learning. The project shall explore this very issue of time in relation to learning by reflection in considering time in/of/for learning as duration.

Keywords : cross-cultural competence, learning by reflection, international student transition, part-time work experience

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