

The culture of teaching and learning in China and the Netherlands: a comparison

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Presentation in two parts

- Factors affecting teaching and learning culture in Chinese HE

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- A comparative study on educational beliefs of teachers at research universities in the Netherlands and China

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Factors affecting teaching and learning culture in Chinese HE

- Different 'levels' of influence, from ancient history to current fast growth patterns:
- 'Confucian Heritage Culture'
 - Imperial exam system
 - 'Western academic traditions' in Chinese Higher Education
 - Strong ranking of Universities, and student places not sufficient
 - Exceptional growth since 1999
 - Organizational culture.

‘Confucian Heritage Culture’

- 5 relationships, including teacher – student
- own approach to knowledge and knowledge acquisition

Imperial exam system

- for selection of mandarins, civil servants to the state
- nearly uninterrupted for 1200 years
- choice of civil servants on 'academic merit'
- perceived as an important vehicle for social advancement from lower classes

Western academic traditions in Chinese Universities

- Academic culture and behaviors 'copied' from western universities from 1900 to 1960
- Overseas experiences as students copied to China as teachers
- Traditional curricula, no competence based education, based on professional profiles
- **But much less true for technical education and newer universities!**

Strong ranking of Universities and student places not sufficient

- Huge impact of entrance exam system, at all levels
- Exams and the actual (!) curriculum: the tail wags the dog
- In China students compete for universities, in Europe universities compete for students.

Exceptional growth since 1999

- From 5 to 20 million HE students over the last 10 years
- Increasingly high student – teacher ratio
- Rapid expansion of the teaching force
- ‘Skewed’ age distribution of teachers
- Lack of (educational) professional development for teachers

Different organizational culture in educational administration

- Different levels governing universities:
State - Province – Municipality
- Different financing models
- Different wage levels and wage
composition for teachers
- Campus universities

A comparative study on educational beliefs of teachers at research universities in the Netherlands and China

- Research question
- Methods and set up
- Expected research outcomes
- Practical significance

Research question

What are differences and similarities between Dutch and Chinese research university teachers' beliefs regarding the nature of knowledge, teaching, learning and teacher-student relations?

Detailed research questions

1. How 'teacher belief' is understood in both Western and Chinese educational researches?
2. What are Dutch research university teachers' beliefs about knowledge, teaching, learning, teacher-student relations and what are relations among them?
3. What are Chinese research university teachers' beliefs about knowledge, teaching, learning, teacher-student relations and what are relations among them?
4. How could these differences between Dutch and Chinese research university teachers' beliefs about knowledge, teaching, learning and teacher-student relations be accounted for?

General Culture and Social difference in the Netherlands and China

Dutch Higher Education Context

Learning

T-S
relations

Knowle
dge

Teaching

Chinese Higher Education Context

Learning

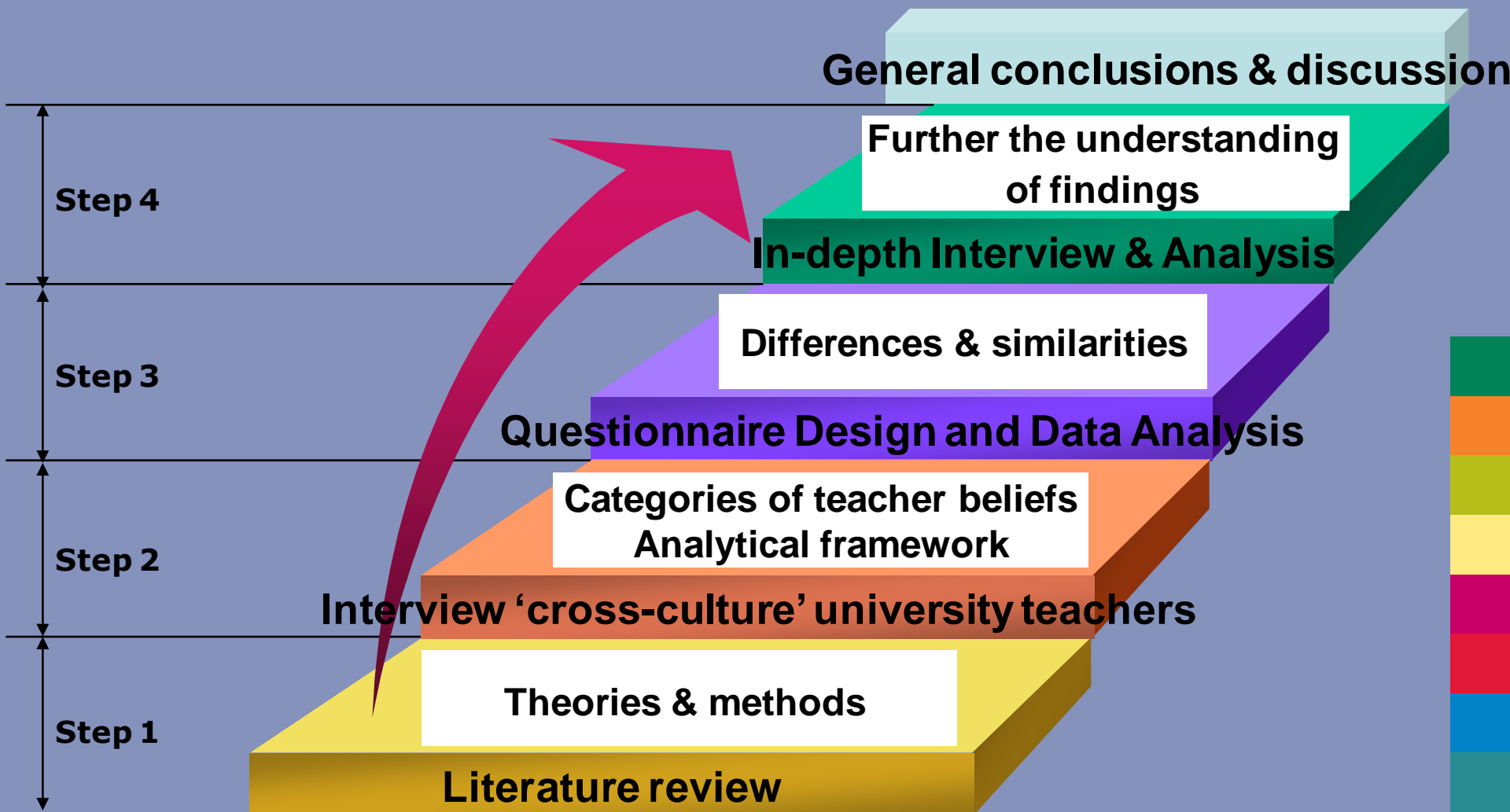
T-S
relations

Knowle
dge

Teaching

Methods and setup

Multiple data collection methods will be used



Expected scientific output

- A direct outcome of this project will be a new compared educational concept and **further understanding** of differences and similarities between Dutch and Chinese university teachers' beliefs.
- This project aims at **an improved instrument** for measuring university teachers' beliefs' in cross-cultural context.

Practical significance

- This research will be helpful to explain teachers' actions in practice and be used in **the development of educational (exchanged) programs** for Chinese students in the Netherlands and vice versa.

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