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A study from the perspectives of students and instructors about the cultural contexts of online learning in Chinese and Flemish higher education

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Abstract

Learners' "Intercultural difficulties can have a major impact on students' ability to learn and their overall level of school involvement. An online classroom, say Hannon and D'Netto (2005), accentuates these impacts. Although it is feasible that e-learning to be culturally inclusive, this does not mean that cultural disparities, such as those involving students' preferences and perceptions of learning environments, are eradicated. It has been established by academics that there are 'cultural gaps' between those who are engaged in online learning (Chase et al., 2002). It has been found, for instance, that the prevalence of online communication varies significantly amongst cultural groups (Macfadyen, 2005). Taking students' cultural origins into account is crucial for analysing the impact of social-constructivist e-learning "because students' cultural backgrounds shape their expectations, worldviews, and reactions. There has been a lack of empirical research on the effects of a socially constructive "e-learning environment" on various cultural contexts (Gribble &" Ziguras, 2003).

Keyword: Learning Environment, Empirical Research, Cultural Events

INTRODUCTION

In the end, "teaching and learning are ultimately cultural transmission and acquisition activities (Wolcott, 1991). Studies show that pupils' learning is influenced by their cultural customs and beliefs. (Bourdieu & Tweed & Lehman 2002. Woodrow 2001). When creating and implementing learning environments, some argue that cultural variations must be considered (Lal, 2002; Ramburuth, 2001; Woodrow, 2001; Ziguras, 1999). The globalisation of higher education and international collaboration amongst institutions necessitates a deeper awareness of students' cultural backgrounds. There's a chance that studying how students learn in different cultures can lead to better" instructional design and better student learning outcomes.

In the "previous two decades, a wide range of educational innovations have been examined and implemented. The notion of social constructivist learning has had a significant impact on educational innovation among these projects. There is a strong emphasis on learning as a process that involves students interacting with one another and creating meaning for

themselves and for others. E-learning environments in higher education have grown in popularity as a result of the increased use of information" and communication technologies (ICT) in teaching and learning.

LITERATURE REVIEW

There are a "multitude of ways to study through e-learning. This dissertation uses the term e-learning to refer to online collaborative learning supplied by computers and the Internet as part of a blended learning environment (Tsai & Machado 2002). As a result, in addition to online resources, one should not discount the importance of face-to-face interactions in the educational process. There are several advantages to using e-learning, such as the ability to learn at one's own speed and in any location. In addition, e-learning also presents challenges, such as the critical congruency between the characteristics of the e-learning environment and student characteristics, and the influence" of both students and teachers on their learning/instructional preferences and performance in an e-learning setting.

In higher "education, e-learning offers a new method of teaching. Computer-supported collaborative learning (CSCL) has been widely adopted as a key instructional and learning component in many developed world schools and institutions. The similar pattern can be seen everywhere in the world, with a rising demand for online education (Survey Research on e-learning in Asian countries, 2002). The usage of Western pedagogy in the development of several e-learning apps has been observed in the East (Murphy, 2006). Evaluating the deployment of an online learning environment in various cultural contexts has received little empirical research. For cross-cultural educational activities, cross-cultural instructional obstacles are seen as important. Key to this setting is an awareness of how culture affects students' behaviour and learning (Aguinis& Roth, 2003). At" every stage of the design and implementation of the e-learning and support for student learning activities, Brennan, McFadden, and Law (2001) underline that cultural demands and cultural variations need to be taken into account.

STATEMENT OF THE PROBLEM

In e-learning "settings, the student and the instructor are two critical players. Context affects both teaching and learning, both students and teachers bring their own traits to the classroom to interact with the learning environment and the cultural context. When implementing e-learning in a cross-cultural context, it is critical to understand the unique features of students and teachers. Here, we get to the main research" question of this dissertation and the subsequent studies: For example, how does the implementation of an e-learning environment affect students and teachers in two distinct cultures?

Objective of the Study

- To explore the three perspectives of interaction with the cultural- educational context.

Research Question

- How the e-learning is implemented from teacher's point of view?

RESEARCH METHODOLOGY

Asynchronous "online conversations will be held in addition to face-to-face lectures. Each student will be placed in a group of seven to ten other pupils, which will be allocated at random. Three instructional science themes: behaviourism, cognitivism, and constructivism will be used in the authentic conversation exercises. Two to three discussion activities will be given to the students in accordance with each of the themes. Students will be expected to engage at least twice a week in the asynchronous group discussions. A tutor will be assigned to each online discussion group to provide assistance and direction. In the discussion groups, tutors will be not expected to take part in the topic, but instead will be to provide encouragement, supervision, moderation, and general guidance to the groups. Tutors"will be given a set of guidelines to follow prior to the start of the course. Having one of the writers engage in Chinese tutor training ensured that the two contexts will be consistent.

RESEARCH DESIGN

As part of "a cross-cultural partnership between universities, this research project will be launched. Parallel courses will be offered to both first-year Chinese and Flemish students pursuing educational studies majors. An e-learning environment will be created in addition to classroom instruction. It will be not enough for students to have access to all the knowledge they needed for their courses; they also had to participate in group discussions on given activities. The Minerva (Dokeos) learning platform provides assistance for the e-learning. Same e-learning system, material, and" discussion activities will be offered to the Chinese and Flemish students in this research.

DATA ANALYSIS

Joy of the Students "We will use t-tests to compare the opinions of Chinese and Flemish students on the value and drawbacks of online collaborative learning. We will use chi-square analysis to compare the students' message types and knowledge levels. We will use multivariate techniques to analyse student characteristics related to education and background. Learning communities comprised of Chinese and Flemish students online "are going to be measured against a group of Chinese students who did their work without any outside help.

CONCLUSION

This study "researched the factors that influence college instructors and their students to embrace online education. Across order to better understand the similarities and differences between students and teachers in various cultural-educational settings, a number of essential aspects will be studied "invariance.

Limitations of the Study

It is possible "that other variables such as social and economic conditions and education systems may have had an impact on students' levels of engagement in collaborative e-learning environments. However, we will be able to control a number of educational setting

characteristics. It will be decided to apply quantitative content analysis because there will be so many communications. Detailed and qualitative discourse analysis might be incorporated into future studies. Further research should study how different sorts of discussion activities and structure help affect the degrees of knowledge development. Online collaboration behaviours may be studied using alternative coding methods. Only two coding techniques will be employed in this study to examine online collaboration behaviours, which may have been examined in many more ways. It will bealso limited to a single Chinese and one Flemish context. To address the methodological problems of cross-cultural research, it is suggested that a multi-level approach might be one option (Fontaine, 2008). It" would be really beneficial to pursue this type of research in the future. Additionally, future research should assess teachers' views about innovative teaching methods and the usage of learning technologies.

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