Exploring the Relationship between Chinese Values and Learning Approaches

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Key Issues

Educators

Senior governmental officials

Industrial employers

Students

Learning attitudes

Emphasize model answers

Concentrate on the degree awarded

Elitist

M A

S S

No Problem solving

No Participation

No Motivation

weak Initiative

insufficient Knowledge

Inadequate Knowledge

Insufficient Motivation

No Initiative

Participation Problem

Knowledge Problem

Motivation Problem

Initiative Problem

Learning attitude Problems

No Elitist

M A

S S

Key Issues
### Learning Approaches

<table>
<thead>
<tr>
<th>Learning Approaches</th>
<th>Learning Motives</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surface Learning</strong></td>
<td><strong>Surface Motive (SM)</strong></td>
<td><strong>Surface Strategy (SS)</strong></td>
</tr>
<tr>
<td></td>
<td>• Extrinsic</td>
<td>• memory</td>
</tr>
<tr>
<td></td>
<td>• → don’t work too hard</td>
<td>• Reproducing</td>
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<tr>
<td><strong>Deep Learning</strong></td>
<td><strong>Deep Motive (SM)</strong></td>
<td><strong>Deep Strategy (DS)</strong></td>
</tr>
<tr>
<td></td>
<td>• Intrinsic</td>
<td>• seek meaning</td>
</tr>
<tr>
<td></td>
<td>• → Satisfy themselves</td>
<td>• cognitive info. searching</td>
</tr>
</tbody>
</table>

Learning Model

**Personal Value**

**Learning Approaches**
- Learning motives
- Learning strategies

**Behavior (Studying)**

**OUTCOME**
- Academic result (extrinsic reward)
- Learning satisfaction (intrinsic reward)

Feedback
China’s recorded history spans 4,000 yrs; its philosophical reflections are firmly rooted in daily life (Chinese Culture Connection 1987, p.145).
Chinese Value Survey (CVS)

Chinese Culture Connection (1987)
- Integration
- Confucian Work
- Dynamism
- Moral Discipline
- Human-Heartedness
Questionnaires Survey

• Based on ……
  • Study Process Questionnaire (SPQ) of Biggs (2001) – 12
  • Chinese Value Survey (CVS) of Chinese Culture Connection (1987) – 40 items

• 820 construction students in 4 universities in HK in 2004
• 431 questionnaires received (i.e. 53%)
• 52 arch., 76 Eng, 64 QS & 136 surveying
## Factor Analysis

### Chinese Value Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Learning Approaches</th>
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<tbody>
<tr>
<td>F1: Integrity</td>
<td>Surface: -0.121*</td>
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<tr>
<td></td>
<td>Deep: 0.028</td>
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<tr>
<td>F2: Tolerance</td>
<td>Surface: -0.243**</td>
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<tr>
<td></td>
<td>Deep: -0.026</td>
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<tr>
<td>F3: Confucian ethos</td>
<td>Surface: 0.216**</td>
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<td>Deep: 0.303**</td>
</tr>
<tr>
<td>F4: Relationship w/ others</td>
<td>Surface: -0.237**</td>
</tr>
<tr>
<td></td>
<td>Deep: 0.066</td>
</tr>
<tr>
<td>F5: Moral discipline</td>
<td>Surface: -0.001</td>
</tr>
<tr>
<td></td>
<td>Deep: 0.156**</td>
</tr>
<tr>
<td>F6: Achievement</td>
<td>Surface: -0.009</td>
</tr>
<tr>
<td></td>
<td>Deep: 0.061</td>
</tr>
</tbody>
</table>

*Filial piety, courtesy, resistance to corruption, saving face, respecting tradition, benevolence, righteousness, chastity, knowledge, wealth, having few desire, moderation, following middle way.*
Chinese values can be categorized into 6 factors, namely Integrity; Tolerance; Confucian Ethos; Relationship with Others, Modal Discipline, and Achievement.

- Students with high scores of **Integrity, Tolerance, and Relationship with Others** are less likely to be surface learners.
- **Confucian Ethos** contributes to both deep learning and surface learning;
- Students with high scores of **Moral Discipline** tend to adopt the deep approach. Hence, construction students should be cultivated with right moral discipline (e.g., keeping oneself pure, benevolent authority and sense of righteousness) to ensure deep learning.
Recommendation

- We should not only concentrate on the construction knowledge and skill, but also cultivate our students’ basic learning attitudes and personal value.

- Some courses are suggested:
  - Learning to Learn for Learning skills.
  - Chinese culture (pros-/cons)
  - Learning/personal values, China: Introduction of Deng Theory, Introduction of Mao JeDong Thought, Marxism Philosophy

- Survey target could be extended to students in Mainland China and East Asia.

- Cross-cultural study for relationships between Chinese values and Learning outcomes (academic results & satisfaction level) are recommended for further study in the future.
Exploring the Relationship between Chinese Values and Learning Approaches

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