



Available online at www.sciencedirect.com

ScienceDirect

journal homepage: www.elsevier.com/pisc



Different approaches to the Czech and Chinese university students in Business Economics: A teaching experience[☆]

Zuzana Wozniaková^{*}

VŠB – Technical University of Ostrava, Ostrava 701 21, Czech Republic

Received 30 September 2015; accepted 11 November 2015

Available online 10 December 2015

KEYWORDS

Student centred methods;
Culture of collectivism;
University;
Business Economics

Summary University internationalization in the field of education as well as in the field of science and research is one of the main priorities of VŠB – Technical University of Ostrava. VŠB – Technical University of Ostrava has several double degree agreements with foreign universities, mostly from Western Europe – e.g. Great Britain, Finland, but also with foreign universities outside Europe. In 2009 VŠB – Technical University of Ostrava signed a memorandum with Hubei University of Technology. This cooperation involves travelling of the Czech teachers to China and teaching several subjects at Hubei University of Technology as well as teaching 3rd year Chinese students at VŠB – Technical University of Ostrava (Czech Republic). This paper brings own teaching experience of the European lecturer who gave the lectures at the Chinese university for the Chinese students studying in English. Ishikawa diagram was used to determine the main causes of Chinese students' failure in Business Economics. This paper brings modified methods of teaching Business Economics to be more suitable for Chinese students as well as critical review of Chinese students' learning styles and characteristics observed by the author of the paper.

© 2015 Published by Elsevier GmbH. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Introduction

University internationalization in the field of education as well as in the field of science and research is one of the

main priorities of VŠB – Technical University of Ostrava. This priority is described at length in the Long-term Goals of VŠB – TUO and is elaborated yearly in its updates. The University endeavours to establish long-term partnership with foreign institutions and to involve the University more deeply in international projects. The right choice of a partner university is a very important part of the establishment of a new partnership. Compatibility and quality of study programs at partner institution have to be considered during the preparation of new agreements. Initiation of new

[☆] This article is part of a special issue entitled "Proceedings of the 1st Czech-China Scientific Conference 2015".

^{*} Tel.: +420 597322162.

E-mail address: zuzana.wozniakova@vsb.cz

cooperation comes primarily from the faculty level and is based on academic-field compatibility, which is an important premise of long-term, reliable cooperation. VŠB – Technical University of Ostrava focuses on cooperation with European universities in Poland, Slovakia, Scandinavian universities as well as on western and southern European. A prime territory of interest is the region of South and East Asia (Republic of Korea, China, Japan, and Taiwan).

VŠB – Technical University of Ostrava has several double degree agreements with foreign universities, mostly from Western Europe – e.g. Great Britain, Finland, but also with foreign universities outside Europe. In 2009 VŠB – Technical University of Ostrava signed a memorandum about Chinese students' education in Ostrava. Each year a group of Chinese students from Hubei University of Technology (HUT) in Wuhan has a chance to study 3rd year of the bachelor study programme Finance at the Faculty of Economics (Czech Republic). Since 2009 the number of self-paying Chinese students is increasing each year. This very successful academic cooperation includes travelling of the Czech lectures to China and giving the classes at Hubei University of Technology for the students of the first and also second year. In case students successfully pass the subjects taught by the Czech lectures in China, they have a chance to continue their study at VŠB – Technical University of Ostrava in the Czech Republic.

Since globalization of university education in the twenty first century, giving lectures by foreign teachers has become more frequent in many countries. The question is what happens when two cultures meet? Newly arrived culture is represented by the Czech teacher and resident culture is represented by the whole group of Chinese students from Hubei University of Technology. There are missing contemporary studies of the effects of tutor centred and student centred approaches to teaching and learning that have been used in Europe for teaching Business Economics on university teaching and learning process in China. Are the methods of teaching Business Economics applicable to the whole extent?

Theoretical background

Different approaches to teaching and learning

Basically there exist two main approaches to teaching and learning: tutor centred and student centred approach. Tutor centred approach is based on the idea that learning represents "filling up" the student with knowledge. Lecturer or teacher should be an expert who delivers his knowledge through lectures to the student. Student's aim is to learn everything that is presented to him. Student's role is more passive. In the case students are required to learn definitions, mathematical equations or other specific information, this approach can be very useful (Allan, 2009). Tutor centred methods contain lectures, many seminars, some approaches to e-learning and many tutorials. In lectures usually a large group of students listen to a lecturer, who provides an overview of a subject and identify key themes and issues. For that purpose PowerPoint presentation is usually used and students expect to receive a handout in advance. They are supposed to make notes of key points. To avoid monotonous lectures using a story or just

different way of phrasing something can help (Williams, 2009). Some teachers advocate using rewards in the classroom to improve the classroom experience (Alberto and Troutman, 2003; Cameron et al., 2001; Colvin, 2010; Kauffman et al., 2006) but some of them are persuaded that rewards damage students learning (Deci et al., 1999; Kohn, 1993). In seminars smaller group of students (from 10 to 15) has a chance to discuss a problem or question with the other students. Students may be asked to prepare a case study, read a book or paper in advance. Chat rooms, discussion groups, learning material, announcements, etc. can be found in Moodle which represents an example of e-learning. Students also can receive online assessment, but the Internet is required.

Students centred approach to teaching has basically three features: the student is actively involved in the learning process, learning is based on real life and authentic situations, learning are treated as a social process. Students develop much deeper and more complex understanding of their subject (Allan, 2009). Student centred approach methods involve:

- Experiential learning
- Action learning
- Case studies
- Learning journals
- Some seminars
- Some tutorials
- Some approaches to e-learning

For successful experiential learning it is important to understand the aims of the activity, actively engage in the experiential learning task, and discuss the task in a professional manner. Action learning is connected with management education. Small group of people join together and work on specific live problem or issue. It emphasizes importance of experience and action and has three parts: action, learning, reflection. In university education case studies are very useful. Case studies can be for school as well as for company purposes. Students can work in a group or alone, the aim is to apply knowledge and skills to real situation. Learning journals refer to an accumulation of material that is mainly based on the writer's processes of reflection (Moon, 2006).

Tutor centred approach is suitable in many cases, however for business students this approach is not relevant, because students need to deal with complex situations or conflicting data sets or information. Business and management students need to be flexible and adapt to the range of situations in entrepreneurial environment. In practice teachers use methods from both approaches so that it is usually mixture of both approaches. Considering globalization of university education teacher who leaves his homeland to give the lectures abroad at a partner university should adapt his teaching approach to the culture of the host country.

Cultural differences influencing effect of teaching methods on learning results

It is obvious that European lecturer should not expect the same feedback in a class where only European students are

Download English Version:

<https://daneshyari.com/en/article/2061577>

Download Persian Version:

<https://daneshyari.com/article/2061577>

[Daneshyari.com](https://daneshyari.com)