

**Title:** Chinese attributes within UK Higher Education pedagogy

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### Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand core pedagogical differences between Chinese and UK teaching of a design subject
- Reflect on practice to establish transitional steps to aid international students
- Identify values of both pedagogical styles that support student engagement.

### Session Outline

The learning of design within a Higher Education Chinese institute is renowned to focus on the teaching of techniques and skills, with associated processes to achieve a predetermined outcome. As students enter transnational education institutes prepared to learn skills through rote memorization to achieve a level of expertise that requires no diversification they may encounter a difficult transition to independent experimentation or creative thinking. (Michael: 1998, BIS:2013) Although planning for outcomes is an essential tool for curriculum building (Butcher: 2006) within the context of design the outcome may be measured against a variable criteria that combines independent higher level skills in practical and innovation rather than predetermined methods.

To explore this further a case study at the University of Southampton, Dalian, China campus was completed with the aim to compare techniques in graphic design education at undergraduate levels in both Eastern and Western system. By beginning to objectively consider pre entry and university pedagogy of both countries differences could be identified to determine how students could be supported further through the transitional stages. Through deconstruction of external cultural expectations of the internal learning environment, (within the Chinese Higher Education system) perceived relationships and their ability to provide students with the skills that enabled creativity core values could be identified.

These values were then aligned to UK pedagogy, specifically principles of Blooms taxonomy to enable students to achieve meaningful personal developments that could acknowledge societal expectations. Yet provide students with the confidence to endure uncertainty to increase creativity (Sternberg & Lubart, 1996)

## **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

20-minute presentation

5- minute discussion (Q & A)

10-minute group discussion on how your subject area correlates to core attributes or values in Chinese higher education.

10-minute group identification of methodologies that support positive transition

## **References**

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Butcher, C, Davies, C & Highton, M, (2006) Designing Learning from Module Outline to Effective Teaching, Routledge

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Sternberg, R.J, & Lubart, T, I, (1996) Defying the crowd: Cultivating creativity in a culture of conformity. New York, NY: Simon & Shuster