

Shared understanding of students' approach to learning in transnational programs

Linda Galligan
The University of Southern Queensland
galligan@usq.edu.au

In transnational universities, curriculum designers do not always teach the students who enroll in their courses and may not have a shared cultural background with either the students or the teachers who do teach these students. Yet shared knowledge and understanding among teachers, designers and students is important for quality learning to take place. This is particularly true in preparatory programs where the students may need to learn about the new culture of the university and the wider culture in which it is immersed. One area of potential misunderstanding is with student's approach to learning. This paper compares the learning approaches of Hong Kong students using Biggs Student Process Questionnaire, with the teachers' and curriculum designers' perceptions of these students' learning approaches. Differences were found which suggests more dialogue is needed between stakeholders in order to know transnational students and how they approach learning.