



LEVEL 7 ASSIGNMENT SPECIFICATION

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TASKS DESCRIPTION

Component A

Using Learning Tactics Inventory to help foreign teacher to enhance teaching performance in China

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DBA Quantitative Research

Assignment for ABPD7010
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Introduction

The International School in Context

According to the Global Times titled “International Schools finding it harder to get good, qualified teaching professions” published on 3rd July, 2016, the author Chen Ximeng used the examples of Beijing Royal School which experienced a lot of difficulty in recruiting and keeping qualified foreign teacher to stay in an international school. The School administrator worked very hard with new ideas to explain how expensive to recruit and hire successful foreign teachers in China.

According to the statistic of the International School Consultancy Research, a UK-based company, during the period from 2011 to 2016, the demand of international school education grew significantly from 274 to 545 schools with 108,700 to 212,900 students and 11,200 to 20,600 foreign teachers. The demand increased more than 80% significantly as far as the period 2011 to 2016 is concerned.

Experienced, skilful and foreign-trained in the United States, United Kingdom and Canada are all in high demand however the continued shortage of foreign teacher supply poses a serious challenge to both the demand and supply sides of these social-economic and professional skills shortage situation. In a big developing economic market like China, there are many reasons for the foreign teachers refusing the teaching options available citing like the air pollution and relative low pay compared to their domestic professional paid package in their home countries. Moreover, some complaints about the severe pollution problem in their substandard accommodations, bad management culture and not being professionally respected by their students and school management. There is a significant disparity between the teachers’ expectation and reality leading to a high turnover on the supply side of foreign teacher markets. On the other side, the strict and changing government regulations also created barriers to the recruiting process and results in higher cost of operations. Even though the schools want to improve the relation between the teacher and school administration by advocating better offers in terms paid, working conditions as suggested by The Commission General Secondary in Beijing, it is still expensive to train and hire the experienced foreign teacher working in China. As suggested on the Sino report, the foreign teacher salaries can be as high as 50 percent of an international school’s operational expenditure in several premier international schools in Beijing ranging from 300,000 to 500,000 yuans not to mention other fringes benefits. Therefore, maintaining a long term relationship and helping them to make adjustment to new working culture can be both a rewarding and challenging.

There are well established campuses on China’ soil offering the transnational education since 2000, such as Britain’s Lancaster University, New York’s Juilliard School, which specialises in music, and North Carolina’s

Duke University. Others take the form of research facilities or academic-exchange centres. Some offer dual degrees. The most ambitious involve building, staffing and operating satellite campuses in China (Postiglione, 2017).

The ABC School

ABC English School has established its education business campus and staffing in South China for more than twenty years which offers innovative practice integrated internationalised UK curriculum and education in the pearl delta area. It has operations in Jiangmen, Zhuhai, Guangzhou and Shenzhen for the primary school, secondary school and university foundation programmes bilingual education respectively in Southern China. It now has a total enrolment of about 4,000 students, of which 50% come from Hong Kong, Macau, Taiwan and other foreign countries. It has developed an integrated systems embracing both the eastern and western culture persisting effort to promote high quality international education in China. The school management has been working with many leading schools in Australia, America, Canada, British and China to provide experienced foreign teachers and leading oversea study consultancy.

This research aims at investigating the effectiveness of training strategy for new foreign teachers who need skills and assistance possibly acquired in China where the human resources department have support for their accommodating to the new schools and meeting new challenges in China. It is a quantitative research using the learning tactic inventory LTI (Dalton, 1999).as a framework to understand how individuals can improve their ability to learn from experience and subsequently expand their range of learning behaviour.

Given that people learn from experience, what are the most important things in that learning? Who learns and who does not learn? We have discovered that there are at least three key factors in learning from experience; opportunity; unwillingness to take the opportunity. The individual must be willing to take advantage of the good and must have a variety of learning. Because of upbringing, education and life history, people may need various strategies options available for them getting through the learning process ((Dalton, 1999; Michael, 2003).

What is the transnational programme of an international school?

The term transnational education (TNE) is defined by the British Council in 2014 as below:

“Transnational education refers to education provision from one country offered in another. It does not include the traditional international student recruitment market where students travel to another country for their studies.”

The Council of Europe in 2002 explained and further refined that the education delivered in a country (host) other than the awarding country (home) in which the awarding institution is based. According to the Department of Education, Science and Training in Australia according to the United Nations Department of Economic and Social Affairs in 2005, transnational education refers to the programme or courses that are delivered or assessed by an accredited or recognised provider in a country other than the home country. As the Universities International, which is sponsored by the UK Government, in 2007 points out that the transnational education services in China is becoming the biggest importing country over the next twenty years.

How is the market outlook?

ISC Research who based in Switzerland, a leading provider of English-medium K12 international school intelligence reports for China that the aspirations of Chinese families for an English-medium internationally oriented education remains very high. The international school market offers bilinguals schooling with an international focus on teaching and learning is highly competitive for education incorporating both Western and Chinese academic and cultural understanding to meet very demanding but segmented parents and students' expectation attaining a well-rounded global education.

How do the foreign teachers feel about the working conditions?

As British Professor Shelia (2015) noted in her reflective journal, the academia has inadequate understanding to meet the essential requirement of the students on the transnational home campus who are recognised to be inadequately supported and motivated not only from a classroom but also from policy, education and advocacy. Professor Shelia has been teaching the British programmes in Hong Kong and China more than seven years. Dodos (2011) reminds that the offshore programmes are successful is the employment of quality staff who are happy to be teaching and administrating these programmes.

What are those possible challenges or concerns?

Administration has high expectation and concern on this market

Water's (2012: 2013) concerns are usually separated and labelled as below: -

What is the ethical concern involved?

What are the intercultural, social and money-based issues and hits/affects in the classroom?

Who and how to define the international student need that needs/demands response?

How important is the language and knowledge ability as a driver for offshore student ability to move around?

How can the home university use the informal (e.g. school courses or counselling) to support the international students into university community?

What are the organization factors e.g. class size, support, etc. integrating the offshore student into the greater international community?

What are the offshore or intentional employer perception of the transnational programmes graduates?

Academia are highly expected to delivery effectively and promote international trade

Transnational education searches for teachers who can change to fit into dynamic situation meanwhile attaining the teaching goals (Ma, 2013). It is stressful. On the diplomatic agenda, international education is thought to be a strategy for promoting its international trade for prosperity and the teachers are assumed to the change agents for delivering the culture and knowledge. As Former Prime Minister Tong Blaire (2006) claimed that the transnational education is highly thought to advance a claim of greater trade and cultural exchange. It serves as an effective treatment for those countries with labour skills shortage but want to learn foreign skills without the need to leaving their home countries (McBurnie and Pollock 2007).

Quality education needs/demands professional support

Sheila (2015) argues that her experience of teaching on transnational programmes have challenged her teaching and changes of practice is necessary beyond embedded western knowledge both in China and UK programmes, reflecting tension transnational programmes in the spatial relationship in the process of delivery.

Conceptualization

How to improve the training strategy?

ABC has a standard development plan for each newly arrived foreign teacher to learn about the school, the students, the administration and the culture in China. However, its effectiveness of training is unsure as many teachers quit in the middle of the servicing periods. Sheila (2015) argued that the transnational education setup and student identity do matter but know remains known little about it. Waters (2013) reassurances that the spatial identity of students needed to be answered in the transnational context and it impacts the academia job satisfaction, student achievement and workplace environment as reminded by Postiglione (2013) that contributes to the success of the overall students' learning. So what and how do the teachers need to perform successfully in a new classroom?

Many people recognize that each person have different learning styles and techniques. Learning styles groups common ways that people learn. Personality and information-processing style influences how an individual prefers to learn. As long as teachers understand their preferences, it helps the school administration put into consideration the learning strategies that fit better for effective personal development plan. The Learning Tactics Inventory (LTI) is designed to help to recognize the current learning preferences to expand their ability of doing work. People learn from experience in one of four: Action, Think-in, Feeling, and Others (Dalton, 1999).

The LTI provides these people with information about how they learn and illustrates behaviours that they can adopt to become more adaptive and range of learners. The learning behaviours that individuals employ when mastering the challenge of an unfamiliar work assignment are definitely related to that person's personality and style of processing information. The understanding of the LTI is that people can improve their ability to learn from experience if they first develop a knowledge of how they learn and then, expand their collection of learning behaviours (Dalton, 1999).

The learning Strategies was developed to provide individuals with a concrete representation of the strategies they most often use when they are challenged to learn from a new situation. Other strategies that measure of learning, such as Kolb's (1984) Learning Styles, Wagner and Sternberg's (1991) Understood Knowledge; or the Myers-Briggs Type (Michael, 2003), measure learning style from the inside out, concept preferred methods of learning as trait-based or as information-processing of reaching goals. The Learning Strategies shows learning from the outside in as a set of behavioural strategies that an individual employ to start work at and learning from a challenging opportunity (Curry, 1987).

Action strategies are drawn from the work of Revas (1980) and Taylor (2008). They are things commonly seen in learning that happens from performing actions and experiencing the effects. When people use Action learning strategies, they start work at the beginning, learning from the situation itself and not necessarily waiting for all the data or the responses of others.

Thinking strategies are drawn from the work of Mills (1955) and Taylor (2008). Thinking strategies describe those behaviours that are single/alone and internal, including (1) reflecting on the past to draw similar things, contracts, and rules of thumb and (2) expecting/looking ahead to the future through thinking-related practice and if/then possibilities. Thinking strategies represent both symbolic inductive streakiest and educated guess-creating deductive streakiest (Mezirow, 1990). Bandura describes thinking strategies s symbolic experience - a way to process and preserve experience to serve as a guide to future behaviour, to protect images of a desirable future, and to solve problems by asking other choice solutions and results.

Feeling strategies are drawn from the work of Hayden & McIntosh (2018). These items represent those behaviours that people employ to admit/recognize/respond to and manage the feelings of fear and stress or discomfort that come up from facing an unknown challenge. People cannot learn from experience if they are not willing to firs start/work at the experience. Also, they must recognise feelings of mental discomfort that might cause them to engage the experience in the most comfortable/habitual way, rather than in the most effective way.

Others represent and substitute behaviours- modelling and looking for support, advice, coaching, or formal training from others. They are drawn from the work of Taylor (2008).

	Action Without	Thinking Without	Feeling Without	Accessing Others Without
Action	n/a	Procrastination	Paralysis	Talk the issue to death
Thinking	May not have the vital information.	n/a	Over respond to emotional aspects without the calming influence of reason/past successes.	Lose the information that resides within formal sources or within one's self.
Feeling	Ignore/deny feelings and slip into habitual responses.	Intellectualise, rationalize to avoid the task.	n/a	Misuse others to avid the task.
Accessing Others	Reinvent the wheel, no support, may offend.	Miss the knowledge and support of others. The benefit of others to push, challenge one's thinking.	Unnecessary isolation.	n/a

Table 1: Consequences of Overuse of Learning Tactics

Hypotheses Development

There are many reasons claimed by the newly recruited foreign teachers who are having work overloaded in transnational education setting and it is very stressful.

Questions Addressed

The LTI addresses two questions associated with the practice of learning managerial and leadership skills from experience:

1. Why do some new teachers learn from the standard development plan of the school, while other fail to do so?
2. Can individuals improve their ability to learn from experience?

The study is to ask the questions about the relationship between learning skills development and personality of transnational teachers with the effectiveness of the training development plan. Given an understanding and social constructivism approach to measurement, it combines surveys through lists of questions and survey of target 100 newly recruited teachers who have been teaching their first year in the school; other methods include document review and observation.

Problem statement: not each new hire can learn and change behaviour to fit new conditions to the new teaching surrounding conditions easily. For those not gain new skills who might choose to leave existing teaching position and replacement of existing teaching leads to high recruiting cost and maintaining good teachers working in China is very expensive.

- a. Independent variable: LPI Rating
- b. Dependable variable: training cost for new foreign teacher

Research Instrument

Research results that demonstrate the relationship of the LTI to cognition and personality will also be presented here. See appendix A for sample instrument.

Response Method

In Spring, it is a pilot to have newly-hired foreign teachers in Guangzhou campus and were invited to have orientation together for two days. They were new to China. The School brought the orientation and development plan to new teacher who needed support and new skills to support their teaching in a new school.

It was a 3-hour-orientation interview organised by the human resources department in a conference room while the school management and administration walked in greater details about the work routine and related information with the new teachers. (Appendix A The Learning Tactics Inventory)

Survey/Sampling

Survey: 30 new teachers (Jiangmen campus), 20 new teachers (Zhuhai), 30 new teachers (Guangzhou), 20 new teachers (Shenzhen campus), totalling 100 new teachers are invited to complete the face-to-face interview and survey questionnaires.

The questions are given as follows:

“Think about time you have been faced with the challenge of an unfamiliar task or experience. Using the scale of 1 to 5 as defined below, circle the number that best indicates the extend that each of the approaches listed has been characteristic of your behaviour.”

Anchor points for the scale range from (1) “I have almost never used this approach” to (5) “I have almost always used this approach.” Scores on each items summed across the eight items making up each scale. The maximum score of 40 indicates that a tactic is always used; a score of 8 indicates that a tactic is almost never used.

Initial Findings/Response

Scoring Sheet (SAMPLE)

Directions: Transfer your circled answer to the sheet below, making sure to match up your response for each question with the numbers in the four columns.

Scale A	*	Scale B	*	Scale C	*	Scale C	*
Question No.		Question No.		Question No.		Question No.	
1	1	2	1	3	1	4	1
5	2	6	2	7	2	8	2
9	4	10	4	11	4	12	4
13	4	14	4	15	4	16	4
17	1	18	2	19	1	20	1
21	4	22	4	23	3	24	4
25	1	26	2	27	1	28	1
29	1	30	2	31	1	32	1
Total:	22		21		17		18

Table 2: Selected sample of scorings

Actual Response * of teacher A

Interpretation Sheet/Rating Scale

Directions: To interpret the results, graph the totals from the four columns, A, B, C, and D, from the scoring sheet onto the charges below. If your exact score is not shown, simply mark your score in the approximate percentile block.

	A (Action)	B (Thinking)	C (Feeling)	D (Accessing)
	40	40	40	40
90%	33	34	28	31
70%	30	31	25	29
50%	29	28	23	26
30%	27	27	20	24
10%	25 *	23 *	17 *	21 *
<u>0%</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
Raw Score	A	B	C	D

Table 3: Selected sample interpretation analysis

Note: “*” the response of a teacher response on scale.

Primary Result

LTI Scores for a Normative Survey

Means, Standard Deviation, and Median Scores for Normative Survey (N=100)				
(Primary result)				
	Action	Thinking	Feeling	Accessing Others
Mean	24.12	20.00	25.23	25.56
Standard Deviation	3.41	4.3	4.7	4.23
Media	26	27	23	26
Demographic characteristics:				
30% from the US, 20% from UK, 10% from Hong Kong, 20% from New Zealand, 10% S Africa, 10% Others.				
65%White 10%African American 25%Asian 0%Hispanic				
65% female; 35% male				
Average age = 45-50				
Actual Response = 85% where 10 has no response and 5 incomplete or late completion				

Table 4

Inter-correlation of Scale Items (n=100)

	Action	Thinking	Feeling	Accessing Others
Action	.75			
Thinking		.72		
Feeling			.77	
Accessing Others				.76
Mean	22.24	23.43	29.32	20.70
S.D	4.26	2.74	4.45	4.74
Median	30	32	22	24

Table 5

Reliability

To measure the internal consistency of data were collected over in Spring from four campuses separately. It was believed that to determine which items provided the best fit a coverage of each type. All the scale met an acceptance level (greater than .7) of reliability that indicates the degree to which all the items measure the construct. If scale inter-correlation were higher than the alpha for any dimension, I would indicate that the scales were really measuring the same construct not others.

Validity

Construct validity refers to the relationship between the four scales of LTI and the extent to which those of the learning tactics is related to other measure of learning skills. Four campus students of the construct validity of the instrument were conducted. The results of the four campus who took same instruments at the similar timeframe as part of orientation in Guangzhou.

Limitation

The four scales on the learning tactics inventory demonstrate good reliability and sufficient for pedagogical use. It probably suggests that individual who can use all four tactics are more multiscale learners than individuals who use one, two, or three or three of the tactics. More data must be collected to understand whether this represents the shared variance between the instruments or the values behaviour and cultural of particular campus teachers. It may be that in some situation certain tactics are considered valuable and appropriate. Again new teachers are in a high spirit in the beginning of the work when arriving the campus which may be leading to emotional over-excited response to the survey.

Application and Discussion (Pilot)

This research and practice have possibly helped the management to understand the general learning pattern and led to believe that some teachers are possibly facing untold and hidden challenges either because they avoid the opportunity altogether or because they use inappropriate learning tactics. They do what is comfortable rather than what it is most appropriate or effective. It is believed that individuals can improve their ability to learn from experience if they will take the time to understand their learning habits or preferences and then consciously explain them.

In summary, people who take responsible roles in organizations must develop many of the skills they need from the variety and strength of experiences that they meet. People can improve their ability to learn from experience by becoming more adaptive learners.

Appendix A The Learning Tactics Inventory

THE LEARNING TACTICS INVENTORY

(Maxine Dalton, Silvia Swigert, Ellen VanVelsor, Kerry Bunker, and Jill Wachholz)

DIRECTIONS: Think About times you have been faced with the challenge of an unfamiliar task or experience. Using the scale of 1 to 5 as defined below, tick the box that best indicates the extent that each of the approaches listed has been characteristic of your behavior or choice.

Demographic Data Sheet				
Gender	Female ☐		Male ☐	
Race/Ethnicity	White ☐	African American ☐	Asian ☐	Hispanic ☐
Age	23-30 ☐	31-40 ☐	41-50 ☐	5+ ☐
Studying/Working experience in China in months	0-6 ☐	6-12 ☐	13-24 ☐	25+ ☐

Response key

1. I have almost never used this approach.
2. I have rarely used this approach.
3. I have sometimes used this approach.
4. I have often used this approach.
5. I have almost always used this approach.

When faced with an unfamiliar task or experience, I,

	1	2	3	4	5
1 Briefly sketch out what I think needs to be done and do it.					
2 Read articles or books or go online to gain knowledge and background.					
3 Carefully consider how I feel.					
4 Bounce my hopes and fears off someone I trust.					
5 Am proactive in my approach, preferring to learn by trial and error.					
6 Ask myself how this is similar to other things I know.					
7 Confront myself on what I am worrying about.					
8 Seek advice from other people.					
9 Move ahead, letting my own experience be my guide.					
10 Imagine how different approaches might play out in the future.					
11 Confront myself I am avoiding the challenge.					
12 Talk with my boss/peers/subordinates as idea generators.					
13 Immerse myself in the situation so that I can learn quickly.					
14 Construct a plan of action.					
15 Consider how others should or might feel.					
16 Get on-the-job training from another person.					
17 Refuse to let a lack of information or input keep me from taking action.					
18 Reflect on variety of possible approaches.					
19 Ask myself. "What am I learning?"					
20 Emulate the behavior of another person.					
21 Push to reach resolution despite hesitation on the part of others.					
22 Conceptualize what the ideal manager would do.					
23 Trust my feelings about what to do.					
24 Seek feedback from others to find out how I am doing.					
25 Commit myself (and others) to making something happen.					
26 Picture myself doing well.					
27 Record my feelings in learning journal.					
28 Attend a course.					
29 Test out a few things that I have never done before.					
30 Mentally rehearse my actions before going into the situation.					
31 Acknowledge the impact of my feelings on what I decide to do.					
32 Talk to someone who has had the same experience.					

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Component B Reflective Summary

Applying critical and reflective thinking in the survey: modelling and methodology

I was pleased with going into the modelling and survey methodology because it was a topic I really loved to explore and understand about more. The process and activity got to a really good start in the year beginning with all new teachers' students just return from new year holiday and being sit down and listen ready for the learning activities being on time and setting well.

As part of preparation, I ensured the meeting agenda went well for the all staff complete understanding the purpose and process how to conduct this survey. I spent the first five minutes giving the introduction to the new teachers discussing the key reasons, objectives and challenges in our classroom and teaching jobs in China, in particular today the students and parents are very demanding. I then introduced the school culture and assistance available for the new teachers.

The Starter Activity:

Teachers were very excited about new roles, new campus, new students and classroom etc. They also gave some uncertain response to the beginning. They were surprised to see so many activities and assistance available in both Chinese and English medium.

Main Task

This was slightly challenging. I expected each teacher to be able to form group discussion and knowing each other first before trying the questionnaires. In fact, they filled out the questionnaire right away and agreed those questions also help them have some thoughts or mind-preparation about new work. My intervention meant that they are strong learners that is not their initial preference of having other's instruction to do thing. Few teachers found the questions not easily understood because they wondered why learning new skills is very important. Many have assumption and their work pattern may be very varied.

The administration flow is really good.

Step 1 Introduce the meeting agenda and greeting

Step 2 Introducing the school, the student, the work and culture in China

Step 3 Introduce the people

Step 4 Assign reading and ice-breaking activity

Step 5 Give a briefing and welcome speech

Step 6 Give each 10 minutes to complete the questionnaire

Step 7 Collect the questionnaire and helping them to understand their response

Step 8 Integrate and explain the data

Step 9 Examine Learning Tactics

Step 10 Introduce the concept of Developmental Planning for each teacher

Step 11 Reinforce major points and wrap up

After completing the questionnaires, the new teachers expect that there will be more time arranged helping them to understand the result of the questionnaires and how to use the result and analysis.

Other observation

Cultural sensitivity: conducted in both/either English and Chinese

The systematic translation between English and Putonghua remains a big challenge and the process easily leads to the losing valuable meaning leaning to incomplete information and other like the gesture, emotions cannot completely have recorded in the conversation.

Chinese Students

Teacher are all excited to learn about the Chinese students. Teacher-student relationship is very different comparing to their home countries. They asked a lot about what resources available help them to access the information and facilities at school.

Lunch arrangement

It might be a good idea to finish the questionnaire and we all then break out for lunch. There gives them more them to chat about the questions just answers in a relaxing manner.

My experience

In my experience in China, I was amazed at the strength of the foreign teachers learning ability. Even though many of them are not formally trained in education, I found that most did an excellent job. They are willing to share experience and collaborate each peer teacher well. They discuss what worked in their classroom and teaching methods techniques that seems best for Chinese culture. The experience sharing between the foreign teacher often impressed to the local teachers.