"International Students' Home Culture's Influence on Learning And Their Learning Model: The Reflection"

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Statement of Original Authorship

I hereby declare that this submission is my own work and that to be the best of my knowledge and belief. This work has not previously been submitted for a degree or diploma in any university or tertiary education. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

Signature :

Date : **04 July 2020**

EXECUTIVE SUMMARY

The thesis is exploring international students' ability to adapt and solving their learning problem and the influence of international students' home cultures and learning to their success in studying in Auckland, New Zealand. The international students' learning model was also explored which was abstracted from the interview with them. My reflection and learning model also presented and analysed then compared with the participants (the international students). In the last part of the thesis, discussion on my professional development as a lecturer and researcher in taking this Master of Professional Practice (MPP).

The research uses a qualitative approach method to investigate the impact of culture and learning of international students for the success of their study. The research also involved the collection and analysis of a particular type of information including an in-depth consideration of a complex phenomenon within international students' experience studying abroad. Semi-structured interviews were conducted with five international students. The participants were asked more or less the same questions; comparisons across the interview responses were possible. I was using Korthagen's onion model of reflection consisting six layers as the basis of my research interview questions – environment, behaviour, competencies, beliefs, identity, and mission (Korthagen & Vasalos, 2005). Transcribing and coding the participants' responses, I managed to draw out six essential themes. They are culture and learning, dealing with new learning situation, self-confidence, benefit of learning abroad, self-assumption, and ideal learning.

The findings revealed the dynamic experiences and difficulties of international students had to face and how they adapted to a different culture and in their learning. The majority of participants felt culture shock in the beginning, but then they manage to solve the problem by reflecting, observing, asking questions, and learning harder. Pre arrival preparation also played an essential role in studying abroad, the better they prepared the quicker they recovered from the shock. The research also found – abstracted from the interview - the ideal learning situation according to the participants i.e. self-motivation, supporting the environment, understanding the purpose of learning, interactive learning, students engaging in different activities, and an inspiring teacher or lecturer. The participants' model of learning was drawn out from their

responses through their reflection on what they had done to solve their problem in learning. My model of learning has some similarities and differences with the participants. Both models have element of reflection and in the form of cycles as shown in Figure 16.

The project and my MPP experience have been improving and growing my mind set of teaching and learning. Especially, looking at international students learning and how they can adapt to the new environment. The research project that I was doing developed my knowledge and capability to adapt and find a solution to the problem in learning with a different culture. The project also makes me aware of the teaching and learning process that it is necessary to identify student needs to help my students becoming successful in their studies. Also learning the students' background will help me manage my class and creating a beneficial learning environment for my students. My ability to do self-reflection and being familiar with some theories of reflection are beneficial for my development now and for the future. Writing this thesis and having support from my facilitator and academic mentor has improved my critical thinking and becoming a self-managed learner. Finally, a model of teaching quality improvement is presented which is extracted from the research project and referring to some experiential learning theories. The model will be useful for me in the future and to sustain my teaching quality.

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CHAPTER 1 INTRODUCTION

A. Overview

This chapter describes the motivation for doing the research project and the outline of the thesis. The chapter also discusses the research purpose along with research questions that this project will answer through the findings and discussion. Research limitation, the definition of the term, and the structure of the thesis are also presented in this chapter.

B. Motivation

I started to have an interest in how international student adapts and deal with different cultures and learning when meeting with David McMaster. He is one of the lecturers at Otago Polytechnic. He introduced me to the Māori culturally-based learning and teaching, which is called Ako. This concept recognizes the knowledge that both teachers and learners bring to learning interactions and affirms the value of collective learning approaches (Kerehoma et al., 2013). I was interested in this model of learning, where it is different from the teaching and learning style in Indonesia. Indonesian learning style is dominantly teacher-centred and moving toward student-centred learning (Lendah & Kulon, 2013). Realizing the above differences, I was interested in exploring the different cultures of learning, especially to international students, including me, on how they adapt and face these differences in culture and style of learning. Furthermore, I would like to explore their learning model as it can reveal how international students were able to solve their problem.

Understanding the culture where the students originally roots, experience, and learning expectations will have direct relations to students succeed academically, socially, and emotionally (Cox & Ramirez, 1981). Education is practically inseparable from cultural values. Every nation and every country have its way of learning. Therefore, students that are coming from different cultures or countries must adapt to be able to learn in foreign countries. Educators believe that students are not the same and especially for international students who come from different countries and cultures. They knew that students learn in different ways. Learner's culture, family background, and socioeconomic level affect his or her learning style (Mantiri, 2015). Culture and learning have important relationship. A person's early life experiences and

the values from his culture affect both the expectations and the processes of learning. Therefore, culture has an essential role in someone's way of learning or learning style (Mantiri, 2015). Educator or lecturer needs to have a good understanding of both culture and learning style differences to deliver the subject or material well. Therefore, it motivates me to explore international students' background and their learning model.

Another reason that motivates me in doing this project is an increasing number of international students who come to New Zealand in the last few years – pre Corona virus pandemic (see Figure 1). Even though, there was a slight decrease in 2017 compare to 2016 but as a proportion of all students in tertiary study, international students has increased in recent years. The data was updated in November 2018. Furthermore, the international Education industry is one of the major industries in New Zealand. The current research shows that it contributes $5.1 billion to the New Zealand economy and making it the country's fourth-largest export (Hipkins, 2018). The significant contribution is from international students who come to study in New Zealand. Those students have a relatively different culture and learning style. Therefore, it has triggered my curiosity about how they can adapt and cope with different environments and cultures in a foreign country like New Zealand. International students that come to study in New Zealand are coming from different countries and nationalities. Most of them have a different education system, culture, and environment in learning. Looking at these differences, I was interested in exploring this topic.

Exploring this topic will take my skill and knowledge to another level of how international students learn and how to deal with them. It will become part of my professional development after graduating from Otago Polytechnic Auckland International Campus. Taking international students' reflection by reviewing their experience in learning will help them realize their potency of being able to solve their problem in learning within a new culture or environment and find new knowledge from their reflection.
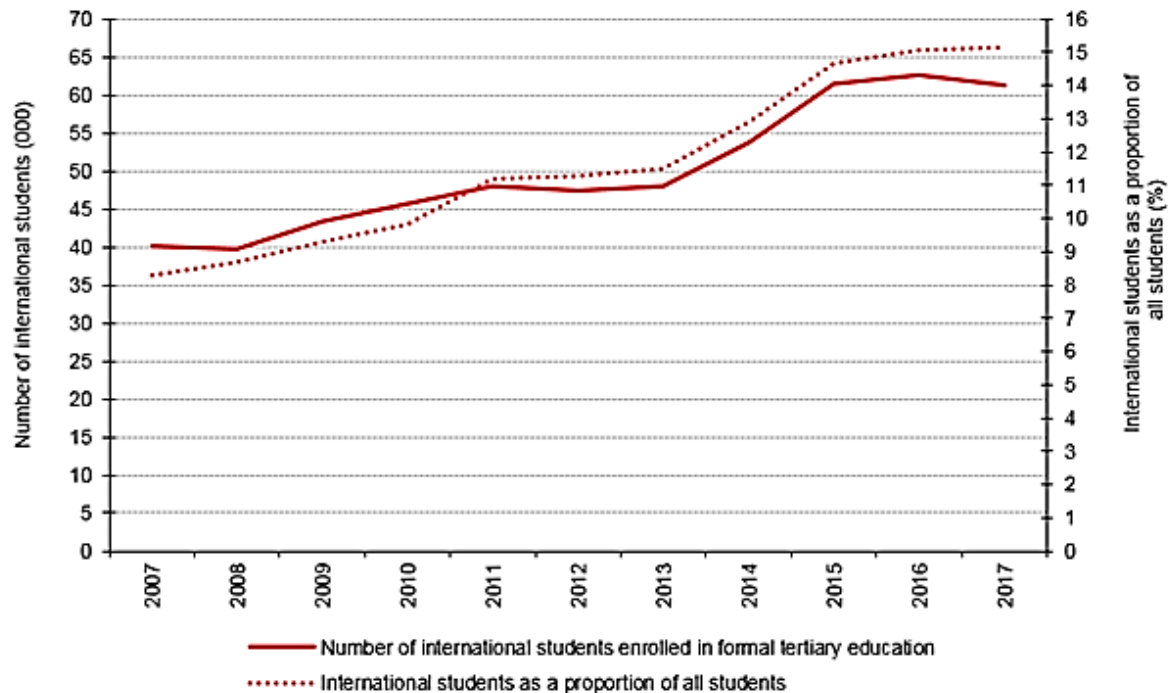
Figure 1 Number of international students in formal tertiary study and international students as a proportion of all students in formal tertiary study

As an educator, I did research that fits with what I do as a lecturer which is helping students in their study and need to develop their skills and preparing them for their future. I am looking at international students' reflections on their journey in learning. As for me, reflection was the main subject in the first semester of my MPP journey. Being a lecturer in business school in Indonesia, reflection was introduced in a teaching and learning workshop but not being widely practised in my class. Recently I realized that reflection is an essential part of teaching and learning. I have my own experience with reflection in the context of a study task. Therefore, I consider this study not only as research but also as a personal development process for myself.

During this study, I must understand and listen to the participants' (International students) experiences through their reflections. The reflection is on how they adapt and deal with different cultures and learning environments. Donald Schon considers reflection as a tool for developing personal and professional skills (Schon, 1983). He describes that reflection is a continuing process. I am as an international student and also as a researcher of this project, I have to stay open to the effects of what I have done, been doing, and why I do things in a certain way.

C. Research Purpose and Research Questions

The research has a purpose to understand how international students can succeed in their learning abroad with different culture and way of learning. As an educator, this is an exciting topic to explore. Therefore, this study is done to find out and understand the experiences of international students in learning abroad and finding out their learning model. To do this, I used the reflective method in interviewing the students. The basis of the interview questions was referring to Korthagen's reflection model, which is called 'the onion model' which consist of six layers (Korthagen & Vasalos, 2005). They are environment, behaviour, competencies, beliefs, identity, and mission. Those layers are part of the coding in my interview protocol. The focus questions from each segment will answer one primary research question, namely:

"What is the international students' home culture's influence on learning and what is their learning models?"

This research explores the following areas of interest through students' reflection on their experiences and activities:

- The participants view on cultural differences in learning
- How the participants were dealing with different cultures and their ways of learning.
- The participants view their competencies in dealing with different cultures in learning.
- The participants view on how confident they are on their success in learning.
- The participants view their beliefs of being successful in their studies.
- The participants view on students' assumptions about themselves, their self-concepts, and the professional roles they see for themselves.
- The participants' view on what inspires him/her and what gives meaning and significance to his work or his or her life.
- The participants' learning model in solving their learning problem

The above guiding questions are not specific questions to be answered but rather guidance for the interviewer to generate more productive data collection that is relevant to the area of interest of the study. These questions will guide the data collection process.

D. Limitations

A research investigation typically has limitations. The limitations identify any potential weaknesses in the study (Creswell, 2003). Generally, in teaching and learning involve two parties: the teacher/lecturer and students. Considering the limited length of the study, I then decided to emphasize on the student side and explore their points of view about the teaching and learning. The study is also limited to perceptual accounts of teaching and learning effects based on students' descriptions of experiences.

E. Definition of Terms

There are some definitions and terms that are often used in this thesis. This section is intended that the reader and the researcher have the same perspective on these terms.

- **Culture in learning:** The norms, values, and expectations of learners that influence their classroom relationships and activities.
- **Student's reflection:** Reflect on student's understanding of his/her Environment, Behaviour, Competencies, Believes, Identity, and Mission and then able to find a solution to his/her problem and make practical applications.
- **Environment:** Everything that is coming from outside a person. In the case of teaching and learning, this could involve a classroom setting, the subject matter, and the school culture.
- **Behaviour:** What the student does. How he or she is dealing with the situation that occurs in the environment.
- **Competencies:** referring to students' skills and ability to learn in different cultures and environments.
- **Beliefs:** what the student believes about the situation he is dealing with.
- **Identity:** Students' assumptions about themselves, their self-concepts, and the professional roles they see for themselves.
- **Mission:** What inspires him/her and what gives meaning and significance to his work or his lives and their ideas.
- **Learning model:** a systematic procedure in organizing learning experiences to achieve certain pieces of knowledge and skills.

F.   Structure of the Thesis

The thesis consists of five chapters. Chapter one describes the motivation that drives the researcher to do this research project, Research's purposes and questions. The definition of terms used in this research is also explained to make the reader understand the specific terms that the researcher is using.

Chapter Two is the Literature and the Context of the project. It describes the theories and context of the research. Works of literature described in this chapter are culture-based teaching and learning, New Zealand's unique culture-based teaching and learning, reflection in education and learning style, and their relationship in the context of practice. Johari window as a tool of understanding and training for self-awareness, improving communication, and personal development is also presented in this chapter.

Chapter Three is about the research methodology that was used in this research. The chapter explains the participants of the research project, how they were recruited, interviewed, data collection techniques and how the data were analyzed, all os these become part of this chapter.

Chapter Four discusses the findings of the research and discussion on how they relate to existing literatures. It explains the participants' answers in the interview based on the six layers of reflection according to Korthagen and Vasalos' (2005) reflection model and how their culture at their home countries influences their study progress. Discussion is presenting the findings related to current literature and also revealed the students' learning model.

Chapter Five describes my professional development, discussion on my learning model, comparison between my model of learning and the participants' and finally, my quality assurance model in teaching in the future.

G. Summary

Being exposed to a New Zealand unique learning based on Māori perspective which is called AKO, makes me interested in exploring how the international students can adapt to a different culture of learning. It is also because there is a significant increase in the number of international students who came to New Zealand in recent years. Most of them are coming from different backgrounds and cultures with New Zealand. This phenomenon has attracted my attention to explore how this different culture has impact on their success in learning and how they deal with this problem.

The purpose of this study is to find out and understand the experiences of international students in learning abroad. Finding out the international students' learning model was also my motivation to do this project. In this research, I used reflective method in interviewing the students. The basis of the interview questions was referring to Korthagen's reflection model, which is called 'the onion model' as the basis of my interview questions which has six layers, i.e., environment, behaviour, competencies, beliefs, identity, and mission.

CHAPTER 2 LITERATURE REVIEW

A. Overview

The previous chapter discusses the background and introduction to the research projects. This chapter is discussing and exploring some works of literature on teaching and learning, New Zealand culture-based teaching and learning and also describing Indonesian learning culture specifically on Bugis-Makassar learning culture. Literatures on reflection are also discussed in this chapter. Reflection is used mainly in this study to collect some information and data from the participants. The literature on teaching and learning is essential to this research project. The project explores the way international students learn about cultural differences and teaching styles that they experienced here and what they had in their country. Therefore, in this chapter, some theories of learning and teaching are given. It also alludes the teaching and learning in higher education. The Johari window as a tool of understanding and training for self-awareness and personal development is also presented in this chapter

B. Teaching and Learning in Higher Education

The two words – teaching and learning – in some ways are written in many books and journal articles together because they are both associated and strongly connected each other. Teacher or lecturer in higher education has a role of teaching students who are learning. Good quality of learning will promote good student learning. Teaching is one of the central academic services provided by higher education institute. They are providing students with applicable knowledge, skills and competencies which are expected to a graduate to have when he/she finished his/her study. Ramsden (2003) explained that there are three different theories of teaching in higher education. They are 'Teaching as telling or transmission', 'Teaching as organising student activity', and 'Teaching as making learning possible' (p.111). These theories of teaching describe different stages of development in teaching focus and its relations to a learning process (Ramsden, 1993).

1. *Teaching as telling or transmission:* at this stage, the focus is on the teacher and the content that he delivers. The content is dominantly in the form of a presentation to transmit the information or the content. The students are passive and just accept what the teacher is given to them.

2. *Teaching as organising student activity:* this is a more comprehensive approach to teaching, and student learning as the teacher is improving their teaching techniques by managing the class to transmit the knowledge or concept. Using active learning and organizing activity for the students to understand the subject better.

3. *Teaching as making learning possible:* this is the most comprehensive approach to students learning. It is focusing on the relation between the subject matters and the students. The materials are designed systematically to suit the students understanding and actively involving students. The teacher does this by imagining himself as a student, so he can engage and challenge himself in designing good teaching and learning materials.

I tend to conclude that the first theory is what we usually called as a Teacher Centred Learning (TCL) and the third one as what we called Student-Centred Learning (SCL). Besides those theories above, teaching in higher education also involves different form and method. In the context of teaching and learning, Sims and Sims (1995) suggest six modes of teaching: "lecture and discussion; programmed instruction; mastery learning; problem-centred seminar, laboratory, workshop; experiential learning; and system analysis" (p. 15). They put it in the order form to represent the opportunities that students can explore the real-world problem (Sims & Sims, 2004).

Students can also learn from the experiences and actions he did in the past by doing reflection (Kolb, 2014). Doing reflections also helps students to learn something so that they can add knowledge and be able to change their behaviour (Henderson & Noble, 2015). This research explores international students' behaviour through reflections on their experiences and activities that they were doing in the past while still in their country and learn about them to adapt and solve the problems they face in a foreign country. Prozesky and Steven (2000) mention a few ideas related to learning, as mentioned in the following section that also closely related to the research project:

- Learning can be *formal* or *informal*. Students learn informally from what they experience in their everyday life. Sometimes they may not be aware that they are learning. Formally, students learn by attending schools, universities, or institutes.

- We learn **skills and attitude**; we do not just learn ***knowledge and facts***.

- People learn **in different ways.** Students also learn in different ways. Some learn by memorizing what is given to them. Some like to investigate the knowledge they received.

- Learning can be **superficial** or **deep.** When knowledge is only memorized (*superficial* learning), it is easily forgotten and may never affect the way that person does her/ his work. If the learner is made to use the new knowledge actively, the learning becomes *deep*.

- ***Motivation is important for learning.*** There are several reasons why people want to learn. For example, by gaining a qualification, they can get a better job or position. Some learn because they want to be competent in their field. For students, the need to pass all the exams and finish their studies on time is a strong motivator (Prozesky & Stevens, 2000).

Students' motivation in learning is very important to make them active in learning activities, especially in the student-centred teaching approach, where it focuses on the students' role in the teaching and learning process. This approach is based on the paradigm that the students are the centre of the teaching and learning process. They are participating effectively in all aspects of the process such as setting the goals, materials, content of the subject, activities and assessment. The teacher, in this case, is considered as a facilitator that support the learning environment. Students are supported to be an active learner and think critically. Referring to Carl Rogers (1957), there are five principles can teach students to become an active learner and critical thinker, they are a non-directive approach, climate-setting, facilitation, reflective listening and positive regard (Heime, 2012). Concerning this research project, the teaching and learning process is important to recognize the preference of the participants of this research on what type of teaching and learning model that they had experienced in their home country and what they have experienced here in New Zealand

C. Culture-Based Teaching and Learning

Culture-based teaching and learning is a strategy for the creation of a learning environment and designing learning experiences that integrate culture as part of the learning process. Culture can motivate students in applying their knowledge, work in a cooperative, and perceives the interconnectedness between different subjects

(Lendah & Kulon, 2013). Learners' cultural backgrounds have effected their learning style and their preferences for cognitive processing and how they relate to others. International students who used to learn in their style might approach learning tasks differently and employ a variety of learning strategies and behaviour patterns that they have developed over time to adapt to a new environment or culture (De Vita, 2001).

1. New Zealand Culture-Based Teaching and Learning

New Zealand's unique culture-based teaching and learning derived from Māori culture. Its key concept is whanaungatanga (relationship). It is a respectful working relationship among learners, parents and *whanau, hapu, iwi*, and the Māori community (Education, 2011). Everyone in the community has their share in contributing to teaching and learning. The role of family and community in Māori culture is essential. Linda & Smith (2000) emphasizes that the teaching and learning setting and practices can connect effectively and successfully with the support of communities (Linda & Smith, 2000). Māori has its unique learning preferences and behaviours. It has become evident within the workplace learning environment that these novel approaches to learning have been successful, especially among Māori itself. There are six distinctive principles (Kerehoma et al., 2013). They are:

- *Whanaungatanga*: it is a concept of respecting others and the spirit of togetherness.
- *Whakapapa*: it is the connection between the learner and their cultural heritage
- *Ako*: the learning concept of the Māori, where it states the reciprocal interaction between learners and their teachers.
- *Whànau*: the learners interconnected nature with their whanau and other community to help them grow.
- *Tuakana-teina*: it is a concept of mentoring relationships which is very close with the traditional whanau practices.
- *Kanohikitekanohi*: it is a concept of face-to-face engagement. It is a vital mechanism for developing trust and sharing information.

Bishop (2003), however, focused on one of the Māori concepts concerning teaching and learning; it is *"AKO."* According to Bishop, this term is metaphorically emphasized mutual learning. The teacher is not the only source of knowledge, but the student also can be one of the sources. They are considered as a partner in learning

(Bishop, 2003). The A in Ako is said as ahi (fire) and means the fire that burns within the person to want to know something. The 'K' in Ako is reported as *ko* and means the feeling and *wairua* (energy of spirit) in the person. The O in Ako is said as *Omau* and means what we hold on to, and what has been passed down from generation to generation – histories, talents, lived experiences and stories (Hunia, 2008).

Understanding the learner's cultural background is essential and a critical factor in ensuring the right method and approach to achieving successful learning outcomes. For Māori, the above cultural values, behaviours, and practices are distinctive to the teaching and learning process. The above characteristics are all important but, in this research, I will focus on one of the above features, which is "Ako" as a form of reciprocal teaching and learning where the teacher is also a learner. A learner can be a source of knowledge. This New Zealand unique teaching and learning based on a cultural approach is presented here to acknowledge that this approach is widely used in New Zealand. Therefore, it is also crucial for international students to know this approach, so they can learn and adapt quickly with the culture and learning style here.

2. Indonesian Learning Culture: Bugis-Makassar

Indonesia has more than 1,340 ethnic groups, according to the census of BPS 2010 (indonesia.go.id, 2017). Each group has its local wisdom. My background in an ethnic group is Bugis Makassar in Sulawesi Island. We also have unique learning preferences and behaviours. Six distinctive approaches come together to influence most Bugis-Makassar people and me in learning. These principles have played an essential role in many Bugis Makassar students (Abidin, 1999). They are *Siri Na Pacce* (Shame and Empathy to others), *Reso Tamanginggi Naletei Pammase Puang* (Do your Best and God will help), *Tea Tamakua idi pa najaji* (Depend on yourself), *Sipakainga, Sipakatau, sipakalebbi* (Care, Respect, Honour others), Malilu Sipakainge, Mali Siparappe, Rebba Sipatokkong (*Watch and Help others in learning*), Taro Ada Taro Gau (*Be honest*).

Figure 2 Indonesian Learning Culture: Bugis-Makassar
(Abstracted from Abidin, 1999)

These approaches or principles in the Bugis Makassar community are known and told by older people to young people. Some works of literature on Bugis Makassar culture also discuss these principles (Abidin, 1999).

a) Siri na Pacce (Shame and Empathy to others)

The term *"Siri"* in the Bugis-Makassar language can be translated as shame in English. It is encouraged students to learn at their best and be ashamed if they cannot finish the work that the teacher gives them. Sometimes not only the student feels ashamed but also his/her family if they find out that he/she is not successful at school.

The term *"Pacce"* can be translated as having empathy for others. Both teachers and students will try to help by having compassion for other students with difficulty in understanding the subject. To put themselves into different shoes and tries to understand the situation to find the best solution for the problem. *Pacce* is also often used to protect S*iri'* of the school community where all elements of the school will come together to help the student.

b) *Reso Tamanginggi Naletei Pammase Puang* (Do Your Best and God Will Help)

Teachers and students will do their best in teaching and learning. Teachers will try their best to teach the students, and the students will try their best to learn. Then, after doing their best, they can only hope that the result will be okay. They believe that when they do their best, then God Almighty will always help them to succeed.

c) *Tea Tamakua idi pa najaji* (Count on Yourself)

Students must believe in themselves in learning that they can do best by themselves. Teachers are only giving them materials to learn and help them understand the subject, but it all depends on the students to take advantage. So, they can only count on themselves to succeed, not by others.

d) *Sipakainga, Sipakatau, sipakalebbi (Care, Respect, Honour others)*

I try to find the right word to describe this fourth principle. During learning, a student should remind/care (*Sipakainga*) to others if their friends or teacher is making a mistake in learning. Doing so, they must do it with respect (*Sipakatau*) and try not to make those who has been reminded to be offended. Furthermore, finally, they honour (*Sipakalebbi*) other students who have corrected their mistakes and helping them.

e) *Malilu Sipakainge, Mali Siparappe, Rebba Sipatokkong (Watch and Help others in learning)*

This fifth principle acknowledges learners/students that they are not alone. They must help others in learning. As a member of the school/college/university community, they must come together. His success should benefit not only him but also other students. This principle emphasizes more on the social life of the student.

f) *Taro Ada Taro Gau (Be honest)*

All previous principles are related to how a student should learn and care about others around him/her. This last principle is about a character that a learner must possess to succeed in learning. He must be honest to himself and others. Those Bugis Makassar principles in learning have some similarities with what Māori teaching and learning. Those principles are in my home culture, and they have been affecting my

way of learning and getting my knowledge and experience. They will be part of my self-reflection in this research project. The next section will discuss further on this subject.

3. Māori and Bugis-Makassar Learning Approach

I will focus on one of the crucial characteristics of Māori teaching and learning, which "Ako" is as explained before as a form of reciprocal teaching and learning. The learner, on some occasions, can take on the role of the teacher and vice versa. This learning process of Ako is viewed as a traditional value and a thriving contemporary Māori teaching pedagogy where the educator and student can both be the teacher and learner (Mcdowell, 2017). The teacher and learner have trust and sharing where it will enable credibility to be nurtured among them. What about the Bugis and Makassar teaching and learning principles. The fourth principle is the same as what AKO is. During the learning process, a student should share their knowledge and skill to others (*Sipakainga*). The teacher can ask the student to express their ideas and teach others when it is needed. During the sharing of teaching and learning processes, students and teachers must respect one another (*Sipakatau*). On the other hand, other students and teachers must appreciate and honour others for sharing their ideas and knowledge (*Sipakalebbi*). Both Māori and Bugis Makassar's teaching and learning approach have put teachers and learners as two parties that help each other in the process of learning to achieve the learning objectives.

D. Reflection in Learning

Reflection is used widely in learning. Especially in adult learning, and one of them is the experiential learning theory (ELT) that was introduced by David Kolb, an American sociologist and theorist. It is a holistic model of an adult learning process. It intends to explain the complexities of an adult learning experience into a single framework (Baker et al., 2002). The theory is focusing on the experience as the primary driver of learning and reflection on one's experience is the source of knowledge. There are two separate modes of gaining experience; they are concrete experience (apprehension) and abstract conceptualization (comprehension). Furthermore, there are also two different modes of transforming the experience so that learning is achieved: reflective observation and active experimentation (Baker et al., 2002). It is clearly described and explained in Figure 3 in this chapter.

Despite this comprehensive model of ELT, there are some critics upon this theory. One of the leading critics is the lack of discussion concerning the social aspects of the experience. The ELT was only focusing on only one learner and failed to explain how individuals fit into a social group during the process and also how this social group may take or receive knowledge through a shared experience.

It is part of our nature as a human being to perform reflection. It is also part of our thought that is rational, conscious, and purposeful (Dewey, 1926). Anyone who does reflection may have some form of results or outcomes, and these outcomes will make us aware of what we have experienced. These experiences always in the way of learning (D Boud et al., 2013). Moon (2013) defines reflection as part of learning and thinking. A learner can reflect on what he is learning, or what we learn is actually as a result of doing reflection, and the term 'reflective learning' emphasis the intention to learn from current or prior experience (Moon, 2013). Therefore, reflection in learning will lead to insight and thought that eventually will improve our understanding and experience in the future.

Reflection in teaching and learning is a powerful tool. Reflective teaching-learning methodology is a self-evaluation technique adopted by teachers to promote motivation within one's self to make the teaching-learning process more exciting and compelling task (Navaneedhan, 2012). Reflection is believed will enable students to review processes of their learning and behaviours critically, and to understand their ability to transform their learning strategies. It is hoped that through reflecting and writing about new information or ideas, learners can better understand and remember them. Besides, the articulation of connections between new information, ideas, prior or existing knowledge also deepens the learning process (Lew & Schmidt, 2011).

There are some models of reflection in learning that some researchers have introduced, for example, Kolb's cycle (2014), Schön's Model (1983), Reflective Learning Model by Boud et al. (2013), Harrison & Soltani's model (2018), and The Onion Model of Korthagen & Vasalos (2005).

1. Kolb's cycle

Kolb's learning cycle is fundamentally based on John Dewey's assertion that learning must be built on experience (D. A. Kolb, 2014). Even though there is a different perspective between Kolb and Dewey on the starting point of gaining knowledge, Dewey believed that observation of reality was the starting point of

knowledge acquisition, and Kolb, however, found that concrete experience was the starting point of gaining knowledge (Oxendine et al., 2004).

The model comprises of four elements, and they are: Concrete Experience where students are doing the activity and experience it; Reflective Observation is reflecting on a performance they have in the activity, considering several successes and failures; Abstract Conceptualization applies theory to the experience of doing the activity. The teacher gives input to students on how they can do better in doing the activity and Planning Active Experimentation—considering theory/suggestions from the teacher and their reflection to guide planning for subsequent experiences.
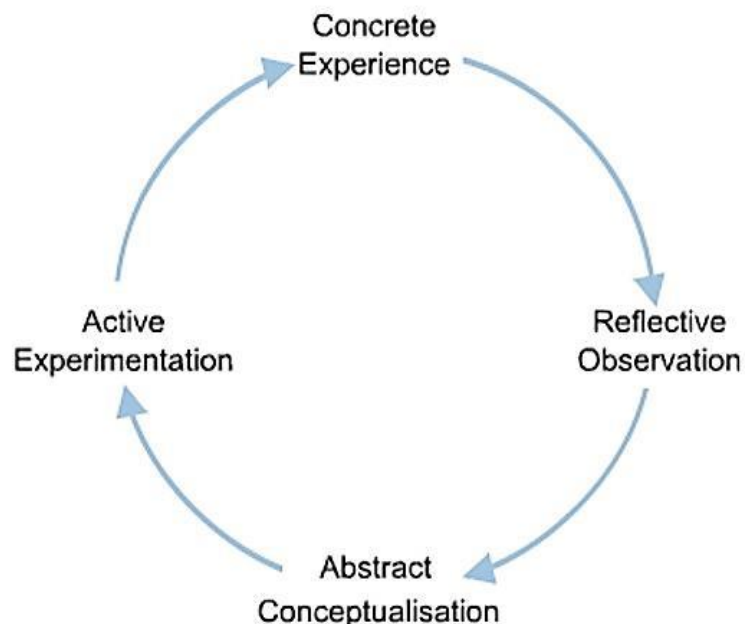
Figure 3 Kolb's Experiential Learning Cycle (D. A. Kolb, 2014)

Kolb emphasizes that the above learning cycle is an integrated process. Every stage is interdependent with each other (A. Kolb & Kolb, 2005). Each step supports the following stage, and so on. We can start from any stage and will continue sequentially to complete the cycle.

2. Schön's Model

Donald Schon considers reflection as a tool for developing personal and professional skills. He portrays reflection as an activity in exploring and finding new skills and knowledge to become a more Skilful and knowledgeable person. He

classified reflection into two types based on context and time: 'reflection-in-action' and 'reflection-on-action' (Schön, 1983). As it is shown in the figure below.
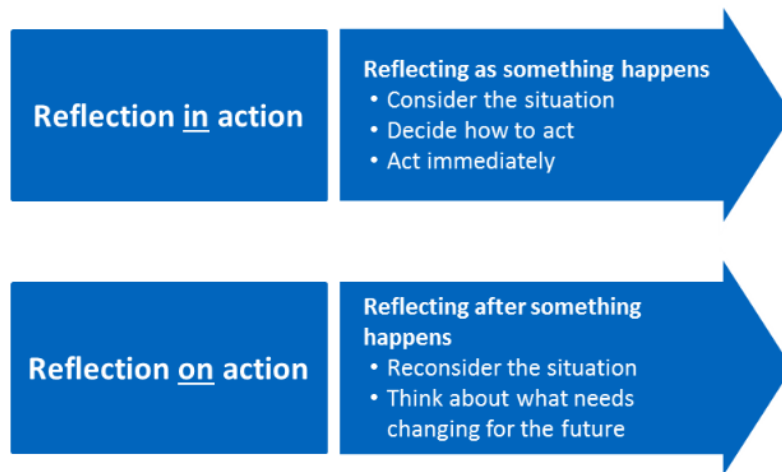
Figure 4 reflection-in-action' and 'reflection-on-action' (Schön, 1983).

a. Reflection-in-Action

This type of reflection is looking at action which is being performed by the person for monitoring and evaluation. The reflection usually triggered by another unexpected result of the action, whether it is positive or negative, whether the things are going right or wrong. When it is capturing our attention, then we will start to reflect on the action that we have just done. This activity is called a reflection in action

b. Reflection-on-Action

Another type of reflection is referring to the action that we have just performed sometime earlier. Referring to Schon, reflection on action is a retroactive analysis of performed action to improve our skills and knowledge. So, we are reflecting on our past actions and try to analyse them. This way, we will find some knowledge or direction to apply the knowledge or skill to a situation where it has happened in similar circumstances. So, reflection on action is allowing us to improve our skills and knowledge and then be organized for a similar situation in the future.

3. Reflective Learning Model by Boud et al. (2013)

Boud, Keogh, and Walker wrote a book with the title Reflection: Turning experience into learning. They developed three components model of reflective learning. Those three components of the model are experiences, thoughtful process,

and outcomes (D Boud et al., 2013). The three elements of reflective learning can be seen in figure 5 below.
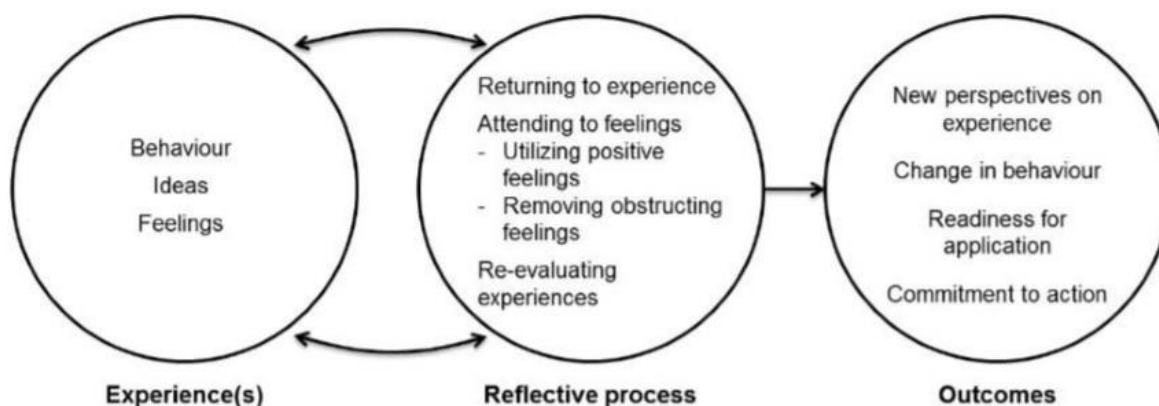
Figure 5 Model of Reflective Learning (D Boud et al., 2013)

The first component of the model is the Experiences. It signifies all the things that the students have experienced in their learning. It is their behaviour, ideas, and feelings. The second components are a reflective process where it represents some different stages of reflection that the learners have experienced earlier and try to evaluate them. In this stage, the learner will return and thinking about the experience that they have and then consider those experiences emotionally as well as in some cognitive level utilizing positive feelings and removing the obstructing ones. This an iterative action that can be performed many times before they concluded or produced outcomes.

The outcomes are the result of the reflection process that the learner has to perform before they could be in the form of new perspectives towards the experiences and the change in their behaviour and ready to apply their new knowledge and unique skills to the job that they will have in the future. It is not a sequential process, but it is an iterative process where the reflective process and experience can cycle around it iteratively many times before coming to outcomes as the result of their reflection.

4. Harrison and Soltani's model

Harrison and Soltani's offer three models of capability developmental cycles with reflection in each cycle. The cycles can be used simultaneously or independently,

referring to the need for student's capacity to grow. Each cycle involves reflection in all the stages of these developmental capabilities. They are cyclical, self-referential, and iterative. Simultaneously, each step may need to be adapted or improved to meet the needs of the issue being faced by the students.
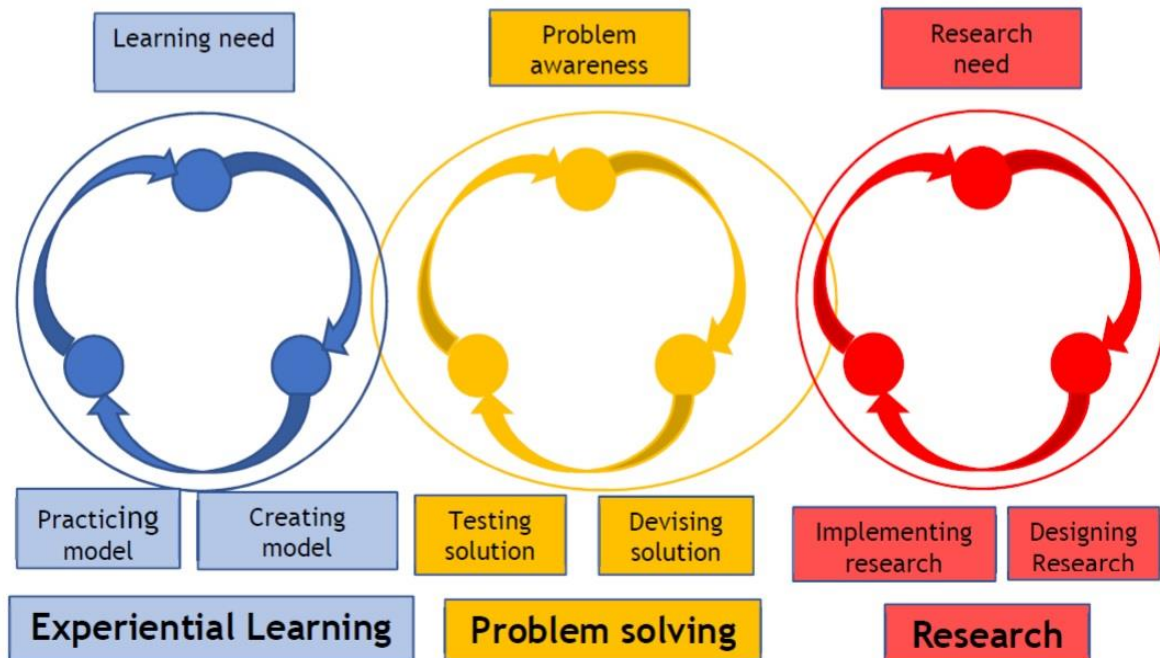
**Figure 6 Experiential Learning, Problem Solving and
Research Developmental Capabilities (Harrison & Soltani, 2018)**

The cycles represent the process of how students grow and develop their capability and competence. From these three models, i.e., experiential learning, problem-solving, and research developmental capabilities, I will focus on the problem-solving cycle. It is because international students have to solve their problems, which is how to adapt and improve their learning so they can be successful in their studies. The cycle involves three stages, which are problem awareness, devising solution, and testing solution.
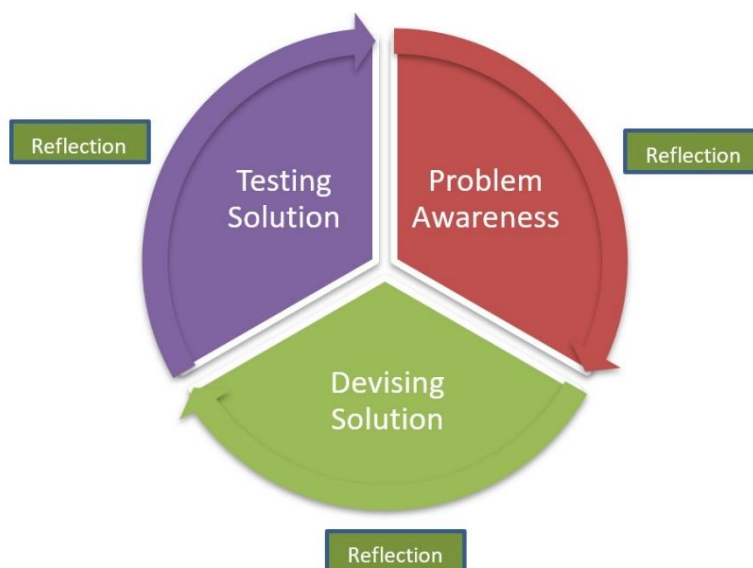
Figure 7 Problem-Solving Cycle (Harrison & Soltani, 2018)

5. Korthagen & Vasalos Model

This model is an essential part of this project. Korthagen is well known as one of the influential contributors to the practice of reflection in education. Korthagen developed the ALACT model for use in the teacher education program. The model's name is taken from the first letter of the five phases in the model. The model phases are (1) Action, (2) Looking back on the action, (3) Awareness of the essential aspects, (4) Creating alternative methods of action, and (5) Trial (Korthagen & Vasalos, 2005).

The model's first phase is the "Action," it is the actual activity or practice that happened in the class. The second phase is "Looking at the action," it would involve some guiding questions that are related to what has been done by the practitioner in the previous stage. In the third phase, which is "Awareness of the essential aspects." The practitioner is looking at the answers from the guiding questions from the second phase. It is expected that the practitioner becomes aware of the problem or issue around the activity or could be an advantage or benefit that he can get from the activity. In the fourth phase of the model, which is "Creating alternative methods of action." At this stage, the practitioner will be aware of the situation and try to create alternative actions to improve the situation. A practitioner can compare the advantages and disadvantages of alternative actions to choose the right one to put back into action. The last phase of the model is "Trial." It is placed in the same stage as the new cycle of the reflection model. Figure 8 is describing the model in a picture below.
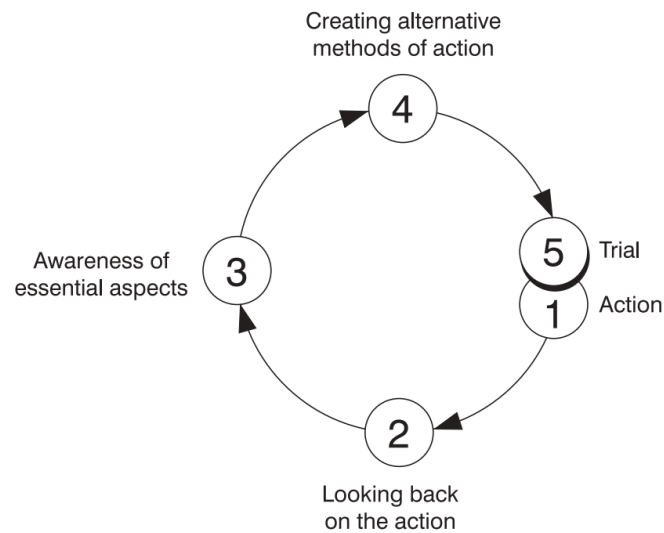
Figure 8 The ALACT model of reflection (Korthagen & Vasalos, 2005)

Even though Korthagen & Vasalos has proposed the ALACT model as the structured reflective model, but it has not described and revealed the actual content of the reflection (Marica, 2015). The model does not tell about what the teacher should reflect upon. Therefore, they proposed another model that focuses on the content of the reflection. The model is described as the Onion Model (Korthagen & Vasalos, 2005). This Onion model has six layers, and each layer represents the stage of reflection that students experience. The model is described in Figure 9 below.
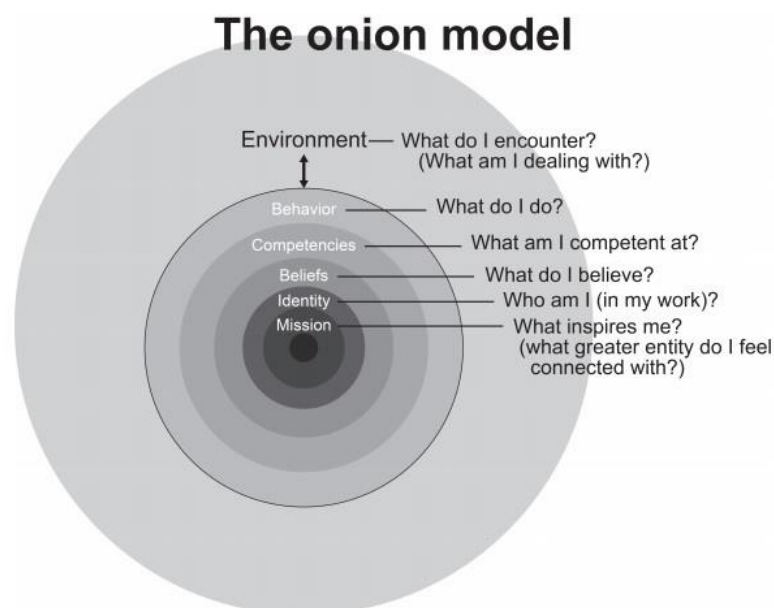
Figure 9 Reflection "The Onion Model" (Korthagen & Vasalos, 2005)

Here is the meaning of each segment.

1. **The environment**. This layer represents everything that is coming from outside a person. In the case of teaching and learning, this could involve classroom setting, the subject matter, and the school culture.
2. **Behaviour.** This layer refers to what the student does and how he is dealing with the situation that occurs in their environment.
3. **Competencies.** This layer shows a student's skills in learning.
4. **Beliefs.** The layer is related to what refers to what the student believes about the situation s/he is dealing with.
5. **Identity.** The layer speaks of students' assumptions about themselves, their self-concepts, and the professional roles they see for themselves.
6. **Mission.** The layer is referring to what inspires him/her and what gives meaning and significance to his work or his or her life. Whereas the layer of identity has to do with how they see themselves, the segment of the mission is about their ideas.

Those layers will be part of the theme in my interview protocol. Each segment will have focus questions to ask the participant. This reflection is part of students' capability development in solving the problem they face in learning abroad in a country with a different culture and environment. I chose the model as the based model of the project and in the interview because I consider it as more comprehensive than the other models. It is the core reflection steps in helping the teacher to decide what to reflect on (Korthagen & Vasalos, 2005).

E. The Johari Window

The Johari window was developed and designed by two American psychologist Joseph Luft and Harry Ingham in the 1950s. The name 'Johari' is created after combining the first name of both of them. The model is a useful tool to understand and train for self-awareness, improving communication, personal development, interpersonal relationship, team development and intergroup relations. The Johari Window model represents information on feelings, experience, views, knowledge, attitudes, skills, intentions, motivation, etc. The relation between a person with other people around him or his group. Johari Window terminology refers to self and others:

self means oneself, i.e., the person subject to the Johari Window analysis. Others mean other people in the person's group or team.

1. **Open or Free Area** – this is the first quadrant of the model. It contains what is known by the person about himself/herself and is also known by others. At this area, everyone in the group knows what others abilities. It is an ideal area to play where everyone can contribute effectively and productively.

2. **Blind Area** – this blind area is what is unknown by the person about himself/herself, but which others know. It could also be referred to as ignorance about oneself, or issues in which one is deluded. It is not an effective or productive space for individuals or groups. The aim is to minimize this area.

3. **Hidden Area** – this hidden area reveals what someone knows about himself that other people do not know. It is also called the façade. This area represents information, feelings, etc., the person knows about himself, but he is not revealed or is kept hidden from others. It could also include sensitivities, fears, hidden agendas, manipulative intentions, and secrets or anything that the person knows but does not reveal to others about it.

4. **Unknown Area** – this is the last quadrant of the model. It reveals what is unknown by the person about him/herself and is also unknown by others. This area represents the self, and others do not know what they are capable of. A 'hidden talent' might arise from this segment.
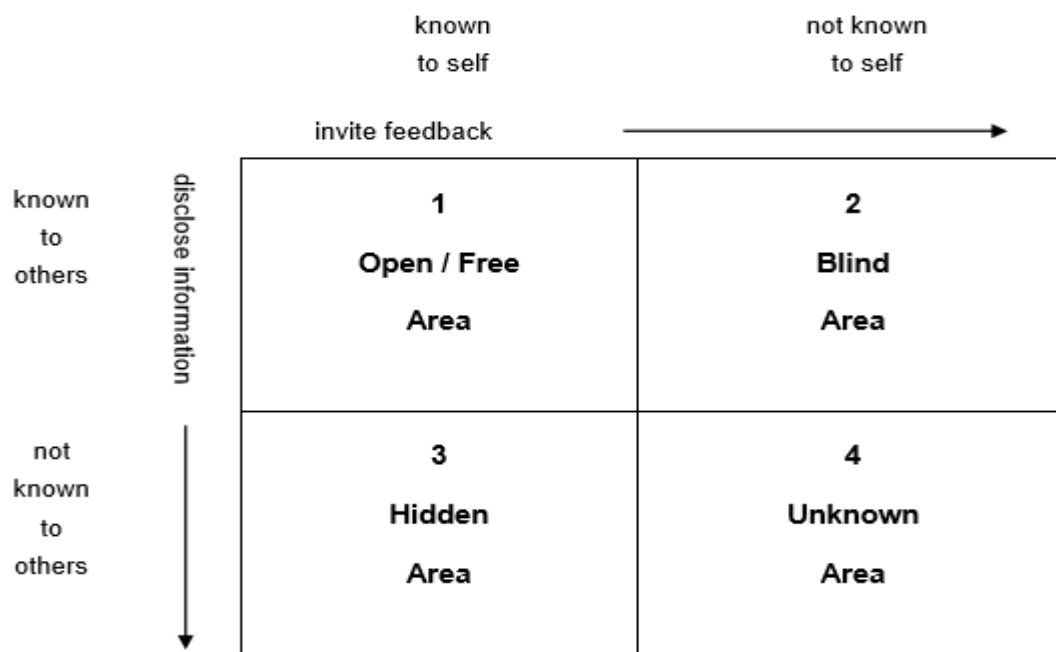
Figure 10 The Johari Window (Bergquist, 2009)

This model has an important part in the discussion, especially in revealing my ability and competence. It is also good for international students to use this model to explore their capabilities.

F. Summary

The chapter begins with presenting some theories in learning and a few ideas from Prozesky and Steven (2000) that is related to learning. One of the ideas was that people learn in different ways. It is closely related to this research project that international students who came from different backgrounds and cultures have different ways of learning. The research project is focusing on international students who have different learning cultures with New Zealand. Therefore, the literature on culture-based teaching and learning is also presented here. The New Zealand unique learning concept of Ako and my own culture as the researcher of the project are described to show if there are similarities from those concepts. It turned out that there are some similarities found in both concepts. Ako concept of sharing between teacher and learner during the learning process is the same concept as *Sipakainga*, where students share their knowledge and skill with others. Both Māori and Bugis Makassar's teaching and learning approach have put teachers and learners as two parties that help each other in the process of learning to achieve the learning objectives

David Kolb introduced experiential Learning Theories (ELT) as a holistic model of an adult learning process. ELT has one essential element that is crucial in this research project, which is reflection. Reflection is the central area of exploration in this project. Therefore, some reflection model from some scholars is presented in this chapter. Models from Kolb's Cycle, the Schon Model, reflective learning model by Boud, and Harrison and Soltani's model and Korthagen & Vasalos model. There are some reflection models explained by different scholars but only the Korthagen & Vasalos model that offers a comprehensive process of reflection. The ALACT model with five phases of reflection (Action, looking back to the action, Awareness of the action, Creating alternative actions, and Trial) in my point of view is most likely the same as the other models. Hence, Korthagen & Vasalos were aware of this and created an extension model they called the core reflection model or "The Onion Model." Using this model, a teacher will have ideas on what to do and asked in doing reflection and what to reflect on (Korthagen & Vasalos, 2005). Therefore, I was using this model as the bases of my interview questions in exploring the international

students' reflection on their learning and finding out their learning model. The Johari window is also presented as it is an important tool to help developing self-awareness and to realize oneself ability and competence.

CHAPTER 3 METHODOLOGY

A. Overview

This chapter focuses on the research project methodology. Explaining who the participants in the study were and how the researcher recruited them. It also describes the data collection techniques, data analysis, findings of the research, and discussion on them, how these findings align with current literature. It also presents a description of the conceptual research framework and what the research questions that this study will answer. Research ethics are also described and explained in this chapter.

B. Research Method

The research is exploring international students' ability to adapt and cope with different cultures and learning styles. The research participants are university or polytechnic students. The method used will be a qualitative method through an interview. The sample will be taken purposively. The project used a qualitative research method to investigate the impact of culture and learning style of international students for the success of their study. There were two reasons for selecting a qualitative investigation. Firstly, the research focused on a topic that needed to be addressed as the increase of international students coming to New Zealand, especially to Auckland (see Figure 1 in Chapter One). Therefore, the study was exploratory rather than confirmatory, and so a qualitative approach was appropriate (Miles &Huberman, 1994; Patton, 2002). Secondly, this research involved the collection and analysis of a particular type of information that required an in-depth understanding of a compound phenomenon within international students' study success and learning model. Using a quantitative method will be preferred if the research has a large group of participants. Therefore, applying a qualitative approach would be more productive and more in-depth information can be obtained with a small group of participants like this research project. Doing qualitative research, I chose auto-ethnographic action research. It is part of my study, where it showed the change which I have been through all my life and the influence of my culture and learning style. Therefore, it is essential for my professional development and how they change my teaching and learning practice in the future.

The interview is unfolding how culture influence teaching and learning practice for international students and to find out their learning model. A qualitative approach was used to interview and explore students' reflections on their learning and how they could adapt and solve their problems in learning. The project was using a reflective learning method. It was a self-inquiry approach where the learner constructs his new knowledge through their experience and relating it with previous experiences or imageries that they have in the past or already exist in their mind (Glasersfeld, 1995). I used an in-depth interview to collect the participants' information and responses. It enabled students to express what they understood and identified points that they experienced. It provided an opportunity for students to do reflection and evaluate their learning performance. Using reflection in improving their learning could eventually become a starting point to enhance their knowledge in the future.

C. Research Conceptual Framework

There are some theories on reflection in learning discussed in chapter two, and one of them is Korthagen and Vasalos (2005), "The Onion Model." It has a unique reflection model with six layers of the reflection process (Korthagen & Vasalos, 2005). Each layer represents a stage of reflection that students experience. They are Environment, Behaviour, Competencies, Believes, Identity, and Mission. The interview questions were referring to this model, and later from the participants' responses, we drew out some relevant themes that suit the project's objectives. Reflection in learning is the focus of this research, in which international students reflect on how they adapt and face the different cultures where they are studying now and then; compare them with their experience at home. Figure 10 represents the research framework of this thesis.
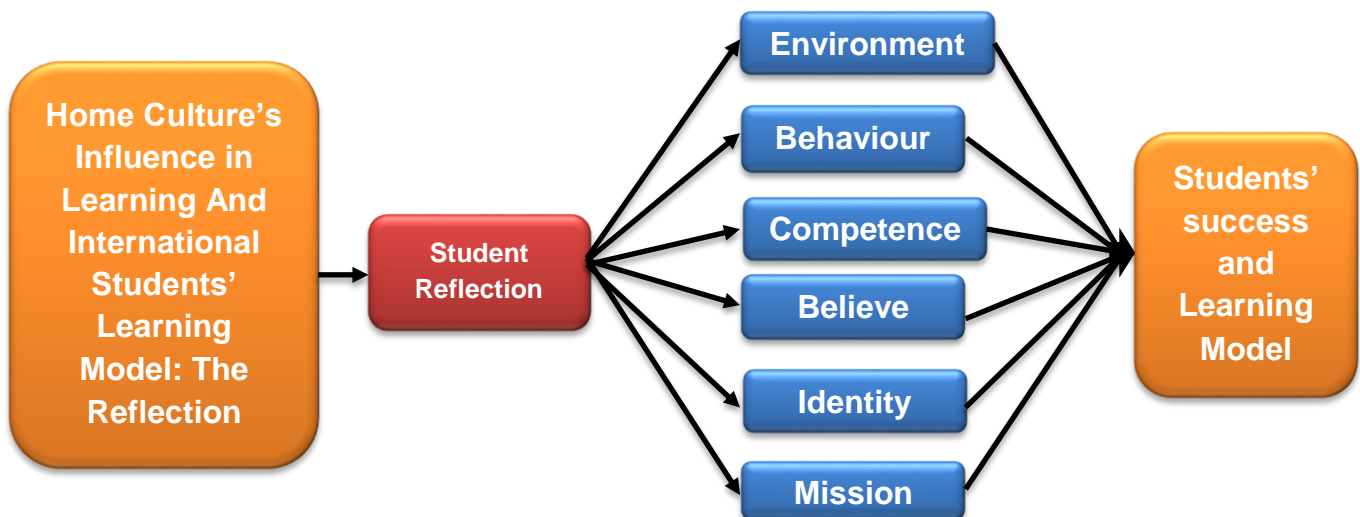
Figure 11 Research Framework
(Abstracted from Korthagen & Vasalos, 2005)

D. Research Questions

Korthagen and Vasalos' reflection model (2005), which is often called 'the onion model,' is used as the basis for focus questions in this research project. It has six layers, and each segment will produce a specific question about student reflection. Questions in each tier will contain topics as follows:

1. **The environment**. Students were asked about everything that influences their study externally. It could be the lecturer, school culture, and subjects at school.

2. **Behaviour**. Questions about how they deal with the situation that occurs around them.

3. **Competencies**. The researcher asked the student to reflect on their skills in learning.

4. **Beliefs**. The focus question was how the students reflect on what they believe about their situation.

5. **Identity**. Students reflected on their self-assumption and how they see themselves in a professional role.

6. **Mission**. The reflection based on what inspired him/her and what gave meaning and significance to his work or his life. It was about their ideas for themselves in the future.

Those layers were part of the coding in my interview protocol. The focus questions from each segment will answer one primary research question, namely:

"What is the international students' home culture's influence on learning and what is their learning model?"

This research question is answered in this project with some focus questions that were asked to the participants.

E. Participants and Recruitment

Participants in this research were selected using a purposive random sampling technique in which the participants were determined by the researcher to satisfy the criteria following the purpose of the study (Creswell, 2003; Miles &Huberman, 1984). Potential participants for the project were identified by determining the type or category of persons who were the most appropriate participants for the research project. The criteria for participants of this project were:

1. International students who are studying in tertiary education in Auckland, New Zealand.
2. They have been studying at least one semester.
3. They have been familiar with New Zealand's learning and teaching.
4. As part of the qualitative design of the research, both male and female subjects, are considered suitable.
5. Participants agreed to be part of the research project

Due to the limited time and resources for conducting, transcribing, and analysing interviews, it was only possible to accommodate participants who closely met the selection criteria. At the beginning of the project, I was thinking of contacting the student centre at the campus for helping recruiting participants. Still, I decided to do it myself since I did not need many students and I can easily meet them on campus that was my thought in the beginning before starting the recruitment process. I did my initial recruitment process by coming to campus at Otago polytechnic Auckland International campus and met with potential participants then talked to them about my research project. I met most of the students at level one and asked if they were interested in being part of the project and interviewed. I provided the consent form and project description for them to read. I told them that they would remain anonymous.

I had experienced difficulty finding students since the beginning of the recruitment process, it was not as easy as I thought. Some of them said they were interested but did not have time for the interview. Eventually, I found two students agreed to participate in the project. Later, I changed my recruitment process by using a snow bowling technique. So, the existing participants recommended their friends to participate in the interview. Five participants were willing to be part of the project and interviewed. They were all agreed and consent to be part of the project, and we set up a time for the interview. I have created pseudonyms for each participant. They are Tom, Shelly, Irma, Emma, and Ken. All of them are all full-time students and are currently doing a Master level.

F. Data collection techniques

Data was collected through interviews with participants. The interview was used to obtain data on the student's culture and learning process and progress. Reflection on students' past experiences in dealing with different cultures and how they deal with this situation and finding out their learning model were part of the interview objectives. I managed to interview five participants. I let them read the project's description and explained to them what the interview was about and what type of questions I would ask them. Four participants took the project's description home to read them, and I set up a meeting for the interview on a later day. Only one participant that was telling me that he was ready to be interviewed and understand the research objectives after reading the description provided.

The research used semi-structured interviews in collecting the data. In the semi-structured interviews, a set of similar questions are asked to each participant. In structured interviews, a collection of identical questions was asked to each participant; the semi-structured interview is flexible because the interviewer can modify the questions and probe without losing focus on the topic that the interviewer wants to cover (Bernard and Ryan, 2010). Comparisons were made across the participants. Therefore, it was necessary to obtain similar information from all of them. Semi-structured interviews are typically based on an interview guide, which is a list of questions and topics that must be covered (Bernard and Ryan, 2010). Semi-structured interviews are flexible in that the interviewer can modify the order and details on how the topics are covered. Finally, because the participants were asked the same questions, comparisons across the interview responses were possible.

G. Data Analysis

Data collected in an in-depth interview activity and analysed descriptively to see trends that occurred in the data and information. The researcher focused on the participants' experience in learning within different cultures and environment then reflects on those experiences, and I also focused on their learning model. The project is using qualitative data analysis stages. I followed the steps outlined below (Marica, 2015)(Campuslab.com, 2020):

1. Prepare and organize the data.

   I transcribed the recording from the interview. I was using Microsoft Excel to write the transcription. I also wrote the notes from the interview that might be useful for analysing the data and print them.

2. Review and explore the data.

   I read and reread the transcripts several times to get a sense of what they contain. One of the reasons why I used Microsoft Excel in writing the transcription was because it allowed me to compare the participants' responses to the questions. It was easier to make a comparison across the participants.

3. Create initial codes.

   Using Microsoft excel and put each response to side by side allowed me to be able to do coding and to connect with the data.

4. Review those codes and revise themes.

   I identified recurring opinions, experiences, and beliefs of the participants and put them into topics that relevant to the project. Even though I was using the onion model as my interview themes in the beginning, but in the end, I had to modify the themes to suit my research objectives.

5. Cohesively present the themes.

   I was considering the audience, the purpose of study, and what content should be included to tell the story in the report.

I used computer software (Microsoft Excel) to analyse the data, and the data was transcribed or digitalized utilizing the software. Each participants' response to the same questions in the interview and I wrote the transcript next to others to make my work on analysing the transcripts easier and also to create cross-comparison among the participants' responses easier.

H. Autoethnography

Autoethnography is a method that is suitable as a tool in qualitative research. It analyses people's lives and experiences. It is a combination of autobiography and ethnography characteristics. Autobiographical writing explores someone's unique life experiences, whereas ethnographical paper explores culture concerning its practices in real life (Marica, 2015) (Custer, 2014).

A person that aware and open to a self-change or a self-transformation can expose his perception of the past, present, and future in an autoethnography. The underlying assumption of qualitative research is that reality and truth are constructed and shaped through the interaction between people and the environment in which they live (Freebody, 2003). An autoethnography is a useful qualitative research method used to analyse people's lives, a tool that Ellis and Bochner (2000) define as:

"...an autobiographical genre of writing that displays multiple layers of consciousness, connecting the personal to the cultural" (p. 739). (Ellis, C., & Bochner, 2000)

There are different feelings of the writer that in the process of autoethnography can uncover. The feelings of joyful, sad, revealing, exciting, and occasionally painful are expressed in that process. Sometimes a person has to deal with his pain, and it is quite often they are visible to other people that might have the same experience or have experienced similar circumstances (Ellis, C., & Bochner, 2000). The project analysed international students' experiences in learning in a country with a different culture and learning style. How they adapt to this situation and how they reflect on these experiences. Autoethnography and reflection are like two faces of a coin. The researcher wrote an autoethnography using reflection as media to transform his experience in life into a story that everyone can read and even feel what the writer has been through in his life.

I. Findings and Discussion

The information collected in the interviews with the participants were analysed and compared across participants then processed to produce data used in the discussion. The discussion synthesized the existing literature and the participants' reflection and their problem-solving on adapting to the new culture and learning environment. It is also explained within the discussion on students' reflection on their experience, behaviour, and adaptation made in action around the reflection. A further

aspect of the researcher's own experience as an international student is also discussed as reflection and an autoethnography piece of work. The discussion is separated into two sections. One discussion in Chapter four is about the findings and another discussion in Chapter five is about the learning models and the comparison between my learning model and participants'.

J. Ethical process and Issue

As the researcher, I must anticipate ethical issues that may arise during the research process (Creswell, 2003). The data that I collected is from people and about people, so I have to make sure to protect the participants and everyone involved in this project.

The researcher protects the anonymity of the participants by assigning pseudo names for each participant. Furthermore, to gain support from the participants, the researcher conveys to them that they are participating in a study, explains the purpose of research, and does not engage in deception about the nature of the study.

K. Summary

The project uses a qualitative research method to investigate the impact of culture and learning style of international students for the success of their study. Participants were recruited by using purposive random sampling at the beginning of recruitment, and then I found difficulty finding new participants. Constraints by limited time, I changed the recruitment process to snow bowling technique to recruit participants. I determined the type or category of persons who are the most appropriate participants for the research project. I managed to recruit five participants that, according to the determined criteria. Data were collected through in-depth interviews using semi-structured interviews. The collected data from the interviews were transcribed using Microsoft Excel to enable me to make cross-comparison among participants' responses and analysed the data descriptively to see trends that occurred in the data and information. Autoethnography using reflection was necessary to use as media to transform my experience in life into a story that everyone can read and even feel what I have been through in my life. In terms of ethical issues, I protect the anonymity of the participants by assigning pseudo names for each participant. Discussion is divided into two parts. One discussion on findings in chapter four and the other one is in Chapter five on the learning models.

CHAPTER 4 FINDINGS & DISCUSSION 1

A. Overview

The chapter presents the findings from the interviews with the participants. Their answers are presented for each section of the interview questions. Furthermore, the chapter also discusses and analyses student's reflections on how his/her own culture influences their learning abroad and how they progress so far. Their model of learning extracted from the interview are also presented to show how they learnt in a different culture and how they solve their problem. This chapter is titled Findings & Discussion 1 as another discussion will take place in chapter 5 on Learning Models and Professional Development.

A. Findings

The research has themes referring to the Onion Model (Korthagen & Vasalos, 2005) as the bases of my interview questions where they were asked to the participants in the interviews. They were Environment, Behaviour, Competencies, Beliefs, Identity, and Mission. When analysing the data from the interviews, I found that I needed to adjust the themes with the data that would make it more suitable, representing the findings and the research objectives. I drew out the alternative themes for each of them, i.e. Environment will be Culture and Learning, Behaviour will be dealing with the New Learning Situation, Competencies will be Self-Confidence, Beliefs will be the benefit of Learning Abroad, Identity will be Self-Assumption, and Mission will be Ideal Learning Process. I knew that some researcher might see a different perspective of the original themes derived from the Onion Model, but as a researcher, this is what I found more suitable to explain my research. The themes explored and describe with the verbatim which was extracted from the interviews. Some themes had the same responses from the participants, and some were different, which will be commented further in the section.

There were five participants in this research, and I have created pseudonyms for each participant. They are Tom, Shelly, Irma, Emma, and Ken. They are full-time students and are currently doing a master's level.

Table 1 Participants

Participants Pseudonym	Gender	Year Studied	Type of Study
Tom	Male	1	Full Time
Shelly	Female	1.5	Full Time
Irma	Female	1.5	Full Time
Emma	Female	1	Full Time
Ken	Male	1.5	Full Time

(Source: Research Interview, 2019)

1. *Culture and Learning*

This section is exploring participants' knowledge and experience about culture and learning. It also describes the relationship between students and their culture how culture influences their learning at home and here in Auckland, New Zealand. All participants recognized and were aware that there is a relationship between culture and learning. Tom, for example, responded:

> *"Culture and learning are related, and as I see in India. The learning is more active in terms of teaching as in Indian culture where a tutor is considered as highly respected …and in teaching, they always guide you, their role is more active, and they interact more with students. The learning comes more from the teacher, where here (New Zealand) is more like self-learning."* (Tom).

Another international student – Ken, also expressed his opinion by reflecting the way he learned in his country. He has quite the same experience as Tom.

> *"In my country, the way we learn is that we are forced to follow everything that the teacher teaches us, and we have to follow what the teacher asks us to do or learn. They never let us to express ourselves and to say what we want."* (Ken)

Shelly recognized that culture influences the way she learns now. Tom also responded that when he arrived here and started his study, he reflected on experiencing a culture shock on how people are learning here. Both Tom and Shelly agreed that learning is influenced by culture, and they consider it as an unavoidable.

"My learning experience is influenced by culture unavoidably. Most of the cultural habits transmitted to younger people through education and imitation." (Shelly).

Tom responded that he spent about 2-3 months to get used to student-centred learning. Unlike where he comes from, where the teacher is more active in the class. He considered here in New Zealand are more students centric.

The other participants, Emma, responded that in her country, students are hunting for good grades and will do anything to get a good result. The parents are supporting their children to get a good result by putting them into some extra classes where sometimes they must pay extra money for it, and it is not cheap.

"Parents are willing to spend a lot of money paying extra class to make their children get good results. So, their children can go through their favourite University." (Emma)

Here, getting good grades is good, but the process and understanding of the subject are more important than grades. Emma mentioned that her country's education system emphasizes more on the result/grades where here the understanding and the process of '*know-how'* are more important than grades. Those are the main difference in the learning environment between her home country and New Zealand.

"The main difference between my country and New Zealand is that in my country education environment, the result is very important. Here, it's OK if your result is not so good, it's OK that you have tried your best." (Emma)

Another participant, Irma, gave a response that the learning environment in her country is different from what she has experienced here. In her home country, Most of the subject tends to be memorized. In the examination, sometimes you must answer according to the book, even word by word. If you are not precisely explaining what the text says, the teacher will consider it wrong. Irma thought that this is the best way of learning, but then she realized that this might not be a good idea to do it here.

"… I start to realize that this way is not suitable for me at University. Like the memorization technique does not work here anymore. Because here they asked more like critical thinking to think out of the box no more memorization and here more like practicality, I mean in practice". (Irma)

2. *Dealing with the New Learning Situation*

This section discusses how the student deals with the situation that occurs around them and how they deal with a different learning culture. Tom had difficulty in the first few months studying here but eventually get used to it after getting help from the Student Success team.

> *"It was difficult at first, but then I had a few meetings with the student success team, and so they help me out how to access the online library like the Robertson library. They taught me how to get information and how to get information."* (Tom).

Shelly, on the other hand, was trying to engage in different types of learning to make herself comfortable with this distinct situation.

> *"I try to get myself into different types of learning: reading books, listening podcasts, talking to professionals, sharing the experience with others – the worst-case scenario is sitting in the room all the time at college following the standard program."* (Shelly).

The sign of students started to enjoy and was comfortable with the new situation can be recognized through student motivation, and curiosity to the subject learned. Get the desired outcome and being motivated.

> *"…student gets its desired outcome in a certain range of time." (Shelly).*
>
> *"…it makes student motivated." (Tom).*
>
> *"… If we are really into the subject and really love the subject, then I think whatever way we learn will be interesting and will be effective." (Ken)*

Emma and Irma also took some time to get used to the new learning environment. Emma has prepared herself by taking foundation class to get used to this new learning environment, and she gave me an excellent quote too.

> *"To deal with different cultures or situations, I think to be prepared for the situation by taking like the foundation class where they prepare you for studying here. **To deal with a different situation is to be prepared for the situation**". (Emma)*

3. *Self-Confidence*

Students were asked to reflect on their confidence in learning. Shelly expressed herself that she is quite comfortable now with this different cultural situation and motivates her to adapt quickly.

"I feel comfortable with changes and capable of studying anywhere in the world – understood though, that it might take a different amount of time to adopt due to language, culture, and education system." (Shelly).

Being able to adapt to different situations and environment have made both confident and believe that they are competent and the ability to finish their study on time.

"I am confident enough to pass all the courses." (Tom).

"Yes, like to be on track and finish what has been started. I consider it one of my projects". (Shelly).

Irma responded that she must try hard to get to what she is now. Especially the cultural differences like language and background.

"About my competency, I know that I must try to 3 times harder than my other friends in the class because I'm coming from different backgrounds and, we speak a different language." (Irma)

4. *The benefit of Learning Abroad*

This section is focusing on how students reflect on what benefit will they have for their future after studying abroad. Tom was very excited to reflect on this question. The different culture of learning has benefited him well, and he believes that it will be beneficial to help him in the future when he returns to his home country.

"Hmm… if I go back to India, probably the self-learning skill that I have is going to be beneficial because I feel the advantage of this style of learning." (Tom).

Shelly emphasizes the need to adapt to the culture of the place where we are. It will be beneficial to learn another culture's way of learning in helping students to achieve their goals.

"If I come to a new country and want to adapt quickly, from my personal experience, it is imperative to have local, culturally based learning. After, it's much easier to communicate with people further in the working environment having in mind that they are different." (Shelly).

Students can benefit from this different culture of learning. Irma combines these two different cultures into her concept of learning.

"I think from this different culture I can get benefit from both. Like in my country, memorization of the subject and grades are more important, where

here understanding of the subject is more important than grades. So, I can say that it is my concept of learning. The combination both ways memorization and understanding of the subject." (Irma)

5. *Self-Assumption*

Participants reflect on their self-assumption and how they see themselves in learning. They have their learning style that was influenced by their habit in the past and the culture of their countries. Tom was telling us how he usually does his assignment from class.

"I do have my style of learning. Like before doing my assignment, I have a habit of writing it down. While some of my peers, they type it down directly to Word, but I feel like writing it down first on a piece of paper or a book. I need to see my idea on paper before typing it." (Tom).

Irma is not shy to respond that she always asks questions to his friends and teacher in the class about the subject here.

"when the students and teachers both are engaging instead of one-way learning instead of just the teacher talking all the time and his student just listening and just doing the assignment, it is more like student and teacher both contribute to the learning itself." (Irma)

6. *Ideal Learning Process*

The reflection is based on what inspires him/her and gives meaning and significance to his learning or his life. It is about their ideas for themselves in the future. Participants provided information and explanation about ideal learning according to their experience. Tom responded that ideally, there is an internal and external factor that can influence students in learning.

"I think the ideal situation for learning internally, when you have self-motivation to learn something because if you don't, then no one can teach you. Even the best teacher will fail if you don't want to learn. And the external factor is probably the tutor. They should have teaching skills that teach the students". (Tom)

Shelly responded that ideally, the learning should involve practice. Because without implementing what you have learned, then it is nothing and will not be useful for the student.

"…As mentioned before, ideal learning is learning from the best people and learning from people that are really doing it. I do believe that learning

without implementing learned skills – is nothing, just a waste of time." (Shelly).

Ideal learning in the class, according to Tom, is through two ways of communication. Shelly responded that students should be more active and proactive.

"…more interactive learning where not only the teacher speaking, and students get bored. Two ways communication and more active". (Tom)

"Students should be engaged through different activities where they feel free to share their experience and knowledge. Also, the teacher should be inspiring exemplifier for the students with many interesting stories and great experience that can benefit students". (Shelly).

Understanding the reason for learning a subject is more important and will motivate the student to learn more. It is according to Emma's opinion.

"For me, the ideal learning is to understand the purpose of learning itself. if you don't understand the subject, then it is difficult." (Emma)

We can summarize some essential points from this section about ideal learning. The participants' reflection and opinion on ideal learning that will help them and other international students to be successful in their study are self-motivated, supportive environment, understanding the purpose of learning, interactive learning, engaging in different activities, and an inspiring teachers/lecturers.

B. Discussion on Findings

This section discusses the above findings in relation to the existing literature and showing outlines of what has been learned from this project. The initial discussion is started with the participants' knowledge and experience in learning in a different country with different cultures and continues with how they deal with that situation, how confident they were, how they see themselves now. Their opinion on what the ideal learning process is that what they believed could help them succeed in their study. Furthermore, a model of learning derived from the discussion, describing how the participants' learning process that allowed them to solve the problem that they experienced in their study.

Culture and Learning; the international students came to this country and experience a different climate of learning. This diverse environment of culture and learning became input to this project, and their journey of learning in a foreign country. All participants agreed that culture and learning are related, and culture has influenced their learning as culture is part of a learning process (Nurani, 2013). Participants also

expressed their cultural background has affected their learning style (De Vita, 2001). Coming from a learning background where a teacher is the most dominant figure in the class to a learning culture where students are more active in learning, made them experience an awkward situation. They became aware that the learning situation here is different from what they had experienced in their home country. Therefore, they had to find a solution to this problem. The participants also pointed out that this situation had made them looking back to their experiences and reflecting on those experiences and then came up with a solution of employing a variety of learning strategies to coup with this different environment (De Vita, 2001).

There were some participants mentioned how they experienced a culture shock when they started studying here. Therefore, I thought that pre-arrival preparation was crucial in helping them deal with the new situation. Even though one of them said that she had a preparation class, but she still experienced the same situation as others. The culture shock experienced could be happened because most of my participants were coming from Asian countries. The different styles in learning and teaching contributed to this situation.

Furthermore, the lecturer's expectation in their home countries were different. In Asian countries, students tended to agree with their lecturers and considered not polite to disagree. On the other hands, the lecturers expected that the students should have responsibility for their learning (McCargar, 1993). To change this mentality would take time, but as they got used to this situation, eventually they can find the solution and making them confident that they would be successful in their studies.

Dealing with the New Learning Situation, the student dealt with the situation that occurred around them and dealt with a different learning culture by doing a reflection on what they had experienced, as mentioned above. The reflection could be initiated by an unexpected action or experience. The experiences could be positive or negative to them or whether things are going right or wrong (Schon, 1983). The participants gave examples of how they deal with the situation that occurs when they started learning here in Auckland, New Zealand. A relevant quote from the interview was coming from Emma. She said that "To deal with a different situation is to be prepared for the situation." The participants shared their experiences and how they solved the problem. They did visit the student success team on the campus. They often came to consult his difficulty in learning. It was one of the solutions that a participant mentioned in the interview. Another way of solving their difficulty in learning was by turning to

friends and asking questions about the subject. Having friends to support international students would be very beneficial. They could share their experience in learning and helping one another. Having friends around to support you would produce self-motivation and feeling not alone. It also could make the stress away from them. They did this after looking back to their experience and reflecting on the experiences and tried to improve the way they approach the problem (D. Kolb & Fry, 2015).

Self-Confidence; the participants had confidence that they could adapt to the new situation, culture, and environment that is based on his or her performances (Xiufeng, 2009). To adapt and solving their problem, they were aware that they must try harder. They even had to try three times harder than other people (Irma Interview, 2019). Doing reflection, it was making them realized what they should do better. Re-evaluating their experience had given them new perspectives to deal with the problem they faced (David Boud, 1994). In the constructivism view, participants constructed those new perspectives. They interpreted them in the form of mental structures that stored in their memory that could be transferred and expressed to a new situation that they would face in other situations (Fenwick, 2014). As mentioned above in the culture and learning section that after experiencing a culture shock of dealing with different situation and culture, they eventually could overcome the different situation and becoming confident with themselves on their academic performance. I could see these changes when I was doing the interview. At the beginning of the interview when answering the question of how they remembered coming for the first time here in New Zealand, their faces were not as bright as when talking about their current situation. The stages of how they gained their academic confidence can be portrayed in the following figure below:
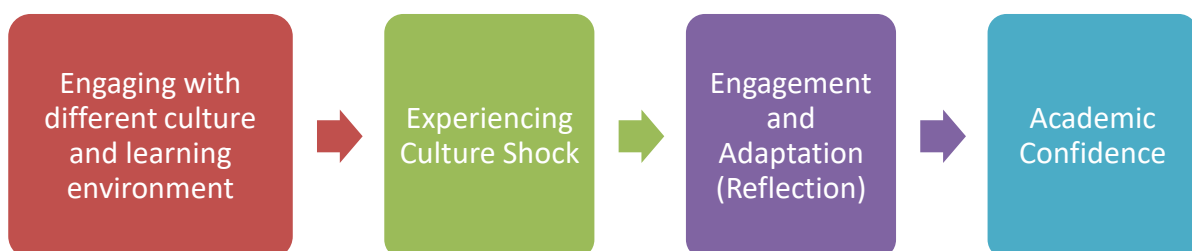

Figure 12 Stages of International students adaptation

The benefit of Learning Abroad; doing reflection-on-action, which is referring to the action that we have just performed sometime earlier (Schon, 1983), has resulted

in an outcome that raises participants' confidence. Self-learning skills that they learned here would be very beneficial for them because they felt the advantage of this style of learning. Students must believe in themselves in learning that they can do best by themselves. Teachers are only giving them materials to learn and help them understand the subject, but it all depends on the students to take advantages. So, they can only count on themselves to succeed, not by others. In Bugis Makassar culture, this is called *Tea Tamakua idi pa najaji;* it means to believe in yourself (Abidin, 1999).

Self-Assumption, participants reflected on their self-assumption and how they see themselves in learning. They have their style of learning that has also been influenced by their habit in the past and the culture from their own countries. There is a relationship between culture and learning (Nurani, 2013). Therefore, participants indicated that their learning culture at home affects their study at the beginning, but then they reflected and found that they have to change their learning style. They were trying to understand the process and the practical side of the issue and also asking many questions to friends and tutors. Therefore, lecturers or tutors must make sure that the students have learned from the subject and experience to gain knowledge– to ensure that students have done their part and understand the subject or information given, they need to do an assessment. This assessment will help teachers and students to see how well the students are progressing so that they can improve and correct their weaknesses (Abbatt & McMahon, 1993).

Ideal Learning situation: participants provided information and explanation about ideal learning according to their experience. The interview revealed some information about the ideal learning. For Tom, the ideal learning consisted of two factors, which are internally and externally (Tom Interview, 2019). The internal factor is within the students. They must have self-motivation to learn, and the external factor is from the environment, e.g., friends and tutors. Students will have good self-motivation if they feel comfortable, and it is the teacher or lecturer's job to ensure this is happening (Abbatt & McMahon, 1993). Emma has suggested that the ideal learning is to understand the purpose of learning itself (Emma Interview, 2019). It will be difficult if we do not know the purpose of learning a subject.

Furthermore, Tom also added that interactive learning where not only the teacher does the speaking and making students get bored. Two ways communication will be ideal for learning. The delegator and facilitator style of teaching will accommodate

those ideal learning. Delegator is mainly concerned with developing students' ability to work independently, and the facilitator style of teaching is where the teacher works alongside students on tasks. His role is as a consultant and provides as much support and encouragement as they can to students. They also act as a guide by directing students and emphasizing on the personal nature of teacher-student interactions and relationship (Grasha, 1996). An assessment is needed to ensure that the students have gained knowledge and skills from the learning (Berry, 2008).

Therefore, there were some statements from the interview that according to participants, it was the ideal learning situation referring to their experiences in learning. They were abstracted from the findings and discussion in this section; they are:

1. The Purpose of Learning

2. Motivation (Internally & Externally)

3. Engaging in Different Activities

4. Interactive Learning /Practice

To know the purpose of doing an activity is good. It gives us reasoning to it. The first situation was when the students knew the purpose of learning. It is important to know the purpose of doing things. The purpose serves as a compass or direction for the study. If you where you are learning a subject, then it will be easier if you know what to expect after learning it (Mahajan & Singh, 2017). Having to know the purpose of learning will eventually motivate students to study. The motivation can come from the internal side of the students (self-motivation) and the external side of the students (Friends, tutors, and environment). Motivation has been a very important element of learning success. It is the key to students' persistence in learning a subject (Chickering & Kuh, 2005). Motivation also encourages students to be involved in learning activities. Therefore, engaging in different activities and interactive learning will sustain the students' motivation in learning (Chickering & Kuh, 2005).

C. Mind-set and Participants learning model

There is a paradigm that needs to change that is related to mind-sets. Especially for international students coming from Asian countries where they need to move from a Teacher-Centred Learning (TCL) approach to a Student-Centred Learning (SCL) approach. From the attitude that once was just passive now, they

have to be more active in learning. Through interviews with the participant, I knew that some need a long time to adapt to this situation, and some are not too long because they are ready for the circumstances that they will face. It can be seen from the interview passage with the participant.

> *"In my country, the way we learn is that we are forced to follow everything that the teacher teaches us, and we have to follow what the teacher asks us to do or learn. They never let us to express ourselves and to say what we want."* (Ken)

> *"About my competency, I know that I must try to 3 times harder than my other friends in the class because I'm coming from different backgrounds and, we speak a different language."* (Irma)

Changing international students' mind-set would not be easy. It is not as easy as flipping over a palm but starting by introducing student-centred learning at the beginning of their journey would help them to adapt quickly and easily to the new environment and style of learning. It is undoubtedly will take some time to change their mind that they can do it and able to succeed in their learning. That information and explanation would boost their motivation in changing their mind (Carol, 2006). As for my personal development, the project and my MPP experience have been improving and growing my mind-set by looking at international students learning and how they can adapt to the new environment.

Talking to the participants and interviewing them had made me able to find not only their mind-set but also their model of learning abstracted from their responses in the interview. The model has similarities with most experiential learning models that are mentioned in my literature review, i.e., Kolb's experiential learning cycle (2014), Schön's model (1983), Boud et al. with their reflective learning model (2013), Harrison and Soltani's capability developmental cycles model (2018), and Korthagen & Vasalos' The ALACT model of reflection (2015). Every model in experiential learning models is an iterative cycle and has an element of experience/action, reflection, and refining the action to be better in the next iteration. Figure 12 below describes the participants' learning model.
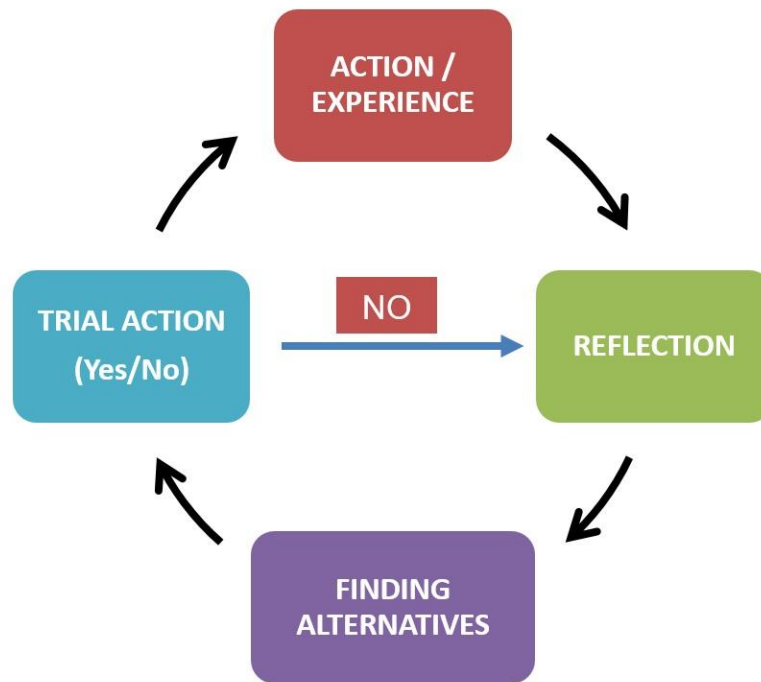
Figure 13 Participants' learning model
(Abstracted from the interview, 2020)

In the above participants' learning model, the experience/action happened when the participants started their learning journey in Auckland, New Zealand. During this course of action, they experienced a problem; in this case, learning with different cultures and styles of the learning approach. They started to look back to their experiences by doing reflection and finding ways or alternatives to solve the problem. The alternative solution that they did, for example, by visiting the student centre repeatedly and asking friends and tutors. Then they did trial action to see if it can solve their problem. If the trial action were successful (Yes), then they would do that action iteratively. If it were not successful (No), then they would go back to analyze through their reflection and finding other alternatives ways to solve the problem. This action was in the context of academics, but I am sure that it would also be feasible to apply it beyond the academic experience.

D. Summary

Participants agreed that culture and learning are related. Some of them experienced culture-shocked when they started their learning here. They experienced this culture-shocked because they used to learn in a situation where the teacher is playing a central role, and students just follow what they are told. No place for

creativity, this situation was what Tom had responded in the interview about his situation and when starting to learn here. It could be understood as they were coming from a different culture of teaching and learning and also different lecturers' expectation. Therefore, doing reflection has helped international students to solve their problem in learning. Being able to solve their problem in learning had made them confidence academically. This academic confidence is the result of their ability to adapt to different culture and environment. One of the participants emphasizes her statement that she made a combination of the positive aspects of her learning culture and the one that she found here, and this combination has been helping her succeeding in her learning.

There is an internal and external factor that can influence the students' success in their learning. Internally, international students must have a positive self-motivation within themselves. Understanding the purpose of learning is also a crucial part of learning. Externally, the environment that surrounds them must also support them. The lecturer, tutor, student centre, and friends must assist them in succeeding in their learning in a foreign country. The lecturer should offer interactive learning and engaging students in different activities. So, students become familiar with the situation. An inspiring lecturer or tutor also plays an integral part in how international students can be successful in their learning. The participants' learning model shows how the students' learning process and how they solved their problem.

The international students came to a foreign country to study and have their mind-set and familiar with the learning style that they have in their home country. So, changing their mind-set to a new environment will take time but can be reduced, and they can recover quickly by preparing well in their pre-arrival. Therefore, it will be crucial to give explanation and information on how they will study and lecturers' expectation in the study before they arrive. Participants' learning model was abstracted from the interview. It showed how the participants experience and solving their problem in learning. It consists of four sections experience/activity, reflection, finding solution or alternative and trialling the alternative.

CHAPTER 5 DISCUSSION 2

LEARNING MODELS AND PROFESSIONAL DEVELOPMENT

A. Overview

The chapter is describing my learning model and professional development for undertaking this professional practice course. As a researcher and also as an international student, I have my model of learning, and I also present it here. This chapter describes and discusses my learning model and my professional development during my MPP journey. I then compare my learning model with the participants' learning model in Chapter Four in the discussion section. By looking at these two different models of learning, I can compare those models and how they can complement each other. Those complements could be their similarities and or their differences. I also reflect on my learning journey. How I develop over the year, my personal experience, and how my learning model is aligned with current practice and also presented here my quality improvement sustainability model where it will be beneficial for me in the future.

B. My Learning Model

This section describes my learning model. There is one crucial landmark in my MPP journey that stroked me and making me aware of my learning experience. The subject of reflection as the core subject of Review of Learning (ROL) in my first semester had a significant impact on me. My ROL is attached as an appendix to this thesis, which shows the process of my professional development. Doing reflection on my learning journey and experience has made me aware of what I do know and not know about myself and making me conscious of my learning journey so far. As it is shown below in Johary Window (Nofriza, 2017) - a simple tool or model to disclose one's self-awareness and personal development with his/her group – in Figure 13 my professional development position is unfolding the *Blind Area* in quadrant 2 and also exploring the *Unknown Area* of myself.

In the blind area, I am exploring my personal development that is not known to myself. For example, I do know how to stand in front of the class and to deliver a subject or making a presentation. I was making it according to what I thought would

be easily understood by my students but what I should improve is that when I was preparing the presentation materials, I should learn to identify my students' need. I can do this by talking to them and getting to know how they learn. Another activity that I can ask them is to reflect on their learning experience. By sharing their learning experience, I can also gather information on how they can learn best. Therefore, I need to improve this ability to understand my students need. Regarding the Unknown area of myself and not known to others, through my MPP journey I learnt to understand the process of doing self-reflection and analysing my own personal development. Unfolding this areas have been useful and helping my professional development to progress to another level.
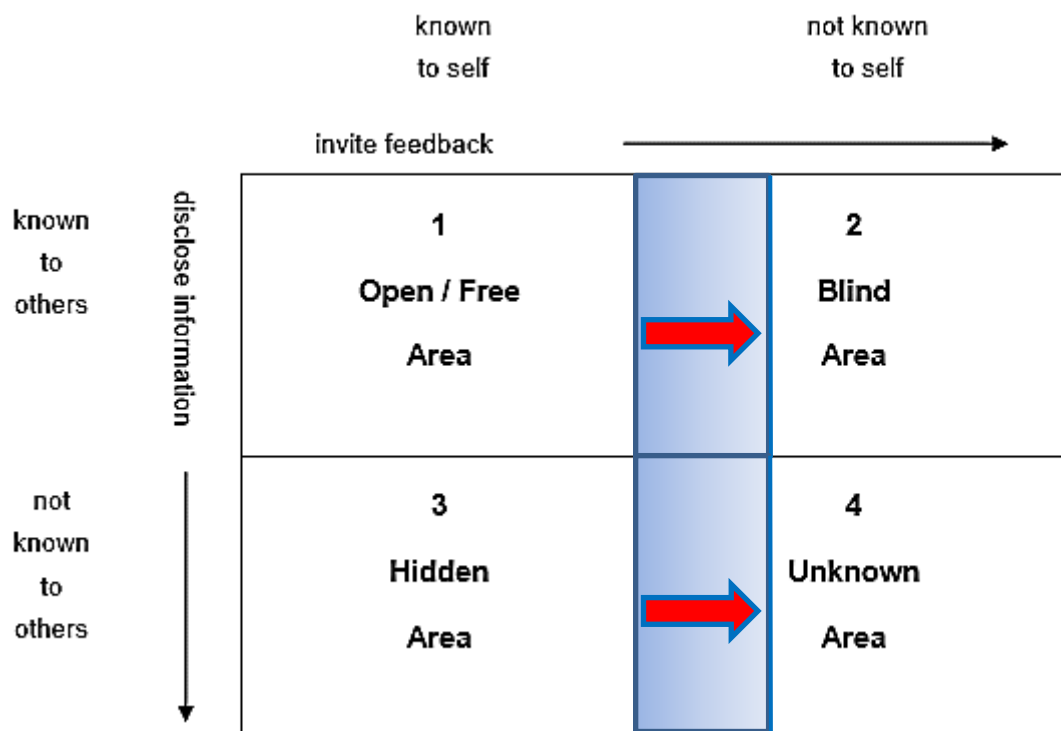
Figure 14 My Professional Development Position in Johari Window

My professional development progress began when I was teaching English in one of English course in my hometown Makassar. It was the first time I was in contact with the teaching world. At that time, I was teaching adult students' age 18 to 40 years old. I always try to learn and visualize the best way to deliver my subject in front of the class. When teaching English, I acknowledged a problem, especially when teaching my students about the conversation; they appeared to be afraid to talk. I observed this for a few meetings and started analysing the problem. I talked to those students after

class. They told me that they were afraid of making mistakes in grammar because they thought that it was difficult. Hearing this problem, I tried to find a solution by reflecting on my way of learning English grammar. At that time, I did not realize that I was reflecting. This is part of my *Unknown Area* in the Johari Window. I started creating a model and teaching them how I learnt easily about English grammar. I evaluated my model and asked them how they found the model in helping them speaking. They responded at that time the model was easy to understand and helpful. I could also see the interaction and their confidence in the class that they became more active in the conversation section.

The development of my professional development was advancing when I became a lecturer at one of the state universities in Indonesia. The approach in teaching was different between the university and English course. In university, I found that the majority approach in teaching was Teacher Centred Learning (TCL) at that time wherein my English course, I used an interactive approach or Student-Centred Learning (SCL). In the first year of my lecturer position, I was considered as Junior Lecturer, and I had to be an assistant to a senior lecturer. I followed him to the class and helped to prepare the teaching materials under his supervision. There were some advantages that I could get from being in this position. I learnt to organize the teaching materials and how the senior was teaching in the class – it was a TCL approach. I did not consider SCL was more superior then TCL. Still, there are some subjects or materials that required TCL approach for example when delivering the basic principles of the subject (e.g. mathematical economic principle, Management principles, marketing principles etc.). However, we could still involve students when giving examples or practice. I saw that some of the students looked bored and sleepy to listen to the speech. I did try to discuss the matter with the senior lecturer, but he insisted that it was the best way according to him and it was how he delivered his lecturer. After having the discussion, I started to observe and take notes on what I should do when I was in that position someday in the future.

A few semesters after being an assistant lecturer, I was started given a subject to deliver. The subject was considered as the most boring subject according to some students who had ever taken the subject and also on my own opinion when I was studying it in my bachelor course. Yet, it was one of an important subject/course. The subject was the Indonesian Cooperatives. It discussed the early Indonesian economy and business; how the Indonesian small community business 'should' operate to

benefit the community. I started to reflect on my own experience and added my experience when being an assistant lecturer. I thought I could make the subject more interesting and challenging. I decided to make an interactive activity at every meeting in class and out of the class. Interactive activities like snowballs, pass the chalk, three-part interviews, Bingo and other classroom activities were used in the class and for out of the class, I asked them to go and interview some cooperatives manager about their business then they had to submit the report from the interview. The class was alive, and the students were excited. I could see that when I positioned myself as a facilitator and referee, the students were excited and try to compete in completing the task. I wanted them to feel the sense of accomplishment when finished doing the task and enjoy the treat/present as an appreciation of their efforts. The out of class activity, my objective was to get them felt the real world of cooperatives not only by stories in the class. I thought this would be useful for them in the future when they are in the community.

The next chapter of my professional development is my MPP journey. Taking MPP course here at Otago Polytechnic has made me aware of what I have done and what I have not done and want to do to develop myself. The course on review of learning had taken me to a new world of teaching and learning. The area that I never took seriously. So far, when preparing a subject or designing teaching material, I just follow the faculty and/or department guidelines, I never thought on the students' perspective. Even though I had joined some courses on teaching development, but I never took them seriously. The MPP had impacted the way I teach in the future. Introduced with Johari Window, making me realized that students are not an empty box to fill with knowledge and skill, but I also have to 'jump' into the box to learn how they learn. I consider my MPP here as a break from teaching and taking a step back from my normal life in teaching and learning. Doing reflection on my teaching and learning experience gives me some input to develop myself. What I learnt from reflecting my learning experience that I became more aware of myself and what I need to develop for my personal and my professional development.

The above explanations of my reflective experiences have shaped my learning model. This learning model is a new knowledge for me, where I never realized to have it until I took my MPP course. Figure 15 below is describing my learning model.
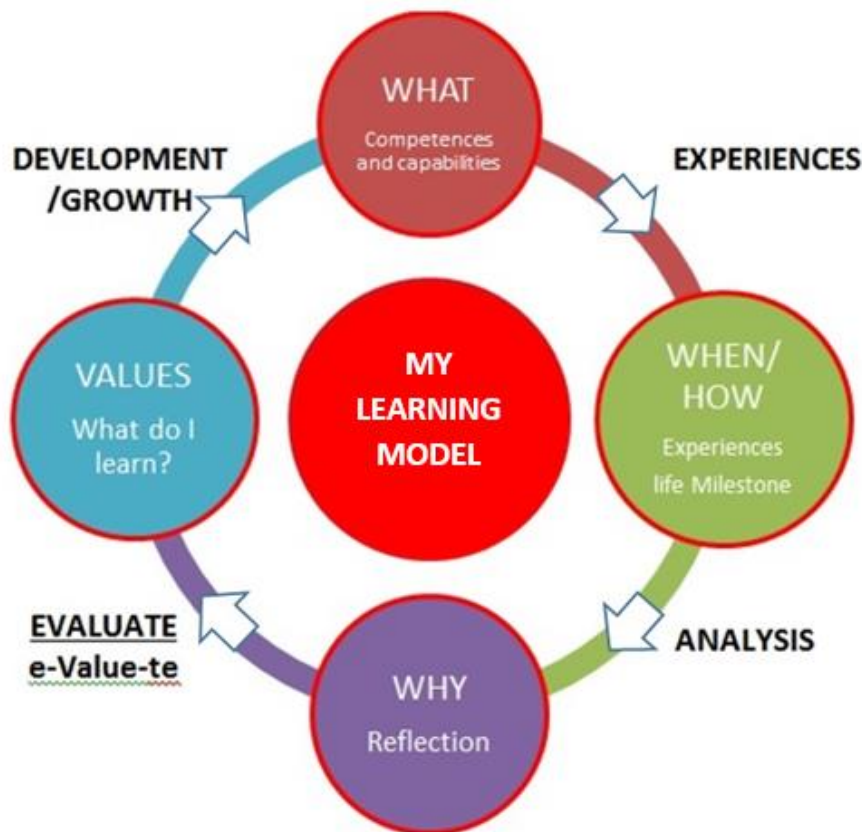
Figure 15 My Learning Model

There are four sections involve in my learning model. They are What, When/how, why, and Values. Even though there is a reflection in 'Why' section, in fact, each section has a formative reflection process. In contrast, the summative reflection process is performed on the development or growth process. Now let us explain these four sections:

1. **WHAT**

   This section is about what competence and capabilities that I have developed during my MPP experience. As I have mentioned and described in the earlier paragraphs, there are some competencies and skills that I have been developed so far. The research project that I was doing improved my knowledge and capability to adapt and find the solution for the problem in learning with a different culture. Through this project, I can understand some of the students' difficulties in adjusting to a new culture and situation. Hence, it is giving me ideas of using varied learning strategies in teaching and learning in the future. I also can learn how international students learn how to solve their problems and where they go to seek help when they have a problem. The project also

makes me aware that in the teaching and learning process, it is necessary to identify student needs to help students becoming successful in their studies. I am creating a learning environment that suits the need of the students and using their learning strategies to enable the students to use their full capabilities in learning. Doing this, I need to identify my student needs. Not to forget to do a self-reflection as control and method to improve my ability. One of the main advantages and benefits that I felt has been improving during my MPP journey is my ability to do self-reflection and being familiar with some theories of reflection. Writing this thesis and the support from my facilitator and academic mentor has improved myself and understanding my learning model.

2. WHEN/HOW

This segment is discussing experiences and the milestone in my learning experiences. There are three major milestones that I can identify. They are my experience teaching English in an English course in my hometown, becoming a lecturer and taking this MPP program. These milestones have been shaping my competence and capability. I started to realize these milestones when I was doing my Review of Learning in the first stage of my MPP. The process of understanding the ability of students to adapt to a new culture is gained through my research project. The process was done by asking students to reflect on their past experiences and how they learnt from those experiences to improve their abilities in learning.

3. WHY

In this section, I am analysing what I have been experiencing in learning. Reflection on this section takes the form of a formative reflection. The step that I did was to perform formative reflection on the activities that I was doing. This formative reflection is looking at what I am doing. Do what I do is already in line with my previous primary activity. I can do formative reflection many times, depending on my needs. It can be a control for me in doing an activity. This section involves an evaluation of what I have done, which in turn will produce values
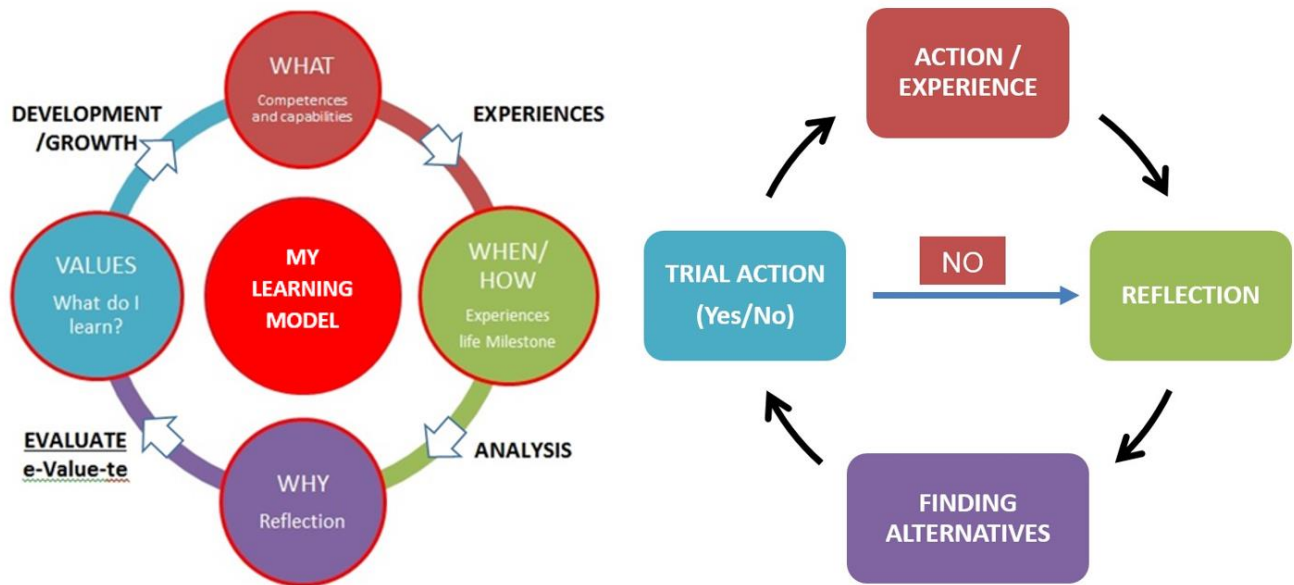
4. VALUES

This segment is answering the question of what I have learnt from the activity. The benefits that I can get from those experiences and contribute to the development of my competence and capabilities.

All of this professional development process comes to my awareness during my MPP process. Now I can understand how I learn and reflect on my learning and my professional development. Analysing the process and understand the value that I earn from the experiences have made my professional development more meaningful in terms of self-development and self-awareness. Furthermore, exploring international students' experience in learning in a different culture and learning environment has improved my understanding of how international students able to succeed in their study abroad. To understand how they adapt to a new learning environment and their readiness for accepting other learning styles, e.g., AKO or a more self-directed approach to learning.

The research project has benefited me as an educator and for other international students in achieving their goals and objectives in the study. Moreover, the project and the MPP have made me aware that it is necessary to identify student needs to help students becoming successful in their studies. I am improving my ability to do self-reflection and being familiar with some theories of reflection. MPP also has developed my critical thinking and becoming a self-managed learner. As for my personal development, my own culture has set some values that I have been practising. In my culture – Bugis Makassar – I have principles in learning that quite similar to the Māori concept of learning. They are Sipakainga, Sipakatau, and Sipakalebbi. In the learning process, Sipakainga means a teacher and student should share their knowledge and skill to others. The teacher can ask the student to express their ideas and teach others when it is needed. Sipakatau is respecting others regardless of their role, and Sipakalebbi means they must appreciate and honour others for sharing their ideas and knowledge (Abidin, 1999).

C. My learning Models and Participants' Learning Model

Interviewing the participants for this project has given me a different perspective on how other international students experience learning in New Zealand. From the interview, I managed to draw out the general learning model of the participants, as also shown in the previous chapter in Figure 13. I put both models side by side in Figure 16 below to see the significant differences and similarities of the models.

Figure 16 The Learning Models

There are some similarities and also differences between these two models. One of the obvious differences is in the third part of my section, which is Values. I knew that implicitly there were some values that the participants had been learning from their experience in learning. Courage is one of them that what I could see. They were brave to take the challenge to go abroad to study in a country with a different environment and culture. I am sure that there must be some good schools or universities in their home country that offer a good education, but yet they prefer to go to other countries. It can be seen from the response that they gave in the interview in the benefit of learning abroad section in the findings and the discussion in chapter 4.

The similarities of my model and the participants' learning model are that they are in an iterative cycle. Therefore, they can start from whatever situation they are experiencing, furthermore, as we can see from the model that reflection has its own section. Still, intrinsically it appears in every section of the model. I also have experienced quite the same as the participants. After all, I am also an international student. Even though I have experience living in different countries, but I still experienced a bit of culture shock at the beginning of my MPP. However, I can recover quite faster because I already have experience studying in a foreign country before. Therefore, good preparation before coming to a new country to study will also make international students settle quickly. From the interview, I know that the majority of the participants responded that after applying for the course from their home country, they

came and started studying. So, they were not well prepared. Only one participant responded that she took a special class taught by a native New Zealander to let her experience the way of learning in New Zealand.

Nevertheless, she still feels shocked when she started studying here. Therefore, based on the learning model from participants, it appears that they are making reflections and trying to find solutions and as part of that solution was that they visit the student centre often and also asking friends and tutors. Then they tried it, and if it succeeds, they will continue the activity; if they were not successful, they go back to do their reflection. The learning model also shows that through reflection, students can explore their competencies and capabilities, creating self-awareness in learning, creating a Self-determined learner, a problem solver, and doing self-reflection as Shelly reflected on her experience in dealing with different culture and environment.

> *"If I come to a new country and want to adapt quickly, from my personal experience, it is imperative to have local, culturally based learning. After that, it's much easier to communicate with people further in the working environment having in mind that they are different." (Shelly).*

As for me, by looking at the participants learning model, it has improved my knowledge of how important it is to introduce and perform some activities to socialize and get students familiar with the local based learning. It is primarily to international students who have different experiences in learning in their home countries compared to what they experienced here in New Zealand.

D. The Future and Sustainability Framework

As a lecturer, I need to consider the differences in the learning culture of the students. Introducing and explaining how the lecture is going to be delivered and what the lecturer expectation from them will help students to succeed in their learning (Mahajan & Singh, 2017). By doing this, I can improve the students' mind-set, moving from a fixed mind-set to a growth mind-set (Carol, 2006). Becoming a sustainable practitioner in this area is benefiting my students and me. I strive to improve my skills and knowledge to become a better lecturer for now and for the future. I can give some examples here of what I have in mind when I run my class. For example, when delivering a subject in the class for the first time, I would like my students to introduce themselves and tell the class their background. That way, I start it to get to know them and will be useful for me as a reference when I make discussion or group discussion.

Putting some students from the same country of origin into a group might be a good idea but will not be challenging for the students. They might feel comfortable discussing with their friends from the same country, but they also need to hear an opinion from different perspectives. McCargar (1993) had research on international students identified that countries like China, Indonesia and some Asian countries are strongly opposed to the idea of students encourage to disagree with their lecturers/teachers. As for my own experience, it is considered impolite in Indonesia to disagree with your teacher. So, sometimes I would not argue with him, but I would try to show him where he was wrong or by trying to show his mistakes politely.

I would also be learning to understand the way my students learn. I will be doing this by mapping their learning model as what I did with the participants in this project. Looking at the participants learning model, I saw that for the lecturer, they need to understand how international students learn. Observing the learner is one way to know their style. Observing the learner and then visualizing or imagining it if he was an international student will eventually lead him to understand the students' learning. Even though some of the lecturers might have limited experience as a learner in this context (Girvan et al., 2016). Some experiential learning theories were also contributing to some thoughts of this model. Kolb (2014), Harrison and Soltani (2018), and Korthagen (2015) was the main driver of this model. The model is called my quality improvement sustainability, as shown in Figure 17. The model can be used to sustain the quality in learning, and the model can benefit both students and lecturers, especially when they are teaching international students who come from different backgrounds of cultures and learning experiences. The model consists of six segments where the first two segments related to the preparation of the quality improvement.
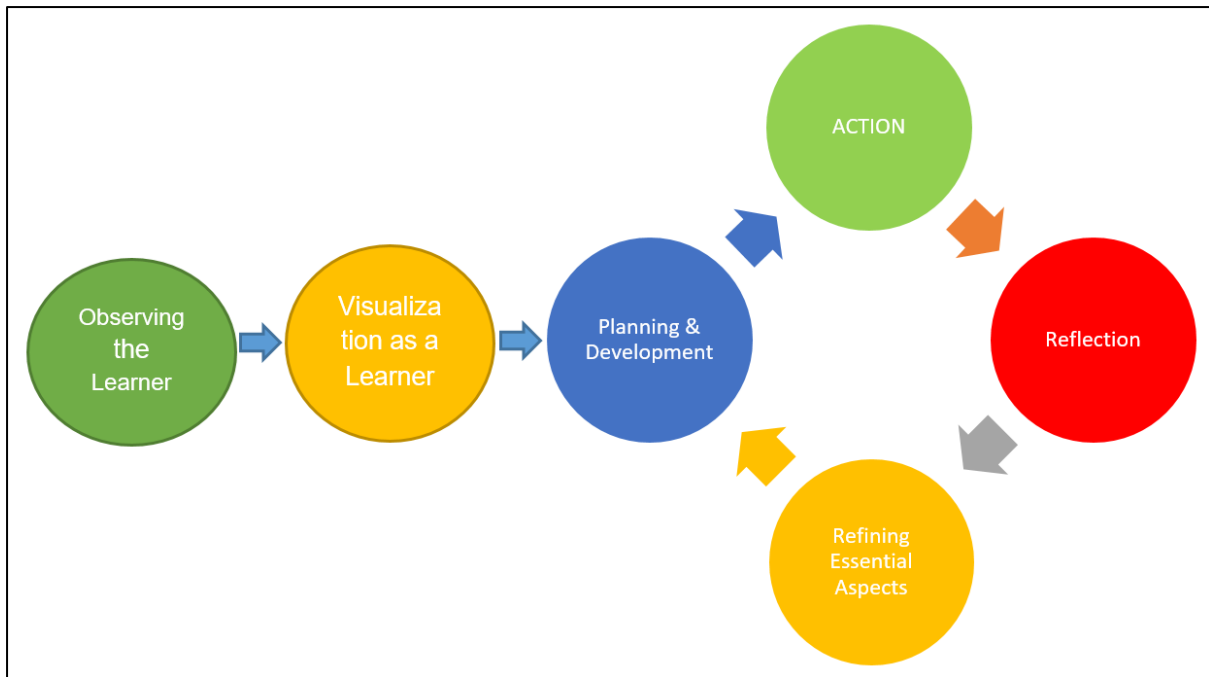
Figure 17 My Quality Improvement Sustainability
(Abstracted from interview notes and transcript, 2020)

The above model is showing the process of continuous improvement in the teaching and learning process. There are six sections in the model, i.e. observing the learner, Visualization as a learner, Planning and development, Action, Reflection, and refining essential aspects. Now let us see each of this section.

- *Observing the learner*: the lecturer is observing his students, how the students interact with one another. Talking to students if necessary, about their expectations and the problem that they may have or will have. The lecturer can make a note on this because students personal experiences are important as the foundation of their learning (D Boud et al., 2013)

- *Visualization as a learner*. Here the lecturer is asked to imagine himself as a learner. Putting himself in students' shoes can improve the lecturer's understanding of how the students learn.

- *Planning and development*: having some information from the previous two segments. Then lecturer can start planning on how he will run his class, designing class activities, and assessment for the learning process.

- *Action*: implementing the plan from the previous segment.

- *Reflection*: reflection plays a significant role in adult experiential learning and a common feature in many models of professional development. I was reflecting on what had been done in the previous segment.

- *Refining the essential aspects*: after doing a reflection on the action, looking for a significant aspect that needs improvement.

The last four segments are iterative and can be applied in academic and non-academic situations. This model is useful for me to improve my teaching skills in the future. It is one of the results of my MPP journey that I am sure will make me a better lecturer than before.

E. Summary

Reflection on my learning experience has shown me that there are some abilities that I have, and I do not have that I do not know that it existed in myself. As in Johari Window, I am unfolding the blind area in quadrant 2. I am exploring my personal development that is not known to myself.

There are four sections involve in my learning model, they are 'What' (competence and capabilities that I have developed before and after my MPP experience); 'When/how' (when the experiences happened and the milestone in my learning experiences); 'Why' (analysing what I have been experiencing in learning by doing reflection); and 'Values' (what have I learnt from the activity). Each section has a formative reflection process, and summative reflection process is performed at the development or growth process section. If I compare my learning model and participants learning model, there is one obvious difference between my model and the participants'. It is in the third part of my section, which is Values, and the similarity is that they both are in an iterative cycle. Therefore, they can start from whatever situation they are experiencing furthermore, as we can see from the model that reflection has their section. Still, intrinsically it appears in every section of the model. I also have experienced quite the same as the participants.

The quality improvement model can be used to sustain the quality in learning, and the model can benefit both students and lecturers especially when they are teaching international students who come from different backgrounds of cultures and learning experiences. The model consists of six segments where the first two segments related to the preparation of the quality improvement and the last four

section is a process of continuous improvement in teaching and learning. There are six sections in the model, i.e. observing the learner, Visualization as a learner, Planning and development, Action, Reflection, and refining essential aspects. The last four segments are iterative and can be applied in academic and non-academic situations. This model is useful for me to improve my teaching skills in the future, and I am sure will make me a better lecturer than before.

There is some recommendation for the institutions who have international students. In the orientation, the institution should introduce how the learning generally will be done and what the lecturers usually expect from the students. This topic is important as the international students who came from different background can adapt quickly to the new situation. Orientation for new international students should not be just a formal activity but also should contain how they will generally learn here in New Zealand. Consequently, they will not experience a big culture shock in learning because they already know what they will face in the future. Some other examples that can be done in the orientation are by asking students to visualize or imagining themselves, learning, and successful will also build their confidence and improve their self-motivation. To build students' self-motivation to study by exploring their objectives and reasons for studying abroad. Describing what the lecturer's expectation in learning and when doing an assignment will also help. Those descriptions will help students to get familiar with the environment and culture of learning here. Engage students in varieties of activities in learning. By doing different activities, students can interact actively and understand easier. As Confucius in 450 BC said, "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." (Oxendine et al., 2004). Lecturers or tutors are encouraged to create a learning environment that is conducive and allows students to practice their reflection. It is even better if they can create a reflective exercise to enhance the students' reflective skills. I hope these recommendations can be helpful for international students and other education stakeholders.

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