

# AN INTERCULTURAL APPROACH TO CHINESE AND FOREIGN UNIVERSITIES



## 中外大学校园文化对比研究



# Unit 4 Learning in Class

## Discussion 1: Learning style

Different teaching style (tutorial, seminar, lecture, group work, presentation, scramble, TED, coursera, Mooc, Khan Academy, etc.)



"Justice " by Michel Sandel from Harvard



"Human-computer interaction seminar" from Stanford



"Philosophy of Love in The Western World" by Irving Singer from MIT



Tutorial at Oxford

### lecture

<http://en.wikipedia.org/wiki/lecture>

A lecture is an oral presentation intended to present information or teach people about a particular subject, for example by a university or college teacher. Lectures are used to convey critical information, history, background, theories and equations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.

Though lectures are much criticised as a teaching method, universities have not yet found practical alternative teaching methods for the large majority of their courses. Critics point out that lecturing is mainly a one-way method of communication that does not involve significant audience participation. Therefore, lecturing is often contrasted to active learning. Lectures delivered by talented speakers can be highly stimulating; at the very least, lectures have survived in academia as a quick, cheap and efficient way of introducing large numbers of students to a particular field of study.

### Seminar

<http://en.wikipedia.org/wiki/seminar>

A seminar is, generally, a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. Normally, participants must not be beginners in the field under discussion (at US and Canadian universities, seminar classes are generally reserved for upper-class students, although at UK and Australian universities seminars are often used for all years). The idea behind the seminar system is to familiarize students more extensively with the methodology of their chosen subject and also to allow them to interact with examples of the practical problems that always occur during research work. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted. It is relatively informal, at least compared to the lecture system of academic instruction.

## Tutorial

<http://www.oxfam.ac.uk/admissions/undergraduate-admission/the-tutorial-system/>

Oxford is one of the few universities in the world that bases its teaching on the tutorial system, which means individual attention and teaching from your tutors, tailored to your learning needs. Tutorials are essentially very small group teaching; usually this will comprise two or three students plus a tutor. These will take place at least once a week for an hour in each subject studied. Tutors at Oxford are often world-leading experts in their field, so spending time with them is extremely valuable. This is especially true in tutorials: the tutors are not merely lecturers, delivering their knowledge to hundreds of students at a time; they share their insights and expertise in these very small groups, giving personalised attention to each student.

This attention means that you will face rigorous academic challenges on a weekly basis, encouraging and facilitating your learning in a way that just isn't usually possible at other universities. It also means that tutors are immediately aware if you need any extra support with any aspect of your course, so they can help you right away.

## Open Courses

Log-on degree: What's your opinion?

**Pros**

**Cons**

## Discussion 2: Learning challenges

What learning challenges have you encountered during your college experience?

### Learning Challenge No. 1



pro-crasti-nate (from <http://www.merriam-webster.com/dictionary/procrastinate>)

: to be slow or late about doing something that should be done : to delay doing something until a later time because you do not want to do it, because you are lazy, etc.

### stages of procrastination

1. false security  
This isn't due for a while? I'll relax for now.

2. laziness  
Maybe I should get a headstart. Nah!

3. excuses  
I'm busy right now. Just taking a short break.

4. denial  
I still have time... I don't need sleep...

5. crisis  
I'll never procrastinate again!

6. repeat  
Nothing to do? Go to [9GAG.COM](http://9GAG.COM)

## Learning problem1

P  
R  
O  
C  
R  
A  
S  
T  
I  
N  
A  
T  
E

P: preparation / priority  
R: routine  
O: organization  
C: communication  
R: right things  
A: aspiration  
S: schedule  
T: timetable  
I: interruption-free learning environment  
N: No to request  
A: assistance  
T: teamwork  
E: efficiency

# PROCRASTINATION KILLER

## How to manage your workload?

However obvious it may seem, time management is of the utmost importance. You should buy a diary and use it. Work out how much time you should allocate to each element of your course and try to stick to a timetable.

You should aim to study in a regular pattern, perhaps by working a set number of hours a day. Make sure you allow sufficient time to plan and write your assignment so that you do not have to work into the small hours of the morning.

Watch

[https://www.ox.ac.uk/students/academic/guidance/skills/time?wssl=1&utm\\_source=htw616&utm\\_medium=email&utm\\_campaign=ugvideo](https://www.ox.ac.uk/students/academic/guidance/skills/time?wssl=1&utm_source=htw616&utm_medium=email&utm_campaign=ugvideo)

## Learning Challenge No. 2



P  
L  
A  
G  
I  
A  
R  
I  
S  
M

## WHAT IS PLAGIARISM?

### Deliberate Plagiarism

- Rewriting from books or articles
- copying & pasting from web pages and online sources to create a patchwork writing
- buying, downloading, or borrowing a paper

### Accidental Plagiarism

- not knowing when & how to cite
- not knowing how to paraphrase or summarize
- not knowing what "common knowledge" is
- recycling an old paper

## Plagiarism

From <http://yalecollege.yale.edu/content/cheating-plagiarism-and-documentation>

Plagiarism is the use of someone else's work, words, or ideas as if they were one's own. Thus most forms of cheating on examinations are plagiarism, but the term is usually used in reference to papers rather than examinations. If one uses a source for a paper, one must acknowledge it. What counts as a source varies greatly depending on the assignment, but the list certainly includes readings, lectures, websites, conversations, interviews, and other students' papers. Every academic discipline has its own conventions for acknowledging sources. Instructors should make clear which conventions students must use. In all situations, students who are confused about the specific punctuation and formatting must nonetheless make clear in written work where they have borrowed from others—whether it be a matter of data, opinions, questions, ideas, or specific language. This obligation holds whether the sources are published or unpublished. Submission of an entire paper prepared by someone else is an especially egregious (=extremely bad) form of plagiarism, and is grounds for the imposition of a particularly serious penalty, including expulsion from the University.

## Cheating on examinations

From <http://yalecollege.yale.edu/content/cheating-plagiarism-and-documentation>

It is cheating to copy answers from other students or to refer without written permission to notes, books, laptop computers, cellular phones, or other programmable electronic devices. Likewise, the use of cellular phones to discuss or obtain answers from another student, whether present in the classroom or not, is prohibited.

It is also cheating to change answers on a returned examination and then request regrading. It is the student's responsibility to submit the examination exactly as it was; any alteration is academic dishonesty.

For take-home examinations, and for examinations for which the questions are distributed in advance, instructors should make the rules clear, and students should obey them to the letter. If a student is in any doubt as to the meaning of the instructions governing such exercises, he or she should seek explicit clarification from the instructor. The ordinary expectation is that each student will prepare answers on his or her own; collaboration with others is acceptable only to the degree precisely and specifically described by the instructor. In all cases, the answer a student finally submits must represent his or her own understanding of the issues. If a student thinks that any answer or submission has been significantly influenced by consulting books or other people, he or she should say so, just as is required in a paper.

**复旦的理念**

**复旦信念**  
大学是社会之光，是以学术为核心的共同体。为华办校在于探究真理，守护文明，正道明道，不计其功。

**复旦使命**  
培养服务国家与民族的各类人才，鼓励旨在增进人类福祉的创造性研究，保护学术和思想多样性，尊重文化传统，促进文明互信，引领并服务整个社会的进步和人类的文明进程。

**学校治理原则**  
党委领导 校长负责 师生治学 民主管理

**全面的人才培养**  
通识教育 + 全面发展 + 自我管理  
人文情怀 国际视野 科学精神 专业素养

**尊重保护学术独立与自由**  
依法自主开展研究，相互支持协作，共守学术规范，维护学术诚信；尊重教师教学权利与学生学习权利；鼓励师生挑战未知领域，开展原创性的研究。

**复旦大学学生违反学习纪律处分规定**

.....


**第二条 抄袭论文按以下规定予以处分：**

1、抄袭他人研究成果或抄袭他人文章1000字以上，不注明引文者，给予严重警告以上处分。

2、伪造数据者给予记过以上处分。

3、剽窃、抄袭他人研究成果，情节严重者给予开除学籍处分。

[http://xxgk.fudan.edu.cn/\\_s100/\\_t318/ca/9f/c4851a51871/page.psp](http://xxgk.fudan.edu.cn/_s100/_t318/ca/9f/c4851a51871/page.psp)



[FINAL HONOUR SCHOOL] OF [...]  
DECLARATION OF AUTHORSHIP

[Instructions to candidates.]

Name (in capitals): \_\_\_\_\_ Candidate number: \_\_\_\_\_

College (in capitals): \_\_\_\_\_ [Supervisor/Adviser:] \_\_\_\_\_


Title of [thesis/extended essay] (in capitals): \_\_\_\_\_

Word count: \_\_\_\_\_

Please tick to confirm the following:

GRADE INFLATION

## Learning Challenge No. 3



1 of 1

## Learning Challenge No. 4



1 of 1

## Talking the college talk (I)

<b>Academics</b>	<b>Fresher</b>
<b>Admissions</b>	<b>House system</b>
<b>Spring Break</b>	<b>Senior thesis-er</b>
<b>Concentrations</b>	<b>Winter break</b>
<b>Extracurriculars</b>	<b>Reading period</b>
<b>Finals</b>	<b>Shopping week</b>

## Talking the college talk (II)

1. **GPA killer**
2. **underwater basket weaving**
3. **pull an all-nighter**
4. **ace the exam**
5. **TBD**
6. **have too much on my plate**
7. **a joint concentration**
8. **secondary**