



# A Study of Learning Differences of Students from Different Countries in the International Education Model

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**Abstract.** Under the backdrop of globalization, the impact of different cultures has brought enlightenment to the educational systems of various countries. Thus, this piece examines and contrasts the educational systems and academic achievement of students in China, the US, and the UK while also making some recommendations for China's development. Moreover, this research contrasts the three nations' ideologies, modes of communication, approaches to learning, and systems of education. According to the findings, traditional Chinese education provides students with a strong basis in information, fosters a sense of community honor, and reinforces moral principles, however, it also leaves students with little room to express their uniqueness, undermines critical thinking, and makes communication challenging. In addition, the reasons for the differences between students also lie in the country's sociocultural concepts, social development conditions, and parents' participation in students' education. In conclusion, this study analyses the reasons and differences and offers some recommendations for future developments in Chinese education. For instance, to foster critical thinking skills and encourage students' autonomy, China must improve its ideological education. In addition, parents should honor their children's autonomy and focus on their physical and emotional well-being. To assist enhance education in underprivileged communities, the government must enact legislation to modify how educational resources are allocated.

**Keywords:** International Education Model, Learning Differences.

## 1 Introduction

Since globalization has emerged as the primary development trend in today's globe, the state has also considered how globalization may affect the educational system. In this context, the interaction and collision of many cultures in different nations and areas also sheds light on the Chinese educational system in this regard. According to Jackson's study, education is closely tied to globalization, and student mobility abroad has spurred critical analysis of current educational frameworks and brought attention to the need for comparative education [1]. Concurrently, a study on comparative education is required to comprehend the variations in educational systems and students' learning across nations, as well as the causes of these variations, and to help China's domestic education system move forward. In addition to increasing under-

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standing of both education and society, comparative education may offer invaluable support and insights for the nation's education reform [2].

In the research that follows, the paper will concentrate on describing the variations in learning behaviors among students in three different countries—China, the United States, and the United Kingdom—as well as the reasons behind these variations. Finally, based on the comparative findings, the paper will make recommendations for improving China's educational system.

## **2 Differences Analysis**

Since the COVID-19 ban has been lifted, international students have been moving the world and making up an increasing percentage of the student population in many nations. For this reason, the disparities between the academic performance and learning styles of students from various nations are especially concerning. Then, this essay makes the case that the distinctions are mostly seen in several instances, such as individualism and collectivism, communication styles, memory or critical thinking emphasis, traditional or cutting-edge teaching strategies, and so forth.

### **2.1 Collectivism and Individualism**

Firstly, this paper studies the collectivism and individualism of students' learning styles under the influence of different education systems. In the Chinese education system, collectivism is emphasized and basic knowledge is taught, while individuals should also serve the collective and pay attention to the sense of honor of the whole collective. Tang's study on overseas students studying in the US demonstrates that Chinese students are more likely to socialize and participate in group activities in the classroom than they are to use conspicuous presenting techniques because of Chinese collectivism [3]. Even though it somewhat restricts students' personal growth and capacity for self-learning, collectivism in Chinese education helps develop students' sense of communal honor, self-management skills, and willingness to take risks awareness. While Chinese students lack knowledge of their distinctive features, collectivism helps them feel like they belong, participate, and exhibit a higher level of moral responsibility [4].

On the contrary, the United States education places a strong emphasis on the development of the individual, encourages pupils to study independently, and leans to the teaching consciousness of individualism. Though the students' capacity to study on their own is stronger and their subjective independence is higher in this educational style than in Chinese school, their grasp of fundamental concepts is not as solid. While the United States educational system strives for independence and emphasizes the development of each student's unique intellectual initiative and capacity for autonomous study, it equally neglects to foster collective protection and consideration [5].

## 2.2 Communication Styles

In China, students typically rely more on their instructors' explanations, have fewer opportunities for hands-on learning, cooperate with others less frequently, and speak with teachers with caution and caution. Furthermore, Chinese students enrolled in international schools have good reading and writing abilities in English but poor communication skills. While foreign students find it too limiting to speak with Chinese professors, who are more akin to bosses and subordinates, Chinese students find it difficult and shy to connect with teachers at international schools [6]. Besides, knowledge must compensate for linguistic differences, and this is true in all nations. On the one hand, foreign students are more likely to communicate with teachers equally, boldly, and enthusiastically, but may be viewed as impolite. On the other hand, This cautious communication between Chinese students and teachers indicates that China cultivates the good morality of respecting teachers, but at the same time, a relationship gap is formed. Kadar's research indicates that in the UK, educators and learners are treated equally, with the majority of instructors serving as pleasant communicators and facilitators to spark students' interest in communication [7].

## 2.3 Rote Memorization or Critical Thinking

In traditional Chinese education, teachers impart knowledge, grades are the main focus, rote memorization of knowledge points and exam key points are given priority, and critical thinking is downplayed. Moreover, strict normative standards apply, teachers primarily impart written and professional information to Chinese pupils, and a greater focus is placed on students' fixed thinking and memory skills [8]. Although this strict approach to teaching knowledge through rote memory hinders Chinese students' ability to think creatively and limits their intellectual growth, it also gives them a firm foundation in knowledge and a great store of knowledge.

Instead of having pupils listen to the teacher's lesson from start to finish, American schools place more of an emphasis on helping students develop their critical and independent thinking skills. This is also true in the UK, where individual study and thought processes occupy the majority of the day. Additionally, teachers are more likely to function as extenders or supplementors of critical thinking from a variety of perspectives in the classroom. Though the emphasis on critical thinking often overshadows the study of the fundamentals, critical thinking plays a significant part in the US and UK curricula and serves as a measure of learning outcomes [9].

## 2.4 Traditional or Innovative Teaching Techniques

Li and Peters illustrate that while the traditional Chinese educational system emphasizes morals, values instructors, and fosters a strong sense of moral responsibility, it also places students and teachers in an unequal position and places a great emphasis on test-taking skills for examination purposes, necessitating all-around growth [10]. Traditional Chinese education places a greater emphasis on the acquisition of practical skills and the memorizing of course information. Which along with an emphasis

on testing, has resulted in students' rigid and obedient acceptance of results-oriented thinking. By focusing solely on grades and further coursework, the teacher-centered teaching approach promotes the authority of educators.

Similar to the US educational system, the UK system places a strong emphasis on students pursuing their interests and gives them more freedom to choose what they want. Through heuristic education, teachers help students choose the most suitable subjects for further study. Additionally, rather than concentrating just on students' academic accomplishments, assessments in the US and the UK seek to obtain a complete picture of students' academic and non-academic talents. According to Braster and del Pozo Andrés' article, the child-centered education model, which is popular in both the United States and the United Kingdom, emphasizes letting students explore their interests and hobbies, allowing them to study and think freely, valuing their individuality, and testing only to measure students' learning [11].

### **3 The Causes of the Distinction**

The reasons for differences will be examined using the theoretical frameworks of sociocultural theory and cognitive theory. Students from different countries learn differently cognitively, local students' learning styles and habits differ due to cultural differences, international students' learning is also influenced by the social, political, and economic circumstances in their home countries, as well as parents' support during the learning process has varying degrees of influence on students.

#### **3.1 Sociocultural Theories and Cognitive Theories**

Moreover, students' learning will be impacted by their surroundings, and interactions during the learning process will mold their habits of thought and learning, which helps to explain why international students from various social and cultural backgrounds differ from one another [12]. The aforementioned comparison of learning differences highlights the significance of social contact and collaboration. In the 20th century, Russian psychologist and educator Vygotsky proposed the idea of sociocultural theory. It primarily focuses on how a person's social environment affects their cognitive and developmental processes as well as how interacting and working with society may change a person's internal psychological structure and capacity for thought. According to Vygotsky, learning occurs at both the social (communicative contact) and internal levels of the person, and how well a student learns and develops is a function of how well the student and the sociocultural environment are balanced [13].

In China, there is virtually little connection between students, instructors, peers, and the community; instead, the emphasis is solely on education and performance enhancement. In both American and British educational systems, students and instructors have equal standing, and group collaboration and communication are encouraged, as well as engaging pupils in conversation about their issues and offering sufficient assistance and direction.

Students can form their own cognitive and thinking construction through the environment itself and the observation and cognitive interaction in the environment, as well as in the process of perceiving the environment, the members selected by the social culture have a very important influence [14]. Moreover, the learning development process is heavily influenced by sociocultural theory and cognitive theory. According to Piaget's theory of cognitive development, which was introduced in the early 1900s by the Swiss psychologist, students would build knowledge and develop their thinking through independent activities and environmental interaction as well as he placed a strong emphasis on students' autonomous learning and knowledge exploration. Furthermore, Piaget distinguished four phases in the growth of an individual, people assimilate and adapt information from their environment in a balanced way, incorporating it into previously established brain patterns, starting at a young age [15]. As a result, learning will be impacted by social and cultural differences in the same way as learning in China is impacted by the traditional Chinese educational environment, which values respect for instructors and the learning process. Simultaneously, learning is impacted differently by creative interest development education systems in the US and the UK.

### 3.2 Parent Involvement

In terms of parents' participation in children's education in China, social and economic disparities mean that some parents must work outside the home to provide their kids with educational resources. As a result, parents do not participate in their children's education to the fullest extent possible, which leaves their children's family education lacking. However, some families take an excessive amount of pride in their children's education, which results in overprotecting them and hinders the development of their independence. To varied degrees, parents in China lack or overparticipate in their children's education due to the unequal distribution of educational resources, while wealthy families can support their children's academic success, impoverished families are unable to spend enough in their children's education [16]. In addition, the majority of Chinese parents may even repress schooling to push their kids to grow academically holistically rather than in line with their interests and pastimes.

American schools place a high value on parental involvement, and parents actively engage in school events to support their children's self-development and to assist them in understanding their duties and responsibilities. In the US, parents embrace their kids' every accomplishment and collaborate with the school, frequently complimenting their kids and supporting their growth in all spheres [17]. Therefore, families may provide their children with the emotional support and self-assurance they need to help them pursue their interests and passions for learning.

On the contrary to American family education, British parents typically use stringent family education methods that respect their kids' individuality, with a more laid-back attitude and little focus on their kids' academic achievement and school dynamics. Moreover, studies reveal that parents in the United Kingdom have little interest in

their children's education, encourage self-development, and assist their kids in realizing their full potential even in areas other than academics [17].

## 4 Recommendations

According to the above comparison of the differences in different aspects of students in the three countries and the causes of the differences, some suggestions can be drawn to improve China's education system:

First of all, China must enhance its educational philosophy, fortify the development of students' critical thinking skills, allow students to acquire the ability to think critically and independently and enhance students' capacity for autonomous learning.

Secondly, it is important to support students in developing their inventive skills, ignite their curiosity about learning, motivate them to reach their full potential, and urge parents to be aware of their children's interests and pastimes to foster individualized abilities.

Thirdly, raise educational funding, improve teacher standards, enhance their professional development, and push for cordial academic interactions and communication between instructors and students, as well as reducing the gap in distance between instructors and pupils.

Importantly, parents' conceptions of education must be rethought, dispelling outdated notions and granting children the flexibility and opportunity to follow their interests. Observe how kids communicate with one another, showing concern for both the psychological well-being and academic achievement of the kids. Furthermore, parents must respect their children's development and have an open mind.

Lastly, to increase parent involvement in their children's education and close the achievement gap between students and regions in terms of educational resources, it is necessary to close loopholes in the current domestic education system, such as the supply and demand for teaching facilities, the shortage of teachers in rural areas, and the national popularisation of education funding policies.

## 5 Conclusion

Overall, after comparing and contrasting the educational systems and study performances of students in China, the US, and the UK, this report identifies the following issues with China's present educational development: China favors rote memorization of test materials, has a strong grasp of fundamental knowledge, tends to be collectivist, and places emphasis on the development of students' moral character. On the other hand, China's communication skills with teachers are poor. While it doesn't foster students' capacity to think critically and independently, it can give them a more thorough comprehension of information and application. By way of contrast, the educational systems in the United States and the United Kingdom prioritize individuality as a means of fostering pupils' distinct interests. Since they are the ones who direct learning, teachers value the decisions made by their pupils and place a strong emphasis on developing critical thinking abilities. On the one hand, students are more in-

clined to communicate with their professors and peers as a result of this innovative approach to teaching. On the other hand, a lack of fundamental information, a failure to develop a sense of group social honor, and occasionally even being regarded as rude.

By analyzing the causes of the differences, some suggestions are put forward for the improvement of China's education system, such as developing students' interests, improving the cultivation of innovative critical thinking, increasing education expenditure, and equitable distribution of educational resources and facilities.

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