



# Studentų, atvykusių iš užsienio šalies, lūkesčiai mokymosi aplinkai universitete

*Andrius Eidimtas*

*Lietuvos sveikatos mokslų universitetas*

*Mindaugas Dubosas*

*Kauno technologijos universitetas*

Kaunas, 2023

# Aktualumas

## **Studijos baigiamos anksčiau laiko arba nutraukiamos:**

- *dėl motyvacijos ir aplinkos veiksnių (Eidimtas, Jucevičienė 2014);*
- *dėl galimų rasinių, etninių, socialinių ir ekonominių skirtumų priežasčių (Banks and Banks, 2019; Quaye, 2019);*
- *studentai iš užsienio šalių susiduria su neigiama universiteto atmosfera, didesne dėstytojų ar vietos visuomenės diskriminacija ir didesniu nejautrumu grupėse nei jų kolegos (Museus 2014, Hurtado et. al. 2012).*

# *Studentų ankstesnė mokymosi patirtis*

Quaye, Harper, Pendakur (2019) tyrimai parodė, kad tarptautiniai studentai (ne Europos sąjungos šalių) yra mažiau socialiai įsitraukę į savo studijas nei jų bendraamžiai iš Europos.

Kiti tyrimai taip pat pabrėžia, kad studentai susiduria su specifiniais iššūkiais, pavyzdžiui:

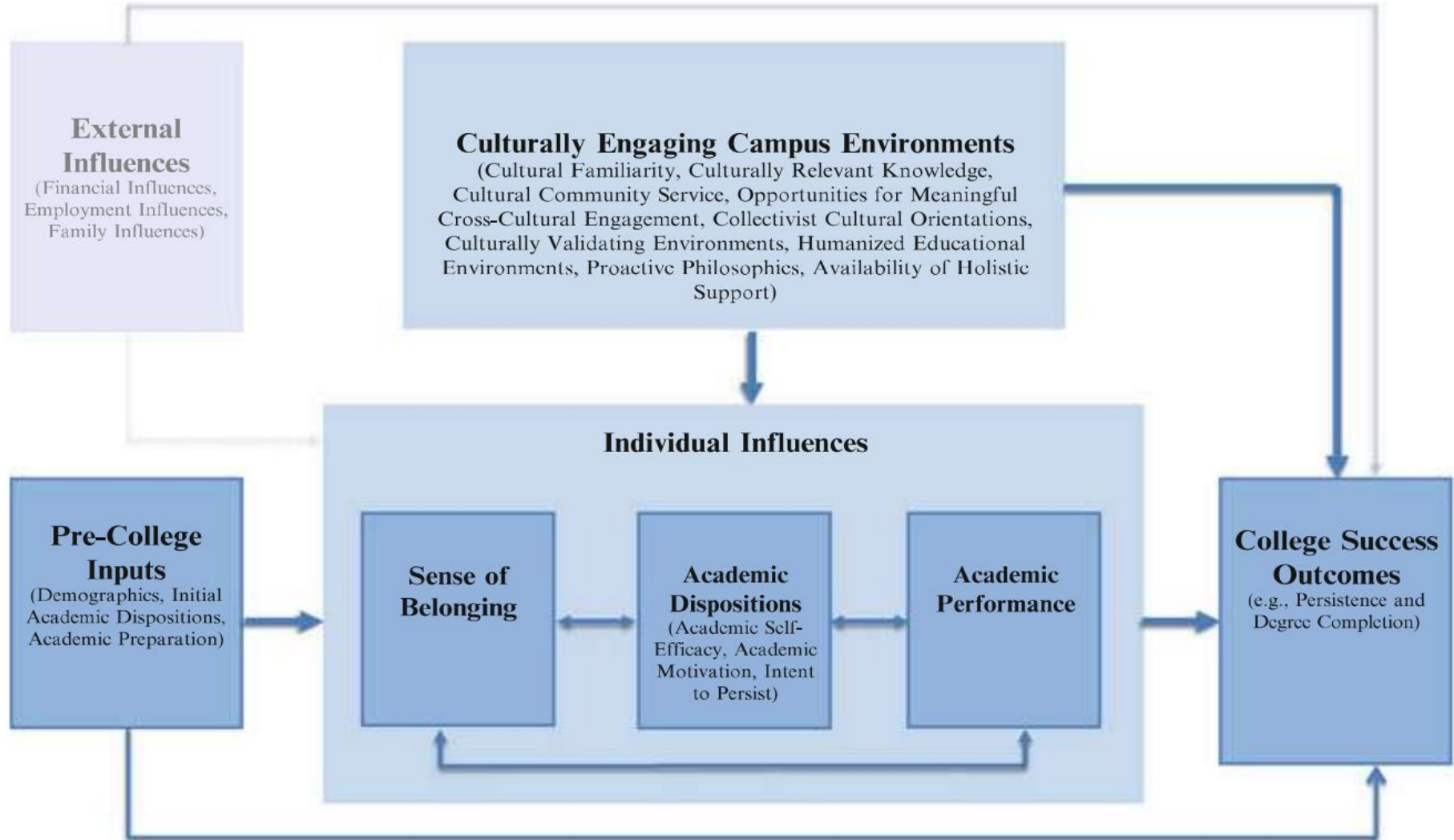
- Anglų kalba ir mokymasis (tarimas ir kirtis, diskusijos klasėje tyloje ir pan.),
- Socialinė izoliacija (socialinio tinklo praradimas, pasirinkto stiliaus skirtumai mokymasis bendraamžių grupėje ir pan.),
- Kultūros normos (mokytojų ir mokinių sąveika klasėje, akademinės normos ir kt.).

Šio tyrimo tikslas – atskleisti studentų, atvykusių iš užsienio šalies, lūkesčius mokymosi aplinkai universitete.

Tyrimo uždaviniai tikslui pasiekti:

- 1) Išanalizuoti pirmo kurso studentų lūkesčius mokymosi aplinkai;
- 2) Atskleisti pagrindinius kitų formų įvairovės elementus aukštojo mokslo mokymosi aplinkose.

# The Culturally Engaging Campus Environments (CECE) model of College Success by S.D. Museus, 2014



# *Methodology*

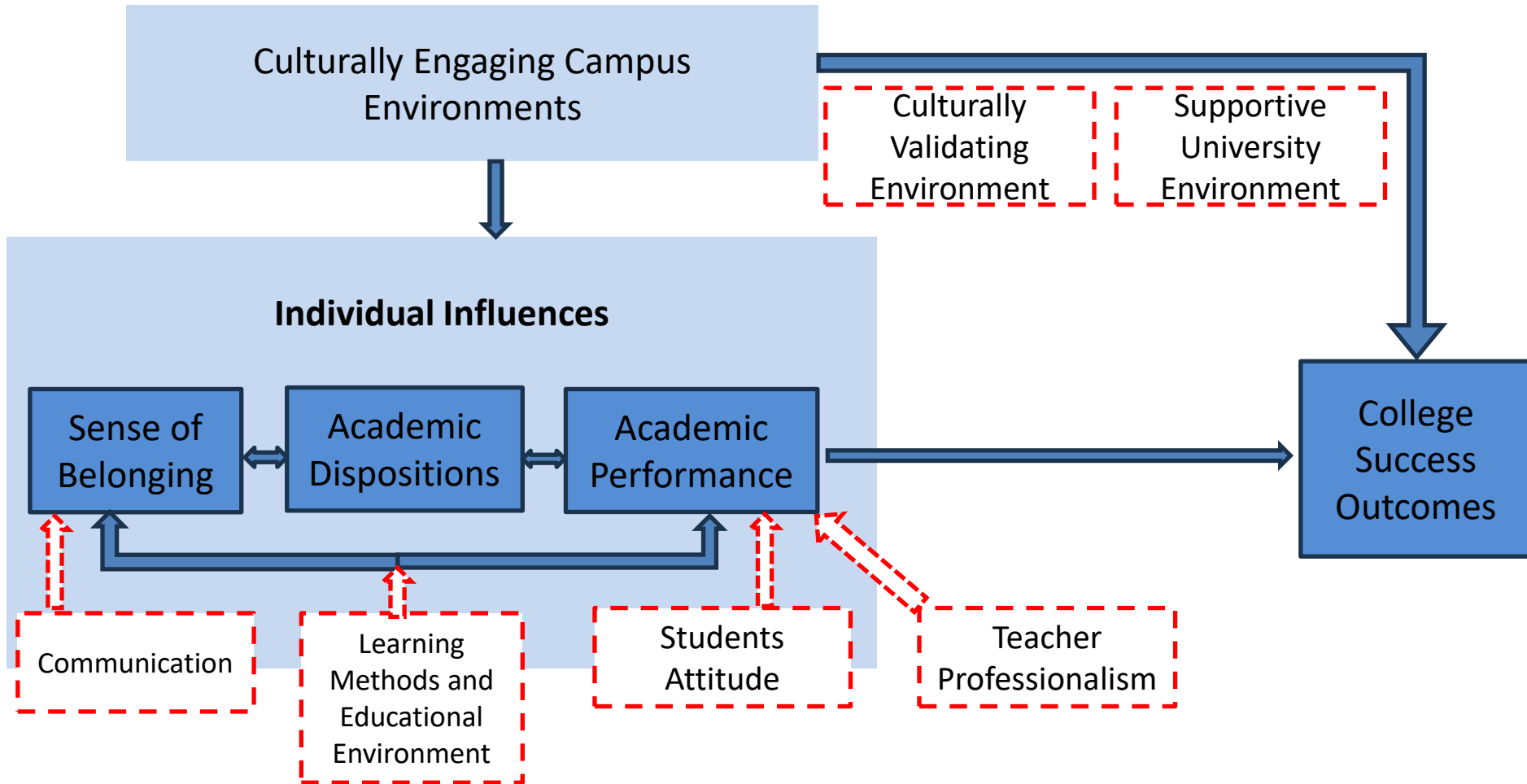
The research was performed on 2019-2022 at one of Lithuanian universities, hosting more than 23% full time incoming students from more than 80 countries in 19 study programs.

During last 3 academic years (2019-2020, 2020-2021, 2021-2022) more than 100 **incoming freshmen** submitted **379 answers (statements)** on interaction aspect in learning environment.

All these statements were analyzed and grouped according to Museum (2014) theoretical model in order to reveal key elements of other forms of diversity. These data were analysed by **content analysis method** also using Museum (2014) model.

Were distinguished 55 groups of statements, later categorised and integrated in the Museum (2014) theoretical model (**6 groups were added to the model as new**).

# New categories from research results



# **„Culturally Validating Environment“ category**

## **Indicator groups**

Understanding  
and Empathy

Classroom  
Etiquette and  
Behavior

Emotional  
Health

Respect and  
Behavior

Quiet and  
Mature  
Behavior

Interactions  
and Behavior

Positive  
Attitude  
(Smiling)



# **„Supportive University Environment“ category**

## **Indicator groups**

Providing Guidance  
and Information

Organizational and  
Administrative  
Aspects

Student Guidelines

School Guidelines  
and Rules

Building  
Relationships

Teacher-Student  
Relationship

Fairness and  
Consistency

Setting  
Expectations

# **„Communication“ category**

## **Indicator groups**



# **„Learning Methods and Educational Environment“ category**

## **Indicator groups**

Maintaining a  
Positive Learning  
Environment

Student Support  
and Engagement

Teaching and  
Classroom  
Management

Student-Centered  
Approach and  
Improvement

Feedback and  
Encouragement

Creating a  
Positive  
Environment

Teaching Quality

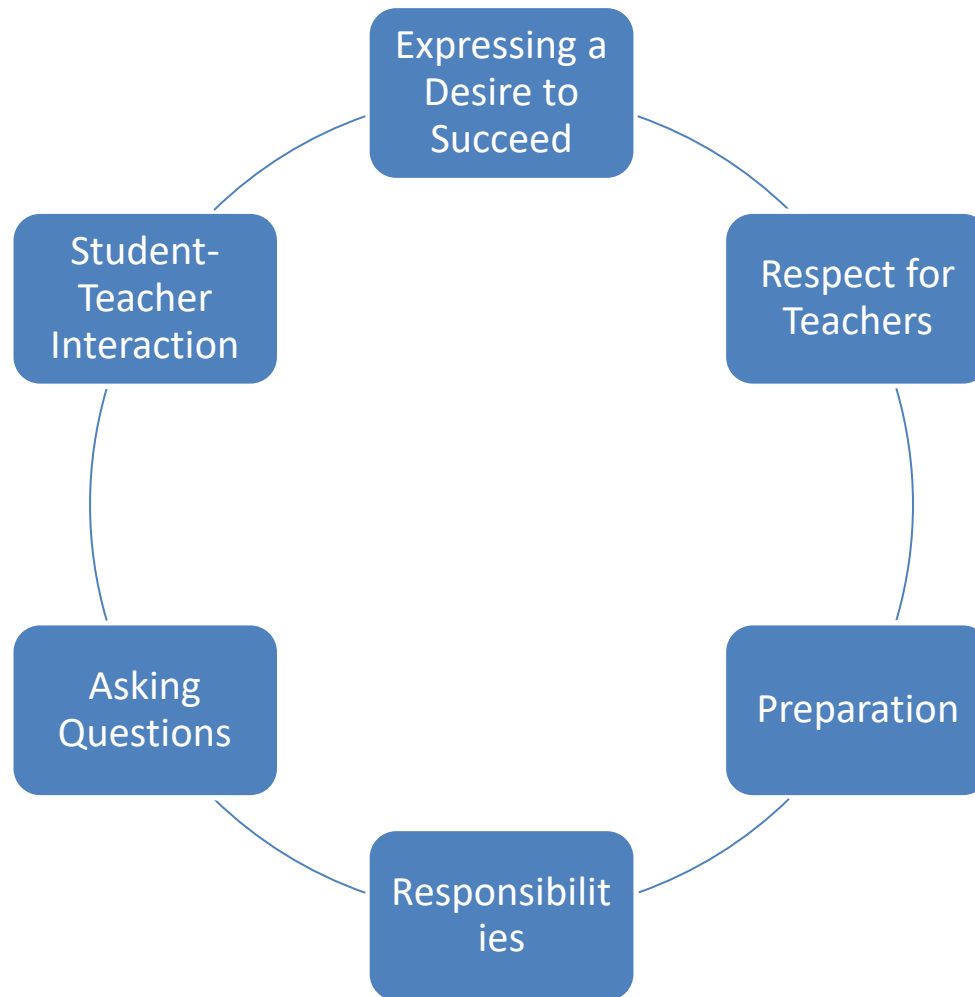
Adaptability and  
Flexibility

Effective Teaching

Teaching Style

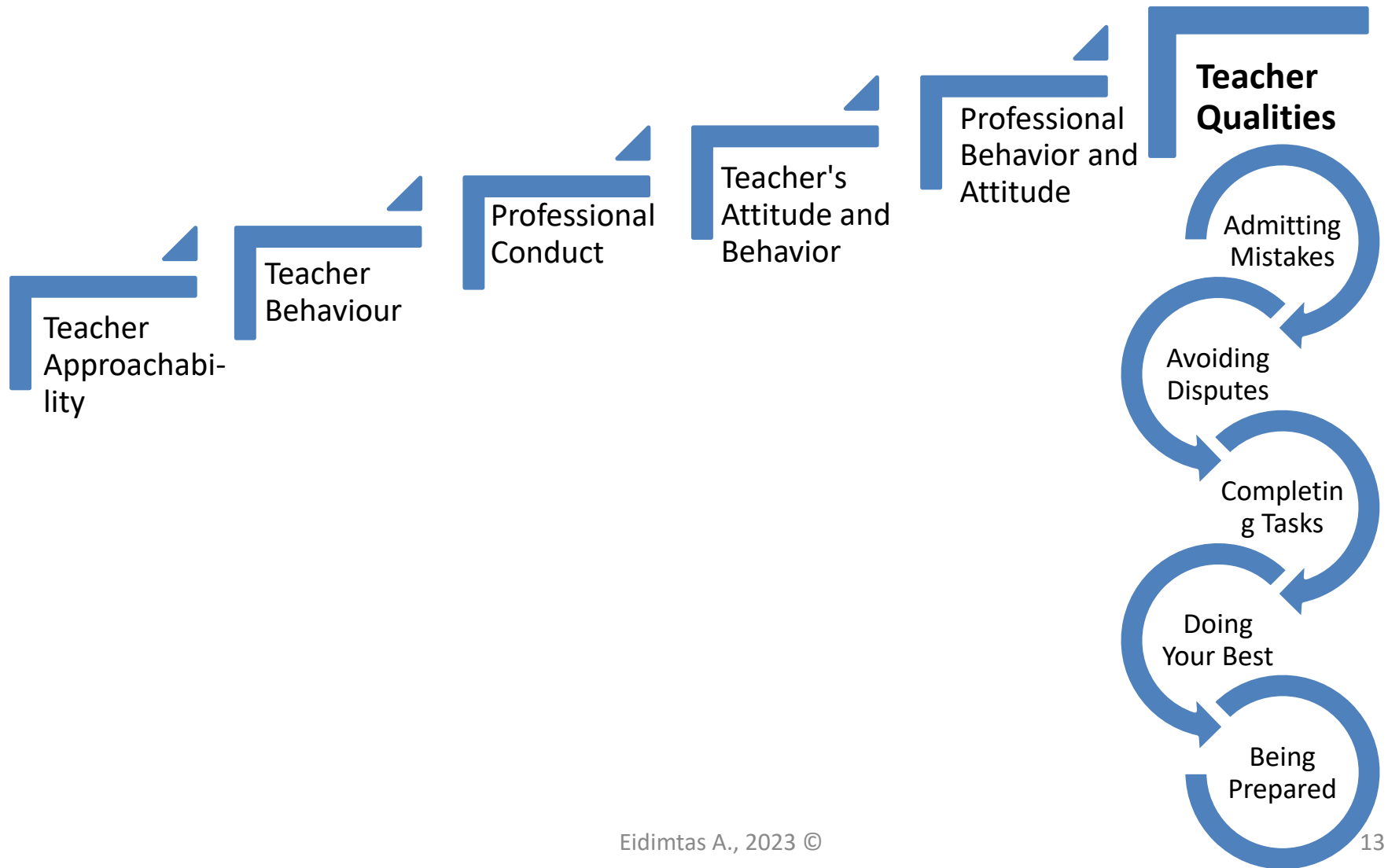
# „Students Attitude“ category

## Indicator groups



# „Teacher Professionalism“ category

## Indicator groups





# Results (1)

The first year students' **expectations to the learning environment:**

1. Importance of Respect and Communication
2. Student-Centered Learning
3. Encouragement of Active Participation
4. Promotion of Positive Environment
5. Study Strategies and Responsibilities

# Results (2)

## **Key elements of other forms of diversity in learning environment:**

6. Cultural Sensitivity

7. Continuous Improvement and Feedback

8. Professionalism and Ethics

9. Health and Well-being

10. Preparation and Engagement



## Based on the results of the research some recommendations for teachers how to change pedagogic strategies (students' statements)

*“Open communication with students”*

*“Helping students who express difficulties”*

*“Foster a positive and enjoyable classroom atmosphere”*

*“Avoid making judgments based on initial impressions”*

*“Teachers should make sure that the conversation does not lead to political issues/or what the students say are politically incorrect”*

*“Be open to reach an agreement that will benefit both parts students and teachers”*

*“Putting yourself in the shoes of the students to better understand her or him”*

*“Focus on establishing meaningful, cooperative relationships with every student”*

*“The teacher must take attention to students' emotional health”*

**Based on the results of the research some recommendations for  
future students how to understand local context from specific  
educational background  
(students' statements)**

*“Let the tutor find out what you liked about his course”*

*“Let the lecturer know that you really want to make progress  
in his or her teaching subject”*

*“Complete all tasks during the semester”*

*“Do your best to understand the teacher's point of view”*

*“It is better to ask a question than to make a comment”*

*“Avoid disputes”*

*“Note the teacher's name and make sure to use it”*

*“Smile”*