Understanding the Difference between Learning Behaviors of Chinese and American College Students within the US

Summary of Original Proposal

Greg Kitzmiller (Business), Rong (Lotus) Wang (Education Leadership and Policy)

With a large influx of Chinese students studying in the United States, faculty have observed and reported differences in study habits and learning behaviors (Lilly Conference, 2012). Observation suggests few faculty change pedagogy and teaching methods to accommodate Chinese international students in U.S. colleges and universities. While there is some literature on study habits and learning behaviors of Chinese students, there is little to be found on Chinese students in the U.S. and as compared with American students in U.S. college settings.

After consultation with faculty in a Faculty Learning Community at Indiana University, this study investigates and compares learning behaviors and study habits of Chinese and American students using qualitative and quantitative methods based on current literature referencing categorization of learning behaviors. The result should inform a basis for pedagogy changes for inclusive learning to better engage the larger number of incoming Chinese students, as well as their American classmates and the course's objectives.
Understanding the Difference between Learning Behaviors of Chinese and American College Students within the U.S.

Greg Kitzmiller, ArcelorMittal Distinguished Lecturer, Indiana University Kelley School of Business
gkitzmil@indiana.edu

Rong (Lotus) Wang, PhD student, Indiana University School of Education
wangrong@indiana.edu

Funding Level Requested: Phase II

Duration of Funding Period: November, 2013 to May, 2015

October 18, 2013
Scholarship of Teaching and Learning Grant

Understanding the Difference between Learning Behaviors of Chinese and American College Students within the U.S.

Abstract
With a large influx of Chinese students studying in the United States, faculty have observed and reported differences in study habits and learning behaviors (Lilly Conference, 2012). Observation suggests few faculty change pedagogy and teaching methods to accommodate Chinese international students in U.S. colleges and universities. While there is some literature on study habits and learning behaviors of Chinese students, there is little to be found on Chinese students in the U.S. and as compared with American students in U.S. college settings. After consultation with faculty in a Faculty Learning Community at Indiana University, this study investigates and compares learning behaviors and study habits of Chinese and American students using qualitative and quantitative methods based on current literature referencing categorization of learning behaviors. The result should inform the research team and a broader faculty audience on the difference and provide a basis for pedagogy changes for inclusive learning to better engage the larger number of incoming Chinese students as well as the American students in classes and course objectives.

Research Objectives
The goal of this project is to explore study habits and learning behaviors of Chinese international students in U.S. colleges and universities, to understand culture is an influence on study habits and learning behaviors of Chinese students in the U.S., and to identify specific differing learning behaviors and study habits of Chinese and American students. The findings of this project should inform faculty and Chinese international students about differences in learning behaviors and study habits as they prepare for class, exams, and deliverables, and provide faculty with helpful understanding for reexamining their approaches toward teaching Chinese international students as well as Americans in one course. These results, when considered, may help faculty create an inclusive class environment and accommodate learning behaviors and study habits of both American and Chinese students. Therefore, the research questions for this project are:
What are the differences of learning behaviors and studying habits between Chinese students who are studying in the U.S. and American students?
• Do these differences of study habits relate to their respective culture background?
• Does it seem pedagogic changes in a course might affect different students' study habits?

Background
American colleges and universities have seen an exponential growth of international students since 2006. In 2011, the number of international students in the U.S. increased to a record high of 764,495 students, which represented a 39% increase since 2000 (Open Doors, 2012). Particularly, the number of Chinese students jumped from around 60,000 students in 2005 to 194,029 in 2011 (Chow & Bhandari, 2011). Facing a growing number of international students studying in the US, more and more scholars have started raising a number of questions
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and doubts regarding understanding international students’ learning and providing support to international students in learning, for example, what is important about international students’ learning experiences (Jones, 2008)? To what extent have American colleges and universities adapted curricula to serve the best interests of international students (Shaw, 2000)? While members of faculty have dealt with a population of culturally divergent students for many years, some faculty have noted that when a large block of students from one country become a large section of a class this might affect classroom culture, interaction, or perhaps learning. For example, Sarkodie-Mensah (1998) found that international students preferred individual study. Moreover, when they collaborated with peers in learning, they were more likely to partner with peers from the same country or with those who shared similar culture (Sarkodie-Mensah, 1998). In terms of the different perspectives on learning between international students and American students, Ramsay, Barker and Jones (1999) indicated that international students believed that critical thinking and instant feedback on their writing skills were essential to their learning; nevertheless, American students believed that collaborative study and peer support were more important.

The principal investigator of this proposal has had semesters where 25% of students in his Business Marketing course were Chinese. He attended the Lilly conference, a noted conference on college teaching and learning, in November 2012, where a specific session provided a talk on differences in classroom habits of Chinese vs. American students in the U.S. The talk was very well attended indicating faculty interest. Yet, that presenter provided little academic literature to support the talk and there was objection to key points by Chinese faculty in attendance. Hence, the investigator realized that there might be need for a more scholarly effort. Subsequently, Kitzmiller was one of two faculty at Indiana University who joined a Faculty Learning Community formed around Engaging Differences among students with the intent of better understanding Chinese and other Asian students. This group has been encouraged and coached by Joan Middendorf, Ph.D., lead instructional consultant and David Pace, Ph.D., scholar of Teaching and Learning. Participation in this Faculty Learning Community provided an environment for discussion with colleagues about acknowledging Asian students’ learning habits and the role culture played in students’ learning habits.

The principal investigator has used individual interviews and surveys at the end of his course completed by a small sample to lead up to this current research. The initial investigation has shown that Chinese students do describe their study habits and their learning behaviors in different ways than American students.

Significance and Impact

Starting with Hofstede (2001), the study of culture and its impact on organizations provides rich information about the differences in human behavior as influenced by cultural factors. Yet a literature search shows that much of the work on higher education and culture has been done outside the U.S. and is limited in scope. Additionally, much scholarly literature has addressed the learning styles or learning behaviors of Chinese learners in China (Chan, 1999; Chan, 2008; Kennedy, 2002; Vansteenkiste, Zhou, Lens, & Soenens, 2005), and some limited
literature discusses Chinese students studying in U.S. settings (Huang & Brown, 2009; Neuby, 2012; Wan, 2001). However, when both investigators of this research team and a librarian conducted a more extensive literature search, they found no studies comparing the learning behaviors between Chinese college students and American college students, especially in U.S. colleges and universities. This proposal suggests a better understanding of cultural consequences on higher education by studying both Chinese international students and American students learning behaviors and study habits as they prepare for a course.

**Conceptual Framework**

We will use Bain’s (2011) three different kinds of learning as guidance as we examine the learning behaviors of Chinese students and American students. The three different kinds of learning mentioned in Bain’s book are surface learning that learners just try to memorize whatever they study to pass the exam; strategic learning that learners master just sufficient materials to get the best grades; and deep learning that learners proactively involve critical thinking or problem solving as they deeply educate themselves. Here are primary concepts to be considered in this project:

*Study habits:* Credé and Kuncel (2008) defined study habits as “study habits typically denotes the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g., reviews of material) occurring in an environment that is conducive to studying” (p.427). As Credé and Kuncel (2008) indicated, sound study routines usually include “frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment” (p.429).

*Culture:* Johnson and Christensen (2008) defined culture as “the shared attitudes, values, norms, practices, patterns of interaction, perspectives, and language of a group of people” (p.49). Although culture may be many factors, including language, the primary focus on culture in this project will be on attitudes and practices, student behaviors directly affecting learning outcomes. Based on a qualitative study with 24 international students from over 15 countries, Lee and Rice (2007) asserted that due to less proficiency in English, international students were often uncomfortable to participate in group work or interact with peer classmates. However, it is worth noting that language will not be considered as an element of culture in this project. The point of this research is not to suggest remedial language study, but to consider differences between students when language is not the primary differentiation.

*Chinese students:* Chinese students in this project refer to international students from Mainland China, Hong Kong, Macau and Taiwan who hold F-1 student visa, primarily received secondary education outside the U.S. and are pursuing postsecondary degrees in U.S. colleges and universities.
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American Students: American students in this project are defined as American residents who mainly receive both secondary and postsecondary education in U.S. settings.

Methodology
We will use qualitative research first. Creswell (2008) indicates that one-on-one interviews are an ideal method for participants to express and share their thoughts comfortably. Starting from November 2013, we will conduct one-on-one, semi-structured interviews with open-ended questions with a limited number of students at the Kelley School of Business. We will interview both Chinese international students and American students who take classes with the principal investigator at the Kelley School of Business in 2013 fall and 2014 spring semesters. Because we do not consider language as an element of culture in this project, we will select Chinese students who have sufficient English proficiency based on their class participation and performance as interviewees. Interview questions will focus on changes to and differences in students’ learning behaviors and study habits in marketing classes. This interview process requires some student metacognition. After interviews, we will transcribe and analyze the data and identify the common and different study habits of Chinese students and American students respectively. Then, we will analyze how these learning behaviors are embedded in culture background.

After completing qualitative interviews, surveys will be constructed and given to all students in the courses of the principal investigator. These surveys will be constructed to ask students to agree with phrases chosen from the qualitative work that will allow a sort into different learning behaviors (such as deep learning and surface learning, etc.). From these surveys, it will be determined if another round of interviews is needed. Once our work is done with classes in the Kelley School, similar surveys will be used with students in other schools at I.U. (e.g., Education, etc.) and possibly eventually at other colleges and universities. The principal investigator has determined interest by other faculty at a few other institutions.

Outcomes and Public Sharing
This project will be considered successful when there is some better description of learning behaviors and study habits of Chinese students and American students in the U.S. which can then be shared more broadly. Categorization of interviews and of responses to surveys will be used.

This proposal plans to build on the existing literature and investigate current Chinese and American students’ views and learning behaviors. At minimum, the research team will provide analysis and learning from this project as seminar and conference presentations from this initial phase, such as POD, International Society for the Scholarship of Teaching & Learning (iSoTL), and/or the Lilly Conference. The investigators plans to utilize the finding of this project to reexamine teaching and share with colleagues at Kelley School of Business and at the School of Education regarding understanding, where an increasing number of Chinese undergraduate students are studying. Assuming significant results that can contribute to the literature, the author
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and team plan to publish this work in appropriate peer-reviewed journal(s). As this project moves forward, this will be developed as an inter-disciplinary even cross-institutional study.

Reflective Teaching

What is commonly called ‘globalization’ changes our classroom but also may change our pedagogy. The authors of this proposal regularly use both reflective teaching, careful consideration of teaching behaviors that facilitate learning and reflection on and changes to practice. In fact, reflective teaching was the origin of this project as Kitzmiller considered different questions from Chinese students than from American students after class. The authors also use scholarly teaching, reference to literature on education, in preparing and implementing classes. This proposal is designed to not only inspire both reflective and scholarly teaching in the authors, but allow sharing of results and encouragement of both among a wider circle of university faculty.

About the Author of this Proposal

Greg Kitzmiller became involved in the Scholarship of Teaching and Learning at I.U. in 1999. Kitzmiller is a ‘charter’ member of the International Society for the Scholarship of Teaching and Learning where he has presented. Greg has presented at the Lilly International Conference on Teaching and Learning as well as The International Conference on the Scholarship of Teaching and learning, the Goodenough College, City University, London, UK. Greg was designated a Chancellor’s Scholar of Teaching and Learning as part of an I.U. Academy of SoTL in 2003-2004, received a previous grant for a SOTL project, and has received the I.U. Trustees Teaching award twice. Greg is an ArcelorMital Distinguished Lecturer in the Kelley School of Business.

In addition to the Principal Investigator, Rong (Lotus) Wang, a Ph.D. student in the Indiana University School of Education, will be part of this project. “Lotus” is staff research associate a Research Project Associate for the National Survey of Student Engagement and has a Master’s degree in Higher Education from the University of Pennsylvania. She also was a college instructor in China.
References
Proposal:  SOTL Grant – Understanding the Difference between Learning Behaviors of Chinese and American Students within the U.S.

Understanding the Difference between Learning Behaviors of Chinese and American College Students within the U.S.

Greg Kitzmiller, ArcelorMittal Distinguished Lecturer, Indiana University Kelley School of Business

Rong (Lotus) Wang, PhD Student, Indiana University School of Education

Budget proposal:

Graduate Assistant: Data Analysis ........................................ $1000
Conference fees and expenses for dissemination......... .... $2500
Travel and expenses to interview students at other locations...... $500
Secretarial assistance........................................................... $1000

Timeline:

November, 2013 to May, 2014:

Survey construction
Interview construction
Beta interviews
First round student interviews
Beta student survey

Summer 2014:

Analysis
Survey refinement
Interview refinement
Second round interviews if needed
Next round of surveys

(Continued to next page)
Fall 2014:

Additional student surveys

Data Analysis

Spring 2015:

Analysis

Results compilation

Writing presentations (and draft paper)

Formal Public dissemination begins
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Fax: (812) 855-6440  
e-mail: gkitzmill@indiana.edu

SUMMARY

Greg Kitzmiller combines academic appointment in marketing and strategic experience with focus on learning. He has received university recognition and grants for Scholarship of Teaching and Learning.

ACADEMIC APPOINTMENTS

Indiana University Kelley School of Business  
Bloomington, IN

Arcelor Mittal Distinguished Lecturer  
2011 +

Senior Lecturer in Marketing, teaching Principles of  
2008 +  
Marketing (I-Core) & Internationals Marketing  
at the undergraduate level, an occasional MBA KIP

Lecturer in Marketing, teaching Principles of  
Marketing at the undergraduate level and  
International Marketing at several levels  
1997 - 2008

Visiting Adjunct Professor of Marketing, teaching  
principles of marketing at the undergraduate level  
1995 - 1997

Indiana University South Bend  
South Bend, IN

Adjunct Lecturer in Marketing, teaching advertising  
and promotion at the MBA level and principles of  
marketing at the undergraduate level  
1994 - 1995

HONORS

Named by Dean Dan Smith as representative to the MHEC 'Tuning'  
project to benchmark core competencies and educational outcomes  
among marketing students within the U.S. Midwest 2011-2013

Distinguished Educator for Teaching with Classroom Technology:  
Turning Point (1011 - Present)

Indiana University Trustees Teaching Award 2007 & 2009

Award and Grant: Dean of Faculties, IU, Scholarship of Teaching and  
Learning,

Dean of Faculties Grant Award, Scholarship of Teaching, 2006-2007  
Chancellor's Scholar, I. U. Academy of Teaching and Learning 2003-  
2004
OTHER ACADEMIC INVOLVEMENT

Indiana University Kelley School of Business

Member of Multi-State, Multi-University Project on “Tuning” the Marketing Curriculum, sponsored by the Lumina Foundation through the Midwest Higher Education Compact, throughout 2012

Department Liaison with Undergraduate Advising (2000 – present)

Member, Kelley School Undergraduate Policy Committee, (2000-2008, 1011- present)

Sponsor/Mentor, American Marketing Assoc, Student Chapter, (2007-present)

Sponsor/Mentor, Undergraduate Hospitality Industry Club (2010 – present)

Sponsor/Mentor, Undergraduate International Business Association, (2003-present)

Sponsor/Mentor, Phi Chi Theta, Business Fraternity (2009-present)

Member, KSB, Pre-I-Core Committee (2009-10)

Member, Campus Recreational Sports Advisory Committee (2004 to 2011)

Faculty Sponsor, Independent Major Program (1997-2011) sponsoring and advising undergraduate students through independent majors

Scholarship of Teaching and Learning: (1999-present) presenter in faculty meetings campus wide and at conferences

Chair, Kelley School Undergraduate Policy Committee, (2000-2008, Member 2009-2010, Co-Chair 2011 - Present)

Member and Subcommittee Chair, Global Policy Committee (2000 – 2003) chairing communications group

Faculty Advisor, Undergraduate Entrepreneurs' Club (1995-2000) assisted in the formation and promulgation of this new club

Member, Board of Advisors, Center for Entrepreneurship and Innovation (1996-2000)

Homecoming Judging Committee, (1996, 1998), committee was responsible for selecting the first African-American homecoming queen at I.U.

Awards:

Trustees Teaching Award, Indiana University, multiple years

Teaching Excellence Recognition Award –1998

Recognition, Panschar Lecturer Award for Teaching Nominee, 1996-7, 1997-8, 1998-99

Listed in Who’s Who in America
CONFERENCES AND PUBLICATIONS

Conferences:

"Technology in the Classroom, Using 'Clickers' and Other Course Tools" Presented at National Lilly Conference on Teaching and Learning, Nov. 2012

"Student Success and the Marketing Discipline, Tuning Initiative." Discussant at Marketing Management Association, Fall Conference, October, 2012

"Student Engagement in the Land of Twitter" International Society for the Scholarship of Teaching and Learning, Oct. 2009

"Critical Thinking from a Student Perspective" IU SOTL, Feb. 2007

"Critical Thinking in College" Lilly conference on College Teaching, November, 2006

"Critical Thinking in College" Lilly conference on College Teaching, November, 2005

"The Evolving European Union: A Look at the EU and Its Impact on the U.S.", Indiana University, Mini-University, June, 2005

"Critical Thinking By College Students" Fifth International conference on the Scholarship of Teaching and Learning, The Goodenough College, City University, London, UK, May, 2005

"Do Students Care About Critical Thinking?" Lilly conference on College Teaching, November, 2004

"Reflective Teaching to Increase Critical Thinking" Lilly conference on College Teaching, November, 2003

"International Marketing Research – But how International?" Indiana University International Business Conference, October, 2002

Faculty Seminar, Scholarship of Teaching and Learning, IU, "SOTL: Checking Progress and Making Plans" – April 2002

"Evaluating and Prodding Critical Thinking Over Time" Indiana State University Winterfest Conference on Teaching, January, 2002


Rong (Lotus) Wang

Indiana University, School of Education, Bloomington, IN, 47405, USA | 267-736-4501 | wangrong@indiana.edu

EDUCATION

Indiana University, School of Education, Bloomington, IN, USA. Aug. 2012 - Present
PhD student, Higher Education and Student Affairs program, GPA: 4.0/4.0
Master of Science in Education, Higher Education program, GPA: 3.58/4.0
Bachelor of Economics, International Economics and Trade program (Jun. 2009), GPA: 3.52/4.0

RESEARCH INTERESTS

College Teaching and Learning Employ effective pedagogy and instructional techniques to strengthen student-faculty interactions especially enhance international students’ engagement in US higher education.

Student Affairs Partnering with Academic Affairs: Facilitate student affairs and academic affairs to work across the boundary for promoting students’ learning outcomes and enriching students’ collegiate experience.

International Comparative Higher Education Researching on what and how China and the US can learn from each other in college pedagogy and the collaboration between student affairs and academic affairs.

COURSE INSTRUCTION

Sias International University, School of Business, Xinzheng, Henan, China, Aug. 2009 - Aug. 2010
Lecturer, International Trade Experiment
- Developed curriculum for the newly offered course, and implemented a Chinese-English bilingual teaching procedure.
- Articulated practice to promote students’ operational capacities via virtual international trading platform in economic labs.
- Advised students on professional development, graduate school applications, standard test preparation.

PRESENTATIONS AND PUBLICATIONS


Wang, R., Neugebauer, S. (March, 2012). Residential Life: What the United States and China Can Learn From Each Other, was presented at 2012 NASPA Annual Conference in Phoenix, AZ, USA


PROFESSIONAL EXPERIENCE

Research Project Associate, Center for Postsecondary Research, Indiana University, Bloomington, IN, USA. Aug. 2012 – Present
- Assist Research Analysts of National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), Beginning College Survey of Student Engagement (BCSSE), Strategic National Arts Alumni Project (SNAAP) and Law School Survey of Student Engagement (LSSSE) in various quantitative analyses of college students’ experiences.
- Collaborate with other Research Project Associates with report production, data management and literature reviews.

Resource Coordinator, National Association of Student Personnel Administrators (NASPA) Knowledge Community on Student Affairs Partnering with Academic Affairs (SAPAA), Philadelphia, PA, USA, Aug. 2011 - Present
- Facilitate SAPAA Career Services Working Group (CSWG) to enhance conversation and promote professional development opportunities for SAPPA knowledge community members.
- Research and identify best programs, role models and other resources to faculty and staff working in career services.
- Collaborate with the Technology Coordinator to distribute helpful resources to SAPAA members.
- Write articles on career services and publish them on Synergy, the newsletter of the NASPA SAPAA Knowledge Community.

- Served as NASPA’s primary contact and resource for Penn students and professionals seeking information on student affairs, created and updated social network sites to promote resources.
- Provided NASPA with feedback on what programs and services students need from NASPA through monthly conference calls with 85 NASPA Graduate Associates nationwide.
- Utilized multiple channels like social network sites, bulletin boards, e-mails and in-person discussions to promote NASPA events and publicize NASPA announcements to the campus community.

Sansom Community Services, Residential Services, University of Pennsylvania, Philadelphia, PA, USA
Graduate Associate, Aug. 2011- May 2012
- Organized Sansom Liaison Program to update the community on campus events by allocating staff to serve as liaisons to 12 student affairs programs at the University.
- Recruited and collaborated with staff members to interview and select new residential staff.
- Planned and implemented programs to build a welcoming community for 55 residents of diverse backgrounds.
- Oversaw and designed all monthly newsletters and brochures, and create content for communication within residential life.

Graduate Assistant, Aug. 2010 - May 2011
- Reviewed and updated 320-page staff manual for the upcoming year.
- Managed and facilitated office operations to strengthen management and communication.
- Worked closely with Sansom Residential Coordinator to support residents by creating an agenda for anticipated incidents and reminding staff members to be aware of the potential issues in advance.
- GRADD Education is a consulting company dedicated to promoting college graduates' essential professional skills.
- Coordinated weekly staff training, hosted GRADD Campus Meetings and organized panels made up of Human Resources Managers from Fortune 500 Corporations.
- Analyzed evaluation forms of GRADD seminars, and reported recommendations to Marketing Associate Director.
- Worked as the Forum Moderator of GRADD Bullet Board System, facilitate discussions about job searching observations.
- Cooperated with other interns to host GRADD Weekend Business School for local outstanding students.
- Assisted with career counseling including resume and cover letter revising, job search guidance, mock interviewing.

**ACTIVITIES**

Goodwill Ambassador, School of Education, Indiana University, Bloomington, IN, USA, March, 2013 - Present
- Was nominated by the Department to answered questions about our program for international students interested in coming to Bloomington to the School of Education

Committee Member, 2013 NASPA Assessment and Persistence Conference, Bloomington, IN, USA, Dec. 2012 - Present
- Picked keynote speakers, mini-institute presenters and other invited sessions; reviewed submitted programs for persistence section and select programs; discussed conference planning with nine other committee members nationwide.

Committee Member, 2012 NASPA Assessment and Persistence Conference, Philadelphia, PA, USA, Feb.-Jun. 2012

Program Reviewer, 2013 NASPA Annual Conference, Bloomington, IN, USA, Sep. 2012

Program Reviewer, 2012 NASPA Annual Conference, Philadelphia, PA, USA, Sep. 2011

Committee Member, Penn Graduate School of Education (GSE) Commencement, Philadelphia, PA, USA, Apr. - May 2011

Committee Member, Penn GSE New Student Orientation, Philadelphia, PA, USA, Aug. - Sep., 2011


Team-Building Activity Facilitator, Sias International Summer Camp, Henan, China, Jun. - Jul. 2007

Captain of the English Translation Team, Sias International University, Henan, China, Sep. 2006 - Sep. 2007

**HONORS**

Penn Graduate and Professional Student Assembly (GAPSA) Conference Travel Grant, Philadelphia, PA, USA, Feb. 2012

Provincial-level Excellent Graduate in Higher Education, Henan, P. R. China, Jun. 2009

Sias International University Full Scholarship for Abroad-studying, Henan, P. R. China, Jun. 2009
- Awarded to the top graduate out of 5000 graduates demonstrating academic and co-curricular excellence.

Provincial-level Merit Student, Henan, P. R. China, Jun. 2008

Sias International University Annual Scholarship, Henan, P. R. China, 2006 -2007, 2007 -2008

Sias Foundation Scholarship based on comprehensive excellence, Henan, China, Sep. 2006

Sias International University Excellent Student Leader, Henan, China, 2005 - 2009
SKILLS

Computer: Proficient in Internet, Microsoft Word/Excel/PowerPoint/Publisher, SPSS, Adobe InDesign CS6, Photoshop CS6
Languages: Mandarin Chinese (native speaker); English (proficient)

PROFESSIONAL AFFILIATION

NASPA-Student Affairs Administrators in Higher Education, USA, 2011-present
October 21, 2013

Dear Sir or Madam:

This supports Greg Kitzmiller, Senior Lecturer (ArcelorMittal Distinguished Lecturer, Kelly School), in his proposal for the Scholarship of Teaching and Learning at I.U. and his application for a grant to study Cultural Differences of students.

Kitzmiller has a long history with Scholarship of Teaching and Learning with past investigations that have been made public via seminars at Indiana University and at various conferences on Teaching and Learning both in the U.S. and abroad.

Teaching several hundred students per year, Greg is sensitive to learning styles and teaching effectiveness. This has led him to investigate learning and studying differences between and among international and domestic students. Kitzmiller is well placed to consider this topic not only because he teaches so many students, is well connected both within the I.U. faculty community and outside I.U. but also because he overseas students in team settings, observing their behavior in several courses. Kitzmiller is the Case Coordinator for the Undergraduate I-Core in the Kelley School.

This letter provides support for Greg Kitzmiller as he applies for this grant.

Sincerely,

Shanker Krishnan
Chair, Department of Marketing
Kelley School of Business
Indiana University