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| **China** | **Western (UK)** |
| Teacher is king and fountain of all knowledge | Students are guided by the teacher to construct their own knowledge |
| Emphasis on surface (rote) learning | Emphasis on student-centred, deep learning |
| Few interactive activities and group work, less engagement with their peers | More integration of student-based activities, including working with peers |
| Students are assessed primarily by multiple choice questions (MCQs) and formal examinations | Students are assessed by a diverse range of assessment types (e.g., group work, presentations, field work, laboratory work) |
| Little or no guided or independent field work experience | Strong field work emphasis, including independent field work  |
| Little experience of independent research | Strong emphasis on independent research |

**Table 1:** Common perceptions of the differences between Chinese and Western education systems, with emphasis on those teaching and learning activities of most relevance to Geography and related disciplines (adapted and modified from Smith, 2014).

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| **Challenges** | **Possible Solutions/Adaptations** |
| Lack of familiarity with field sites overseas, little opportunity for detailed reconnaissance. | * Arriving a day or two ahead of scheduled teaching to scope out potential field sites.
* Use local knowledge and experience of locally-based staff.
* Consider on-campus activities, particularly for introductory modules.
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| The role, contributions and interaction of Chinese teachers in the field (see text). | * Hold a briefing session to highlight the role and importance of the field trip from the student perspective (learning outcomes) and designate clear roles and responsibilities to local teachers who may be accompanying the students in the field.
* Provide a separate field experience for local teachers.
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| Requirements for transportation to off campus sites. | * Consider on-campus activities, particularly for introductory modules.
* Explore public transport options to field sites.
* Communicate clearly in advance with Chinese faculty and outline any requirements for coach bookings (timings, duration of trip).
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| Provision of field kit for student use. | * Take any required equipment out from the home institution to ensure that planned activities can be delivered.
* Plan for activities which are ‘equipment light’.
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| Students lack of familiarity with working in outdoor environments (see text). | * Incorporate pre-field trip briefing sessions, which cover suitable clothing and footwear and field safety.
* Consider on-campus activities, until students become more familiar with outdoor working.
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| No formal requirements for completion of risk assessments. | * Incorporate pre-field trip briefing sessions which cover working safely in the field.
* Explore options for campus-based activities which are comparatively ‘safe’ and where help is more easily accessible.
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| Lack of visual (written) learning materials for students, who may have weaker English language skills. | * Provide simple handouts to support field work activities.
* Talk slowly, repeat key information, spell out words and provide time for students to translate (using their mobile phones) if required.
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**Table 2:** Key challenges associated with delivering field work teaching and learning opportunities as Flying Faculty and possible solutions (adapted and extended from Robinson et al., 2016).