Learning and Teaching Across Cultures in Higher Education

Also by David Palfreyman

LEARNER AUTONOMY ACROSS CULTURES: Language Teaching Perspectives
(*editor with Richard Smith*)

Learning and Teaching Across Cultures in Higher Education

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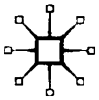

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Notes on the Editors and Contributors

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Alison Jones is Professor of Education at the University of Auckland, New Zealand and a scholar in critical studies in education, seeing pedagogy as necessarily a form of political struggle and influenced also by the field of psychoanalysis and education. Her educational career is motivated by her identity as a Pakeha (i.e. a White, non-indigenous, New Zealander) and its implicit relationship to Maori people.

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Parlo Singh is Head of School in the School of Education and Professional Studies, Griffith University, Australia. She migrated to Australia from India as a child with her parents in the early 1960s and Punjabi is her first or home language. Parlo worked as a primary schoolteacher for five years before completing a Ph.D. in the sociology of

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Lois Smith is Co-ordinator of the Project for Enhancement of Learning and Teaching at the University of Wollongong in Dubai. She trained as an English Language teacher and enjoyed teaching a wide cultural mix of students in various institutions in the UAE. She joined her current institution five years ago, moving during that period from teaching English to coordinating and facilitating educational development for faculty, and learning development for students. She has taught in monocultural, government institutions, and currently works in a multicultural environment with a mix of students and faculty from all over the world.

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A Note on Terminology

Due to the range of backgrounds of the contributors to this book, a variety of terms are used to refer to roles in education. The following terms are used interchangeably to refer to those teaching in tertiary education: *educator*, *faculty*, *instructor*, *lecturer*, *professor*, *teacher* and *tutor*. The terms *student* and *learner* are used to refer to those intended to benefit from this teaching.

Transcription Conventions

. . .	pause
[. . .]	omitted material
[ ]	added material
( )	non-verbal material
italics	translated material