

A Short Note on Understanding Cross Culture Education

Andrew Ross*

Department of Social and Cultural Analysis, Caldas University, Manizales,
Colombia

Short Communication

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*For Correspondence : **Andrew
Ross**, Department of Social
and Cultural Analysis, Caldas
University, Manizales,
Colombia;
Email: rossandrew@gmail.com

INTRODUCTION

Cross-Cultural Education (CCE) immerses students in a foreign culture through a variety of educational contexts, such as academic and theological curriculum, independent study, and immersion encounters. A cross-cultural education must include both scholarly and theological pursuits of cross-cultural skills, as well as real-world encounters with diverse cultural locales and the people who live, work, and worship there. As they complete coursework and participate in contextual learning opportunities, students are encouraged to demonstrate the acquisition and continued integration of cross-cultural competencies (including but not limited to the knowledge, skills, attitudes, and self-awareness that contribute to becoming effective cross-cultural Christian public leaders). Global peace will cease to be an ideal and become a requirement as the globe shifts toward a sharing economy. Since the invention of the Internet, the Napster music service, and peer-to-peer file sharing in the 1990's, we've been moving toward a decentralized sharing economy. As a result of the Covid-19 pandemic forcing schools to close and offer curriculum digitally, we are witnessing knowledge decentralization as kid's access diverse information and knowledge sources outside of traditional educational environments.

This shift emphasizes the importance of cultural education, which can and must be taught in schools to help children prepare for a global future. Students in today's primary and secondary schools must first comprehend and identify with their own cultures, which I describe as one's set of ideas, behaviours, and values, before becoming interested in other cultures. Using emerging new technology, this can be accomplished between religiously and socioeconomically diverse student groups. Intercultural knowledge and competence are essential for growth and ensuring that the next generation is free of religious, socioeconomic, caste, and gender divisions. We can encourage tomorrow's leaders to empower those behind them to strive above them by exposing current pupils to peers from diverse cultures.

DESCRIPTION

There are several dimensions to cross-cultural education research literature. We examine the following factors in particular: textbook and knowledge authority, learning techniques and attitudes, language challenges, and relationships between teachers and students in a cross-cultural setting, all of which are relevant to the results of our student survey. According to the research, students from Confucian-heritage societies are modest and obedient when it comes to authority. Textbooks and lecture notes are extremely important to them. "Respect for the elderly and books are the basic notion of Chinese education," Slay and Hong write. Phillips, Lo, and Yu identify three types of learning approaches in terms of student's learning methods, attitudes and styles, and perceptions of learning: surface approach, deep approach, and accomplishing approach. They discovered that under different settings, Chinese and Asian pupils take different techniques. Exams that are difficult may cause individuals to employ the surface method. They are encouraged to utilize a deep approach by their Confucian heritage. Achievement motivation encourages individuals to pursue their goals. Others believe that pupils in East and Southeast Asian countries rely heavily on rote learning and memorization. Low-level cognitive consequences are the only outcome of this learning approach. Western countries, on the other hand, priorities deep learning over surface learning. It is usually considered that western learners are more independent, preferring deep and cultural learning, and are encouraged to employ constructivist approaches, whereas Asian learners are more docile, submissive, and effective at rote memorizing associated with surface learning approaches. Researchers have discovered, however, that Asian research students perform well at western universities, indicating that they used the deep approach and accomplishing approach in their learning.

CONCLUSION

This study, based on the data gathered, outlines the similarities and differences between Asian international student's learning attitudes, learning methods, and specific requirements for lectures and teaching materials, as well as the main differences between their culture and Western culture in IT high education systems. Our findings suggest that studying abroad is difficult because international students must overcome numerous challenges such as learning a new language, adjusting to a new environment, living alone, and improving their academic performance. We discovered a common occurrence among international students.

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