Notice of the Final Oral Examination
for the Degree of Master of Arts

of

YUSHU (SHERRY) HUANG

BS (Beijing Normal University, 2015)

“Academic Challenges and strategies: An SRL comparison of Canadian-domestic and Chinese-international students’ transition to university”

School of Educational Psychology and Leadership Studies

Tuesday, September 5, 2017
10:00 a.m.
Clearihue Building
Room B017

Supervisory Committee:
Dr. Allyson Hadwin, School of Educational Psychology and Leadership Studies, University of Victoria (Supervisor)
Dr. Helen Raptis, Department of Curriculum and Instruction, UVic (Outside Member)
Dr. Todd Milford, Department of Curriculum and Instruction, UVic (Additional Member)

External Examiner:
Dr. Louise Chin, Department of Psychology, University of Victoria

Chair of Oral Examination:
Dr. Cindy Holder, Department of Philosophy, University of Victoria

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

The purpose of this study was to examine challenges encountered by Chinese-international students’ self-regulated learning (SRL) in university courses in Canada and compare them to challenges experienced by domestic students. Participants included 38 Chinese-international students and 112 Canadian-domestic students studied in a self-regulated learning (SRL) strategies learning course. Weekly over 10 weeks, participants (a) rated their experiences with a list of possible challenges, (b) identified their dominant challenges from a list, and (c) identified one possible strategy for addressing the dominant challenge (d) rated how successful the strategy selected was. Findings indicated that domestic students reported higher proportional frequency of motivation challenges, compared to the other group. From the perspective of strategy use, domestic participants reported persisting strategies more often, but Chinese-international students more frequently reported social-regulation strategies. The most dominant challenge reported by both Canadian-domestic students and Chinese-international students is motivation challenge. For addressing the motivation challenge, domestic students most frequently reported an Adjust or change strategy, but Chinese-international students reported a Social-oriented strategy. Both groups identified that their strategies use was a moderate success. Findings from this study will inform policy and practice in the area of intercultural learning by identifying specific challenges to be addressed in supporting Chinese-international students and Canadian-domestic students.