

valued by both groups. Both student groups generally felt that they allocated the correct number of hours to production of coursework tasks, whereas UK-based lecturers were more likely to judge students' time allocation to coursework as inadequate.

Implications of the Study

The project presented here is Phase 1 of a wider study. Phase 2 will involve the expansion of both the quantitative and qualitative aspects of the research to include participants from 8 comparable institutions (4 UK; 4 Malaysia).

Contrary to some existing literature on 'East vs West' teaching and learning styles, Malaysia-based lecturers did not value simple memorisation of facts by their students any more highly than UK-based lecturers. Culture and policy differences did seem to underpin the superior performance of Malaysia-based students in exams, however; I recommend that UK institutions adopt stricter policies of compulsory student attendance and place a greater emphasis on supporting students with 'exam technique' to improve student attainment in closed-book assessments.

Placing a high value on acquisition of transferrable skills seems to go hand-in-hand with student achievement in coursework tasks that require critical analysis. I therefore recommend that Malaysian institutions make greater use of exemplar-, debate- and case-study-based teaching to inculcate confidence and skills in critical analysis, and thus raise student achievement in this area.

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