



TARC INTERNATIONAL CONFERENCE ON
LEARNING & TEACHING 2016 (TIC 2016)
TAR UC, Kuala Lumpur, Malaysia, October 17-18, 2016

Methodologies and Strategies for Holistic and Enterprising Learning Oral Presentation – Invited Paper

A Comparison of Malaysian and American Learners' Behaviour: The Mediating Role of Learners' Awareness

S. Chee Choy¹, Jutta Street*², Loraë Roukema³, and Joanne Sau-Ching Yim⁴

¹ Centre for Education Psychology and Instructional Strategies, Tunku Abdul Rahman University College, MALAYSIA.

(E-mail: choysc@mail.tarc.edu.my)

² Faculty of Psychology, Campbell University, USA.

(E-mail:Streetj@campbell.edu)

³ Faculty of Education, Campbell University, USA.

(E-mail:Roukema@campbell.edu)

⁴ Centre for Education Psychology and Instructional Strategies, Tunku Abdul Rahman University College, MALAYSIA.

(E-mail: yimsc@mail.tarc.edu.my)

ABSTRACT

The mediating role of learners' awareness on learner behaviour was determined using the 21-item Learner Awareness Levels Questionnaire (LALQ) and structural equation modelling (SEM) using data from 2646 Malaysian students and 316 American students. The results suggest that student approaches to learning for the Malaysian and American samples were different. Learner awareness was related to affective learning for Malaysian students while for American students it was related to cognitive learning. Learner awareness partially mediated learner behaviour for both cognitive and affective learning among Malaysian students while it fully mediated learner behaviour for cognitive learning among American students.

Keywords: student approaches to learning, structural equation modelling, mediation, LALQ, student learning