{It is widely regarded that how we behave and learn are under the influence of culture. According to McLaren (1998), “Learning style is the way in which human beings concentrate on, absorb, process and retain new and difficult information.” China which is in Asia and Czech Republic which is located in Europe are two different countries, so the cultures in these two countries are different. What is more, it is not surprising to find that the learning styles of students from these two countries are different. This paper aims to make a comparative study of high school students’ learning styles in the Czech Republic and China.}
as explained by means of the cultural dimensions, with the differences and similarities in the
Czech and Chinese system of education (please, see question 1 below).
The research per se involved 284 general secondary school students altogether, 171 respon-
dents at Gymnázium Šlapanice and Cyrilometodějské gymnázium, and 113 students at Huantai
no. 2 general secondary school in Shandong province in China. While the Czech students were
answering a Likert scale-based Perceptual Learning Style Preference Questionnaire in English,
the Chinese students filled in the same questionnaire in Mandarin (please, see question 2). Mei-
chen Zhang’s findings indicated that the Czech students prefer auditory and kinesthetic learning
style, while group learning style is the least preferred among the Czech students. The Chinese
students similarly prefer auditory learning style, but differently from the Czech respondents, the
Chinese students perceive group learning style as the major ones. Meichen Zhang contributes
the differences to the fact that the respondents come from different cultural backgrounds. Name-
ly, the inclination to the group learning style of the Chinese students is linked to the collectivist
culture of China (please, see question 3).

The aims of the thesis were fully met. The student worked independently and consulted her
progress on the thesis regularly.

Questions:
1) How can Hofstede’s theory of cultural dimension explain the concept of competition you have
identified in the Czech and Chinese system of education (pp.32-33)?
2) Who provided the translation of the Perceptual Learning Style Preference Questionnaire into
Mandarin Chinese? How did you ensure that all the Czech respondents in the research unders-
tood all the items in the questionnaire in English?
3) You have explained the Chinese students’ preference of group learning style to the Chinese
collectivist identity. At the same time, on p. 24 you say that “the younger generation is becoming
increasingly individual…” Judging that the respondents in your research are of young age (you
do not specify the age of the respondents), can we assume that they could be more individualistic
than the Chinese culture as a whole? And if yes, how can we then account for the respondents’
preference of group learning style?

Defence:
recommended
Final assessment: B

In Brno 3.6.2019

Mgr. Zdeněk Janík, M.A., Ph.D.