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Abstract

The present study aims to analyse the complex relationships between the relevant constructs of students' demographic background, perceptions, learning patterns and (proxy measures of) learning outcomes in order to delineate the possible direct, indirect, or spurious effects among them. The analytical methodology is substantively framed against the studies of Richardson (British Journal of Educational Psychology 76:867-893, 2006, Higher Education 54:385-416, 2007) that utilised a regression-based methodology to infer the possible causal relationships among the relevant learning constructs. A composite research instrument, written in Chinese and derived from the Inventory of Learning Styles (ILS) and the Course Experience Questionnaire (CEQ), was used to collect students' feedback on their perceptions of the learning environment and their learning patterns. Valid responses were obtained from 1,572 students studying at six institutions in the post-secondary education sector in Hong Kong, a new response-context for both the CEQ and the ILS. In adapting the research

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instruments to a new Chinese response-context, the findings are generally consistent with those reported in other published works (e.g. no relationship between students' demographic background and their satisfaction with the programme, and a significant relationship between students' exhibition of undirected learning patterns and low expected performance), but there are also some noteworthy discrepancies. The findings therefore buttress the confidence with which an ILS-based General Theoretical Model of student learning, adapted from Richardson (British Journal of Educational Psychology 76:867-893, 2006, Higher Education 54:385-416, 2007), may be used to conceptualise and interpret the dynamics of variation across different cultural response-contexts. While the CEQ provides some valuable complementary insights, it is an instrument that requires further development in the response-context of the present study. (HRK / Abstract übernommen) Law, Dennis C. S., E-Mail: dlaw@cihe.edu.hk