

The “Dynamix” Cross-Cultural Model in Education

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Abstract

This study was conducted to create a framework for a dynamic approach to instruction involving integrating and blending the best practices in traditional and online teaching and learning to help improve the instruction of teachers and the learning behavior of international students in a cross-cultural setup. It investigated (1) the learning behaviors of international students that are prevalent in cross-culture education, (2) the best practices in traditional and online instruction, (3) the requirements of the hybrid modality for international students, and (4) the institutional policies that may be recommended to address the challenges of international students in cross-culture setup. This study is anchored on the six Cultural Dimensions Theory of Geertz Hofstede in corroboration with Lev Vygotsky’s Sociocultural Theory. The corroboration led to the creation of a new model on Cross-Culture Dimensions in Education. This research utilized a mixed-method design and collected data from 187 respondents, gathered through interviews and surveys. The results highlighted the need for an appropriate intervention through well-defined policies and support mechanisms to address the students’ challenges in learning behavior; and the merging of traditional and online instruction in demonstrating a higher level of engagement and in cultivating students’ ability in learning and

innovation. These results served as a basis for creating a research-based and policy-driven framework to present a new idea of instruction that leads to more suitable approaches to help improve the instruction of teachers and strengthen the learning behavior of international students in a cross-culture setup.

Keywords: instruction, learning behavior, international students, cross-cultural