Index

academic credit 23
academic style 110, 126–7
accommodation 24–5, 34
Adams, K. 161
analysis
  business case 100, 102
  case teaching method 81, 84, 143–4
  and communication, written 102, 103, 104
Anderson, M. 48
Asmar, C. 155
assessment and examination success
  applied workplace projects 145–6
  assessment definition 135–6
  assessment purpose 136, 137–40
  assessment types 139–47
  assignment tips 142–3
  assignments and essay writing 97, 98, 99, 106–7, 110–14, 142
  authentic assessment 137–8
  case examinations 92–3
  and case study analysis 86, 143–4
  course grades, and case teaching method 86
  criterion-referenced and norm-referenced assessment 138
  examination tips 141
  examination types 140
  formative and summative assessment 136–8
  grading and marking, and communication, written 101–2
  group assessment 146–7
  and group work 27
  oral examinations 144–5
  and plagiarism 142, 147
  research assessment 101–2, 160–61, 162
Australia 2, 36
Avirutha, A. 2, 3
Ballard, B. 16, 17, 135
Barber, P. 70
Barnes, D. 48
Barribal, L. 21
Beaver, D. 52
Becker, L. 154, 155
Biggs, J. 49, 59, 136
Blevins, D. 48
Bligh, D. 49, 70
Bloom, J. 83–4
Bloom’s Taxonomy guidelines 139–40
  see also case teaching method
Bonwell, C. 80
Bound, J. 149
Bremer, D. 32
Brislin, R. 39
Budner, S. 41
Burns, T. 131
business environment see workplace
Canada 2, 37
  case teaching method 80–95
  analytical skills 81, 84, 143–4
  application skills 82
  assessment and examination success 86, 92–3, 143–4
  benefits of 88–90
  Bloom’s Taxonomy guidelines 139–40
  case reports 92
  cognitive learning objectives 83–4
  conceptual dimension 84
  and confidence building 86
  and course grades 86
  creative skills 82
  and cultural practices 89–90, 94
  decision-making skills 82
  discussion phases 89
  good practice guidelines 93–4
instructor’s role 89
interpersonal and social skills 82
large group discussion 86, 90–91
learning process 84–5
learning process management 93–4
long-cycle preparation process 87–8
oral communication skills 82, 85, 86
overview 80–81
and participation confidence and effectiveness 86, 87–8
participation enhancement 88–90
participation problems, overcoming 90–91
popularity of 83–4
and preparation 85, 86, 87–8, 90
presentation dimension 84–5
presentation feedback 91
short-cycle preparation process 87
skills involved 81–2
small group discussion, importance of 85–6
student role 84
and teamwork 86
time management skills 82
written communication skills 82
certification for study 22
see also exchange and study abroad
Chapman, A. 6
Chislett, V. 6
Christensen, C. 83, 89
Clanchy, J. 16, 17, 135
Clemens, D. 70
Cochrane, R. 150, 161
communication, spoken
academic style 126–7
body language and pace 124
and case teaching method 82, 85, 86
challenges and performance improvement 120–23
and cultural differences 121, 122
importance of 119–20
and international education 17–18
and language problems 121–2
language for tutorial participation 132
learning from others 124
lectures and language difficulties 51, 55
and participation 61, 62, 65, 67, 124
and preparation 120
presentation see presentation
research education see research education
success strategies 123–5
and tutor expectations 123–4
and tutorials 122–3, 132
and understanding of topics 120
useful resources 134
and written language, differences between 125–6
communication, written
academic style 110, 126–7
and analysis 102, 103, 104
argument, definition of 103
business case analysis 100, 102
case study reports 92
common problems 108–10
content marking 101
cultural differences and study 44–6
descriptive writing 103–4
discussion 100
lecture 102–3
oral presentations, research education 160–61, 162
paragraph length and organization 109
paraphrasing work of other authors 108
and plagiarism 107–8
presentation and accuracy 102
professional documents 101
proofreading and common errors 116–17
reading skills, improving 106–7
referring work 107
reflective journal 100–101
Index

report writing 98–9, 102
reporting verbs 115–16
research education see research education
resources, useful 115–17, 118
and spoken language, differences between 125–6
and structure 102
and style 109–10
subject matter 96–101
thesis 100, 103
websites, useful 118
confidence building 20–21, 86
see also personal attributes
copying (plagiarism) 107–8, 142, 147
cultural differences and study
adjustments to, and ambiguity 41–3, 44
and case teaching method 89–90, 94
challenges of 23, 29
and communication, spoken 121, 122
competency advice 44
and core assumptions 11–12
cross-cultural communication 44–6
and cultural empathy 44
culture, definition of 10–11
culture shock 39–40
English accents 45
groups and teams, working in 72, 73, 74, 77–8
impact of 10–12
language problems 44–6
misattribution of observed behaviour 46
and participation 60–61, 64, 65
and research supervision 153
and returning home 46–7
student reflections 40–41

Danowitz Sagaria, M. 3
De Cieri, H. 3
Denicolo, P. 154, 155
dessoff, A. 32
disabled students 32
Duncan, C. 136

editing skills 159–60, 164–5
see also communication, written
Eison, J. 80

essay writing 97, 98, 99, 106–7, 110–14, 142
see also assessment and examination success; communication, written
EU 2, 20, 24, 36–7, 149
Evans, P. 17, 143–4
examination success see assessment and examination success
exchange and study abroad 20–37
and academic credit 23
accommodation 24–5, 34
adjustment to 26–30
certification 22
checklist 33–5
certainty as global student 20–21
cultural challenges 23, 29
demotional challenges 27–9, 30–31
exams and group work 27
financial considerations 23–4, 25, 33
and future career 21–2
guide book, personal 25–6
health issues 25, 34
health and safety 30
internships 31–2
online pre-departure training course 26
and open-mindedness 24
period of study 23
preparation for 24–6, 33–5
reasons for 20
and returning home 30–31
study decisions 22–4, 35
visas and passports 24, 33
websites, useful 26, 36–7
see also international education
financial considerations 23–4, 25, 33
Fowler, B. 139
France 37
Frenkel-Brunswick, E. 44
Frey, B. 137
Furnham, A. 39–40
future career 21–2
Gallagher, J. 73
Gillespie, J. 21, 22
Glasser, W. 59
grading see assessment and examination success
grammatical errors 116–17
see also communication, written
Green, H. 149
Griffiths, S. 70
groups and teams, working in
and assessment and examination
success 146–7
benefits of 70, 76
and case teaching method 85–6, 90–91
cognitive constructivism approach 72–3
conflict resolution 78
cultural differences 72, 73, 74, 77–8
freeloading and size of group 75
group formation 75–6
group potential, identifying 77
and group size 74–5
and human element 73–4
individual roles 76
long-term group work 73–4
problem resolving 76–7
short-term group work 72–3
work practice discussion 76
workplace group work comparison 71–2
Gulikers, J. 136, 137

Hadis, B. 21, 24
Hamilton, L. 104
Hampden-Turner, C. 8, 10, 12
Hancock, M. 134
health issues 25, 34
health and safety 30
Holmes, H. 45
Humphrey, R. 153

instructor’s role see tutorials
international education
achievement versus ascription 15
advantages of 3–4
challenges of 4–5
communitarianism versus
individualism 13–14
diffuse versus specific 14
language and communication
17–18
learning process, understanding
5–7
neutral versus emotional 14
teachers, relationships with 16–17
teaching and learning expectations 15–16
universalism versus particularism 13
see also exchange and study abroad
internships 31–2
Ireland 37
Johnson, D. 70
Jones, L. 4
Kean, T. 104
Kjellen, B. 80
Kluckhohn, F. 12
Knight, J. 3
Ladika, S. 32
language problems see communication, spoken; communication, written
Lawson, L. 96, 150, 153, 154, 156, 161, 163
Leach, L. 48
learning advice services 105
see also resources
learning from others 64–5, 124
learning process 84–5, 93–4
Bloom’s Taxonomy guidelines 139–40
visual–auditory–kinaesthetic learning style model (VAK) 5–7
lectures
benefiting from 48–57
challenging lecturer 50–51
concentration, maintaining 52
expectations, shared 50, 53–4
functions of good 49
good practice checklist 56
humour, use of 52
and individual viewpoints, differing 50
and language difficulties 51–2, 55
lecturer’s perspective on participation 66–7
limitations of 48–50
loneliness, feelings of 54
and participation see participation preparation, benefits of 55, 56
recording 55
rules and procedures 52–3
and student engagement 55–6
see also tutorials
Leggett, K. 32
Lobel, S. 44
loneliness, feelings of 54
see also personal attributes
Loveland, E. 20
McCann, D. 77
McCarthy, P. 153
Mcormack, K. 21
Margerison, C. 77
Marginson, S. 2
Marshall, L. 49, 141
Mauthette-Leenders, L. 81–2, 87, 143–4
Mehrabian, A. 128–9
Merseth, K. 83
Moore, D. 48
Moses, I. 152
Murray, R. 157, 159
Nastasi, B. 70
Netherlands 37
New Zealand 2
Noonan, B. 136
Norris, E. 21, 22
Oberg, K. 39
Olekalns, M. 3
oral examinations and presentations
144–5, 160–61, 162
see also assessment and examination
success; communication, spoken
Paltridge, B. 152
participation
anxiety associated with 61, 65
benefits of 58–61
and case teaching method 86, 87–91
challenges and skills 58–69
checklist 68
cultural differences 60–61, 64, 65
and expectations, personal and
shared 62–3
and language problems 61, 62, 65, 67
learning environment, comfortable
63–5
lecturer’s perspective on 66–7
and pairing with other student 64–5
and postgraduate studies 60
and preparation 62–3, 66
problems 61–2
and self-confidence 64, 65
and self-image 60
and shared experiences 59–60,
63–4
personal attributes
and emotional challenges 27–9
interpersonal and social skills 82
patience and tolerance development
162–3
self-confidence 64, 65
self-image 60
strength and resilience 161–3
stress, coping with 162
Petress, K. 58, 67
Pincas, A. 4
plagiarism 108, 142, 147
postgraduate studies see research
education
Powell, S. 149
preparation
and case teaching method 85, 86,
87–8, 90
and communication, spoken 120
for exchange and study abroad 24–6,
33–5
and lectures 55, 56
and participation 62–3, 66
presentation
and case teaching method 84–5, 91
delivery 129–30
improvements 131
language 132–3
and non-verbal communication
129
oral, and research education 160–61,
162
preparation 128–9
skills 125–31
structure 127–8
and written accuracy 102
see also communication, spoken
proofreading and common errors
116–17
see also communication, written
Punch, K. 157
Learning in the global classroom

Race, P. 73, 74
reading skills, improving 106–7
see also communication, written
referencing work 107
see also communication, written
Reid, D. 73
report writing 92, 98–9, 102
see also communication, written
research education
assessment 101–2
inglobalization of 149–50
oral presentations 160–61, 162
and participation 60
patience and tolerance development
162–3
personal strength and resilience
161–3
proposal, written 100, 157–8
and research expectations 150–51
and research passion 163
research topic, defining and scoping
155–6
stress, coping with 162
thesis online resources 155–6
thesis requirements 158
useful resource websites 162, 166
and writing practice 156–7
and writing in a second language
156–60
see also communication, spoken;
communication, written
research supervision
communication strategies 154–5
and cultural differences 153
feedback 158–9
management of 153–4
relationship 151–5
relationship assessment form 152
resources, useful
communication, spoken 134
communication, written 115–17,
118
exchange and study abroad 26,
36–7
and internships 31–2
learning advice services 106
online pre-departure training course
26
returning home 30–31, 46–7
Rhee, J. 3
Rowland F. 49, 141
Rubin, K. 31
Ryan, J. 48, 61, 62, 135
Schein, E. 10
Schmitt, V. 137
Sinclair, M. 152
Sinfield, S. 131
Sivan, A. 80
Slavin, R. 70
Smith, M. 48
spoken communication see
communication, spoken
Starfield, S. 152
Stenhouse, L. 70
Stevens, K. 155
stress, coping with 162
Strodtbeck, F. 12
study decisions 22–4, 35
Sweden 37
Tangtongtavy, S. 45
teachers see tutorials
teamwork see groups and teams,
working in
Thambiratnam, D. 156
thesis 100
and argument 103
online resources 155–6
requirements 158
see also assessment and
examination success;
communication, spoken;
communication, written;
research education
time management skills 82, 105
Tobenkin, D. 22
Triandis, H. 12
Trompenaars, A. 7, 10, 12
tutorials
case teaching method 89
and communication, spoken 122–3,
131–2
tutor expectations 15–16, 123–4
tutors, relationships with 16–17
see also lectures
UK 2, 36–7, 149
USA 1–2, 20, 32, 37, 149
<table>
<thead>
<tr>
<th>Index</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>visas and passports 24, 33</td>
<td></td>
</tr>
<tr>
<td>visual-auditory-kinaesthetic learning style model (VAK) 5-7</td>
<td></td>
</tr>
<tr>
<td>Wang, J. 161</td>
<td></td>
</tr>
<tr>
<td>websites see resources, useful</td>
<td></td>
</tr>
<tr>
<td>Weimer, M. 55</td>
<td></td>
</tr>
<tr>
<td>workplace</td>
<td></td>
</tr>
<tr>
<td>applied workplace projects 145-6</td>
<td></td>
</tr>
<tr>
<td>business case analysis 100, 102</td>
<td></td>
</tr>
<tr>
<td>group work comparison 71-2</td>
<td></td>
</tr>
<tr>
<td>internships 31-2</td>
<td></td>
</tr>
<tr>
<td>Wright, T. 150, 161</td>
<td></td>
</tr>
<tr>
<td>written communication see</td>
<td></td>
</tr>
<tr>
<td>communication, written</td>
<td></td>
</tr>
<tr>
<td>Yates, P. 150, 163</td>
<td></td>
</tr>
<tr>
<td>Yoshida, T. 39</td>
<td></td>
</tr>
<tr>
<td>Zepke, N. 48</td>
<td></td>
</tr>
</tbody>
</table>