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Teaching to increase learning

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Abstract

This article discusses why instructors should focus on the learner to increase student learning. To increase learning, instructors should understand the learning process, current research-based concepts and practices about learning. This article discusses four learning concepts and five learner-centered instructor roles. The concepts are: meta-cognition fosters learning, deep learning facilitates retention, learning for life motivates students, and assessment is not just assigning grades. The instructor roles are: plan instruction, create an environment for learning, foster interactions among students, teach how to use content, and teach learning to learn skills. This article helps instructors change how they teach to focus on the learner, enabling international students to learn and apply more through examples.

Integrating information literacy in “business information editing and translation”

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Abstract

This paper discusses the importance of and procedure for incorporating teaching information literacy in “Business Information Editing and Translation (BIET)”, a course designed for University English majors. The paper adopts the traditional definition of information literacy, contending that an information literate student should be able to: 1) recognise when they need information; 2) know where and how to find the needed information; 3) use a variety of tools to find, modify and assimilate the information; and 4) critically evaluate and synthesise the information. Information literacy is a prerequisite and an important objective of BIET. Different skills are needed at two phases of the class, namely, editing and translation, hence different ways and procedures should be adopted to train the needed skills. This paper discusses in detail the procedures and measures that I adopted to teach students how to search and use online references and resources to fulfil information editing and translation tasks. Finally, the paper concludes that skilful handling and application of online resources can dramatically improve the efficiency and quality of information editing and translation. Students also will realise that online information and online translation tools cannot be overly trusted. The use of information involves many social and ethical issues. Information literacy, which represents a change of thinking in learning and teaching, should be an important part of the curriculum because it is of vital importance for both survival in the information age and lifelong learning, and it has become the standard-bearer for academic achievement, workforce productivity, competitive advantage, and national security.

Key words: information literacy; editing; translation; online resources; lifelong learning

Attitude changes bring aptitude changes

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Abstract

Being at Ming Chuan University in Taipei, Taiwan for the past 23 years has given me the privilege of teaching a variety of English classes. This school year, I went from teaching honours students to teaching the lowest class of juniors at my university. As a result, I decided to look at how attitude changes might bring aptitude changes with this group of 54 students. This presentation discusses the overall changes that occurred as a result of the adaptations I made in my teaching style and my interaction with the students. A survey was given at the beginning of the semester, which examined the students' basic attitude towards English and their previous English exposure and experience. The survey indicated that their past English experience included very little actual English-only input, and the time given for authentic English output was just as little. Their overall ranking, based on their school-wide mid-term and final exams, was consistently at the very bottom (number 61, 62 or 63 out of 63 classes). In the first few weeks of class, I made an effort to build rapport with these students and conducted the class completely in English. I was pleasantly surprised by an increase on their mid-term test scores by the 10th week. I believe that the rise in their English aptitude is a result of an attitude change, and that what I have practised in class can be applied to help educators who are working with low or remedial students throughout Asia.

Implementing problem-based learning to improve students' achievement

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Abstract

The aim of this research was to improve student achievement by implementing problem-based learning. The action research was done in the Fundamental Mathematics class of students in the Elementary School Teacher Education Department at the State University of Jakarta. Student achievement reached in cycle 1 increased in cycle 2 from 62 to 70 with t test = 3.088 and increased from 70 to 78 in cycle 3, a higher increase than the desired success target with t test = 2.829, showing that those are statistically significant at the 0.05 level. It can be concluded that implementation of problem-based learning can improve student achievement.

Common mistakes in nouns among form one students in secondary schools in Malaysia

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Abstract

This research was conducted to explore students' mistakes in noun components. Students need to master these in order to gain more understanding in their reading, writing, speaking and listening skills. The data was collected through grammar tests and questionnaires among 300 students in the rural area in Hulu Selangor, Malaysia. Based on the findings, most of them failed to answer correctly 70% of the grammar test and tended to make mistakes in singular and plural nouns, collective nouns and possessive nouns. It was found that students' performance in grammar components has a close relationship with family income. Most students who come from families with low incomes tend to make more mistakes in grammar and vice versa. Fun activities in learning grammar, watching films with English subtitles and learning English songs were among the suggestions to improve students' understanding of noun components. This finding showed that students' understanding of grammar could be developed through various student-centred activities and teachers' strategies in teaching grammar.

Keywords: mistake, noun, secondary school, English, Malaysia

Blended learning: Terms, tools, effectiveness and limitations

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Abstract

Exploring alternative ways of teaching can be a daunting proposition for academic staff. Juggling their current teaching, research and administrative responsibilities can make learning about new teaching methods a low priority. This report reviews blended learning in terms of current tools as well as their effectiveness and limitations. This report is to be viewed as an introduction to this area rather than a comprehensive guide. Where possible, the authors have given references for interested readers to find information on relevant concepts or tools and, as such, the reference list is a resource in its own right.

Keywords: Blended learning, online learning, traditional learning, pedagogy

The nature of the governance, regulation and growth of private higher education

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Abstract

In recent years there has been strong growth of the private higher education sector around the world. This has been true in particular in China. What has been lacking is research on the relationship between this sector in China and the regulators. The purpose of this paper, therefore, is to provide an overview of the work on this relationship to date and how it affects the governance of private sector institutions, as well as attempt to put it into the general context of the various theories of regulation.

Internationalisation of education and economic growth: What happens in China?

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Abstract

During the last three decades, China has sent more than 1.2 million students to study in different countries in order to obtain higher education and training. About 26 percent of those international students have returned to China and brought with them improved skills, knowledge and technology which impact positively on the economic growth of the country. The remaining 74 percent, who have not returned to China, contribute indirectly to the Chinese economy in the form of trade, foreign investment, international networking, etc. The purpose of this study is to examine the impact of international education on the economic growth of China. Data for this study were collected from the Department of Statistics, Ministry of Education, and Ministry of Commerce and Trade of China. The study, based on data from 1978 to 2007, found that the impact of international education on the Chinese economic growth is positive. The findings of this study might be of interest to policymakers, educationalists, development planners and researchers.

Key words: International education, China, economic development, growth, direct foreign investment, GDP

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