



Global Virtual Intercultural Classroom

ACU INVITATION TO CONNECT THROUGH THE GLOBAL VIRTUAL INTERCULTURAL CLASSROOM

“During this unprecedented period, connecting virtually with our global partners is paramount. Activities via the Global Virtual Intercultural Classroom (GVIC) provide us with opportunities to maintain our partnerships and relationships across the globe, and to share our common experiences and challenges, in order to foster a greater understanding of cultures and communities across the globe. I commend to you, this initiative to partner with any program within the Faculty of Law and Business via the Global Virtual Intercultural Classroom.”

Maxine Bradshaw,
 ACU Faculty of Law and Business,
 Manager International and Strategic
 Partnerships
 E: maxine.bradshaw@acu.edu.au

WHAT IS A VIRTUAL CLASSROOM?

A ‘virtual classroom’ is an online teaching and learning environment where teams of students at one university partner with teams of students at another to work on a common assignment. Virtual classrooms also extend to academics, who can partner with each other through the sharing and delivery of materials via a range of technologies. The greatest fit such ‘Virtual

Classrooms’ have with undergraduate and postgraduate units is with ones that have or comprise of an international or cross-cultural focus, or where an assignment element can be internationalised.

BENEFITS OF A VIRTUAL CLASSROOM

- Provides practical opportunities for students to solve problems taking international perspectives into account
- Provides opportunities to practice communicating/negotiating across cultural boundaries
- Builds partnerships with universities in other countries
- Strengthens the case for gaining and/or maintaining international accreditations
- Provides students with an international learning experience without having to travel abroad – response to global Covid-19 Pandemic disruption
- Promotes internationalisation of the curriculum
- Broadens students’ international perspective
- Enhances students’ learning and abilities.



**To express interest
or find out more**

**Email Dr Waleed
Abdel-Qader:
Waleed.Abdel-Qader@
acu.edu.au**

**Phone:
(61) 2 9739 2307**

CRICOS registered provider: 00004G

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HIGHLIGHTS

- Can be facilitated through Zoom, Microsoft Teams.
- Internationalisation of the curriculum (without having to study abroad).
- Facilitators at participating universities have the opportunity to gain international teaching experience by co-designing, briefing and co-managing the project, and helping to embed internationalisation as a university wide objective.

HOW DO WE SET IT UP AND MAKE IT WORK?

1. Agree to partner identify a champion at your university.
2. Find courses or topics which match well.
3. Design project content of the GVIC together.
4. Set up the online communications.
5. Brief and enthuse students.
6. Run project GVIC.
7. Solve problems during implementation.
8. Debrief students and partner university.
9. Meet each university's output and expectations.

GVIC SUCCESS EXAMPLES - MARKETING MANAGEMENT UNIT

Australian Catholic University - Catholic University of America

THE CATHOLIC UNIVERSITY OF AMERICA Student teams researched and analysed selected marketing case studies focusing on case studies

set in countries outside their own national market.

Teams in each country (Australia and the United States) worked on cases including the Natural History Museum, London, Barbie in the Chinese market, and Apple's approach to staying innovative. Teams shared their analyses of the cases, and then refined their analyses.

Australian Catholic University - Binus International University (Indonesia)

BINUS UNIVERSITY Student teams undertook a marketing audit of one of three international companies with a presence in both Indonesia and Australia (Cathay Pacific, Honda Civic, and Novotel Hotels).

Teams in each country (Australia and Indonesia) researched their allocated company in their own country, and shared findings with their matched teams in the other country, before making marketing recommendations which were then shared, and compared, contrasted and reflected upon in final reports.

Australian Catholic University - University of San Diego



Student teams worked on analysing cross-cultural communications and negotiation styles between different countries. Merged teams from ACU and USD worked on Russian-American, Chinese-Australian, and Japanese-British communications and negotiation styles (among others). The research task for the highly structures assignment Brief was shared between the team members. Separate reports were submitted at both universities, and students subsequently reflected on the experience via some in-class research.

Australian Catholic University - DePaul University



ACU and DePaul university students have been working on the application of International Financial Reporting Standards in Australia and Generally Accepted Accounting Principles in US. Paired ACU and DePaul students examine publicly listed companies such as Qantas and American Airlines, to complete a comprehensive financial statement analysis of the two companies using the data extracted from their research. The aim is to increase awareness of the complexity of Accounting standards across the two countries.

EXAMPLES OF ACU UNITS WE COULD PARTNER WITH YOU ON:

Managing people & organisations

MGMT641: Organisational Dynamics and Behaviour*

HRMG310: Global Human Resource Management and Sustainability;

MGMT310: Sustainable Organisational Change

Managing markets stream

ECON200: Economic Policy Frameworks & Markets

ECON600: Managerial Economics in a Global Environment*

BUSN600: International Business Environment*

MKTG301: International Marketing: The Borderless World

MKTG201: Buyer Behaviour

MKTG600: Managerial Marketing*

MGMT210: Entrepreneurial Mindset

MGMT603: Market Environments & Opportunity Analysis

BUSN607: Entrepreneurship*

Managing money stream

ACCT204: Management Accounting

ACT303: Strategic Management Accounting

ACCT600: Accounting for Decision Making*

ACCT604: Managerial Accounting*

BAFN204: Portfolio Management-Investing Wisely

BAFN205: Financial Instruments and Institutions

BAFN602: Corporate Finance

* Undergraduate and postgraduate units

Note: We'd also be open to other units you might suggest for Virtual Classrooms.

