Abstract

While much research shows that good levels of student engagement tend to improve student academic performance, recent studies show that Australian universities generally rate poorly in student engagement levels. Any initiative aimed at improving levels of student engagement has to resolve factors including diversity in student learning styles, motivation levels, background, institutional resourcing, budgets, academic staff support and acceptance, etc. These issues are made more complex when the initiative involves a transnational education setting, i.e. involving a student cohort spread across several countries.

This developing paper discusses such issues faced in an initiative aimed to improve levels of student engagement through use of an on-line business simulation in a final year, compulsory accounting subject offered in Melbourne, Singapore, Hong Kong and Vietnam.