Chapter 5
International Student Perceptions of Ethics in a Business Pathway Course

Donna M. Velliaris
Eynesbury Institute of Business and Technology, Australia

Craig R. Willis
University of Adelaide, Australia

Janine M. Pierce
University of South Australia, Australia

ABSTRACT

To attract a growing number of international students, Higher Education (HE) institutions are striving to differentiate themselves from their competitors. The Eynesbury Institute of Business and Technology (EIBT) is part of a growing number of private providers partnering with universities to establish "pathway" programs. EIBT offers a Diploma of Business leading to either The University of Adelaide or the University of South Australia's degree programs in business-related fields. This chapter investigates EIBT students' own perceptions of "ethics" in a major assessment task embedded in a course titled "Business and Society". The findings, taken from students' reflective papers, reveal their understanding(s) of ethical behaviour and are particularly relevant to contemporary debates surrounding how to improve educational attainment and ethical standards given the emerging importance of partner providers amidst rising numbers of international students seeking HE in Australia and abroad.

INTRODUCTION

International students play a vital and increasing role in the internationalisation of Higher Education (HE). In order for them to succeed in their academic study and for the host nation to continue to attract greater numbers of overseas students, social, cultural and educational issues must be addressed (Zhang & Mi, 2010). For example, international students need to meet the same challenges their Australian peers

face while navigating a new cultural terrain, an education system with different rules and expectations than in their home country, and often in English as an Additional Language (EAL). They may experience difficulty adjusting to Western (a) *pedagogical* practices such as peer-assisted, problem-based, real-world, self-directed, and student-centred approaches (Velliaris & Warner, 2009, p. 1) and (b) *dialogical* practices such as critiquing, debating, persuading, questioning, and refuting (Major, 2005, p. 85). Rigorous academic demands together with adjusting to a new culture has the potential to place those students at "greater risk of academic failure" (Li & Gasser, 2005, p. 562).

BACKGROUND

Eynesbury Institute of Business and Technology (EIBT)

The Eynesbury Institute of Business and Technology (EIBT) is one of a growing number of private providers linking up with partner universities to establish programs that create opportunities to promote Australian HE globally. The main objective of pathway providers is to attract international students early in their education lifecycle and secure their tertiary destination prior to them meeting entrance requirements (Fiocco, 2006; Velliaris & Willis, 2014). EIBT has established pre-university pathways and offers the same courses that constitute the first-year of a Bachelor of Business, Information Technology, or Engineering at the destination university.

Specifically, EIBT's Diploma of Business leads to nine Bachelor of Business degree programs at *The University of Adelaide* when students achieve an average of 65% across all eight courses (Table 1). Consistently ranked in the top 1% of universities worldwide, the Business School specialises in Accounting, Finance, International Business, Management and/or Marketing, with degree programs accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. This accreditation represents the highest standard of achievement for business schools worldwide and is only achieved by 5% of universities globally (The University of Adelaide, 2014).

EIBT's Diploma of Business leads to 13 Bachelor of Business degree programs at the *University of South Australia* when students achieve a minimum Grade Point Average (GPA) of 4.0 across all eight courses (Table 2). The state's largest and one of the nation's premier business schools, it offers a diverse range of degrees that have been created in collaboration with industry to equip graduates with a

Table 1. EIBT diploma requirements for The University of Adelaide business degree programs (2013-2014)

EIBT Pathway	Business Degree Programs
6 Core Courses: ■ Accounting for Business ■ Accounting Method 1 (Pre-requisite: Accounting for Business) ■ Foundations of Business Law ■ Management Principles ■ Marketing Principles: Trading & Exchange ■ Quantitative Methods for Business 2 Electives from the following 3 Courses: ■ Business & Society ■ Communication & Information Systems in Business ■ Principles of Economics	1. Bachelor of Commerce 2. Bachelor of Commerce (Accounting) 3. Bachelor of Commerce (Corporate Finance) 4. Bachelor of Commerce (International Business) 5. Bachelor of Commerce (Management) 6. Bachelor of Commerce (Marketing) 7. Bachelor of Economics 8. Bachelor of Finance 9. Bachelor of Finance (International)

18 more pages are available in the full version of this document, which may
be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/international-student-perceptions-of-ethics-in-a-business-pathway-course/222303

Related Content

Qualitative Methods in Research: Alternative Approaches and Navigating Complexities
Icarbord Tshabangu, Stefano Ba'and Silas Memory Madondo (2022). *Research Anthology on Innovative Research Methodologies and Utilization Across Multiple Disciplines (pp. 587-603).*
www.irma-international.org/chapter/qualitative-methods-in-research/290814

Building a User Centric Success Factors Model for Mobile Government
Sultan Al-masaeedand Steve Love (2015). *Research Methods: Concepts, Methodologies, Tools, and Applications (pp. 1579-1599).*
www.irma-international.org/chapter/building-a-user-centric-success-factors-model-for-mobile-government/124562

Effectively Applying System Analysis and System Thinking in Six Sigma Environments
Brian J. Galli (2019). *International Journal of Strategic Engineering (pp. 9-21).*
www.irma-international.org/article/effectively-applying-system-analysis-and-system-thinking-in-six-sigma-environments/230934

Digital Forensic Investigation of Social Media, Acquisition and Analysis of Digital Evidence
Reza Montasari, Richard Hill, Victoria Carpenterand Farshad Montaseri (2019). *International Journal of Strategic Engineering (pp. 52-60).*
www.irma-international.org/article/digital-forensic-investigation-of-social-media-acquisition-and-analysis-of-digital-evidence/219324

An Overview of Disaster and Emergency Management Systems Models
Dilshad Sarwar (2018). *International Journal of Strategic Engineering (pp. 24-37).*
www.irma-international.org/article/an-overview-of-disaster-and-emergency-management-systems-models/196602