Engaging Vietnamese Students in Australian Accounting Courses through Inter-teaching at an Offshore Campus

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Statement of Originality

This dissertation contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to this copy of my dissertation, when deposited in the University Library, being made available for loan and photocopying subject to the provisions of the Copyright Act 1968.
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I hereby certify that the work embodied in this dissertation is the result of original research and has not been submitted for a higher degree to any other university or institution.

Signature:

Mark Wheaton

Date: 25th November 2015
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ABSTRACT

This study examined the effectiveness of inter-teaching; a teaching model designed to engage students with links to behaviourist and student engagement theories. This teaching methodology was introduced to enhance student engagement and subsequent academic performance for students studying an accounting course, Management Accounting and Business, at an offshore campus of an Australian University, in Vietnam, who have historically experienced difficulties with successfully completing the course. Commencing semester 2 2015, the first six weeks were taught through the lecture-tutorial model. The weeks 7-12 comprised of the inter-teaching mode of instruction. The same cohort of students participated in both teaching methods. Using a quantitative research methodology, for the lecture and inter-teaching methods of instruction, student responses from surveys and final exam grade marks were compared. Both teaching methods were measured for impact in relation to student engagement and academic performance effectiveness and compared for statistically significance. The results suggest that inter-teaching is an encouraging development for engaging and improving student performance in the Management, Accounting and Business accounting course. It is anticipated that this research will demonstrate that inter-teaching improves student accountability for their learning, effectiveness of student learning, and overall greater student engagement and performance in accounting courses.