1. Record Nr. UNINA9910141817403321 Autore Xianlin Song Titolo Bridging transcultural divides: Asian languages and cultures in global highter education / / edited by Xianlin Song and Ket Cadman [[electronic resource]] University of Adelaide Press, 2012 Pubbl/distr/stampa Adelaide:,: The University of Adelaide Press,, 2012 **ISBN** 9781922064318 ‡q (ebook) 1922064319 ‡q (ebook) 9781922064301 1922064300 Descrizione fisica 1 online resource (xvi, 286 pages) : digital, PDF file(s) Disciplina 495 Soggetti Oriental languages - Study and teaching (Highter) Asia Civilization Study and teaching (Highter) Asia Civilization Study and teaching (Higher) Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Title from publisher's bibliographic system (viewed on 02 Oct 2015). Nota di bibliografia Includes bibliographical references. Nota di contenuto Pt. I. Another pedagogy is possible -- 1. Embracing the transcultural in higher education: An epistemological perspective / Kate Cadman and Xianlin Song -- Pt. II. Re-locating teaching and learning -- 2. What are the implications for learning in Australian universities if and when the centre of the world shifts towards Asia? / Mobo Gao -- 3. (Post) Modern times: Transcultural exchange and the circumstances of postgraduate social science research / Greg McCarthy -- Pt. III. Transforming curriculum in Asian language teaching -- 4. Teaching Asian languages from an intercultural perspective: Building bridges for and with students of Indonesian / Anthony J Liddicoat and Michelle Kohler -- 5. A Study Skills Action Plan: Integrating self-regulated learning in a diverse higher education context / Kayoko Enomoto -- 6.

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Sommario/riassunto

The impressive and stimulating essays in Bridging Transcultural Divides deal with the cultural and educational issues in the Australian context. The books central message is that education for Asian students in Australia, and more broadly in the West, can no longer been seen as a one-way transfer of knowledge, but must be understood as a process of reciprocal learning in which both teachers and students are changed by the experience.