

1. Record Nr.	UNINA9910811662403321
Titolo	Teaching and training for global engineering : perspectives on culture and professional communication practice // edited by Kirk St. Amant and Madelyn Flammia
Pubbl/distr/stampa	Piscataway, New Jersey : , : IEEE Press Hoboken, New Jersey : , : Wiley, [2016] [Piscataway, New Jersey] : , : IEEE Xplore, , [2016]
ISBN	1-119-08424-5
Descrizione fisica	1 online resource (312 p.)
Collana	IEEE PCS professional engineering communication series THEi Wiley ebooks
Disciplina	620.0023
Soggetti	Engineering - Vocational guidance Intercultural communication
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	-- Note from the Series Editor, xvii /Foreword, xix /Acknowledgments, xxvii /Introduction, xxix -- SECTION I DESIGN CONTEXTS /1 The Imperative of Teaching Linguistics to Twenty-First-Century Professional Communicators 3 /Bruce Maylath and Steven Hammer /1.1 Introduction, 4 /1.2 Why Linguistics? The Dangers of Monolingualism, 5 /1.3 Linguistic Knowledge - Where Did It Go?, 6 /1.4 Linguistics for the Professional Engineer and Communicator, 8 /1.5 Conclusion, 15 /2 Cultural Contexts in Document Design 19 /Yiqin Wang and Dan Wang /2.1 The Challenges of International Communication, 19 /2.2 Literature Review, 21 /2.3 Study Design, 25 /2.4 High- or Low-Context Culture and the Extent of Explicit Description, 26 /2.5 Thought Pattern and Content Organization, 29 /2.6 Cultural Contexts in Text-Graphic Relationships, 33 /2.7 Cultural Backgrounds, 38 /2.8 Applying Ideas to Training in Technical and Professional Communication, 39 /2.9 Conclusion, 42 /3 Teaching Image Standards in a Post-Globalization Age 47 /Audrey G. Bennett /3.1 Image Design and Consumption in a Post-Globalization Age, 48 /3.2 Socially Conscious Communication Design and the Evolution of Image Standards, 49 /3.3 Standards for

Communicatively Effective Images, 52 /3.4 Implementing Objective Metrics in Technical and Professional Communication Classes, 56 /3.5 Conclusion, 63 -- SECTION II SOCIETAL CONTEXTS /4 Linux on the Education Desktop: Bringing the "Glocal" into the Technical Communication Classroom 69 /Brian D. Ballentine /4.1 Introduction, 69 /4.2 Linux-Dominance and Absence in Different Markets, 70 /4.3 Linux on the Desktop, 74 /4.4 Aggressive Evangelism, 78 /4.5 Extremadura, 80 /4.6 The Glocal, 82 /4.7 Situating Professional Communication Students in the Glocal, 82 /4.8 Using Linux on the Desktop, 83 /4.9 Conclusion, 87 /5 Teaching the Ethics of Intercultural Communication 91 /Dan Voss and Bethany Aguad /5.1 Introduction: Globalization Introduces an Intercultural Dimension to Business Ethics, 92 /5.2 Literature Review Represents the Intersection of Ethics, Intercultural Communication, and Science/Engineering, 93 /5.3 Four Classical Ethical Models Form the Foundation for Studying the Ethics of Intercultural Communication, 98 /5.4 Two Value Models Help Rank Values to Resolve Conflicts in Favor of the Greatest Good or the Least Harm, 103 /5.5 Value Models within Technology-Based Companies and Professional Associations Offer Broad Ethical Perspectives, 106 /5.6 Before Analyzing Ethical Conflicts in an Intercultural Context, Its Important to Understand the Cultural Differences Involved, 109 /5.7 Analyzing Case Histories via a Multi-Tiered Process of Ethical Models and Cultural Filters that Clarifies Ethical Conflicts, Defines Alternative Actions, and Predicts Outcomes, 116 /5.8 Suggestions for Integrating the Specialized Topic of this Chapter into Academic Courses and Industry Training Classes, 118 /5.9 Conclusion: The Authors Invite Further Research and Contributions, 121.

SECTION III ONLINE CONTEXTS /6 Autonomous Learning and New Possibilities for Intercultural Communication in Online Higher Education in Mexico 127 /Cesar Correa Arias /6.1 Introduction, 128 /6.2 The Nature and Characteristics of Autonomous Learning, 129 /6.3 Understanding and Applying Autonomous Learning, 134 /6.4 The Role of ICTs in Autonomous Learning, 139 /6.5 The Culture of Autonomous Learning Inside Institutions of Higher Education, 140 /6.6 Conclusion, 145 /7 E-Learning and Technical Communication for International Audiences 149 /Darina M. Slattery and Yvonne Cleary /7.1 Teaching Technical Communication and E-Learning: An Introduction, 149 /7.2 An Overview of Learning Pedagogies, 150 /7.3 Intercultural Communication Pedagogies, 155 /7.4 The Irish Context for Technical Communication and E-Learning, 158 /7.5 The Configuration of our Program, 160 /7.6 The Assignments in the MA Program, 164 /7.7 Connecting Student Work to Different Contexts, 167 /7.8 Conclusion, 169 /8 Teaching and Training with a Flexible Module for Global Virtual Teams 173 /Pam Estes Brewer /8.1 Introduction, 173 /8.2 The Origins of the Approach Presented in This Chapter, 174 /8.3 International Virtual Communication and Experiential Learning, 175 /8.4 Teaching the Topic, 179 /8.5 Observations/Reflections/Theory Development for All Classes, 185 /8.6 Global Virtual Team Teaching Module, 190 /8.7 Conclusion, 195 -- SECTION IV EDUCATIONAL CONTEXTS /9 Strategies for Developing International Professional Communication Products 201 /Helen M. Grady /9.1 Introduction to International Technical Communication, 201 /9.2 Review of the Literature, 202 /9.3 The International Technical Communication Course, 204 /9.4 Conclusion, 215 /10 Teaching Cultural Heuristics Through Narratives: A Transdisciplinary Approach 219 /Han Yu /10.1 A Transdisciplinary Approach for Global Engineers, 219 /10.2 Overview of Cultural Heuristics, 220 /10.3 Critiques and Counter-Critiques of Cultural Heuristics: How to Move Forward from Misguided Debates, 222 /10.4

Overview of Cultural Narratives, 227 /10.5 Implement the Transdisciplinary Approach: Teach Cultural Heuristics Through Narratives, 230 /10.6 Potential Limitations: How to Select Quality Cultural Narratives, 234 /10.7 Conclusion, 236 /11 Assessing Intercultural Outcomes in Engineering Programs 239 /Darla K. Deardorff and Duane L. Deardorff /11.1 Introduction, 240 /11.2 An Introduction to the Literature of Outcome Assessments, 241 /11.3 Exploring Some Limitations to Intercultural Assessment Research, 244 /11.4 Strategies for Quality Assessment of Intercultural Learning Outcomes, 246 /11.5 Developing an Assessment Plan, 249 /11.6 Quality Assessment, 252 /11.7 Developing Intercultural Competence in Students, 254 /11.8 An Example of Intercultural Assessment, 256 /11.9 Assessing Intercultural Outcomes in Engineering Programs, 258 /11.10 Conclusion, 258. Biographies, 263 /Index, 269.

---

## Sommario/riassunto

Provides a foundation for understanding a range of linguistic, cultural, and technological factors to effectively practice international communication in a variety of professional communication arenas This book presents a range of perspectives, examples, and concepts for teaching international professional communication in different settings. Industry professionals and academic researchers alike have written entries for Teaching and Training for Global Engineering: Perspectives on Culture and Professional Communication Practices, which have been organized into four cohesive, context-based sections that examine central issues associated with offering effective instruction on communication in global settings. The first section presents approaches for teaching issues of language and visual design related to international communication. The second section reviews aspects of software use and ethical practices associated with communicating globally. The third section discusses how educators can use information and communication technology (ICT), online courses, and virtual teams to teach students about professional interactions in international environments. The concluding section then draws all of these ideas together by presenting mechanisms for integrating the teaching of international communication into individual classes or overall curricula. In examining these issues, these entries also provide readers with . An in-depth analysis of how cultural factors influence translation, document design, and visual communication. A review of approaches for addressing the issue of international communication in a range of classes and training sessions . A summary of strategies for engaging in effective e-learning in international contexts. A synopsis of how to incorporate emerging media into international teaching and training practices This book can be used by university and college educators, organizational trainers, industry professionals, and graduate and undergraduate students who wish to learn more about effective communication practices in global contexts. Kirk St.Amant is a Professor of Technical and Professional Communication and of International Studies at East Carolina University, USA. Dr. St.Amant has previously worked on international projects for companies such as Metronic, VERITAS Software, The Braun Corporation, Unisys, Humanitarian Demining Information Center (HDIC), and the Consortium for the Enhancement of Ukrainian Management Education (CEUME). Madelyn Flammia is an Associate Professor at the University of Central Florida, USA, teaching graduate and undergraduate courses in Technical Communication. Dr. Flammia is the co-author of Intercultural Communication: A New Approach to International Relations and Global Challenges. She has published articles in IEEE Transactions on Professional Communication and the Journal of Technical Writing and

Communication, and was the recipient of a 2014 NCTE Technical and Scientific Communication Award.

---