

Australia-Japan Business Education Symposium



4-5 March, 2022
Griffith University, Gold Coast
Meiji University, Tokyo
Virtual Format

Symposium Theme:

The Future of Business and Social Science
Education post Covid-19 Pandemic'



WELCOME NOTE

Dear participants,

Welcome to the 2022 Australia-Japan Business Education Symposium titled '**The Future of Business and Social Science Education post Covid-19 Pandemic**' co-hosted by the School of Business Administration, Meiji University and Griffith Asia Institute, Griffith University, Australia with the support of the Japan Foundation.

The Covid-19 pandemic brought unprecedented challenges to economies, public management systems, society, policy, and education. Universities faced an emergency shift to remote learning. Virtual communications and learning platforms became a part of our daily working routines. Administrators, educators, and students alike faced a reality of operating in a virtual environment.

The challenges are increasingly complex, and no individual university can address these challenges on their own. Therefore, cross-institutional and, more broadly, cross-country dialogue, knowledge-sharing and cooperation are vital. Japan and Australia are the leaders in university education in the Asia Pacific region. The symposium aims to bring leading and emerging business and social science educators from Japan and Australia together to share their educational experiences and brainstorm solutions for these pressing issues.

The conference has an exceptional keynote speaker, special event presenter, and three exciting panels of experts. It also features fourteen papers from scholars and teaching practitioners' from several Australian and Japanese universities.

We are excited to welcome our keynote speaker Professor David Grant, Pro-Vice Chancellor (Business) at Griffith University and President of the Australian Business Deans Council. Professor Grant - an educational leader and a scholar with an outstanding international reputation, will share his views on the challenges faced by business schools as we transition out of pandemic.

Our special address by Melanie Brock is designed to overcome cultural barriers between Japanese and Australia partners. Three panels of experts will help us brainstorm what the post-Covid-19 workforce will look like, how business schools should prepare leaders in the post-Covid-19 world, and finally how Australian and Japanese universities can cooperate to tackle these challenges.

We are excited to welcome you to this symposium, and we trust you will enjoy the stimulating discussions, as well as the opportunities presented during the symposium to share knowledge and to forge new collaborations.

Your Conference Organisers

CONFERENCE ORGANISERS

Dr Alexandr Akimov, Griffith University

Professor Masayasu Takahashi, Meiji University

Dr. Akihiro Omura, Griffith University

Professor Katsuki Aoki, Meiji University

Professor Caitlin Byrne, Griffith Asia Institute

Dr. Craig Cameron, Griffith University

Associate Professor Sujana Adapa, UNE

Associate Professor Mitsue Ishida, YNU

CONFERENCE ORGANISATION

Timing

The conference session times in the programme are **local time in Tokyo (JST) and Gold Coast (AEST)**. Please ensure that you take this into consideration when joining the sessions.

Virtual Participants

The conference has one stream, accessible via Zoom links, located on the top of each days' programme (see below). The sessions will be held via Zoom. We suggest that you give it a try before your scheduled session starts.

Please note that the sessions will **not** be recorded.

Conference Google Drive

Most presenters will screenshare their own conference papers.

As a back-up and to minimise potential technical issues with screensharing (presentations disappearing etc), we ask you to also upload your presentation to the conference Google Drive [here](#).

To assist moderators we ask that you save your file with your full last name and the initial of your first name. For example, AkimovA or OmuraA.

COVID-19 Precautions

We ask that you please follow local COVID-19 precautions, vaccine requirements, and official guidelines.

Thank you very much for your cooperation!

CONFERENCE VENUE: Australia, Japan and Online

At the Gold Coast:

Griffith University, Building 40 (Ian O'Connor Building), Level 8, Room 8.29

Parklands Drive, Southport Qld 4222. Access the campus map [here](#).

Getting Around

To plan your transportation, you can use the Translink journey planner [here](#).

The closest station if you use the Gold Coast's G-link tram is Gold Coast University Hospital.

Car Parking

There is limited on-campus parking available for visitors to the University. For parking options, please access [here](#).

In Tokyo:

Meiji University, Global Front level 17, Meeting room, Surugadai Campus,

1 Chome-1 Kanda Surugadai, Chiyoda City, Tokyo 101-8301, Japan

Getting Around

The venue can be accessed from Ochanomizu Station, Shin-Ochanomizu Station and Jimbocho Station. The access map is available [here](#).

Car Parking

There is on-campus parking available for visitors to the University. For parking options, please access [here](#).

Online:

Attendees can access the conference via Zoom.

Note:

Gold Coast and Tokyo will be connected online. The venues may change, or the conference may be hosted solely online if the Covid-19 restrictions change.

GENERAL PROGRAMME OVERVIEW

Friday 4 March 2022

8.30 – 9.00 (JST)	Registration
9.30 – 10.00 (AEST)	
9.00 – 9.15 (JST)	Welcome address: Professor Kosaku Dairokuno, Meiji University
10.00 – 10.15 (AEST)	
9.15 – 10.15 (JST)	Keynote address: <i>Wrestling the tail of the COVID Tiger: Where do business schools go from here?</i> Professor David Grant, Griffith University
10.15 – 11.15 (AEST)	
10.15 – 10.30 (JST)	Morning tea
11.15 – 11.30 (AEST)	
10.30 – 12.00 (JST)	Session 1: Technology and post-Covid education
11.30 – 13.00 (AEST)	
12.00 – 13.00 (JST)	Lunch
13.00 – 14.00 (AEST)	
13.00 – 14.30 (JST)	Session 2: Innovations in social science teaching - Curriculum and skills
14.00 – 15.30 (AEST)	
14.30 – 14.45 (JST)	Afternoon tea
15.30 – 15.45 (AEST)	
14.45 – 16.15 (JST)	Session 3: Internationalization and cultural awareness in the post-Covid environment
15.45 – 17.15 (AEST)	
16.20 – 17.20 (JST)	Special event: <i>Cultural barriers to cooperation between Australian and Japanese businesses and organisations</i>, Melanie Brock (TBC)
17.20 – 18.20 (AEST)	
18.00 (JST)	Symposium Dinner (TBC)
19.00 (AEST)	

Saturday 5 March 2022

8.45 – 9.00 (JST)	Registration
9.45 – 10.00 (AEST)	
9.00 – 10.00 (JST)	Session 4: Roundtable: <i>Future of the post Covid-19 workforce</i>
10.00 – 11.00 (AEST)	
10.00 – 10.15 (JST)	Morning tea
11.00 – 11.15 (AEST)	
10.15 – 11.15 (JST)	Session 5: Roundtable: <i>Challenges to training responsible leaders for the future</i>
11.15 – 12.15 (AEST)	
11.20 – 12.20 (JST)	Session 6: Roundtable: <i>How can Australian and Japanese universities and organizations cooperate to deliver business and social science education for the future?</i>
12.20 – 13.20 (AEST)	
12.20 – 12.35 (JST)	Closing Address
13.20 – 13.35 (AEST)	
12.35 – 13.15 (JST)	Lunch
13.35 – 14.15 (AEST)	

WELCOME ADDRESS

4 March 2022

9.00 – 9.15 (JST)

10.00 – 10.15 (AEST)

Professor Kosaku Dairokuno
President, Meiji University

Link [here](#)



Professor Kosaku Dairokuno is the president of Meiji University. Prior to this, Professor Dairokuno had served as the Vice-President of the university and the Dean of School of Political Science and Economics. In addition to the role in Meiji University, he serves as a representative of the Federation of Japanese Private Colleges and Universities Associations, and as the Managing Director of The Japan Association of Private Universities and Colleges. He also serves as an expert and adjunct lecturer for The Japan International Cooperation Agency (JICA). The role at JICA includes giving lectures on reducing corruption to public officials from developing countries in Africa and Asia. He is also a director of the International Educational Exchange Forum (IEEF).

Professor Dairokuno is a prominent scholar in the field of Globalization and Political Corruption. In recognition of his outstanding contribution in enhancing the academic exchange between Japan and France, he was awarded Ordre des Palmes académiques (officier) by the French Republic.

Professor Dairokuno has also been working passionately to promote college athletics including Rugby Football, serving as the President of the Meiji University Rugby Football Club.

KEYNOTE SPEAKER

4 March 2022

9.15 – 10.15 (JST)

10.15 – 11.15 (AEST)

Professor David Grant

Pro-Vice Chancellor (Business), Griffith University
President of The Australian Business Deans Council

***Wrestling the tail of the COVID tiger:
Where do business schools go from here?***

Link [here](#)



Professor David Grant joined Griffith University as Pro Vice Chancellor (Business) in January 2016. David is an internationally distinguished scholar with extensive leadership experience. Prior to his appointment at Griffith he was Senior Deputy Dean at UNSW Business School. Prior to this he held several senior administrative roles at the University of Sydney Business School including Associate Dean (Undergraduate), Associate Dean (Research), Deputy Dean (Academic), and Acting Dean. He has also served as Head of the Department of Management at King's College, London.

Professor Grant is regarded as a pre-eminent scholar in the field of Organisational Studies. He was elected a Fellow of the Academy of Social Sciences in 2008, and has held honorary and visiting positions at the King's College, London, The University of Auckland Business School, UTS, UC Santa Barbara, The University of Melbourne and McGill University.

David received his BA (Government) from the University of Essex, and MSc. (Industrial Relations and Personnel Management) and PhD (Management) from the London School of Economics and Political Science.

Professor Grant's current portfolio includes leadership of Griffith University's Business Group, and associated Research Centres and Academic Departments.

In addition to his position at Griffith University, David is the current President of The Australian Business Deans Council.

SPECIAL EVENT

4 March 2022

16.20 – 17.20 (JST)

17.20 – 18.20 (AEST)

Melanie Brock

Melanie Brock Advisory

Cultural barriers to cooperation between Australian and Japanese businesses and organisations

Link [here](#)



Melanie Brock is one of Japan's most respected APAC specialists. She uniquely combines practical commercial business leadership and language skills to consistently deliver on business, regulatory and partnership outcomes for Japanese and foreign corporations both on global and domestic levels.

Melanie has an excellent network in Japan's corporate, political and government sectors - her network of senior Japanese politicians and executives is unique.

Melanie's company represents leading Australian companies looking to gain access and invest in Japan. In recent times, Advisory has been engaged to support Japanese companies in Australia, and in Asia more broadly, as they expand their M&A presence.

Melanie is Chair Emeritus of the Australian and New Zealand Chamber of Commerce in Japan having completed over six years as Chair. She is a member of the 'Australia Japan Business Co-operation Committee' (AJBCC). Melanie was appointed as a non-executive director to the board of Sega Sammy Holdings in June 2019. Other positions include five years on the Australia Japan Foundation, Regional Manager, Meat & Livestock Australia - Japan.

It is an exciting time in Japan for foreign companies in Japan - Japan is the fastest growing economy in the G7, has a booming tourism industry and will host sporting events in the next few years including the Rugby World Cup and the Tokyo Olympics and Paralympics.

Melanie remains passionate about assisting with reconstruction activities in areas of Japan effected by the earthquake and tsunami in 2011. She was awarded an honorary ambassadorship in several towns in the Tohoku area for her work in Tohoku post 3.11.

Melanie was born in Albany, Western Australia, is a graduate of University of Western Australia and has a Master's Degree from University of Queensland. Melanie is a mum and a grandmother and has lived and worked in Japan for 25 years.

DETAILED PROGRAM

Friday 4 March 2022

Session 1

10.30 – 12.00 (JST)

11.30 – 13.00 (AEST)

Technology and post-Covid education

Session chair: Dr. Jenny Dickfos, Griffith University

Enter Zoom session

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[Collaborative online international learning as a legacy of the COVID-19 era](#)

Professor Tetsuya Toyoda, Akita International University and Ms. Polina Onikienko, HSE

[Online short courses as learning innovation: Can they foster business education for sustainable development in the post COVID-19 Australia?](#)

Dr. Subas Dhakal, University of New England

[Online oral exam as an effective online assessment tool](#)

Dr. Mirela Malin and Dr. Alexandr Akimov, Griffith University

[Strengthening Partnerships and Fostering Collaborative Learning in Business Education through the Collaborative Online International Learning \(COIL\) Project](#)

Professor Toru Kiyomiya, Seinan Gakuin University

Dr Yoshiko Fujii Gaines, Baylor University

[Changes in Japanese university education by COVID: Effectiveness of project-based learning in online classes](#)

Associate Professor Toshio Takagi, Showa Women's University and Mr. Tenta Okada, Meiji University

Session 2

13.00 – 14.30 (JST)

14.00 – 15.30 (AEST)

Innovations in social science teaching - Curriculum and skills

Session chair: Associate Professor Mudiyansele Saman

Dassanayake, Meiji University

Enter Zoom session

[here](#)

[The development of students' generic skills through a student tax clinic](#)

Professor Brett Freudenberg, Griffith University and Dr. Melissa Belle Isle, Griffith University

[An experience delivering a course with a new type of materials. How to turn "visitors" to a course into "residents"?](#)

Professor Hiroshi Morita, Yokohama National University

[Teaching ethics in economics - applications in cost benefit analysis](#)

Dr. Suzanne Bonner, University of Queensland

[The development of English-medium instruction \(EMI\) in business management](#)

Associate Professor Atsushi Sumi, Meiji University

[The opportunities and hazards of work-integrated learning in a pandemic](#)

Dr. Craig Cameron, Griffith University

Session 3

14.45 – 16.15 (JST)

15.45 – 17.15 (AEST)

Internationalization and cultural awareness in post-Covid environment

Enter Zoom session [here](#)

Session chair: Professor Takaya Kawamura, Osaka City University

[Post COVID-19: Does globalization of Japanese social science research make a progress?](#)

Prof. Katsuki Aoki, Meiji University

[Increasing Asian trade with Australia – Australian business schools can improve it by at least a few degrees](#)

Dr. Anne Cullen, Griffith University and Assistant Professor Dennis McCornac, Georgetown University, Qatar

[Global business education partnership: Collaboration between national universities under Covid-19 situation](#)

Associate Professor Mitsue Ishida, Yokohama National University

[Intercultural awareness of international students in Australia](#)

Associate Professor Sujana Adapa and Associate Professor Subba Reddy Yarram, University of New England

[Fostering student internationalization and cross-cultural awareness during COVID – A case study of the Griffith Asia Business Internship \(GABI\) program](#)

Dr. Andrea Haefner, Griffith University

Saturday 5 March 2022

Session 4

9.00 – 10.00 (JST)

10.00 – 11.00 (AEST)

Future of post Covid-19 workforce

Session chair: Professor Masayasu Takahashi, Meiji University

Enter Zoom session

[here](#)

Roundtable Experts:

Mr. Kazuhiro Harada, Frontier Management

Professor Ruth McPhail, Griffith University

Professor Aki Nakanishi, Meiji University

Dr. Libby Sandler, Bond University

Session 5

10.15 – 11.15 (JST)

11.15 – 12.15 (AEST)

Challenges to training responsible leaders for the future

Session chair: Dr. Craig Cameron, Griffith University

Enter Zoom session

[here](#)

Roundtable Experts:

Associate Professor Sujana Adapa, UNE

Professor Mark Brimble, Griffith University

Professor Koichi Okada, Meiji University

Professor Takaya Kawamura, Osaka City University

Session 6

11.20 – 12.20 (JST)

12.20 – 13.20 (AEST)

How can Australian and Japanese universities and organizations partner to deliver business and social science education of the future?

Session chair: Professor Caitlyn Byrne, Griffith University

Enter Zoom session

[here](#)

Roundtable Experts:

Japanese Consulate Representative in Brisbane

Professor Katsuki Aoki, Meiji University

Professor Masao Kikuchi, Meiji University

Associate Prof. Peter Woods, Griffith University

LIST OF CONTRIBUTIONS

1. Tetsuya Toyoda and Polina Onikienko

Tetsuya Toyoda, Professor, Akita International University, toyoda@aiu.ac.jp

Polina Onikienko, student, HSE University polina.onikienko@inbox.ru

Collaborative Online International Learning as a Legacy of the COVID-19 Era

Collaborative Online International Learning (COIL) is not entirely new. It has been practiced for decades by many universities. Yet, the improvement of online learning environments necessitated by the 2020 Pandemic made COIL truly a practicable option for universities worldwide. In many countries, we no longer need to worry too much about technical challenges which have prevented the popularization of it for a long time. On the other hand, working collaboratively online is no longer just a substitute for in-person meetings. In business, in government, in education, everywhere, it will become part of ordinary professional activities. Students should learn not only about what they are learning in their respective disciplines but should also learn how to learn and how to work in slightly futuristic settings of international collaboration. With the experience of two consecutive years of a COIL course practiced between Akita International University (Japan) and Higher School of Economics Research University (Russian Federation), we will discuss what benefits this relatively new educational method can bring about and what (minor) challenges remain on the way to its further implementation.

2. Subas P. Dhakal

Senior Lecturer, UNE Business School, subas.dhakal@une.edu.au

Online Short Courses as Learning Innovation: Can they foster Business Education for Sustainable Development in the Post COVID-19 Australia?

Universities worldwide are under increasing pressure to accommodate new ways of learning and teaching using online technologies and simultaneously fulfilling students' educational needs and shifting societal expectations. Although the COVID-19 pandemic has adversely impacted universities, the need for Business Education to contribute towards the United Nation's (UN) 2030 agenda and the 17 Sustainable Development Goals (SDGs) has never been more critical. For example, a drastic reduction of international students in Australia and associated revenue loss coupled with the lack of financial support from the federal government have led to sustained financial pressure on universities resulting in thousands of job cuts and hundreds of courses. In this context, a growing interest in Online Short Courses (OSCs) in the post-COVID-19 higher education landscape signals a paradigm shift in learning and teaching. It can be argued that OSCs represent learning innovation in response to the broader disruption in the sector because it makes design and delivery of less resource-intensive courses possible and embraces flexibility in terms of purpose and process of course completion. This paper adopts an exploratory research approach to examine the central question: 'to what extent can OSCs be a vehicle to foster BESD in Australia?'

3. Mirela Malin and Alexandr Akimov

Mirela Malin, Senior Lecturer, Griffith University m.malin@griffith.edu.au

Alexandr Akimov, Senior Lecturer, Griffith University a.akimov@griffith.edu.au

Online oral exam as an effective online assessment tool

As the Covid-19 pandemic unfolded and strict lock-downs were enforced, universities had to rapidly move all its learning and teaching activities online. One of the many challenges was to set-up an assessment strategy that would both target the teaching and learning outcomes but also maintain academic integrity. We present an experience of running online oral examination in a large undergraduate finance class. We share students' perceptions of the before online oral examination and compare those with students' feedback upon completion of the examination process. Oral exams proved to work well in the online environment.

4. Toru Kiyomiya and Yoshiko Fujii Gaines

Toru Kiyomiya, Professor, Seinan Gakuin University, kiyomiya@seinan-gu.ac.jp

Yoshiko Fujii Gaines, Senior Lecturer, Baylor University, Yoshiko_Gaines@Baylor.edu

Strengthening Partnerships and Fostering Collaborative Learning in Business Education through the Collaborative Online International Learning (COIL) Project

The current pandemic shifted in-person meetings to virtual meetings across our daily life. This shift has encouraged educators to think outside the box.

From August through November of 2021, students in the "Japanese for Business" course at a university in the U.S. conducted a business case study with students in the "Business Communication" course at a university in Japan. Small groups comprised of students from both universities examined a Japanese company focusing on their Diversity, Equity, and Inclusion (DEI) initiatives. The students navigated both temporal and cultural differences using LINE and Zoom apps to dialogue, analyze, and share their findings. Students presented their projects within the campus community and a select few were invited to present at a business forum held at another university.

This Collaborative Online International Learning (COIL) project between the two universities offered an exchange partnership that fostered knowledge-sharing and cooperation among students across countries during a time when participating in traditional study abroad programs was not an option. By sharing how they revisited their curriculum and designed the project, the presenters will encourage stronger partnerships between universities in order to deliver educational opportunities for students that are more in line with the post-pandemic global society.

5. Toshio Takagi and Tenta Okada

Toshio Takagi, Professor, Showa Women University, toshio@takagi-lab.net

Tenta Okada, student, Meiji University, tenta.soccer612@gmail.com

Changes in Japanese university education by COVID: Effectiveness of project-based learning in online classes

We conducted a survey on how Project Based Learning programs in universities have changed due to COVID and the effectiveness of online classes. The survey was carried out between 2019 and 2021, when the course format changed from face-to-face to online.

6. Brett Freudenberg and Melissa Belle Isle

Brett Freudenberg, Professor, Griffith University b.freudenberg@griffith.edu.au

Melissa Belle Isle, Associate, Lecturer, Griffith University m.belleisle@griffith.edu.au

The development of students' generic skills through a student tax clinic

The Griffith Tax Clinic allows university students to assist unrepresented taxpayers for free in terms of tax compliance, negotiations with the tax office and education. This opportunity provided a unique learning experience for the students involved, as they were able to apply their knowledge to real-life clients. These tax clinics provided a work integrated learning (WIL) experience for the students, and it was thought that this experience would influence students' generic skills, such as problem solving, research, communication and writing. Such skills are important as they can assist students as they approach their future careers as advisors.

This article will detail the how students' generic skills was influenced by their participation at the Griffith Tax Clinic. In particular, the article will consider the overall influence on generic skills, as well as whether there were differences due to gender, age and prior professional work experience. Additionally, students' comments about their generic skills and how they perceive their future professional careers.

7. Hiroshi Morita

Professor, Yokohama National University morita-hiroshi-vn@ynu.ac.jp

An experience delivering a course with a new type of materials. How to turn "visitors" to a course into "residents"?

This talk shares two experiences delivering classes or sessions with graphics and art works. One experience is delivering undergraduate courses with partially cartoon style materials in 2020 and 2021. The other is providing an online global MBA module with a virtual tour of Japan in 2021. In the former case, a cartoon style virtual assistant appears in PDF files and talks to the lecturer of course. In the latter case, Ukiyo-e picture, Japanese Artworks in 17th century were used for the virtual tour.

In both cases, the aim of using graphics and artworks is to bring students to a space, "a sense of being present with others" (lecturer, virtual assistant, and classmates) even if they are at home or in each home country. This may be closely related to the typology of internet users called "Visitors and Residents" which was proposed by White and Le Cornu (2011). Feedback from participants shows that they felt less isolated and they were well-motivated and enjoyed the classes.

8. Suzanne Bonner

Lecturer, University of Queensland suzanne.bonner@uq.edu.au

Teaching Ethics in Economics - Applications in Cost Benefit Analysis

There has been a movement away from the traditional "homo economicus" which encapsulates decision-making within the field of economics. This has been driven by critical social issues at the forefront of the public domain including the COVID19 health crisis, climate change, wealth inequality and economic instability. These issues have necessitated a shift in perspectives along with the development and re-thinking of the ethical foundations of modern economics – especially those taught to students.

Research has been conducted on the relationship between ethics and morals within a cost benefit analysis framework in the fields of politics, cognitive psychology (Sunstein, 2000; Bragger & Freeman, 1999), legal studies (Nussbaum, 2000) and ecology (Sandler, 2017). However, early scholarship research on teaching ethics to business and economics students is ambivalent. As outlined in Hummel, Pfaff and Rost (2018) university education in general does not seem to foster students' moral development. This may be practically due to the lack of pedagogical strategies to directly teach ethical issues within a context relevant to students. Recently Sexton and Garner (2020) examined several pedagogical strategies to teach ethical constructs in a more engaging and dynamic way. Nevertheless, the impact on student comprehension and decision-making is not clear in the post COVID environment. We aim to investigate the impact of direct engagement and discussion of ethics in a cost benefit analysis framework and evaluate the impact on student's understanding of ethical decision-making.

This research is still in the preliminary stages – as such the results have yet been refined. However, the discussion of the approach to pedagogy and best practices for teaching ethics in a post covid environment.

9. Atsushi Sumi

Associate Professor, Meiji University, sumi@meiji.ac.jp

The development of English-medium instruction (EMI) in business management

Drawing on my experiences of teaching Fundamentals of Management course at the School of Business Administration of Meiji University, the presentation aims at addressing possible ways for enhancing learning effectiveness as well as challenges facing English-medium instruction in the field of business management.

10. Craig Cameron

Senior Lecturer, Griffith University craig.cameron@griffith.edu.au

The opportunities and hazards of work-integrated learning in a pandemic

Work-integrated learning (WIL) is an umbrella term used to describe an institution program that combines formal learning with student exposure to real or virtual workplace settings. Other terms used to describe WIL include internship, practicum, cooperative education, placement, and fieldwork. The provision of WIL opportunities to students is a strategic objective for many institutions, given its educational benefits for students in terms of developing technical knowledge and professional (or employability) skills, as well as the reputational benefits for institutions. However, the Covid-19 pandemic has exposed various stakeholders—students, organisations hosting students in the workplace, and institutions—to various hazards associated with WIL.

This presentation draws on the authors' work in Australia and Canada during the pandemic to identify the hazards and opportunities (collectively described as 'risks') of work-integrated learning. Specific hazards include workplace health and safety, employment conditions, and student access to WIL, particularly with respect to international students. Despite the hazards, the pandemic has also revealed the ingenuity of stakeholders to successfully transfer business and social science students to virtual workspaces, while maintaining quality of the learning experience. The presentation will conclude with lessons for the delivery of WIL programs post Covid-19 Pandemic.

11. Katsuki Aoki

Professor, Meiji University kaoki@meiji.ac.jp

Post COVID-19: Does globalization of Japanese social science research make a progress?

This presentation discusses the current situation of Japanese social science research in relation to the post-COVID globalized world. The COVID situation forces many universities to reconsider their education methods, for example, by more active use of online systems. At the same time, it also forces many researchers to refrain from doing cross national research activities, such as visiting overseas countries to conduct field research, or attend an international conference. It is expected that cross national research activities will bounce back the post COVID-19. Against this background, I discuss why Japanese academics, particularly in management and organizational studies, have contributed little to international journals, as well as how Japanese social science research can be more globalized in the future. This presentation analyzes the reason considering cultural and institutional elements at four different levels, the field, university, faculty, and individual. The analysis is based on my personal experiences and opinions, rather than solid evidence. It aims to provide a discussion topic about merits and demerits of the globalization of social science research for colleagues from Australian and Japanese universities.

12. Anne Cullen and Dennis McCornac

Anne Cullen, Senior Lecturer, Griffith University a.cullen@griffith.edu.au

*Dennis McCornac, Assistant Professor, Georgetown University, Qatar
dennis@dcmccornac.com*

Increasing Asian Trade with Australia – Australian Business Schools Can Improve it by at Least a Few Degrees

Australia's relationship with Asia has evolved to be focused foremostly on successful trade with the region. Indeed, trade with Asia is promoted as a Covid-19 recovery strategy and the need for business to look to Asia has never been greater. Thus, Australian Business Schools are at the precipice of a unique opportunity to collaborate with government and business to be the Asia-focused institutions required to advance Australia's economy. To do so, will require Business Schools to adjust to this new reality if they are to prepare graduates to engage with Asia. This paper proposes Australian Business Schools should do as they teach: embrace disruption and put the transactional relationship at the centre of knowledge scaffolding – a Bachelor of Asia and Trade, for example. By placing transactional relationship building with Asia at the centre of learning, Australian graduates would emerge with the professional and personal skills essential to succeed in the Asia-facing post-Covid-19 business environment.

13. Mitsue Ishida

Associate Professor, Yokohama National University ishida-mitsue-mb@ynu.ac.jp

Global Business Education Partnership: Collaboration between national universities under Covid-19 situation

The purpose of this paper is to find the way to maximize the effect of collaborative global business education in Japan under Covid-19 situation. There are issues surrounding universities in Japan: 1) Cancellation of overseas dispatch due to the spread of Covid-19 infection, 2) Cancellation of exchange students' arrival in Japan due to immigration restrictions, 3) Needs to promote global education with a limited budget regardless of Covid-19. Therefore, a new way of global education has been required. Design/approach: This paper proposes a conceptual framework based on "Developing Business Education Partnerships" proposed by Hall et al.(1993), and applied it to an case study through the actual collaborative program between national universities in Japan. Originality/value: This research highlights how effective the collaborative global business education has been for developing talent of global leader such as leadership, external bargaining power, controlling power and improvement of human power, which is pointed out lack of educational program in Japan (Hayama,2012). Because through the group work between different universities, the students inspire each other and build leadership. Finally, this paper found that inspiring each other to aim for even higher goals is additional important factor to maximize the effect of collaborative global business education.

14. Sujana Adapa and Subba Reddy Yarram

*Sujana Adapa, Associate Professor of Management, UNE Business School
sadapa2@une.edu.au*

*Subba Reddy Yarram, Associate Professor in Finance, UNE Business School
syarram@une.edu.au*

Intercultural awareness of international students in Australia

Universities in the West attracted international students in high numbers in both undergraduate and postgraduate programs from the East prior to the COVID pandemic. The flow of students from the East to the West supported the development of strong internationalisation frameworks and also enhanced the development of intercultural awareness. An overall understanding of the intercultural interactions is important as it is critical to understand the context and culture in which the current and future graduates operate. The higher education institutes are grappling with the pandemic induced changes to the teaching, learning, research and internationalisation practices within Australia and elsewhere due to future of the unknown. Staff, students and leaders of the tertiary educational institutes are all equally overwhelmed in managing and addressing the changes caused by the pandemic. We interacted with the undergraduate and postgraduate international students currently studying in a regional Australian Business School to understand the nature, scope and extent of the problem from the learner engagement perspective. Mini case vignettes with themes of macro

and micro importance emerging from the learners' perspective were identified. The vignettes illustrate the challenges faced by international students in the Australian higher education system pre and during the COVID pandemic. Strategies to enhance learner engagement are outlined to address the problem at hand.

15. Andrea Haefner

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Fostering student internationalization and cross-cultural awareness during COVID – A case study of the Griffith Asia Business Internship (GABI) program

COVID 19 has impacted the way universities operate and the way students are learning. These changes and impacts were especially visible in the space of global mobility usually allowing students to explore different cultural context and learn about the Asia-Pacific Region and beyond through study exchanges, internships, and study tours. The Griffith Asia Business Internship (GABI) program was the first program at Griffith to pivot to a remote internship program in 2020 aiming to expose students to the diversity and dynamism of Asia by developing cultural, political and economic understanding and awareness albeit an ongoing pandemic and travel restrictions in place adding breadth with a focus on digital capabilities, in turn, authentically navigating the new world of work and increasing employability to bolster graduate success. Reflecting on two years of remote GABI, this session will highlight opportunities and challenges with remote internship placement in Japan comparing this to pre-pandemic times and key lessons learned for the future.