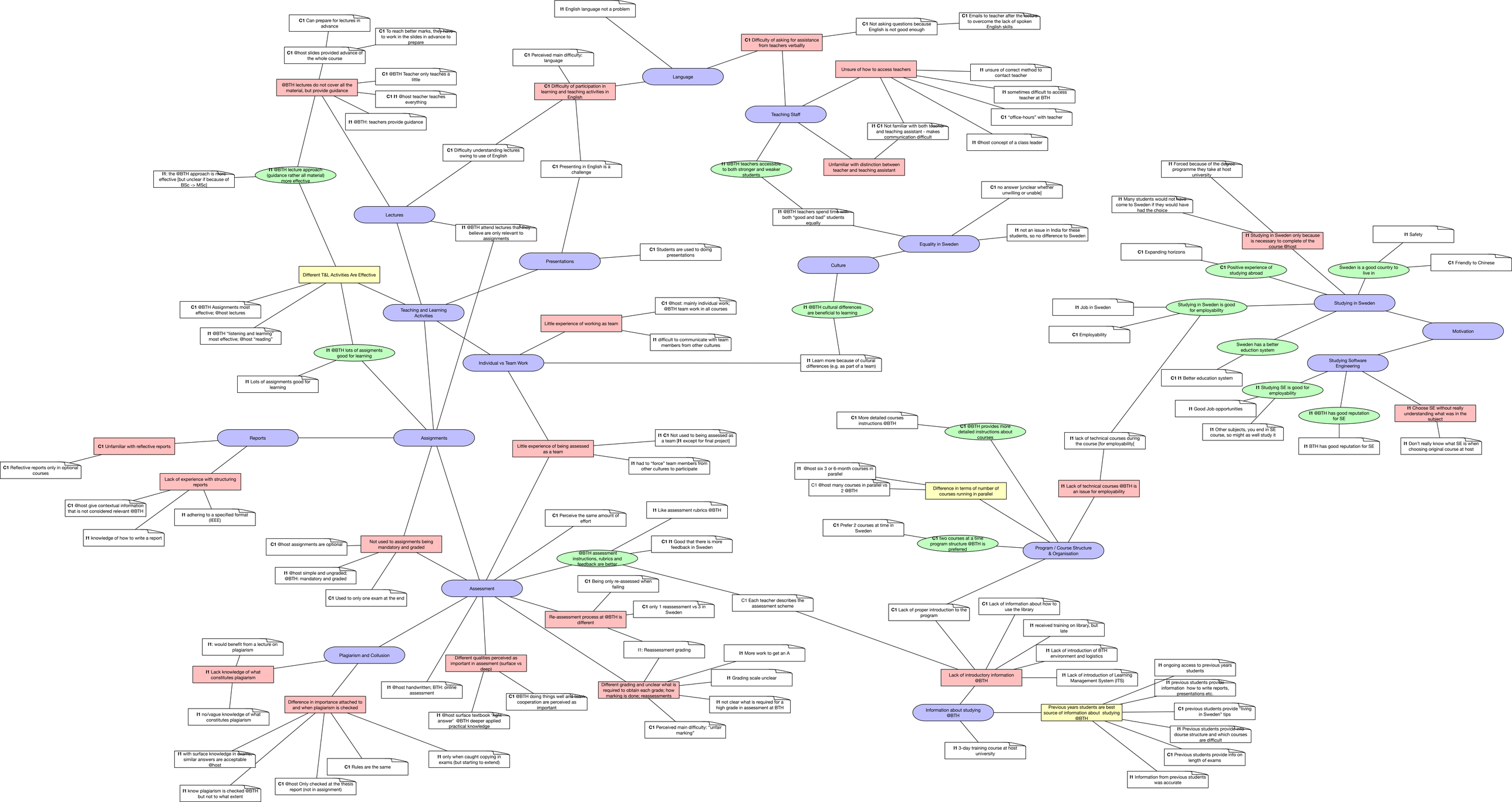
I1 English language not a problem
C1 Can prepare for lectures in advance
C1 To reach better marks, they have to work in the slides in advance to prepare
C1 @host slides provided advance of the whole course
C1 Perceived main difficulty: language
Language
C1 Difficulty of asking for assistance from teachers verbally
C1 Not asking questions because English is not good enough
C1 Emails to teacher after the lecture to overcome the lack of spoken English skills
C1 @BTH Teacher only teaches a little
@BTH lectures do not cover all the material, but provide guidance
C1 I1 @host teacher teaches everything
I1 @BTH: teachers provide guidance
C1 Difficulty of participation in learning and teaching activities in English
Unsure of how to access teachers
I1 unsure of correct method to contact teacher
I1 sometimes difficult to access teacher at BTH
C1 "office-hours" with teacher
Teaching Staff
I1 C1 Not familiar with both teacher and teaching assistant - makes communication difficult
I1 @host concept of a class leader
C1 Difficulty understanding lectures owing to use of English
C1 Presenting in English is a challenge
I1 @BTH teachers accessible to both stronger and weaker students
Unfamiliar with distinction between teacher and teaching assistant
I1: the @BTH approach is more effective [but unclear if because of BSc -> MSc]
I1 @BTH lecture approach (guidance rather all material) more effective
Lectures
I1 @BTH attend lectures that they believe are only relevant to assignments
I1 Forced because of the dogmic programme they take at host university
C1 no answer [unclear whether unwilling or unable]
I1 Many students would not have come to Sweden if they would have had the choice
I1 @BTH teachers spend time with both "good and bad" students equally
Equality in Sweden
I1 not an issue in India for these students, so no difference to Sweden
I1 Studying in Sweden only because is necessary to complete of the course @host
I1 Safety
Presentations
C1 Students are used to doing presentations
C1 Expanding horizons
Culture
C1 Positive experience of studying abroad
Sweden is a good country to live in
C1 Friendly to Chinese
Different T&L Activities Are Effective
C1 @BTH Assignments most effective; @host lectures
Teaching and Learning Activities
Little experience of working as team
C1 @host: mainly individual work; @BTH team work in all courses
I1 @BTH cultural differences are beneficial to learning
I1 Job in Sweden
Studying in Sweden is good for employability
Studying in Sweden
I1 @BTH "listening and learning" most effective; @host "reading"
I1 difficult to communicate with team members from other cultures
C1 Employability
Motivation
I1 @BTH lots of assigments good for learning
Individual vs Team Work
I1 Learn more because of cultural differences (e.g. as part of a team)
Sweden has a better eduction system
Studying Software Engineering
I1 Lots of assignments good for learning
C1 I1 Better education system
I1 Studying SE is good for employability
I1 Good Job opportunities
I1 Choose SE without really understanding what was in the subject
I1 @BTH has good reputation for SE
I1 Other subjects, you end in SE course, so might as well study it
C1 More detailed courses instructions @BTH
C1 @BTH provides more detailed instructions about courses
Reports
Assignments
Little experience of being assessed as a team
I1 C1 Not used to being assessed as a team [I1 except for final project]
I1 had to "force" team members from other cultures to participate
I1 lack of technical courses during the course [for employability[
C1 Unfamiliar with reflective reports
C1 Reflective reports only in optional courses
I1 @host six 3 or 6-month courses in parallel
C1 @host many courses in parallel vs 2 @BTH
Difference in terms of number of courses running in parallel
I1 Lack of technical courses @BTH is an issue for employability
Lack of experience with structuring reports
C1 @host give contextual information that is not considered relevant @BTH
I1 adhering to a specified format (IEEE)
I1 knowledge of how to write a report
C1 Perceive the same amount of effort
I1 Like assessment rubrics @BTH
C1 Prefer 2 courses at time in Sweden
C1 two courses at a time program structure @BTH is preferred
Program / Course Structure & Organisation
C1 @host assignments are optional
Not used to assignments being mandatory and graded
C1 I1 Good that there is more feedback in Sweden
@BTH assessment instructions, rubrics and feedback are better
I1 @host simple and ungraded; @BTH: mandatory and graded
C1 Used to only one exam at the end
Assessment
C1 Being only re-assessed when failing
C1 Each teacher describes the assessment scheme
C1 only 1 reassessment vs 3 in Sweden
C1 Lack of proper introduction to the program
C1 Lack of information about how to use the library
Re-assessment process at @BTH is different
I1 received training on library, but late
I1: would benefit from a lecture on plagiarism
Plagiarism and Collusion
I1: Reassessment grading
I1 More work to get an A
I1 Lack of introduction of BTH environment and logistics
Different qualities perceived as important in assesment (surface vs deep)
I1 Lack knowledge of what constitutes plagiarism
Lack of introductory information @BTH
I1 Lack of introduction of Learning Management System (ITS)
I1 ongoing access to previous years students
I1 @host handwritten; BTH: online assessment
Different grading and unclear what is required to obtain each grade; how marking is done; reassessments
I1 Grading scale unclear
I1 previous students provide information how to write reports, presentations etc.
C1 @BTH doing things well and team cooperation are perceived as important
Difference in importance attached to and when plagiarism is checked
I1 not clear what is required for a high grade in assessment at BTH
Information about studying @BTH
Previous years students are best source of information about studying @BTH
C1 previous students provide "living in Sweden" tips
I1 no/vague knowledge of what constitutes plagiarism
I1 @host surface textbook "right answer" @BTH deeper applied practical knowledge
C1 Perceived main difficulty: "unfair marking"
I1 Previous students provide info dourse structure and which courses are difficult
I1 with surface knowledge in deadline similar answers are acceptable @host
I1 only when caught copying in exams (but starting to extend)
C1 Rules are the same
I1 3-day training course at host university
C1 Previous students provide info on length of exams
I1 know plagiarism is checked @BTH but not to what extent
C1 @host Only checked at the thesis report (not in assignment)
I1 Information from previous students was accurate