



The University of Sydney

Internationalising Learning and Teaching in Academic Settings

Engagement, Collaboration and Sustainability

MONDAY 23 NOVEMBER 2009 NEW LAW SCHOOL BUILDING, THE UNIVERSITY OF SYDNEY

Presented by the Faculty of Education and Social Work, The University of Sydney

This colloquium builds on exploratory research undertaken in the Faculty of Education and Social Work on 'Internationalising the Classroom'. This research and the colloquium are funded through a Large Teaching Improvement and Equipment Scheme (TIES) Grant for which the faculty competed successfully in 2006. We thank the university for recognizing the importance of focusing on this developing field of knowledge.

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Colloquium Organising Committee, Faculty of Education and Social Work, The University of Sydney

Dr Nigel Bagnall	<i>Senior Lecturer, Comparative Education</i>
Dr Lesley Harbon	<i>Director, Study Abroad and International Immersion Programs Associate Dean, International</i>
Dr Kevin Laws	<i>Convenor, Management and Leadership Program Director of International Students</i>
Dr Lindsey Napier	<i>Pro Dean, Staffing</i>
Dr Donna O'Connor	<i>Associate Professor, Coach Education and PDHPE</i>
Professor Brian Paltridge	<i>Professor of TESOL Associate Dean and Director of Doctoral Studies</i>
Dr Fran Waugh	<i>Associate Dean, Teaching and Learning</i>
Professor Anthony Welch	<i>Professor of Education</i>

Colloquium Coordinators

Britt Arnaud	<i>Event Coordinator, Professional Learning</i>
Deborah Young	<i>Executive Assistant, Dean's Unit and Division of Teaching and Learning</i>

8.15 – 8.50		REGISTRATION IN THE FOYER			
9.00	WELCOME TO COUNTRY INTRODUCTION OPENING ADDRESS	<p>Jane Moore, Academic Researcher, Faculty of Education and Social Work, The University of Sydney Professor Robyn Ewing, Acting Dean, Faculty of Education and Social Work, The University of Sydney Professor Derrick Armstrong, Deputy Vice-Chancellor (Education), The University of Sydney</p>			
9.15	KEYNOTE ADDRESS	<p>Internationalisation, Teaching and Learning and Strategic Partnerships Professor Hans de Wit, Hogeschool van Amsterdam, University of Applied Sciences, The Netherlands</p>			
10.00 – 10.30		MORNING TEA IN THE FOYER			
		SEMINAR ROOM 100	SEMINAR ROOM 102	SEMINAR ROOM 105	SEMINAR ROOM 107
10.30 11.00	CONCURRENT SESSION 1	<p>Activating the Curriculum Imagination by Using a Future Focused Question and a Framework that Connects the Classroom with the Internationalized Workplace Fran Everingham & Sandra West Faculty of Health Sciences, and Faculty of Nursing and Midwifery, The University of Sydney</p>	<p>Integrating Intercultural Competence into the Formal and Informal Curriculum Lesley Treleaven Faculty of Economics and Business The University of Sydney</p>	<p>Expectations and ‘Deliverables’ – Not Always a Happy Match Margaret E. Robertson Faculty of Education La Trobe University</p>	<p>Global Scholars in Higher Education: Mapping Their Contribution to Learning and Teaching in Australasia and Beyond Felicity Rawlings-Sanaei & Colina Mason Learning and Teaching @ UNSW University of New South Wales</p>
11.05 11.35	CONCURRENT SESSION 2	<p>What Makes Asian International Students Satisfied with an Australian University? Baohua Yu School of Education University of New South Wales</p>	<p>English as an Academic Lingua Franca: Internationalisation, Economic Imperative or Cultural Chauvinism? Michael John Paton Faculty of Economics and Business The University of Sydney</p>	<p>The Internationalisation of Higher Education: Perspectives from the Classroom Lesley Vidovich & Pippa Beetson Graduate School of Education The University of Western Australia</p>	<p>Collaborating Internationally to Deliver High Quality Online Postgraduate Education Elizabeth Devonshire Faculty of Medicine The University of Sydney</p>
11.40 12.10	CONCURRENT SESSION 3	<p>Deploying Student Diversity as a Microcosm of the World: Teaching Work and Employment Issues in an Internationalised Classroom Susan McGrath-Champ, Mimi Zou & Lucy Taylor Faculty of Economics and Business The University of Sydney</p>	<p>Intercultural Communication Through a Learnt Language Yasuko Claremont Faculty of Arts The University of Sydney</p>	<p>Chinese Generation Y as Students in Australia Joyce Martin Faculty of Education, ACU National (Australian Catholic University)</p>	<p>Starting Out: Engaging with International Partnerships Ilektra Spandagou, David Evans & Cathy Little Faculty of Education and Social Work The University of Sydney</p>
12.15 12.45	CONCURRENT SESSION 4	<p>Using Synchronous Video Conferencing as an Inclusive Tool in Research and Teaching and Learning and its Application to Internationalising Learning and Teaching Stephen Winn School of Education University of New England</p>	<p>Intercultural Communication and the Road to Discovery: Something New about Generation Y? Leanne Piggott, Maree Stenglin & Catherine Welch Faculty of Economics and Business The University of Sydney</p>	<p>Diversity in Higher Education Marie Stevenson Faculty of Education and Social Work The University of Sydney</p>	<p>Reflections on Establishing International Collaboration to Develop Innovative Pedagogies for Greening Business Education Lesley Treleaven Faculty of Economics and Business The University of Sydney</p>

12.45 – 1.30 LUNCH IN THE FOYER		SEMINAR ROOM 100	SEMINAR ROOM 102	SEMINAR ROOM 105	SEMINAR ROOM 107
1.30 2.00	Addressing Learning Issues in International Student Cohorts to Enhance Educational Outcomes in the Master of Professional Accounting Gary Oliver & Rodney Coyte Faculty of Economics and Business The University of Sydney	Cultivating Intercultural Competence Through International Teaching Practicum: A Conceptual Perspective Sri Soejatminah Deakin University	Enhancing Postgraduate Learning and Teaching: Postgraduate Summer School in Dairy Science Pietro Celi Faculty of Veterinary Science The University of Sydney	Primary School Students' Experiences of Intercultural Communication Ruth Fielding Faculty of Education and Social Work The University of Sydney	
2.05 2.35	Diversity Training for Academic Staff to Internationalise Learning and Teaching Anita S. Mak Centre for Applied Psychology University of Canberra	Intercultural Dialogue with Indonesian State Sector Language Teacher Educators about Their Epistemology of Practice: Convergent and Divergent Understandings Neil England Faculty of Education and Social Work The University of Sydney	The Local International Research Student – Blending 'Sites' of Research to Explore the Known and the Unknown Ruth Phillips Faculty of Education and Social Work The University of Sydney	Linking Internationalisation to the New Graduate Qualities: A Case Study from the Faculty of Arts at the University of Wollongong Ruth Walker, Brian Yecies & Katie Freund Learning and Teaching, and Faculty of Arts University of Wollongong	
2.40 3.10	Global Citizenship and the Internationalised Classroom: What Students Think Kevin Laws Faculty of Education and Social Work The University of Sydney	Understanding Intercultural as Content and Process: Problematising Notions of 'International', 'Intercultural' and 'Communication' in One Teaching Context at The University of Sydney Lesley Anne Harbon Faculty of Education and Social Work The University of Sydney	The Dragon and the Tiger Cubs: China-ASEAN Relations in Higher Education, in the GATS Era Anthony Welch Faculty of Education and Social Work The University of Sydney		
3.10 – 3.30 AFTERNOON TEA IN THE FOYER					
3.30 4.45	Key Issues in Internationalising Higher Education Chair: Professor John Hearn , Deputy Vice-Chancellor (International), The University of Sydney Panel: Rose Amazan , Faculty of Education and Social Work, The University of Sydney Professor Raewyn Connell , Faculty of Education and Social Work, The University of Sydney Professor Hans de Wit , The Hogeschool van Amsterdam, University of Applied Sciences Professor Robyn Ewing , Faculty of Education and Social Work, The University of Sydney Professor Wing On Lee , The Hong Kong Institute of Education, and The University of Sydney Professor Hui-Zhong Shen , Queensland University of Technology, and The University of Sydney				
4.45 – 6.00 DRINKS IN THE FOYER					

9.15am LECTURE THEATRE 101, NEW LAW SCHOOL BUILDING

KEYNOTE PRESENTATION

Internationalisation, Teaching and Learning and Strategic Partnerships

Dr Hans de Wit

Professor of Internationalisation, Hogeschool van Amsterdam, University of Applied Sciences, The Netherlands

ABSTRACT

Mobility and curriculum/teaching and learning have always been the two key components of internationalization of higher education, with mobility being the most dominant of the two. Recently the accent is shifting to the curriculum and the teaching and learning process, also referred to as 'internationalisation at home'. What are the rationales behind this shift, how does it express itself and what are the implications. In this shifting focus, international partnerships also move from a focus on exchange of students and staff into one directed to joint curriculum development, and become more strategic of nature. What are the drives behind this shift, what are the main activities taking place in these partnerships and what lessons can be learned?

ACADEMIC BIOGRAPHY

Hans de Wit is Professor (Lector) of Internationalization of Higher Education at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences, since August 2009. He is also a private consultant: De Wit International Higher Education Consultancy. He is the Co-Editor of the 'Journal of Studies in International Education' (Association for Studies in International Education/SAGE publishers).

His latest books are Hans de Wit, Pawan Agarwal, Mohsen Elmahdy Said, Molatlhegi Sehoole and Muhammad Sirozi, (Eds.). (2008). *The Dynamics of International Student Circulation in a Global Context*. SensePublishers, Rotterdam, the Netherlands, and Hans de Wit (2009). (Ed.), *Measuring Success in Internationalisation of Higher Education*, EAIE Occasional Paper, Amsterdam. Among his other books are: *'Internationalisation of Higher Education in the United States of America and Europe, a Historical, Comparative and Conceptual Analysis'*, published in 2002 by Greenwood Press in the USA in their Greenwood Studies in Higher Education series, *'Higher Education in Latin America: The International Dimension'*, co-edited with Isabel Cristina Jaramillo, Jocelyne Gacel Avila and Jane Knight, 2005 for the World Bank, and *European Responses to the Global Perspective*, edited together with Barbara Kehm, 2006, EAIE/EAIR, Amsterdam. He has (co)written several other books and articles on international education and is actively involved in assessment and consultancy in international education, for organisations like the European Commission, UNESCO, World Bank, IMHE/OECD, and ESMU.

Professor de Wit has undertaken Quality Reviews of a great number of institutions of higher education in the framework of the visiting Advisors Program (VAP), IQRP, IQR, Eurostrat. He is co-editor of *'Quality and Internationalisation of Higher Education'* with Jane Knight, University of Toronto, OECD, 1999.

He has been working in the Europe, United States, Latin America, Asia and Africa in projects. In 2005-2006 he was a New Century Scholar of the *Fulbright Program* Higher Education in the 21st Century, and in 1995 and 2006 a visiting scholar in the USA and in 2002 in Australia.

He was Founding Dean of Windesheim Honours College of the VU Amsterdam/Windesheim Hogeschool, Zwolle, 2007-2008. Before, he was director of the Hague Forum for Judicial Expertise in 2005-2006. He has been Director of the Office of Foreign Relations, Vice-President for International Affairs and Senior Advisor International at the Universiteit van Amsterdam, in the period 1986-2005, and director of international relations at Tilburg University in 1981-1985. He was assistant professor in Latin American Studies at Utrecht University, 1979-1981. He has a bachelor, master and PhD from the University of Amsterdam.

Hans de Wit is founding member and past president of the *European Association for International Education* (EAIE). Currently he is, among other positions, Member of the Board of Trustees of World Education Services (New York), and Member of the Advisory Board of the *Agencia Nacional de Evaluación de la Calidad y Acreditación* (ANECA), Spain. On September 11, 2008 he received the Constance Meldrum Award for Vision and Leadership of the European Association for International Education (EAIE) in Antwerp. Previous awards he received from the University of Amsterdam (2006), AIEA (2006), CIEE (2004 and 2006), NAFSA (2002) and EAIE (1999).

NOTES

10.30am NEW LAW SCHOOL BUILDING

CONCURRENT PRESENTATIONS – SESSION 1

SEMINAR ROOM 100

Activating the Curriculum Imagination by Using a Future Focused Question and a Framework that Connects the Classroom with the Internationalised Workplace

Fran Everingham, Faculty of Health Sciences, The University of Sydney

Associate Professor Sandra West, Faculty of Nursing and Midwifery, The University of Sydney

Associate Professor Lynne Harris, Faculty of Health Sciences, The University of Sydney

Melinda Lewis, Faculty of Nursing and Midwifery, The University of Sydney

Nowhere is their future role more apparent to students than when they negotiate the cultural and linguistic diversity of the rapidly globalising health sector workplace. The Faculties of Nursing and Health Sciences are engaged in a collaborative project to determine ways in which the curriculum might effectively address the University's policy to 'internationalise' the curriculum.

In a frequently cited paper, 'internationalisation' is defined as 'the process of integrating an intentional, intercultural or global dimension into the purpose, functions and delivery of post-secondary education' [Knight, 2004, p11]. However, most debate is located well beyond the curriculum to broader institutional, national and global arenas. Whereas, at the curriculum level the reality appears to be a hiatus of inaction with teachers: continuing to delegate language and study skills for international students to support services; struggling ineffectively with cultural and linguistic diversity among local students; and, lacking direction about how to navigate the pedagogical implications of policy mandates.

Preliminary work has used discussion to investigate teachers' views about 'internationalisation'. However, we found that discussion persistently got bogged down in a muddy area of intersecting terms and meanings. Parallel work on a literature review resulted in two ways forward: the synthesis of a framework to link education and practice, and the adoption of Knight's question as way to expand the curriculum possibilities: 'What in the year 2020, will be seen as the major accomplishments of internationalisation [in curriculum, including content and pedagogy]? [Knight, 2004, p29].

Although only trialled with colleagues, preliminary feedback suggests our work-focussed curriculum framework and 'year 2020' question appear to give permission to the 'visioning' of curriculum, and activates the curriculum imagination of all parties concerned with relevance and integration of theory and practice.

SEMINAR ROOM 102

Integrating Intercultural Competence into the Formal and Informal Curriculum

Dr Lesley Treleaven, Faculty of Economics and Business, The University of Sydney

It is vital for Australia's economic and social future that graduates value cultural differences, communicate easily across diverse cultures and possess the range of skills and knowledge needed to conduct business globally. This paper therefore proposes that it is necessary to integrate the development of intercultural competence within the formal and informal curricula. In developing intercultural competence, this paper first argues for the sustainability of embedding over an 'add in' or 'bolt on' approach. Second, it presents an embedding framework as a heuristic for engaging in a systematic, iterative and emergent approach to integrating the development of intercultural competence into both curricula. Third, it emphasises the importance of starting to embed the development of intercultural competence, not from providing resources and tools as is the more usual change practice, but from identifying communities of practice whose members take up distributed leadership of embedding change in their spheres of influence. The paper then discusses and illustrates in detail embedding strategies within the formal and informal curricula from a recent study in a business faculty in a research-intensive university. The paper concludes by recognising the complexity of embedding the development of intercultural competence across a faculty and within programs, and calls for further research into the impact and sustainability of this systemic approach to embedding the development of intercultural competence.

SEMINAR ROOM 105

Expectations and 'Deliverables' – Not Always a Happy Match

Professor Margaret E. Robertson, Faculty of Education, La Trobe University

The assigned teaching task is 'Research Methods'. The total number of students in the class is roughly fifty. Some students come and go as they 'audit' different post-graduate units throughout the semester. Hence, the weekly attendance figure varies. They are mostly from overseas and speak English as a second language. Countries of origin represent every continent of the globe and within Asia multiple countries are represented. Some are 'special' students as you are their principal supervisor. Others are coursework Masters students doing the unit because it is compulsory; doctoral and masters by research enrollees and several from faculties other than Education where numbers do not permit a separate course. All in all this is the global village and just as backgrounds and expectations of the class members are diverse; their abilities and language capacity vary significantly; their sponsors pose varying levels of conditions on their funding sources, and family responsibilities can seem immense. For most students there is a lot riding on their success and experience shows the frustration many international students can reveal when they do not meet their personal expectations of straight 'As'. Being willing to meet the challenge of teaching and learning within such a complex setting is a start. However, I doubt that any university teacher can satisfy all needs in one semester of classes – online and face-to-face. This paper will explore some of the dilemmas posed and attempts at locating common ground that are meeting [some] success. Central is what I call the 'teachable' approach.

SEMINAR ROOM 107

Global Scholars in Higher Education: Mapping their Contribution to Learning and Teaching in Australasia and Beyond

Dr Felicity Rawlings-Sanaei, Learning and Teaching @ UNSW, University of New South Wales

Colina Mason, Learning and Teaching @ UNSW, University of New South Wales

As the educational landscape becomes increasingly global, the need to capture the experiences and contribution of global scholars to learning and teaching assumes greater importance. This paper will provide an introduction to this emerging discourse. Briefly, it will reflect on the experiences of global scholars in adapting to new educational contexts; explore the ways in which disparate cultural and educational backgrounds informs one's teaching practice and research; and consider the contributions of global scholars to learning and teaching in Australasia and other regions around the globe. Our working definition of 'global scholar' is someone who has been educated in a country different from where they are currently employed and who locates their fields of enquiry in a supranational frame of reference.

11.05am NEW LAW SCHOOL BUILDING

CONCURRENT PRESENTATIONS – SESSION 2

SEMINAR ROOM 100

What Makes Asian International Students Satisfied with an Australian University?

Dr Baohua Yu, School of Education, University of New South Wales

With the globalisation of higher education, it is crucial to research on intercultural communication and to understand international students in host country. As Peterson et al. (1999) put it “intercultural learning could be a beacon, illuminating a world of cultural differences and a common global humanity, building blocks for a just and peaceful world” (p.76). International student enrolments are “viewed as an important-even essential-source of revenue by post-secondary institutions” in either Canada (e.g., Lee & Wesche, 2000, p. 638), the UK and USA (e.g., Marshall, 2005), or Australia (e.g., Coley, 1999). Therefore, many of these countries “have developed clear national priority and comprehensive strategies to attract a larger number of international students” (Schneider, 2000 p. 2-3).

This paper explores the way Asian international students at tertiary level in Australia adapt, in varying degrees, to their new learning and living environment. A questionnaire and focus-group interview are conducted, attempting to ascertain key issues with a view to helping sojourning students adapt to the Australian academic and socio-cultural environment, to guide teachers in offering them a more appropriate learning experience, and to shed light on policy-making in setting criterion for recruiting international students and providing pedagogical support for them.

SEMINAR ROOM 102

English as an Academic Lingua Franca: Internationalisation, Economic Imperative or Cultural Chauvinism?

Dr Michael John Paton, Faculty of Economics and Business, The University of Sydney

This paper discusses English as an Academic Lingua Franca from the perspective of history and philosophy of science and the environmental history of China. Data used as the basis of the discussion are interviews of students in three major universities in China on their conception of English as an academic lingua franca and surveys of international postgraduate international students on their motivation for study in the Faculty of Economics and Business in the University of Sydney.

SEMINAR ROOM 105

The Internationalisation of Higher Education: Perspectives from the Classroom

Professor Lesley Vidovich, Graduate School of Education, The University of Western Australia

Pippa Beetson, Graduate School of Education, The University of Western Australia

Accelerating internationalisation, one of the key transformations of higher education (OECD, 2008), brings new opportunities for intercultural learning in universities. This study responds to calls for more research which seeks perspectives about internationalisation from the main participants in higher education - lecturers and students in classrooms. The paper reports perspectives from 264 first year students of 38 different nationalities, as well as their lecturers, in a case study university in Australia; a country which is increasing its share of the international student market. At the classroom level, while the economic rationale for internationalisation of higher education was widely acknowledged, the potential for intercultural learning was not being fully realised. Further, there was sufficient disjunction between university internationalisation policies and classroom practices to be of concern. The implications for ongoing policy development in relation to internationalisation for all students are profound. Whilst there is no intention to generalise from one case study, themes to emerge from this research have the potential to offer 'food for thought' in many other jurisdictions where internationalisation policies and practices are proliferating.

SEMINAR ROOM 107

Collaborating Internationally to Deliver High Quality Online Postgraduate Education

Elizabeth Devonshire, Pain Management Research Institute, Faculty of Medicine, The University of Sydney

Grace Tague, Pain Management Research Institute, Faculty of Medicine, The University of Sydney

Associate Professor Phillip Siddall, Faculty of Medicine, The University of Sydney

In 2005 the Pain Education Unit, at the Pain Management Research Institute, Faculty of Medicine, established two separate international collaborations: one with the University of Edinburgh, the other with the University of California, San Francisco. The success of these initiatives prompted consideration of how best to collaborate with selected institutions in developing countries. Within the next three years a similar relationship had been negotiated with the University of Santo Tomas, Philippines. Set up as licence agreements, these strategic alliances permit each partner institution to offer The University of Sydney's online postgraduate program in pain management in a specified geographical region.

Drawing on the experiences of the pain education team, this paper outlines how collaborative alliances of this nature can provide a robust model for the effective delivery of high quality online postgraduate education, locally and internationally. The model offer economies of scale in terms of delivery of the program to a wider target audience, in both numerical and geographical terms. In this way it enhances the program reach, while ensuring the viability of program delivery from the perspective of the program originator and the partner institutions. The model also maximises the use of the learning materials and resources, expands opportunities for internationalising the curriculum, and increases the exposure and prestige of the program and the university internationally.

11.40am NEW LAW SCHOOL BUILDING

CONCURRENT PRESENTATIONS – SESSION 3

SEMINAR ROOM 100

Deploying Student Diversity as a Microcosm of the World: Teaching Work and Employment Issues in an Internationalised Classroom

Dr Susan McGrath-Champ, Faculty of Economics and Business, The University of Sydney

Mimi Zou, Faculty of Economics and Business, The University of Sydney

Lucy Taylor, Faculty of Economics and Business, The University of Sydney

This paper outlines how, in teaching work and employment subjects, student diversity is deployed as a vehicle for learning. Through a distinctive (Michelson) Team-Based Learning (TBL) approach, opportunity is created for the valuing of diversity amongst international and local students. This is deployed to enhance the learning experience, and promote generic skills of communication, negotiation and collaboration across a range of subjects in Work and Employment. TBL can be augmented by the student 'learning journal'. International and local students, and those with or without workplace experience work together drawing upon their lived and learned knowledge which models, within the learning process, much of the course subject material. Despite the distance-eroding potential of technology-aided business, continuing increase in cross-border business activity drives increasing demand for employees and managers who can succeed in international contexts, rendering international people management skills vital.

The aim of this paper is to outline and evaluate these novel teaching innovations to discern their contribution to internationalising teaching and learning. The paper explores how this form of engaged student learning creates a high degree of inclusion, and develops and promotes essential knowledge and capabilities for managing across borders or in contexts of diversity. Situated within multiple literatures, the paper outlines student and instructor learning/teaching challenges, provides evidence from students' learning experience, and canvasses further avenues for enhancement. Data sources include successive student evaluations of Team-Based Learning and learning journal surveys plus qualitative evaluative sources.

The paper concludes that TBL, alone or in concert with the student learning journal, succeeds in harnessing the richness embodied in a blended student cohort by creating a microcosm of the world which resembles many of the challenges, difficulties and essential learnings that are required of workers in a world increasingly founded on a global system.

SEMINAR ROOM 102

Intercultural Communication Through a Learnt Language

Dr Yasuko Claremont, Faculty of Arts, The University of Sydney

As a teacher of Japanese, I am convinced that language learning has the ability to connect students in class and out of class through their shared interests, increasing their pragmatic skills and building their intercultural knowledge. Australian universities are now multicultural in their diversity, including teachers as well as students, so that teaching in a framework of diversity is now seen as 'a resource and not a deficit' (Anderson, Ewing & Gibson, 2007, p. 33). Obviously, such resources, particularly in the learning of a foreign language, are a means of promoting international understanding.

My paper is about a pedagogically balanced approach that teachers should be aware of when teaching students with diverse backgrounds at our university. Today an inclusive approach and innovative strategies in teaching must be a guiding principle. We can 'offer to students a variety of experiences so that they each might, for some time at least, find a match between their learning style and the approach of the teacher'. (Prosser and Trigwell, 2001, p. 85).

Activities are a crucial part of teaching and learning. I would like to give one example. In my practice I refer to the sociologist Basil Bernstein's theoretical framework of three interdependent contexts of pedagogic discourse (Bernstein, 1986). The first context is research-led learning, where students communicate with students in Japanese universities using questionnaires written in Japanese. Upon receiving responses they

then analyse them. This is the second context. Thirdly the group presents their findings in pies and graphs. I find this exercise effective in enhancing communication and critical analysis. By engaging in this practice my students recognize cultural differences and similarities at first hand. Internationalisation of knowledge is thus achieved in a critical way. This gives students confidence, which is revealed in their feedback.

SEMINAR ROOM 105

Chinese Generation Y as Students in Australia

Dr Joyce Martin, Faculty of Education, Australian Catholic University

As the most preferred destination for Chinese students (Yang, 2007), in 2009 there were 130,000 Chinese GenY students in Australia providing 15 billion dollars to the local economy (Gilmore & Millar, 2009). While many Australian believe that this is driven primarily by the attraction of a visa which will lead to Australia as a permanent destination, in fact, this demand by Chinese youth, is driven by the belief of these vast majority of these students that overseas experience rather than the qualifications gained will improve their future employability upon their return home (Into Knowledge, 2009). This mythology, like many others about these students, acts as an impediment to the understanding and servicing the needs of these students by educational providers.

Further, while many tertiary educators find it challenging to come to terms with differences between their own generation and Australia's GenY, Australian academics find it even more difficult to interpret, understand and respond to the needs and expectations to Chinese GenYs. Therefore, the aim of this paper is to outline the social, emotional and learning characteristics of the Chinese GenY, or as they are known at home 'The NewNew generation' (Lu Pipi, 2001) and their special needs in Australia. Based on the readings, extensive experience in hosting Chinese students and a recent visit to China, suggestions for future university practice will be put forward with due recognition of the problems of overgeneralization with regard to not only the generation but the subgroups within that generation.

SEMINAR ROOM 107

Starting Out: Engaging with International Partnerships

Dr Ilektra Spandagou, Faculty of Education and Social Work, The University of Sydney

Associate Professor David Evans, Faculty of Education and Social Work, The University of Sydney

Cathy Little, Faculty of Education and Social Work, The University of Sydney

The Faculty of Education and Social Work at The University of Sydney provides a range of pre-service teacher education programs, and delivers a strong postgraduate program in special and inclusive education. The pre-service teacher education programs have more than 500 students take a mandatory subject each year. The postgraduate program delivers programs to more than 30 teachers each year that allows them to become special educators; and any time there are more than 12 postgraduate candidates working towards a high research degree in the areas of special and inclusive education.

In any year, approximately half of these postgraduate students are from a country outside of Australia. This paper will outline how teaching and learning within the area of special and inclusive education, and particularly at the postgraduate coursework and research level, harnesses the attitudes, beliefs and cultural underpinnings of students from differing countries to include them in learning activities and tasks. Further, this paper will highlight how staff develop and implement research programs to include a cross-cultural view of key concepts and constructs within the area of special and inclusive education.

We will report on the experiences of staff and students as they engage and negotiate the meaning and content of an inclusive pedagogy that addresses and meets individual needs. A case study based on staff reflections, conversations between staff and students and student accounts is used to explore the complexities of creating an inclusive knowledge community. The discussion of this case study demonstrates both possibilities and limitations which have significant repercussions for us and our students, as teachers. In the final part of this paper we link our discussion to wider debates about special and inclusive education, including national and international policy such as the United Nations' Convention on the Rights of Persons with Disabilities (2006) and implications for Higher Education Institutions.

12.15pm NEW LAW SCHOOL BUILDING

CONCURRENT PRESENTATIONS – SESSION 4

SEMINAR ROOM 100

Using Synchronous Video Conferencing as an Inclusive Tool in Research and Teaching and Learning and its Application to Internationalising Learning and Teaching: Issues and Challenges in the Australian Higher Education Sector

Dr Stephen Winn, School of Education, University of New England

The use of video conferencing and specifically the use of desktop video conferencing using soft codecs have enabled greater connectivity between individuals and groups than ever before. Multipoint connection to end users enables many research and teaching and learning opportunities. The use of desktop video conferencing enables groups to meet virtually and share documents and analyse data. The application of this medium is far greater than the often referenced tele-health or tele-medicine. Indeed the application can be to in-field applications that cover educational, human services, applied science, therapy services and training. The significance for internationalisation is the ways in which the application of this technology can break down distance and enable individuals to stay in-country with quality connectivity and engagement. There are however several issues to this medium including workforce issues for university academic staff, an ageing workforce engaging in technology, training in how to use the medium and network issues. Interestingly recent research in Australia indicates younger people under 35 years of age and those 70 years of age and older engage with and manipulate this technology more than those between 35 and 70. The challenges include demonstrated examples of how such technology can be applied to research and teaching and learning and this paper presents two examples of the issues and challenges and how these have been overcome.

SEMINAR ROOM 102

Intercultural Communication and the Road to Discovery: Something New About Generation Y?

Dr Leanne Piggott, Faculty of Economics and Business, The University of Sydney

Dr Maree Stenglin, Faculty of Economics and Business, The University of Sydney

Dr Catherine Welch, Faculty of Economics and Business, The University of Sydney

'Business in the Global Environment' is a core unit in the Bachelor of Commerce program at the University of Sydney. As a senior unit, it provides students with the opportunity to build their understanding of the principles of commercial and business activity as they operate in the global world of the 21st century workplace. One of the ways it does this is by requiring them to work in multinational teams. To prepare them, the tutors run an intercultural workshop (Briguglio 2007a, 2007b) early in the semester, in which students are encouraged to reflect on and share cultural values and norms with their team members.

Last semester, the assessment task aligned with the learning goal of intercultural competency required the students to submit three individual reflections. The questions driving the reflection process were informed by literature on intercultural communication which focuses strongly on cultural differences, diversity and ways of developing strategies for managing miscommunication in multinational teams (Scollon & Scollon, 1995; Cushner & Brislin, 1996; Distefano & Maznevski, 2000; Matveev & Milter, 2004; Brett, Behfar & Kern, 2006). Interestingly, many of the student reflections have challenged this focus on difference, arguing instead, that they see themselves as sharing more similarities than differences because "they are members a global youth culture".

With a high percentage of international students in this unit, clearly one of the key issues at stake is that of bonding. Thus the authors of this paper question whether a gap has emerged between the existing literature on intercultural communication and the starting point of Generation Y on this issue. If so, should we begin our focus on intercultural communication by finding ways to unite multinational teams and first foster a sense of cohesion, security and belonging; and once this has been established, encourage them to explore cultural differences?

SEMINAR ROOM 105

Diversity in Higher Education

Dr Marie Stevenson, Faculty of Education and Social Work, The University of Sydney

Student diversity in higher education is often discussed in terms of ethnic and socio-economic diversity in student populations. However, less often discussed is diversity in higher education in different countries around the world and how this shapes students educated in a particular context. Teachers and students in a particular context have many expectations about what higher education involves, often without awareness that what they take as 'a given' is in fact an assumption that is highly specific to culture and context.

In this presentation, I will talk about my own experiences as both a student and a teacher in Australia and the Netherlands, and about my experiences in teaching in an off-shore Master's program training English teachers in China. The tremendous diversity that I have encountered in what constitutes higher education in these three contexts has both fascinated, and at moments, culture-shocked me. In my daily practice as an academic, I find myself juggling three educational perspectives that are sometimes at odds with each other.

From talking about my personal experiences, I will raise issues that I believe are relevant to the way we approach students from different educational contexts who come to study at our universities and for how we go about the process of 'internationalising' education.

SEMINAR ROOM 107

Reflections on Establishing International Collaboration to Develop Innovative Pedagogies for Greening Business Education

Dr Lesley Treleaven, Faculty of Economics and Business, The University of Sydney

The paper will outline the establishment of collaboration between two Pacific Rim universities, The University of Sydney and the University of British Columbia, Canada. Institutional drivers are an increasing emphasis on accreditation and thus assurance of learning, the potential for positioning their business program on the leading-edge of the competitive higher education market, and the challenges of developing improved learning and teaching practices in research-intensive cultures.

This contribution to the colloquium will offer some reflections on establishing a collaboration with the Sauder School of Business, The Faculty of Science and The Centre for Academic Growth (TAG) UBC, Vancouver in the context of the need to provide relevant 21st century education for students, engage academics in appropriate pedagogies for large classes, and design business curricula to address a future for us all in the global challenges we face.

The project's aim is to engage academics in collaboration to develop innovative curricula and pedagogies that enhance sustainability practices in business education, graduates' learning outcomes and global citizenship at both universities. The project will employ a distributed leadership approach to forming communities of practitioners and collaborative action research methodology to research how such innovation can be embedded.

1.30pm NEW LAW SCHOOL BUILDING

CONCURRENT PRESENTATIONS – SESSION 5

SEMINAR ROOM 100

Addressing Learning Issues in International Student Cohorts to Enhance Educational Outcomes in the Master of Professional Accounting

Dr Gary Oliver, Faculty of Economics and Business, The University of Sydney

Dr Rodney Coyte, Faculty of Economics and Business, The University of Sydney

Management accounting is an entry level postgraduate unit of study which has a significant proportion of international students. There is considerable evidence that the students are highly motivated to learn. Longitudinal analysis revealed three common symptoms of learning obstacles as: different cultural expectations of teaching and learning; subtle deficiencies in language skills resulting in some insecurity in discussing business issues; and a lack of business experience necessitating the provision of extensive scaffolding to allow students to perceive the complex operations of the business from inside. Several traditional changes were made including demanding the production of homework to enhance preparation, providing background descriptions of a business and its context, and integrating topics within modules. No improvement was detected.

A team based learning (Michaelsen, 2004) project to restructure the teaching and learning of core management accounting concepts has been undertaken to address the multiple and compounding learning issues. First, a lack of preparation has been addressed by Readiness Assurance Tests (RAT) which provide immediate feedback. Second, attempted rote learning has been usurped by giving teams operational resourcing problems for discussion. Third, ESL induced difficulty with concept manipulation and application was addressed by task redesign and resequencing to foster schema development (Schnieder and Shiffrin, 1977) and reduce cognitive load (Sweller, 1994). Finally, the search for ready-made solutions (e.g. internet) is addressed through in-class team activities resulting in more confident, flexible and non-scripted responses.

In summary, these outcomes represent major achievements for the Discipline of Accounting in three significant areas: overcoming issues of inconsistency across the nine class streams; managing the process of change and delivery through the six staff; and designing the largely quantitative coursework to enhance interpretative aspects so discussion has some "right answer" evidence but "committee-like" decision making.

SEMINAR ROOM 102

Cultivating Intercultural Competence Through International Teaching Practicum: A Conceptual Perspective

Sri Soejatminah, Deakin University

Locating teacher preparation in the context of internationalisation of higher education is based on a commonly-stated need for developing intercultural competence for pre-service teachers. Internationalising the curriculum includes the more specific activity of internationalising teaching and learning. This article attempts to build a conceptual framework for achieving intercultural competence through internationalising teaching and learning, and illustrates this with a case study on international teaching practicum.

A major purpose of internationalising the teacher education curriculum is to prepare a teacher education workforce to enter an increasingly globalised workplace. Particularly, intercultural competence is considered as the expected outcome. There are certain approaches to internationalising learning and teaching which enable students to gain intercultural learning experience. This paper presents a literature study on the possible internationalisation outcomes from a university-sanctioned international teaching practicum. Further literature study on assessing the intercultural competence of participants involved in international experiences outlines the specific context required for experiencing intercultural learning. It also reveals how one specific kind of intercultural experience could be easily available for pre-service teachers during their teaching practicum overseas.

This paper concludes that identifying the specific context for intercultural learning could assist in developing an effective environment to cultivate intercultural competence. It shows that an international teaching practicum appears to be one very effective setting for this purpose. Moreover, the application of its specific context might be extended for other educational settings.

SEMINAR ROOM 105

Enhancing Postgraduate Learning and Teaching: Postgraduate Summer School in Dairy Science

Dr Pietro Celi, Faculty of Veterinary Science, The University of Sydney

Professor Gianfranco Gabai, Faculty of Agricultural Science, University of Padua

Professor Massimo Morgante, Faculty of Veterinary Science, University of Padua

Luigi Gallo, Faculty of Veterinary Science, University of Padua

Dairy science is a multidisciplinary area of scientific investigation and PhD students aiming to do research in the field of animal and/or veterinary sciences must be aware of this. PhD students often have vast spectra of research interests, and it is quite challenging to satisfy the expectation of all of them. Having this in mind, we have organised a Summer School program for PhD students. The aim of this proposal was to establish an international PhD training program based on research collaboration between The University of Sydney and the University of Padua. The core component of this program was a two weeks Post Graduate Summer School in Dairy Science, which was held at the University of Padua, for PhD students of both universities. Therefore we designed a program that encompassed seminars, workshops, laboratory practical sessions, and farm visits. The activities have been designed so that the PhD students would meet the following learning objectives: outline the differences in dairy production systems in Italy, Australia and around the world; identify how the various husbandry and management techniques can impact on dairy cows' welfare, health and production and recommend procedures to minimize these impacts; identify factors affecting milk characteristics and explore alternative industrial possibilities to exploit milk by-products; communicate and interact competently with fellow PhD students, scientists and producers; develop a scholarly and integrative approach to research in animal and veterinary science; widen the perspective of the PhD students about biology applied to animal and veterinary sciences.

SEMINAR ROOM 107

Primary School Students' Experiences of Intercultural Communication

Ruth Fielding, Faculty of Education and Social Work, The University of Sydney

In this presentation findings from the researcher's exploration of intercultural communication and identity are discussed. Intercultural communication is explored through the researcher's interaction with primary school students within a PhD study. The year 5 and 6 students' accounts about their communication in two (or more) languages show their engagement with intercultural understanding. As the students involved in this study spoke about their communication, they revealed that, for a number of them, their identities incorporate more than one language. The students also spoke about how it feels to learn in an environment where languages are valued. Through sharing some excerpts from these students' interviews and questionnaires, this presentation illustrates an example of a government primary school setting where intercultural communication is valued and where students use their languages and cultures in the school setting on a daily basis. Through talking with the researcher the students became more aware about who they are as they communicate in their different languages.

2.05pm NEW LAW SCHOOL BUILDING

CONCURRENT PRESENTATIONS – SESSION 6

SEMINAR ROOM 100

Diversity Training for Academic Staff to Internationalise Learning and Teaching

Dr Anita S. Mak, Centre for Applied Psychology, Faculty of Health, University of Canberra

Developing intercultural capability of staff and students is integral to the University of Canberra's (UC's) strategic plan for internationalisation and the university's learning and teaching signature theme of intercultural competence. Diversity training for academic staff could enhance their intercultural sensitivity, engagement, and competence, which could in turn improve the classroom participation of international, immigrant, and indigenous students. Culturally responsive teaching practice and learning methods could also prepare all students for work globally and in multicultural Australia. This paper documents the design and delivery of a strategic cultural diversity course for UC academic staff, incorporating research findings on acculturation and intergroup contact. The interactive psycho-educational course was a full day workshop called "Engaging and Building Alliance across Cultures". The training aims at promoting awareness of the benefits and challenges of cultural diversity, increasing knowledge about the variation in cultural values underpinning diverse students' classroom behaviours, and enhancing understanding about conditions for positive intercultural contact. Additionally, the workshop promotes the development of practical skills in effective intercultural communication, and engages staff in applying the principles and methods of cultural validation and alliance building. An emphasis of the training is on promoting teachers' empathy with culturally and linguistically diverse (CALD) students' difficulties in participation in groups in academic settings, and what the teachers can do to facilitate the inclusion of these students in learning activities. This paper will report the participants' workshop ratings, as well as their learning reflections regarding curriculum development strategies that they intended to apply to engage their culturally diverse classes, and the perceived strengths and weaknesses of the workshop. The potential use and limitations of this type of diversity training to internationalise learning and teaching in the university environment are discussed.

SEMINAR ROOM 102

Intercultural Dialogue with Indonesian State Sector Language Teacher Educators about their Epistemology of Practice: Convergent and Divergent Understandings

Neil England, Faculty of Education and Social Work, The University of Sydney

Recent research in Western mainstream education contexts (Joram, 2007) has suggested that one explanation for why in-service professional development programmes (INSET) for teachers so often do not lead to sustained uptake of new practices may be conflicting epistemological beliefs; that is, different views of INSET facilitators and participants about what forms of knowledge are, or should be, valued in teacher education. Assuming that beliefs about knowledge are in part culturally-based, the potential for this kind of conflict is greater in intercultural INSET. However, in any form of intercultural communication, reifying and giving primary focus to differences may, in the process, exacerbate them (Burbles & Bruce, 1991).

This paper reports on dialogue I conducted in Indonesia with local state sector teacher educators who conduct INSET for teachers of English in Indonesian primary and secondary schools. The dialogue centred on the epistemology of INSET, specifically the value attached to, and relationships between, external research-based knowledge, teachers' personal practical knowledge, and knowledge of the context of teaching-learning.

The data shows considerable common ground with the participants about the value attached to these three forms of teacher knowledge. The data also reveals how this shared understanding was established and maintained by using different tools and by developing a shared discourse. There was less common ground on how the sometimes difficult relationship between the forms of knowledge should be handled in the INSET classroom. However, the shared understanding and shared discourse allowed for focused and productive dialogue on, but not necessarily neat resolution of, these issues.

SEMINAR ROOM 105

The Local International Research Student – Blending ‘Sites’ of Research to Explore the Known and the Unknown

Dr Ruth Phillips, Faculty of Education and Social Work, The University of Sydney

In the recently publicised scandals about international students, racism and rip-offs in tertiary education one factor was raised that resonates across the spectrum of all tertiary education sites in Australia, higher education as a vehicle for permanent residence. This paper is not so much interested in who seeks this kind of educational opportunity and why, as it seems to be either for better life opportunities that fast tracked immigration affords, or doing a research degree without the burden of international fees, but rather how this positions research students in regard to the research they choose to do.

Students from overseas who are doing research degrees and have permanent residence visas are distinct from both formally designated 'international students' and 'local students', even though they fall technically into the latter category. From one perspective they are now Australian students, from another they are clearly international students, as they are often drawn to exploring issues in their country of origin and are clearly driven by a sense of identity with that country and, in my field, the desire to address social problems they perceive there.

Based on my own supervision experience of supervising seven such students thus far, this paper explores key issues for research student supervision around the development of research fields for international/local students. Key questions arise in the research process for these students, often to do with issues of identity, opportunity, language, prior learning and theory. Drawing on my experience of getting students to various stages of their research, including completion, the aim is to explore the tensions and strategic responses a supervisor may adopt to facilitate and maintain a blend of 'sites' of research.

SEMINAR ROOM 107

Linking Internationalisation to the New Graduate Qualities: A Case Study from the Faculty of Arts at the University of Wollongong

Dr Ruth Walker, Learning Development, University of Wollongong

Dr Brian Yecies, School of Social Sciences, Media and Communication, University of Wollongong

Katie Freund, School of Social Sciences, Media and Communication, University of Wollongong

One of the flow-on effects of the recent AUQA preparation at the University of Wollongong has been recognition of the need to directly address questions about the 'student experience' while reflecting on best-practice learning and teaching approaches. There had been an implicit understanding that international students' learning experiences would be covered by the umbrella of the new faculty and discipline-specific Graduate Qualities (GQs) that were launched at the University of Wollongong in 2008. This paper reflects on a project that scoped existing teaching and learning activities in the School of Social Sciences, Media and Communication (SSMACs) in the Faculty of Arts, in order to test how the new GQs are successfully intersecting with internationalisation issues and international classes. SSMACs encourages both staff and students to function in an international and intercultural context, which means developing specific competencies, knowledges and attitudes. Our project's objectives are therefore to use SSMACs as a case study to do four key things: analyse and clarify key terms and concepts relating to internationalisation and the new GQs; use focus group interviews to scope out existing understandings of internationalisation by teachers and students; explore some important underlying practical and conceptual issues related to the teaching and learning experiences of both international and local students; and map best-practice assessment tasks and teaching strategies that incorporate intercultural exchange and/or internationalised content across the school.

2.40pm NEW LAW SCHOOL BUILDING

CONCURRENT PRESENTATIONS – SESSION 7

SEMINAR ROOM 100

Global Citizenship and the Internationalised Classroom: What Students Think

Dr Kevin Laws, Faculty of Education and Social Work, The University of Sydney

Dr Fran Waugh, Faculty of Education and Social Work, The University of Sydney

Dr Lindsey Napier, Faculty of Education and Social Work, The University of Sydney

Associate Professor Donna O'Connor, Faculty of Education and Social Work, The University of Sydney

Damaris Wikramanayake, Faculty of Education and Social Work, The University of Sydney

Throughout the world universities are acknowledging that programs of study should, among other things, develop graduates who think and act as global citizens. However, what the concept of global citizenship involves and how courses can develop such knowledge, skills and values is often not clearly articulated. In 2007, the Faculty of Education and Social Work at The University of Sydney conducted a study aimed overall at making internationalisation meaningful in the classroom. It comprised staff seminars, staff and student focus groups and an on-line survey of students. This survey, which asked students to report on the concept of 'global citizenship', is the focus of this paper. Findings revealed a sophisticated and diverse understanding of global citizenship, with students seeing themselves as actively living and involved in an ongoing changing reality. Their account will be examined in the light of the literature on the role of the university in the production of global citizens.

SEMINAR ROOM 102

Understanding Intercultural as Content and Process: Problematising Notions of 'International', 'Intercultural' and 'Communication' in One Teaching Context at The University of Sydney

Dr Lesley Anne Harbon, Faculty of Education and Social Work, The University of Sydney

This paper problematises the author's current teaching context vis-à-vis the notions of international, intercultural and communication, a context the author believes is becoming more and more common in Australian higher education. Teaching postgraduate classes of largely international students, the author teaches 'about' intercultural communication (the content) 'through' intercultural communication (the process). The author explores 'international' notions, that is, simple aspects of viewing the 'intercultural' purely as the international enrolment itself. The 'intercultural' is inherent in both the content of what is taught, and also the process of how the unit is taught. A third notion, perhaps also a complication, is that intercultural communication in this internationalised context is sometimes not as simple or successful as it might be, as the English language does not, the author believes, allow sufficient ways of examining particular notions. Key issues are explored and some strategies for teaching are suggested.

SEMINAR ROOM 105

**The Dragon and the Tiger Cubs
China-ASEAN Relations in Higher Education, in the GATS Era**

Professor Anthony Welch, Faculty of Education and Social Work, The University of Sydney

Almost all nations are attempting to position themselves for the onset of the much-vaunted 'Knowledge Economy' of the 21st. Century. A key plank in the knowledge economy platform is inevitably higher education. This paper analyzes the various strategies deployed by Southeast Asia states, and China, and the relations of competition and cooperation between them, designed to bolster their educational and training services industry. Recent estimates by WTO and the OECD indicate that this industry is estimated to be worth over US\$ 30 billion annually.

This paper analyzes rising service sector trade, especially trans-national trade in educational services, since the passage of Global Agreement on Trade in Services (GATS). Both China and the 3 ASEAN states treated (Viet Nam, Singapore and Malaysia), are nett importers of higher educational services, and all will continue to be so, for some time. China's demand for higher education services, alone, is huge and growing, despite considerable investment.

The three regional states are differently positioned to respond, while China is seeking to expand its reach in higher education. While the dominance of both OECD countries and English-language nations in trade in educational services is unlikely to end in the foreseeable future, the paper underlines the prospects for regionalism in educational services trade. Both Singapore and Malaysia have ambitious plans to become regional education hubs, and China is already exporting educational services, mainly within the Asia Pacific region. Regionalism is seen as potentially addressing key economic and social concerns such as the brain drain, and can also address questions of cultural content (including key regional debates over indigenisation versus internationalisation).

Examples of regional consortia, bi-lateral programmes, and institutional agreements are given, and the paper summarises both the forms of trade in educational services (according to the four GATS modes), as well as the current state and future prospects for both China and each of the ASEAN 3, in higher education.

3.35pm LECTURE THEATRE 101, NEW LAW SCHOOL BUILDING

PANEL OF LEADERS

Key Issues in Internationalising Higher Education

CHAIR

Professor John Hearn, Deputy Vice-Chancellor (International), and Professor of Physiology, School of Medical Sciences, The University of Sydney

PANEL

Rose Amazan, Doctoral Candidate, Faculty of Education and Social Work, The University of Sydney

Rose Amazan is a PhD candidate at the University of Sydney pursuing her doctorate in the mobilization of African Knowledge/Skilled Diasporas focusing on the influence of the Ethiopian Knowledge Diaspora on Ethiopian Higher Education. She is an experienced maths teacher and school administrator and has taught in several New York City public high schools and overseas. She currently teaches at the University of Sydney as a course tutor in 'International Education' and 'International Curriculum' units. Rose's commitment to community development and grassroots organizing, her experience with urban education in NYC, as well as her work in Ethiopia, continue to inform and motivate her research.

Professor Raewyn Connell, Faculty of Education and Social Work, The University of Sydney

Raewyn Connell is University Professor at the University of Sydney, a Fellow of the Academy of Social Sciences in Australia, and one of Australia's leading social scientists. Her most recent books are *Southern Theory, a study of social thought beyond the global metropole*, and *Gender: In World Perspective*. Her other books include *Masculinities*, *Making the Difference*, *Schools & Social Justice*, *Ruling Class Ruling Culture*, and *Gender & Power*. Her work has been translated into 14 languages.

Professor Hans de Wit, The Hogeschool van Amsterdam, University of Applied Sciences

Please refer to page 6.

Professor Robyn Ewing, Acting Dean, Faculty of Education and Social Work, The University of Sydney

Robyn Ewing is a former primary teacher with extensive and continuous experience in schools. She lectures to preservice and postgraduate students in the areas of Curriculum, Teaching and Learning, English, Drama and Literacy. A recipient of a University of Sydney Excellence in Teaching Award, A Vice Chancellor's Award for Higher Degree Research Supervision and a NSW Minister and Australian College of Education Quality Teaching Award, Robyn has a commitment to innovative teaching and learning at all levels of education. She has worked as a mentor and academic partner across a range of primary and secondary schools for a number of years. More recently this has included working with teachers specifically using the NSW DET model of quality teaching. Robyn was President of the Primary English Teachers Association from 2001-2006.

Professor Wing On Lee, Vice President (Academic) and Deputy to the President, Chair Professor of Comparative Education, The Hong Kong Institute of Education

Professor Lee is a world-renowned scholar in the fields of comparative education, citizenship education, and moral and values education. He has published over 20 books and 100 journal articles and book chapters. He has obtained research funding of over HK\$34 million during his last 15 years of academic service in Hong Kong. He has been Visiting/Honorary Professor for a number of universities in the UK, the USA and Chinese Mainland. Lee has served as a consultant for World Bank and Asian Development Bank projects, and is at present a member of the International Advisory Board of Mongolian Education Alliance. In Hong Kong, he

has served on various major public committees including Curriculum Development Council (CDC), Quality Education Fund (QEF), the Independent Commission Against Corruption (ICAC), Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), Central Policy Unit (CPU) and Education Commission (EC). In 2003, Lee received the Medal of Honour awarded by the Hong Kong Government. He was also awarded the Bronze Education Award and Education Innovation Award from the Educational Art Research Association and the Educational Development Forum in Beijing.

Professor Hui-Zhong Shen, Assistant Dean (International and Engagement), Queensland University of Technology

Professor Shen's research expertise and scholarship lie in second/foreign language education, foreign language teacher education, ICT in language learning, cross-cultural issues in English language learning and researching Chinese English as an emerging variety of English. He is a widely experienced teacher at school and university level, having also taught at Fudan University in Shanghai. He has served as Senior Language Adviser for Education Queensland, and as Associate Dean, International, and Director of the China Education Centre at the Faculty of Education and Social Work, The University of Sydney. Professor Shen is regularly consulted by educational and government bodies in Australia and China on language education policy and practice, and international cooperation. His latest book *Postmodernism and Process Writing Pedagogy: A Cross-cultural Perspective* (2008) was published by Fudan University Press.

DELEGATES

NAME		INSTITUTION
AHMED	Mohsen	Office for Global Health, The University of Sydney
ALBON	Rozz	Teaching and Learning Services, Bond University
AMAZAN	Rose	Faculty of Education and Social Work, The University of Sydney
ARCHER	Kylie	Faculty of Arts, The University of Sydney
ARDINGTON	Angela	Learning Centre, The University of Sydney
BAIK	Chi	Melbourne Graduate School of Education, The University of Melbourne
BEDFORD	Sarah	Faculty of Education and Social Work, The University of Sydney
BLOOMFIELD	Di	Faculty of Education and Social Work, The University of Sydney
BOCCABELLA	Dale	Australian School of Business, University of New South Wales
BOTTRELL	Dorothy	Faculty of Education and Social Work, The University of Sydney
CAI	Hongxing	Faculty of Education and Social Work, The University of Sydney
CARTWRIGHT	Peter	Faculty of Science, Technology and Engineering, La Trobe University
CHANDRASHEKARN	Murali	Australian School of Business, University of New South Wales
CONNELL	Raewyn	Faculty of Education and Social Work, The University of Sydney
COPE	Jen	Faculty of Education and Social Work, The University of Sydney
COYTE	Rodney	Faculty of Economics and Business, The University of Sydney
CROSBIE	Phillipa	Fisher Library, The University of Sydney
CUTHBERT	Katy	International Office, The University of Sydney
DAVID	Anna	Faculty of Economics and Business, The University of Sydney
DENIZE	Sara	School of Marketing, University of Western Sydney
DOYLE	Edmond	School of Marketing, University of Western Sydney
DRYSDALE	Samantha	Australian School of Business, University of New South Wales
ELLIS	Craig	School of Economics and Finance, University of Western Sydney
ENGLAND	Neil	Faculty of Education and Social Work, The University of Sydney
EVANS	David	Faculty of Education and Social Work, The University of Sydney
EWING	Robyn	Faculty of Education and Social Work, The University of Sydney
FARMER	Patricia	ACU National (Australian Catholic University)
FIELDING	Ruth	Faculty of Education and Social Work, The University of Sydney
FLEMING	Josephine	Faculty of Education and Social Work, The University of Sydney
FRECKELTON	Louise	Office for Global Health, The University of Sydney
FREEMAN	Mark	Faculty of Economics and Business, The University of Sydney
FREUND	Katie	Faculty of Arts, University of Wollongong

NAME		INSTITUTION
GILES	Roslyn	Faculty of Education and Social Work, The University of Sydney
GONCZI	Andrew	The University of Sydney
GRAHAM	Rosemary	Southern Cross University
GRIFFIN	Tim	School of Social Sciences, University of Western Sydney
GROVES	Michele	Faculty of Health Sciences, University of Queensland
HANDAL	Boris	Faculty of Business and Economics, Macquarie University
HARBON	Lesley	Faculty of Education and Social Work, The University of Sydney
HARRISON	Amanda	ACU National (Australian Catholic University)
HAUB	Vlasta	Faculty of Economics and Business, The University of Sydney
HICKS	Jacquei	Fisher Library, The University of Sydney
HULSBOSCH	Marianne	Faculty of Education and Social Work, The University of Sydney
HUMPHREY	Sandra	University of Wollongong
JOSHI	Sneha	School of Education, University of Western Sydney
KIRKBY	Margaret	Sydney University Postgraduate Representative Association
KOFOD	Michelle	Australian School of Business, University of New South Wales
LANE	Mary	Faculty of Education and Social Work, The University of Sydney
LAWS	Kevin	Faculty of Education and Social Work, The University of Sydney
LAWLEY	Meredith	Faculty of Business, University of the Sunshine Coast
LINCOLN	Michelle	Faculty of Health Sciences, The University of Sydney
LOUGHLAND	Anthony	Faculty of Education and Social Work, The University of Sydney
MACKENZIE	Lynette	Faculty of Health Sciences, The University of Sydney
MAK	Anita	Centre for Applied Psychology, University of Canberra
MARGETTS	Kay	Melbourne Graduate School of Education, The University of Melbourne
MASON	Colina	Learning and Teaching @UNSW, University of New South Wales
MEAGHER	Gabrielle	Faculty of Education and Social Work, The University of Sydney
MOUNTAIN	Denise	ACU National (Australian Catholic University)
NAPIER	Lindsey	Faculty of Education and Social Work, The University of Sydney
NGUI	Matt	Faculty of Commerce, University of Wollongong
O'DONNELL	Loretta	Australian School of Business, University of New South Wales
O'HARA	Agi	Faculty of Education and Social Work, The University of Sydney
PALTRIDGE	Brian	Faculty of Education and Social Work, The University of Sydney
PHILLIPS	Ruth	Faculty of Education and Social Work, The University of Sydney
PIGGOTT	Leanne	Centre for International Security Studies, The University of Sydney
POCKETT	Rosalie	Faculty of Education and Social Work, The University of Sydney
PROCTOR	Helen	Faculty of Education and Social Work, The University of Sydney

NAME		INSTITUTION
RAHMAN	Syed	School of Marketing, University of Western Sydney
RAMBURUTH	Prem	Australian School of Business, University of New South Wales
RAWLINGS-SANAEI	Felicity	Learning and Teaching @ UNSW, University of New South Wales
ROBINSON	Jennie	ACU National (Australian Catholic University)
ROTTE	Kristin	Australian School of Business, University of New South Wales
SCOUFIS	Michele	Faculty of Economics and Business, The University of Sydney
SHERIDAN BURNS	Lynette	School of Communication Arts, University of Western Sydney
SIM	Soon	Faculty of Education and Social Work, The University of Sydney
SKILLING	Karen	Faculty of Education and Social Work, The University of Sydney
SMYTHE	Kate	Faculty of Education and Social Work, The University of Sydney
SOEJATMINAH	Sri	Deakin University
SPANDAGOU	Ilektra	Faculty of Education and Social Work, The University of Sydney
SPANJAARD	Daniela	School of Marketing, University of Western Sydney
SPENCER	Damian	Faculty of Science, Technology and Engineering, La Trobe University
STANFORD	Sue-Ann	Faculty of Education and Social Work, The University of Sydney
STENGLIN	Maree	Faculty of Economics and Business, The University of Sydney
SUPIT	Trina	Faculty of Education and Social Work, The University of Sydney
SZENES	Eszter	The University of Sydney
TEO	Stephen	College of Business, University of Western Sydney
THANOSAWAN	Prapassara	Faculty of Education and Social Work, The University of Sydney
THORNTON	Leighana	ACU National (Australian Catholic University)
TRELEAVEN	Lesley	Faculty of Economics and Business, The University of Sydney
VAN TOORN	Christine	Australian School of Business, University of New South Wales
VU	Caroline	Sydney University Postgraduate Representative Association
WADDELL	Dianne	Faculty of Business and Law, Deakin University
WALKER	Ruth	Learning Development, University of Wollongong
WANG	June	Australian School of Business, University of New South Wales
WARDROP	Janice	Australian School of Business, University of New South Wales
WEBSTER	Sue	ACU National (Australian Catholic University)
WELCH	Anthony	Faculty of Education and Social Work, The University of Sydney
WILLOUGHBY	Michelle	Faculty of Education and Social Work, The University of Sydney
YASSINE	Tagrid	Brain and Mind Research Institute, The University of Sydney
YECIES	Brian	Faculty of Arts, University of Wollongong

NOTES

