

Linking internationalisation to the new Graduate Qualities:

A case study from the Faculty of Arts at the University of Wollongong



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The Context at UOW



Internationalisation:

- very high % of international students
- increasing no. of transnational and study abroad
- UOW vision statements, strategic plans, & framework focus on strengths as an 'international university'

Graduate Qualities (GQs):

- key outcomes that describe distinctive qualities that equip UOW graduates for roles in society and the workplace
- 2008-2009 implementation of discipline specific GQs

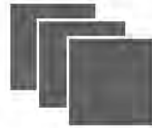
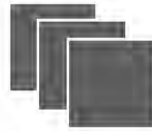
Graduate Qualities



UOW Qualities




Faculty/Discipline Qualities



Example

UOW Graduate Quality	Faculty/Discipline Graduate Qualities
Independent learners	<p>Carry out effective critical reading and referencing</p> <p>Show awareness of a broad range of information sources/databases, and use these in research</p> <p>Synthesise and integrate new ideas</p> <p>Reflect on professional experience</p>
<i>Example derived from work of Faculty of Engineering</i>	

LEARNING OUTCOMES	TEACHING STRATEGIES & RESOURCES	ASSESSMENT METHODS	FACULTY & DISCIPLINE QUALITIES
On successful completion of this subject, students will be able to:	The following teaching strategies, learning resources and subject design features may be used to enable achievement of the identified learning outcomes*	The following methods may be used to assess achievement of the identified learning outcomes**	The identified combination of learning outcomes, teaching strategies and resources relate to achievement of the following Faculty and Discipline Qualities:
<ol style="list-style-type: none"> 1. Appreciate how wider social issues impact on and/or are effected by family law. 2. Evaluate the effectiveness of the legislative and procedural framework and identify possible reform. 3. Identify and explain current issues/problems in family law practice. 4. Identify and explain the links between family law and other areas of substantive law. 5. Recognise the role and duties of family lawyers. 6. Recognise differences and similarities between our family law system and that of other countries. 	<p>Teaching and learning in this subject will be supported by the following strategies and resources:</p> <p>1. Weekly readings Students will be required to undertake readings prior to class as set out in subject outline. These readings and the weekly discussion questions in the subject outline will form the basis of class discussion.</p> <p>2. Class discussion Participation in class is regarded as essential to learning in this subject. Students will have the opportunity to do this in both a face-to-face context of the intensive classes, but also via eLearning in discussion of issues and exercises. In class discussion will be based around weekly readings and discussion questions set out in subject outline as well as current topical events.</p> <p>3. eLearning: Weekly discussion notes and on-line discussion Notes of key issues raised through weekly readings and discussion will be posted to the subject eLearning site after each class. Students may also continue the discussion via the discussion tool in the eLearning site.</p> <p>3. Weekly seminars This subject will be supported by 13 x 2 hr s</p>	<p>1. Class participation Class participation will be assessed primarily in class, but may be extended to on-line discussion via eLearning depending on when intensive sessions are held (will be notified in Subject Outline). This will contribute directly to Learning outcomes 1 - 6 and Graduate Qualities 1 and 4.</p> <p>2. Take-home problem assignment. This assignment will require students to undertake a case-study problem analysis of a based on complex property and/or parenting issues. It will require detailed analysis of current legislation and case law. This activity will contribute in particular to Learning Outcomes 2 and 3 and to Graduate Qualities 1 - 5.</p> <p>4. Research Essay Students will be required to undertake a major research essay on a set topic or topic of their choice (with approval) which will involve one or more of the following:</p> <ul style="list-style-type: none"> • The impact or potential impact of recent legislative changes in property/parenting. • Identification of areas needing reform and suggesting possible approaches. • Comparison of family law in other jurisdictions with family law in Australia. • Ethical and other issues facing lawyers in practice of family law. 	<p>1. Informed All learning activities and assessment tasks will contribute to the development of this Graduate Quality (GQ). Students will explore and discuss the current structure of family law in Australia including recent changes recent changes. They will identify current and potential future issues and evaluate the effectiveness of the current legal framework to deal with those issues. They evaluate the impact of policy issues (social, political and ethical) and of domestic and international events on family law. The readings, discussion, take-home assignment and research essay will all develop this quality.</p> <p>2. Independent learners Students in this subject will be asked to extend their normal ways of thinking to put themselves in the position of a participant in the family law process (party, lawyer, judge) and to critique the law from this perspective. They will be required to interact with class reading and discussion material individually, in small groups and as a class group both in class and on-line. They will also be required to work on and develop their individual research and problem solving skills in relation to the take-home assignment and research essay. In doing these things, they will be required to enquire, research and critically evaluate information, and acknowledge the work of others, including their peers.</p>



Faculty of Arts Graduate Qualities

21/11/09

Informed - Have a sound knowledge of an area of a disciplinary study or interdisciplinary area of study offered by the Faculty of Arts through its majors with an understanding of its current issues, their contexts and developments over time.

Independent Learners - Engage with new ideas and ways of thinking, enquiry and critical analysis of issues and research through a sequence of subjects that culminates in the ability to reflect broadly on their field of study. Acknowledge the work and ideas of others.

Problem Solvers - Take on challenges and apply the relevant skills required to respond effectively to the central issues raised. Be flexible, thorough and innovative and aim for high standards.

Effective Communicators - Articulate ideas and convey them effectively using a variety of modes. Engage collaboratively with people in different settings. Recognise how culture can shape communication.

Responsible - Understand how decisions can affect others, and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, regional, global and professional communities.

The SSMAC Case Study



We focused our investigations to the School of Social Sciences, Media & Communication in the Faculty of Arts

Respondents:

- students taking 1st, 2nd, and 3rd year subjects
- academics teaching 1st, 2nd, and 3rd year subjects

Data collection methods:

- questionnaires to students
- focus groups with students
- interviews with teachers
- collection of subject outlines (for review and analysis)

Our Preliminary Questions



- How important is it to make internationalisation initiatives explicit?
- How do teachers and students understand and value 'internationalisation'?
- If internationalisation is already happening implicitly within subjects or across curricula, why is it important for students to be aware of it?
- Are the graduate qualities appropriate places to engage with 'internationalisation' as a desirable attribute?

Student Perceptions

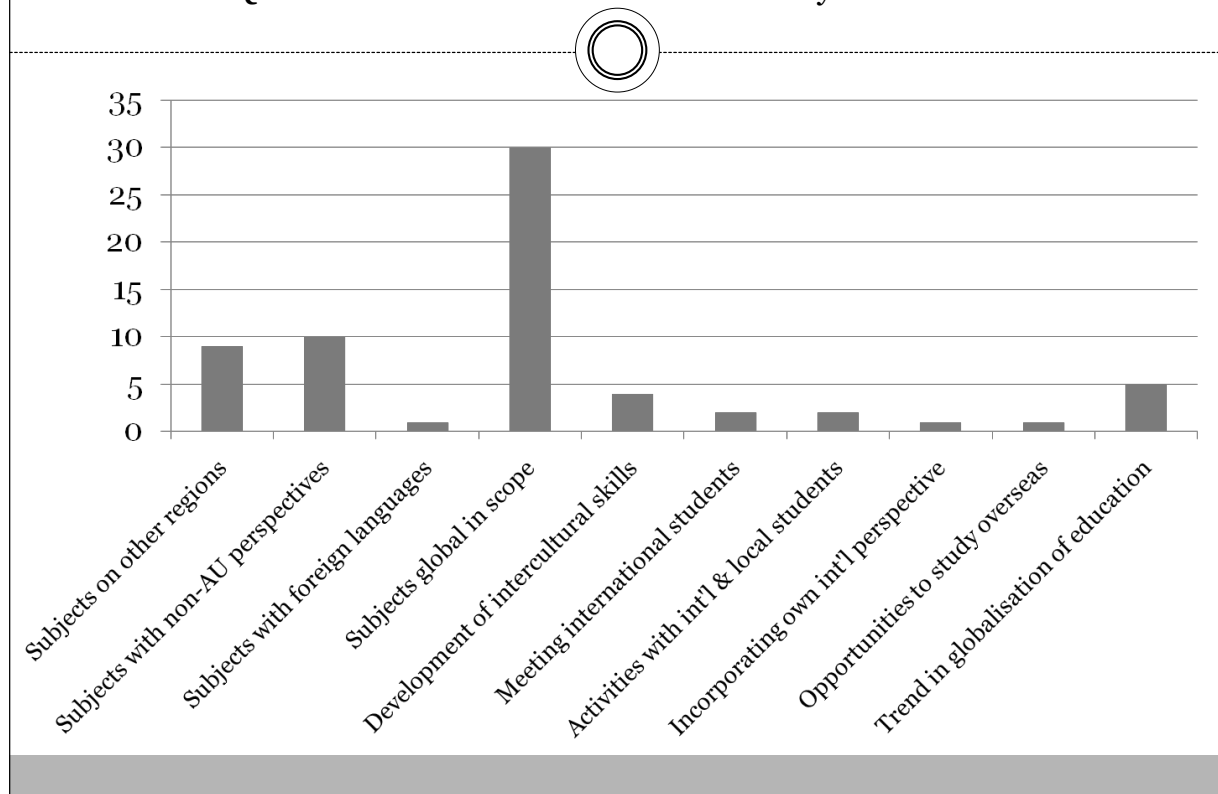


Overall, the students reported:

- term 'internationalisation' confusing
- value in learning about other cultures as part of uni education
- most students don't seek out subjects on international topics *but* international perspectives are important in coursework
- aware of Graduate Qualities, but unfamiliar with how they relate to assessments or employable skills
- intercultural communication skills very important in a globalizing world

Student Perceptions: Questionnaire

Q1: Internationalisation is most closely related to:



Student Perceptions: Sample Comments

Q5. Are international perspectives an important learning goal to your studies in SSMAC?

"Yes. They are important. Due to advancing technologies (i.e. the internet) our world is becoming borderless. **It is necessary to think more globally than locally.** Understanding international issues/ethics/etc is of increasing importance."

"No. I feel I have developed perspectives with regard to various minorities, ideas on queer theory etc. However any discussion about foreign cultures has been rudimentary and we have **focused mostly on American culture as the prevailing western perspective.**"

Student Perceptions: The Global Workforce



“I think if you are in contact with international students, it’s like internationalisation looking at...more cultural things, like ...for me it’s being surrounded by Asian mates or even US or European, **it makes it more effective in understanding the culture which means that I’m going to be a better employee for an international media firm** because I understand what they like, what they don’t like, just general things like that.”

Student Perceptions: Focus Groups



- vague but positive experiences with internationalisation
- specific, memorable negative experiences:
 - actually interacting with international students difficult
 - barriers between international and local students
- connection here to GQs , as students believe "Effective Communicators" GQ must be better developed for international students

Student Perceptions



Students reported that they would welcome more:

- interaction with international students
- opportunities to study other languages themselves
- flexible and affordable study abroad programs
- short term summer exchange opportunities
- opportunities to communicate with lecturers/students from other international institutions contexts inside their subjects

Teacher Perceptions



Overall, the teachers reported:

- a meeting of local and global at the curriculum design level
- a meeting of local and global at the student interaction level
- internationalisation 'embedded' by default
- 'unconscious' process and nearly impossible to avoid
- need for internal/institution wide support

Teacher Perceptions: Sample Comments



“They do look at internationalisation, but it’s not a deliberate effort but it’s almost as if **it’s embedded in a lot of the topic areas** I think, and that’s part of my perspective when I teach anyway. I teach from a globalising, internationalising perspective **I don’t think you can consider your society now in isolation** with the global financial crisis, global cultures, global mass media, it’s how we’re all influenced now.”

“In the context of course curriculum, I think it’s just great to have international students there; it’s important for Australian students to have a sense of how things work in other countries, but **I don’t feel that it’s absolutely essential for every subject to have...** regardless of the nature of the subject...to have to include consideration of this issue in another country because **it may not be appropriate.**”

“Even if people aren’t consciously aware that they’re implementing the policy [i.e. GQs], I can still see signs that **people are trying to get more global in their orientation** in what they’re teaching, who they’re teaching, and how they’re doing it.”

Teacher Perceptions: Road Blocks



Major question: How to deal with university bureaucracy and get over the ‘garden wall’ to allow access to students/others at other universities?

“It seemed to me that there was a really strong social pull towards connecting with people in other countries, and so that’s where I got the idea from; that we could do this in a teaching sense, that the student community could be other than the people just sitting in this room.”

“...We haven’t quite figured out how to build international partnerships where online classes are handled roughly the same way as exchange programs. So building the underlying infrastructure for exchange students and (cross-institutional credit?), formal recognition of the credit and the work, is the next step, but until that happens, what I do involves hiding groups of students somewhere in the curriculum and secretly giving them an international experience, while appearing to do something else.”

Teacher Perceptions: Making It Work



Online tools facilitate *informed and effective communicators*:

- “...**literally reaching outside of the Uni and having a dialogue with people from different countries** can be a central internationalisation strategy. I don't think simply introducing a case study of Japan to Australian students is enough, that's only the beginning, we need to put a face to the case, and Skype enables us to do that.”

Institutional support required:

- “...that's **time intensive to set up and it requires a lot of support** too. So the university has to be serious about it and recognise that this is a worthwhile thing and it shouldn't be something that you just do because you're committed to it, it should be **recognised as part of the activities that form your workload.**”

Where to from here?



1. Re-embed 'internationalisation' perspectives into Arts GQs
2. Ensure subject guides explicitly reflect where and how international perspectives are addressed: either in content, delivery, planned class activities or assessment tasks
3. Upskilling students and staff
 - Collaborative learning and teaching
4. Share good practice activities
 - Document or map divergent (and convergent) practices
 - Share with each other, and other Faculties
 - Explore new opportunities to engage the students
 - Anticipate responding to diversity