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Australian Government
Office for Learning and Teaching

Learning Without Borders: Recognising and Rewarding Leadership Roles in TNE

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Transnational Education & Internationalisation

- 'Transnational education' is referred to here to denote education *'in which the learners are located in a country different from the one where the awarding institution is based'* (UNESCO/Council of Europe 2001).

- Knight (2004) defines internationalization of higher education *as "the process of integrating an international dimension into the teaching/training, research, and service functions of a university or college or technical institute"* (p.29)

- "Internationalisation of the Curriculum:
  Curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic students as well as foreign students.'" (OECD)

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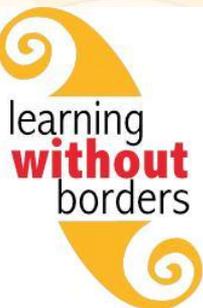
Issues with TNE leadership roles

- Need for recognition of TNE responsibilities in workload and remuneration
- Competing for time with other responsibilities such as research
- Having insufficient time for interaction between onshore and offshore staff
- Ensuring equivalence of curriculum and assessment as offshore students are prepared for Australian qualifications while providing content and learning tasks suited to student cultural contexts.
- English language competency of offshore students
- Moderation and grading of student performance.

Opportunities for TNE leadership

- Input in design of curriculum and assessments prior to unit outline confirmations

- Contextualising the curriculum at branch campuses by qualified and experienced academics via designing T & L tasks, and developing resources

- Leadership roles achieved through monitoring and delivery of units and courses

- Collaborative research projects and publications

Supporting TNE leaders

- *Preparing and supporting learning and teaching leaders with TNE responsibilities*

- Structured induction to working in a TNE environment

- Developing good teamwork skills, and strong strategies for enhancing quality of units, and communication of issues

- Having the skills and knowledge needed to perform academic leadership roles more effectively

- Professional development – in terms of content, skills and timing – should be tailored to the context and needs of individuals

- Lead time before teaching commences is important to becoming familiar with curriculum, teaching resources, assessment requirements and local operating procedures and quality assurance requirements.

Transnational Education
Developing Leadership Capability

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http://tne.curtin.edu.au/

Welcome

Getting Started

Leadership

Module Overview

Resources

Contact

Partners

LWB Project

AUSTRALIAN LEARNING &TEACHING COUNCIL
Promoting excellence in higher education

Welcome

Welcome to the *Learning Without Borders* transnational education (TNE) professional development program. TNE refers to any teaching or learning activity in which the students are in a different country from that in which the main institution providing the education is based. It is, in effect, '*learning without borders'*. This site contains key resources and activities for leadership and for professional development more broadly of staff involved in transnational higher education.

Who is this for?

The website is most suited to higher education staff and program leaders involved in managing or delivering programs or units transnationally or in offshore or partner locations.

How was it developed?

The site was designed by Curtin University and Swinburne University of Technology as part of an ALTC project: *Learning without borders: Linking development of transnational leadership roles to international and cross-cultural teaching excellence*. It was developed with the provision that it can be customised by other universities to suit the leadership development needs of their own staff.

How can it be used?

The site may be used to support or augment academic staff development programs, by individuals working through modules either independently or at the direction of others, or to be used whenever

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LWB Project research, recommendations and deliverables are based on:

- 60 interviews
- 100 survey responses
- 6 focus group outcomes
- literature surveys
- policy scans of university websites

… funded by the Australian Learning & Teaching Council / Office for Learning & Teaching through the Leadership for Excellence in Learning and Teaching Program.

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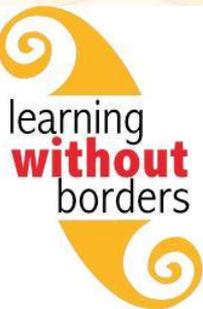
LWB Project Deliverables

- Recommendations to Institutions & Checklists for academic leaders working with
  - ➢ TNE partnerships generally & Branch Campus partnerships specifically
  - ➢ Addressing decision making, communications, recognition, reward & recompense, support & professional development
  - ➢ To strengthen Internationalisation of the Curriculum, at home & abroad
- 'Just in time', contextualised online Professional Development Modules
  - ➢ Module A: for TNE Program Directors
  - ➢ Module B: for TNE Unit Coordinators/Team Leaders
  - ➢ Module C: for Teachers in a TNE classroom
- Summarised in the Project Handbook:
  - ➢ Transnational Education: *Leadership in transnational education and internationalisation of curriculum*
  - ➢ Download from **tne.curtin.edu.au**

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LWB Recommendations

- Recommendations for **TNE Partnerships** include

  - … provide opportunities for transnational campus staff to contribute advice on the design of curriculum and assessment prior to drafting the unit outline.

  - … at the home campus, give priority to allocating responsibilities for those units of study that have a TNE component well ahead of the delivery date.

  - …

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LWB Recommendations

- Extra Recommendations for **Branch Campuses** include

  - ➢ Provide transnational campus representation on appropriate key decision-making bodies at university, faculty and school/discipline level, including bodies responsible for program accreditation and review.

  - ➢ Use comparable student satisfaction with teaching ratings of home campus and transnational campus teaching and provide access to campus averages to allow transnational campus staff to evidence effectiveness in teaching.

  - ➢ …

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LWB Checklists

- Checklist for **recognition and support of leadership in TNE** include

  - ❑ Key home campus and transnational campus responsibilities for curriculum design, teaching and assessment, and travel requirements are defined, included in position descriptions and induction processes and specified in staff KPIs.

  - ❑ There are policies and procedures relating to equivalence of curriculum, assessment and outcomes between the home campus and the transnational campus.

  - ❑ ...

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LWB Checklists

- Extra Checklist items for **Branch Campuses** include

  ❑ Where TNE responsibilities are part of an academic role, the probation process includes the possibility of feedback from the home campus and branch campus colleagues.

  ❑ Branch campus academics are provided with the same opportunities to contextualise curriculum content, devise learning and teaching activities, design learning resources, and contribute to assessment items as home campus academics.

  ❑ Collaboration between home campus and branch campus academics is encouraged in both discipline-based research and scholarship of teaching and learning, including publication and conference presentations.

  ❑ …

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LWB Checklists

- Checklist for leadership in **Internationalisation of the Curriculum** includes

  - ❑ Do the planned content materials and prescribed/recommended references clearly indicate where content draws on one particular social/national context in particular (e.g. that of the home campus)?

  - ❑ Do the planned teaching methodologies and learning methodologies and activities encourage students from different backgrounds to contribute in relation to their experiences and perspectives?

  - ❑ Is the range of assessment tasks designed to allow staff to contextualise aspects of assessment tasks to fit local/international contexts?

  - ❑ …

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LWB Online Professional Development Modules

- Each Module is made up of four key components:

  ➢ Government and Institutional policy and guidelines for transnational programs or education for international students

  ➢ Institutional policy, regulations and expectations relating to teaching in transnational settings

  ➢ Institutional policy and regulations for course and unit delivery and assessment, especially relating to TNE

  ➢ Resources and processes to support staff working in transnational or cross-cultural settings

  and contains a narrative and associated questions.

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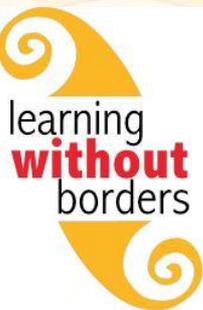
Parting questions concerning the 'locus of control'

Australian universities seek to establish internationalised learning experiences, but

- Quality assurance processes tend to be parent-campus-centric

- Vexed issue of 'branch campus' status, impact on staff development & retention

- If branch-campus academics can't develop and accredit programs, are we encouraging 'tunnel vision' teaching – and learning?

- Without parity of esteem, the 'locus of control' stays with the 'parent' campus and opportunities for branch campus contributions are lost

- As branch campuses evolve and mature, can the parent universities cope with sharing control?

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Thank You