

Empowering a new generation of Australians through the New Colombo Plan: Curriculum-specific learning in the Indo- Pacific

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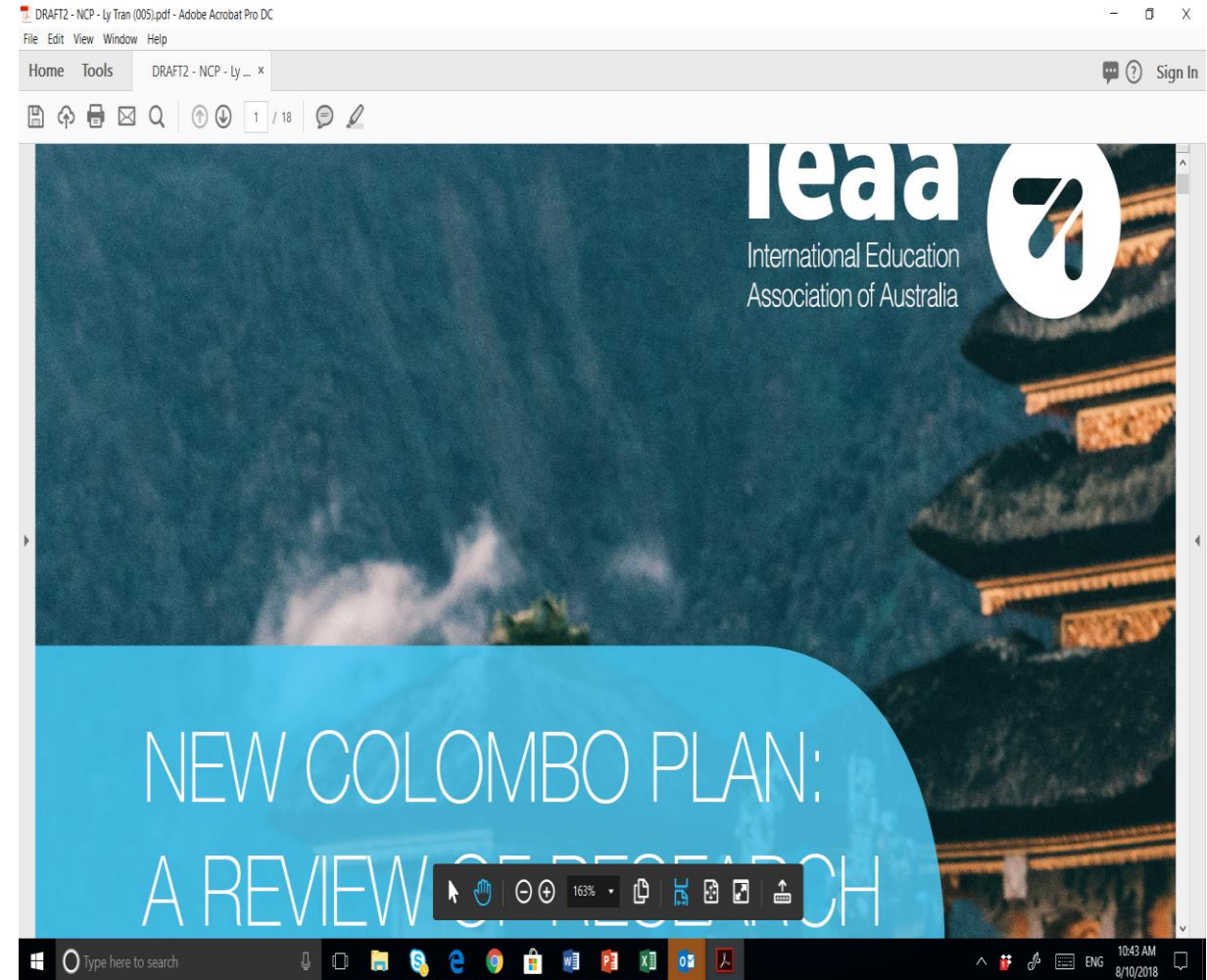


- ❖ Overview
- ❖ Research
- ❖ Curriculum specific learning
- ❖ Implications for practice

Overview



- ❖ Pilot in 2004
 - ❖ By 2016: around 10,000
 - ❖ By 2018, will have reached over 31,000
 - ❖ Target: 40,000 by 2020
 - ❖ 40 locations in the Indo-Pacific
- (Australian Government 2017, 2018)
- ❖ Australian undergraduate participation rate: **20.9%** in 2016, compared to US **15.5 %**, and UK **7.2%** in 2015-16
 - (Australian Universities International Directors' Forum, 2017; Go International, 2018; Open Doors, 2017)

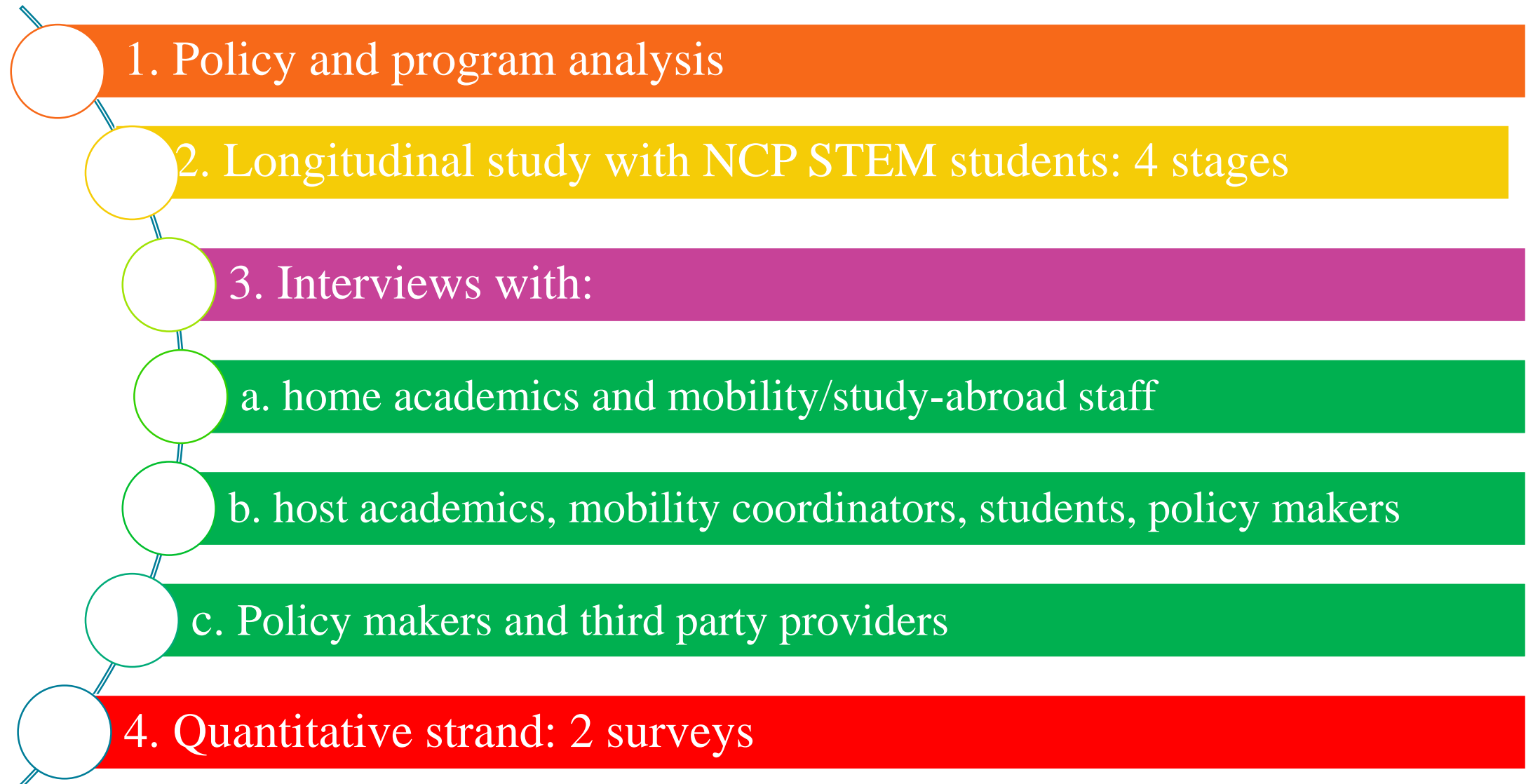


Pilot Project: NCP: Australians as international students in Asia

Ly Tran, Cate Gribble, Glen Stafford (2015-2017)



- ❖ Pilot study with two Universities: Victoria and South Australia
- ❖ Two rounds of interviews with students: pre-departure and post-return interviews
- ❖ Interviews with academics, mobility staff and policy makers
- ❖ Total: 52 interviews
- ❖ a critical discourse analysis of national and international programs and policy settings (Gribble & Tran, 2016)



Curriculum-specific learning



Comparative transnational perspective of disciplinary knowledge

Coherence between the course contents and the NCP program

Diversifying learning platforms to facilitate engagement and theory-practice integration

Providing learning conditions that would not have been available otherwise

Continuing learning beyond the NCP mobility experience

I definitely have a deeper understanding of the health issues faced in other countries and the comparison to an Australian setting (Public Health, mobility to India).

Definitely the fact that you are presented with all these opportunities you would never come across otherwise...as a student... they allow you to experience and see different things.

Learning and assessment



And also for the course that we go and do for two weeks in Korea ... Our final examination is actually just held during the University Semester 2 examination period... There is the inconvenience, we're **doing the course in July** and then **we are getting examined in November** so we are just going to make sure that we don't slack off and forget everything that we've learnt...

I was given **more of an opportunity to take the class**. On my second day they said you're in charge now, you plan everything. So in Australia you don't really get that, so **I was more like a real teacher** when I was over there and I got to plan sequences, I got to plan everything...
(Primary Education, 3-week teaching round in Malaysia)

Sharing through a presentation is not enough!



But even then I felt that there could be more, because maybe just doing one presentation, you know, **wasn't quite enough** compared to what the students actually learned overseas (NCP student).

Maybe if there is a venue for those students to **share their learning with broader student population**, that might be a good way (Academics)

Building on learning abroad



- Learning from mobility experience does not just happen during the mobility experience only
- To maximise the potential and ongoing curriculum-specific learning, then active and continuing learning beyond the mobility experience needs to be nurtured
- Rodgers (2002, p. 847), continuity is a critical element of an education experience, without which “‘learning is random and disconnected’”.

A screenshot of a web browser displaying a blog post on the IEAA website. The browser's address bar shows the URL: https://www.ieaa.org.au/blog/discovering-the-new-possibles-through-the-new-colombo-plan. The IEAA logo (International Education Association of Australia) is visible in the top left. The page has a navigation menu with links for 'About', 'Search jobs', 'Sector stats', 'Media', 'Contact', 'Join IEAA', and 'Member Login'. Below the navigation, there are tabs for 'News', 'Research', 'Professional Development', and 'Networks'. The main content area features a sidebar with 'Blog' selected, and a list of categories: 'News', 'Blog', 'Vista magazine', and 'Write for IEAA'. The main article is titled 'Discovering the “new possibles” through the New Colombo Plan' by Ly Tran, dated 31 Jul 2018. The article text begins with 'A new research study is looking at how the New Colombo Plan is empowering students discover the “new possibles” in their lives, careers and connections with the Indo-Pacific. Ly Tran reports.' A quote at the bottom of the article reads: "[The New Colombo Plan has] opened up the doors to one day want to teach in Asian countries, because prior to this I was more inclined to move away to go to English speaking countries. So it definitely changed my views on where I want to be in the future." The Windows taskbar at the bottom shows the search bar and various application icons, with the system clock indicating 1:32 PM on 13/09/2018.

Recognising returnees as a valuable potential resource for internationalisation at home



- ♣ Providing students with structured opportunities for reflection, evaluation (Dunkley, 2009; Forsey et al., 2012; Richardson & Munday, 2013) and continued learning and sharing (Tran & Vu, 2018).
- ♣ Creating a **variety of purposeful channels and activities** for students to **share and extend** their international experiences and learning abroad
- ♣ Creating online space/database where students can share video clips/blogs about what they learnt abroad, especially what they cannot learn just within the classroom wall
- ♣ Recognizing the role of students (and academics & mobility coordinators):
 - **potential actors/partners** in internationalisation at home rather than **mere visitors or alumni**

Collective learning



- ❖ **Focus on the learning community, with which returnees engage, rather than returnees only**
- ❖ **Collective transformative learning** is integral in building a fully embedded mobility program to enhance internationalisation at home
- ❖ **Engagement for the collective** (Tran & Vu, 2018)
- ❖ Learning collectively through study tour and group internships via NCP as currently is valued but **equal attention and investment** is needed to nurture and sustain collective learning upon re-entry with peers who travelled and importantly who do not travel.
- ❖ Integrated rather than stand-alone re-entry programs.

A screenshot of a web browser displaying a Wiley Online Library article. The browser's address bar shows the URL: https://onlinelibrary.wiley.com/doi/full/10.1111/hequ.12166. The page header includes the Wiley Online Library logo, a search bar, and a 'Login / Register' link. Below the header is a teal banner for a 'Journal Recommendation service' with a 'Learn more' button. The main content area features the journal title 'Higher Education Quarterly' in red, followed by 'ARTICLE - SPECIAL ISSUE'. The article title is 'Beyond the 'normal' to the 'new possibles': Australian students' experiences in Asia and their roles in making connections with the region via the New Colombo Plan'. The author is listed as 'Ly Thi Tran, Thao Thi Phuong Vu'. Below the author name, it says 'First published: 12 July 2018 | https://doi.org/10.1111/hequ.12166' and 'Funding information Deakin University; Australian Research Council'. There are icons for PDF, TOOLS, and SHARE. To the right of the article title is a small image of the journal cover and text: 'Volume 72, Issue 3', 'Special Issue: Transnationalisation of Higher Education and Student/Faculty Mobility: Implications for University Governance and Public Diplomacy', 'July 2018', and 'Pages 194-207'. Below the article title is an 'Abstract' section with the text: 'Introduced in 2014, the New Colombo Plan (NCP) represents the Australian government's signature initiative of student mobility and public diplomacy. The programme aims to expose Australian undergraduate students to the Indo-Pacific. This article focuses on analysing Australian students' experiences in Asia via the NCP. The article draws on a...'. At the bottom right, there is an advertisement for 'Wiley Editing Services' with a 'Learn more' button. The Windows taskbar is visible at the bottom of the screenshot, showing the search bar and various application icons. The system clock in the bottom right corner shows '10:53 PM 12/09/2018'.

Implications for Practice



- ❖ **Coherence and continuity** in curriculum-specific learning and **collective** learning
- ❖ Better connections and collaborations:
 - Among academics across different units/courses
 - Previous mobile students and academics
 - Home and host academics
 - Academics and mobility offices
 - Academics and academic development staff in charge of internationalisation
- ❖ Situated professional learning for staff to guide continued learning across pre-departure, in-country and re-entry
- ❖ Good practices recognised and shared at a **systemic** level rather than ad-hoc



CONNECT:	How are the ideas and information CONNECTED to what you already knew?
EXTEND:	What new ideas did you get that EXTENDED or pushed your thinking in new directions?
ACTIVATE	What has your institution done to ACTIVATE learning abroad for internationalisation at home?

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New Colombo Plan Project <https://ncpproject.org>



Deepest thanks to the students and staff who participated in this research



**Learning and engagement
with the Indo-Pacific**

thank you