



# Developing Global Perspectives Symposium Abstracts



**Pullman Quay Grand Sydney**  
Thursday, 9 June 2016 9am- 6pm  
Friday, 10 June 2016 9am- 3.30pm

Keynote and Workshop Presenters biographies and abstracts

see also symposium tab

[www.epitomeabroad.com](http://www.epitomeabroad.com)

## Welcome to the Developing Global Perspectives Symposium

---

Universities around the world are increasingly concerned with cultivating globalisation in their students and in campus cultures. Not only does this make a campus more attractive to domestic students, globalisation also encourages international student enrolment, makes universities more competitive in the domestic market, and generates opportunities for collaboration with universities overseas. Outbound student mobility, although it involves a large number of students, does not always bring benefits for the sending institutions, even though students themselves may benefit enormously in educational, professional and personal ways. As university leaders seek to build the best programs for helping students to go abroad, as well as to create opportunities that more students can take advantage of, they face a number of challenges: risk management, negotiating with diverse partners, designing rich experience-based learning, even dealing with students' fears, hopes and limitations when confronted with new cultures.

The Australian Government has committed a substantial amount of funding to promote outbound student mobility. Traditionally, in the Australian university sector, international education focused on attracting foreign students to generate revenue. Although study-abroad opportunities were available, Australian students tended to choose to go to English-speaking countries in Europe and North America, or to locations in Europe where they could practice language and study in traditional centres of learning. With the growing importance of Asia, leaders in education and more broadly have recognised that Australian university students need to gain broader international experience, and resources and planning have been concentrated on sending students to countries in our region. In addition, universities have promoted a greater variety of trips, including short-term study tours, work-integrated learning, and international internships. Specifically, the Australian Government committed to the New Colombo Plan starting in 2014 to support students travelling to 32 host locations throughout our region, from India in the west, to Mongolia in the north and the Cook Islands in the east. In 2016, over 5000 students will travel with support from the plan.

In 2014 the Office of Learning and Teaching (OLT) of the Australian Government awarded four Strategic Priorities grants in excess of \$1m to investigate various aspects of outbound student mobility in part to support this major shift in the way Australian university students would travel abroad. This symposium is a channel to disseminate the results of these grants as well as other research about outbound student mobility.

Although the Australian experience is distinctive, this ongoing attempt to support new kinds of educational travel and study-related experiences overseas is generating insights that will be of value to many people in the international study community, in Australia and internationally. The volume emanating from this event is an attempt to create a corporate body of knowledge, to share expertise and build an evidence-based community of practice around diverse forms of international education.

**Tonia Gray Tim Hall Greg Downey Michael Singh**

**Conference Organisers**

### Save on your airfare and just stay home: Why do you have to mobile to be a global citizen?' Michelle Barker, Griffith University

---



International mobility experiences are commonly recognised as an effective way to promote students' personal, intellectual and intercultural development. However, the process of how and why students begin to think and learn as ethical global citizens in response to these experiences is poorly understood, and rarely translated into learning activities for those students who do not travel. In-depth interviews with 21 student participants in an Australian-EU mobility program found four main facilitating circumstances that triggered students' personal transformative learning and change namely: stepping out of their 'comfort zone'; coping with challenging intercultural encounters and relationships; and learning from inspirational, cosmopolitan role models (Lilley, Barker & Harris, 2014, 2016). The challenge for educators is how to design learning and teaching approaches that simulate 'out of the comfort zone' experiences for the majority of students who, for a number of reasons, do not participate in global mobility opportunities as part of their educational journey.

#### Biography

Michelle Barker is Professor of International Business and Asian Studies, Griffith University. Michelle's passion for international education began as an AusAID social worker with international students more than three decades ago. She achieved national recognition winning the 2005 Individual Teacher Award (Business and Law) and the 2003 Award for the EXCELL Intercultural Skills Program which she co-developed with Professor Anita Mak. They co-led the ALTC project on "Internationalisation at Home: Enhancing Intercultural Capabilities of Business and Health Teachers, Students and Curricula" (2011- 2012). Michelle's research includes global citizenship (with Dr Kathleen Lilley), interculturalisation of the curriculum, and intercultural adjustment, intercultural training, culturally inclusive teaching, and workplace bullying. She has conducted many consultancies and published extensively in her research areas of internationalisation and cultural diversity in education, work, and the community. Michelle which involved the design, delivery, and evaluation of professional development courses aimed at improving intercultural communication in business and health settings.

## KEYNOTE PRESENTATION 1 'Towards a globalised student experience: the mobility journey 2010 – 2025.' Linda Taylor, PVC International, Western Sydney University

---



A journey through 15 years of mobility reviews our foundations - the past six years, early aspirations, successes, challenges and the programs that are transforming mobility. The paper reviews the investment by government and the sector in mobility since 2010 and asks to what extent the growth in participation in mobility is delivering the promise of a globalised student experience, an internationalised campus, soft diplomacy in our region and engaged, compassionate global citizens. It suggests that measures of success which focus on participation rates fail to align with the most important and complex dimensions of mobility. Backcasting from 2025 and scenarios where these aspirations for mobility are realised, the paper positions 2016 as a turning point - a year when the sector evaluates the lessons of the past 6 years and assesses the barriers to delivering ambitious mobility aspirations. From the vantage point of 10 years out, which challenges, if solved, would set mobility on a course to realise this possible future and which current successes, if scaled up, would transform the student experience, internationalise campuses and create engaged global citizens?

### Biography

Associate Professor Linda Taylor joined Western Sydney University in August 2014 as Pro Vice-Chancellor (International). In her previous position, as Acting Director of StudyNSW, Linda was responsible for delivering key international education initiatives for NSW, including priorities identified in the International Education and Research Industry Action Plan. In this role, Linda supported the establishment of StudyNSW – a dedicated unit within NSW Trade and Investment, created to increase the number of international students in NSW. This involved positioning NSW as a leader in international education and working with government and NSW education providers to develop strategies to improve the overall experience of the international students. Her focus on collaboration and building partnerships across government and the education sector underpinned her many achievements in the role.

Linda has worked in innovation and industry policy development and program delivery for NSW Trade & Investment. She led the Easy Access IP pilot program which brought cross-disciplinary research teams together with business to solve industry challenges. From 2007 – 2012 she managed the NSW Government's India and Middle East Desks, building networks internationally to attract investment to NSW. Earlier roles included policy development in government, and experience in the not-for-profit and consulting sectors. In 2012, Linda was the recipient of a prestigious Churchill Fellowship, where she conducted research on industry-research collaboration and commercialisation. As part of the research, Linda met with over 40 universities, businesses, research foundations and government agencies in India, Germany and the UK to find where innovation meets industry to make a difference and apply the lessons in Australia. She holds a number of qualifications, including a Bachelor of Arts from Griffith University, Master of Public Administration (with Merit) from the University of Sydney, and Diplomas in project management, international marketing and women's studies. Throughout her career, Linda has remained committed to working with people and organisations that value innovation and collaboration, and to facilitating global partnerships between industry, government and the education sector which create economic value and public good.

## 'From Local to Global: Incorporating Overseas Work and Study in the Law School Curriculum.' Nicola Ross, The University of Newcastle (UoN)

---



There is a growing interest in the internationalisation of university education, including through overseas work and study, to enable students across diverse disciplines to develop as global citizens. Legal education traditionally focuses on domestic law, but a major shift is underway to internationalise the law school curriculum with the aim of developing 21st century lawyers as global lawyers. This presentation will cover three key topics. First, we will identify important contextual factors influencing Australian law schools to incorporate overseas work and study immersion courses into the curriculum. Second, we will present a case study of internationalisation initiatives at the University of Newcastle Law School, New South Wales, focused on overseas work integrated learning and intensive study trips in the Asia-Pacific region. We are evaluating the impacts of this initiative for students and staff and will outline the research design of this evaluation in this part of the presentation. We will conclude with reflections on the opportunities and challenges from our perspective as legal educators who find ourselves challenged to develop intercultural competence and navigate new ways of working with overseas service providers and academic institutions. We will highlight themes common to law and other disciplines throughout the presentation. The need to be culturally competent and to be engaged with international initiatives and progress is common to the global perspectives of different disciplines. In relation to law as a distinct discipline, international law is having a major influence across such diverse areas as human rights, family, criminal, health and commercial law. It is now central to the study of law.

**Key words: legal education; internationalisation; educator perspectives; intercultural competence; Australia; Asia-Pacific; global citizens;**

### Biography

Dr Nicola Ross is a Senior Lecturer at Newcastle Law School at the University of Newcastle (UoN). She lectures in Family, Child and Criminal Law. Nicola's socio-legal research analyses how the law impacts on children and families. She is one of a number of legal academics in the Law School who is the recipient of new Colombo Plan funding to take students on international study and work placements to diverse locations in Asia and the Pacific. In 2016, together with another academic, she will lead a group of ten law students on an International Clinical Legal Externship to Cambodia. These students will work with a non-government organisation working with children and youth in adult prisons, domestic violence and orphanages. Nicola is part of a project team set up to evaluate the advantages and challenges to law students at UoN of participating in overseas study exchanges.

## The impacts of an engineering mobility program on academic development and teaching.' Nick Brown, Joli Price, Alanta Colley, and Jenny Turner, Engineers Without Borders Australia, and Jeremy Smith, the Australian National University

---



### Biography

The launch of the sustainable development goals is another reminder that the engineering graduates of the future need to be equipped and empowered to tackle global issues of poverty, sustainability and inequality. A lack of knowledge of global issues amongst teaching staff has been found to be one of the reasons that universities might not prepare their students to be globally responsible or mobile. In January 2015 Engineers Without Borders Australia commenced an outward mobility program called Design Summits. Whilst this program has engaged approximately 336 students on a two-week immersive international experience combining facilitated workshops, cultural experiences and a community visit there has also been a strong focus on academic professional and personal development. From many universities in Australia and New Zealand, 12 academics have participated in the program taking on the role of academic fellows. This paper builds upon the established benefits of outward mobility programs and presents the impact that the Design Summit program has had on academic development and the learnings that have been transferred into teaching. At different universities a range of curriculum methods have been used to incorporate the

Joli Price is the training program coordinator at Engineers Without Borders Australia responsible for coordinating and facilitates the Humanitarian Design Summit overseas study tour program which engages student engineers and academics in creating positive social change in communities. Joli completed her bachelors (Civil Engineering) at the University of Melbourne, before going on to work as a water system design engineer for a major engineering consultancy. She also holds an M Phil in Engineering for Sustainable Development from the University of Cambridge.

Nick John Brown, Engineers Without Borders Australia

Nick John Brown leads the research activities of Engineers Without Borders Australia, a not for profit organisation that works with disadvantaged communities, assisting them to gain access to the knowledge, resources and technologies they need to live a life of opportunity free from poverty. He received a PhD in granular materials engineering and a masters degree in civil and environmental engineering both from The University of Edinburgh. He currently works with academics from Australia's leading universities to develop solutions to the humanitarian issues faced by communities both in Australia and overseas. Nick acts as a guest lecturer and educator to engineering students with his research interests ranging from engineering education to technological solutions for poverty alleviation.

Alanta Colley, Engineers Without Borders Australia

Alanta Colley has over 7 years' experience working directly with communities in Development internationally and locally. With a Masters in International Public Health, Alanta has rolled out Whole of Government Initiatives within the Office of Aboriginal and Torres Strait Islander Health within the Department of Health and Ageing. Alanta now coordinates international Study Tours for engineering students in the Indo-Pacific Region on behalf of Engineers Without Borders Australia.

## Biography continued...

Jennifer Turner, Engineers Without Borders Australia

Jennifer Turner is the director of Education and Research at Engineers Without Borders Australia. She has been involved with the coordination, design and delivery of education programs including the EWB Challenge, a first year humanitarian design program run in 58 universities reaching over 10,000 students a year, and the facilitation of study tour programs such as Dialogues on Development and the EWB Design Summits in India. Through these education programs, she has experienced working in the field with community based partner organisations including UNHCR, Plan and Habitat for Humanity in India, Nepal, Vietnam, Timor Leste, Cameroon and Zambia on programs that connect university students with real world projects. Prior to working with EWB, Jennifer taught Introduction to Professional Engineering at the University of Queensland which incorporated the EWB Challenge into curriculum.

Jeremy Smith, The ANU

Jeremy Smith is a research engineer at the Australian National University (ANU) in Canberra. He has worked on introducing a number of humanitarian engineering and service-learning projects into engineering undergraduate studies at the ANU, covering both international and domestic opportunities. Jeremy has also worked on a number of industry focused research projects in the automotive and aerospace industries. His research interests include inclusive technology development and engineering education.

# Outcomes of the Nursing Centre Model as a Collaborative Approach to Service Learning in Community Health in Indonesia.'

Neti Juniarti, Universitas Padjadjaran, West Java, Indonesia, and Lana Zannettino, Jeffrey Fuller, and Julian Grant, Flinders University, South Australia

---

The Nursing Centre (NC) model is a globally-recognised integrated model of community nursing care, education and research. Despite operating since 2002, outcomes of the NC in Indonesia have never been identified. Research conducted for a doctorate sought to explore the outcomes of the NC as a collaborative approach to service learning in Indonesia. This study used a single embedded case study design of three NCs in Indonesia, using semi-structured interviews of seven stakeholder types, namely the founder of the NC in Indonesia, the coordinator of Community Health Nursing, the heads of the three Community Health Centres, and a number of clients, nurses, lecturers, and students.

This paper discusses the desirable and undesirable outcomes of the NC as understood by these stakeholders. The desirable outcomes were that students developed psychological skills, lecturers improved their practice skills, nurses increased self-esteem, and clients improved attitudes and behaviours towards health promotion and disease prevention. Undesirable outcomes were the extra work burden for nurses in having students in the NC and the conflict that students experienced during the NC placement that created a significant disturbance to students' learning capacity. This paper argues that these outcomes can diminish the value of service learning in the NC and discusses ways to mitigate and prevent them.

**Keywords:** Nursing Centre, service learning, desirable and undesirable outcomes

## Biographies

Dr. Neti Juniarti is a senior lecturer at the Department of Community Health Nursing, Faculty of Nursing Universitas Padjadjaran (UNPAD) Indonesia, where she involved as the team member of the establishment of the Nursing Centre model. She did her PhD at the School of Nursing and Midwifery, Flinders University of South Australia. Neti is a qualified nurse and her previous roles included the head of Community Health Nursing Department, the head of Bachelor of Nursing Program, and the head of Research and Community Service Unit at the Faculty of Nursing UNPAD. Neti is the author of a number of papers in the community health nursing research area.



Dr. Lana Zannettino is a senior lecturer in sociology in the School of Nursing and Midwifery at Flinders University, South Australia. Lana has made significant contributions to knowledge in the fields of domestic and family violence, family relationships, and gender theorising, and has published her work in high-ranking, international academic journals and books. Her current research projects explore the impact of war trauma on veteran men's capacity to manage conflict in their intimate relationships, and the role of health care practitioners in preparing consumers in Australia for commercial surrogacy overseas. Lana's work is also concerned with enriching the teaching and learning experiences of undergraduate and postgraduate nursing students. She is currently the Course Coordinator for the Honours Programs in Nursing and Midwifery at Flinders University.



## Biographies Continued...

Jeffrey Fuller is the Emeritus Professor of Nursing (Primary Health Care) at Flinders University. He works in community & primary care, rural health and mental health in Australia and China. Project areas cover role development of primary care nurses, health care service quality and safety, organisational network analysis, integrated care, chronic disease management and research capacity building.



Dr. Julian Grant is a registered nurse with post graduate qualifications in paediatric and child and family health nursing. Having worked in clinical settings for over 25 years Julian's experience covers the scope of rural, remote and metropolitan nursing in a range of acute and community environments. She is passionate about equity in health care and the roles that nurses and midwives take to ensure high quality care and advocacy for societies most vulnerable individuals and groups. As an academic, Julian now researches with vulnerable children and families to improve their health outcomes, in addition to working nationally to improve the capacity of the inter-professional health workforce. As President of MCaFHNA, Julian contributed to a number of national health reviews in collaboration with CoNNO colleagues. Julian coordinates all post graduate nursing programs at Flinders University. As such she is across a broad spectrum of nursing specialisations from Nurse Practitioner to acute and primary health care. Julian contributes to strengthening workforce development and shaping policy to enable nurses and midwives to take their places at leadership tables across Australia.



# Allied Health Academics' Perceptions of Internationalisation at Home (IaH).<sup>1</sup>

Olivia Yun, Srivalli Nagarajan, Lindy McAllister and Patrick Brennan, University of Sydney

---



Allied health (AH) university graduates need skills to deliver optimal health-care to culturally diverse communities. Internationalisation at Home (IaH) is an educational approach comprising of any internationally relevant teaching and learning activities excluding student and staff mobility. Although many educational institutions around the world have adopted IaH approach, there is a lack of consensus on what it means for teaching and learning in AH. Competencies that contribute to internationalisation learning outcomes for AH students are also unclear. This paper reports on the perceptions of AH academics (at an Australian University) of IaH, how it is currently achieved within AH disciplines and relevant student learning outcomes. Thematic analysis of two 90-minute focus groups with course directors, heads of disciplines and academic staff who are involved in internationalisation activities has been carried out. Key findings include: a. Overreliance on mobility; b. Missed opportunities in using international students on campus as a resource for teaching and learning; and c. Mixed reactions to using international students as informants to internationalise curricula. The study findings will inform development of IaH goals for AH and further research on determining effective strategies for achieving IaH goals for AH.

**Key words: Internationalisation at Home (IaH); Allied Health; Academics; Internationalisation of the Curriculum (IoC); definition; learning outcomes; perception**

## Biography

Professor Lindy McAllister is the Associate Dean for Work Integrated Learning (WIL) in the Faculty of Health Sciences at the University of Sydney. In this role Lindy has responsibility for leading the clinical education and work integrated learning (WIL) staff in all of the faculty's seven allied health disciplines. A major component of this role is innovation in placements, education for practice, and research and scholarship in clinical education and WIL.

Lindy is a speech pathologist with a PhD in clinical education and supervision. She has worked across the health professions in various leadership and capacity building roles in Australia and in internationally. She is a director of Trinh Foundation Australia which supports the establishment of speech therapy training courses and services in Vietnam. Her current research activities include: interprofessional education, education and support of placement supervisors, work readiness of new allied health graduates, accreditation, internationalisation of allied health curricula, measuring the quality of placements, impact of students on placement supervisor time use and productivity.

## Biography continued...



Dr. Srivalli Nagarajan joined the University of Sydney as Postdoctoral Research Associate in Work Integrated Learning in August 2012. She has more than 13 years' experience as course coordinator and educator evidenced through effective management of curriculum, staffing and teaching resources at the Vocational and Higher Education levels.

She has been involved in cross-disciplinary teaching and research activities in IT, Engineering, Business and Education fields evidenced through her professional/academic experience, research interests and publications. Srivalli's doctoral thesis examined the role of universities, employers, professional associations and the graduates themselves in the preparation of IT graduates for the professional workplace. Srivalli's current research interests are in work integrated learning, work readiness of graduates and alignment of university curricula with industry needs. She is interested in exploring the issues around the management of expectations of employers, universities and graduates of each other.

Professor Patrick Brennan is the Associate Dean of International Research Development. In his role, he is responsible for setting out a strategy for how the Faculty can continue to build on its impressive history of international collaboration through exposure to these opportunities as they arise. He is working towards ensuring there is a high level of awareness of the work done globally by the Faculty of Health Sciences.

Patrick is also a Professor of Medical Imaging and Associate Dean, International at the Faculty of Health Sciences, University of Sydney. His research involves exploring novel technologies and techniques that enhance the detection of clinical indicators of disease, whilst minimising risk to the patient. His research has involved most major imaging modalities including X-ray, computerised tomography, ultrasound and magnetic resonance imaging, with a particular focus on breast and chest imaging. In line with Government priorities, his research findings have translated into improved diagnosis and management of important disease states such as cancer, musculo-skeletal injury, arthritis and multiple sclerosis. He is recognised as a leader in clinical translation of medical imaging



Olivia Vun is a final year student at the University of Sydney pursuing an undergraduate degree with honours in the Bachelor of Applied Science (Speech Pathology). Her honours project is currently investigating allied health academics' perceptions of internationalisation at home (IaH) as a curriculum concept. Her interest in this area of research is a result of her active participation in various intercultural programs at the University. She was an active volunteer of Compass – an initiative of The University of Sydney in enhancing literacy and education through social inclusion particularly in areas of low socioeconomic status in Sydney. Olivia was also involved in the Wingara Mura-Bunga Barrabugu summer camp program at the University of Sydney as a student ambassador. This program is part of a wider initiative to increase the opportunities and rights for Aboriginal and Torres Strait Islander people at the University.

As a student speech pathologist, her clinical experiences include adult (aged care) acute, outpatient paediatric clinic and clinical comparing therapy outcomes of Rapid Syllable Transition Treatment (ReST) and Ultrasound Biofeedback Therapy for school-aged children with Childhood Apraxia of Speech (CAS). She is interested in the areas of internationalisation at home (IaH), internationalisation of the curriculum (IoC), application of IaH approaches in allied health curricula and cultural competency in providing healthcare in transnational communities.

## KEYNOTE PRESENTATION 2 'The critical global citizen.' Angela Hill, Dean of Learning, Teaching and Student Engagement, James Cook University

---



Policy imperatives around mobility encourage students to take up international experiences to increase their marketability. These imperatives are framed in narrow ways by neoliberal metanarratives of globalisation. As a result, peripheral mobility experiences are often positioned as a key tool in internationalisation and developing global citizenship. This individualised notion of the global citizen is counter to the qualities of critical global citizenship, such as resilience, empathy, understanding one's place in the world and an ethical understanding of inequalities. Higher education institutions have an important role in shaping the social and disciplinary norms that construct these notions and in recognising the diversity of local and international experiences that can facilitate global perspectives. This chapter puts forward a challenge to institutions to create supportive environments for the facilitation of critical global citizenship.

**Key words: globalisation, global citizenship, critical, higher education**

### Biographies

Professor Angela Hill: BA (ANU), GradDipEd (CCA), MEdSt - Language and Literacy (UniSA), PhD (RMIT), GAICD

Professor Angela Hill is Dean of Learning, Teaching and Student Engagement at James Cook University. Angela has responsibility for blended learning, learning technologies, academic staff development and teaching evaluation. She also oversees student support services across the University and is leading the development of pathways programs to enable access to learners from a wide range of educational backgrounds. Angela has worked in higher education for over 20 years. A qualified English as second language teacher, Angela is a recognised leader in work-integrated learning and in 2008 received an Australian Learning and Teaching Citation for Outstanding Contributions to Student Learning. Angela is an active researcher in the area of educational disadvantage, access to higher education and work-integrated learning.

Dr Kelsey Halbert: PhD, BEd (Hons)

Dr Kelsey Halbert, is a lecturer in Education Curriculum and Pedagogy whose work focuses on student and teacher agency in the school and community. Kelsey conducted her doctoral research into values education and was awarded her PhD in 2010. In 2011, she took up her current position and coordination of Service Learning for Sustainable Futures and Education for Cultural Diversity, core subjects in the Bachelor of Education which engage community partners to develop students' cultural understandings. In 2012 and 2013 Kelsey was awarded faculty grants investigating civic engagement and experiential learning. In 2012 and 2013 Kelsey co-led a curriculum design project in Education for Cultural Diversity in collaboration with L H Martin Institute. In 2013, Kelsey was awarded a JCU Teaching and Learning fellowship for an action research project into using web portal to facilitate sustained partnerships and exchange through service learning. Kelsey has coordinated and accompanied students on International Service Learning experiences to Cambodia.

Dr Peta Salter: PhD, GradCEd, GradBEd, BA(Hons)

Dr Peta Salter is a lecturer in Education Curriculum and Pedagogy. She completed her PhD in 2013 which examined the epistemological and ontological assumptions in 'Asia literate' policy in Australian education. In 2010 she co-designed, established and delivered a core service learning subject that facilitates local and international mobility in the Bachelor of Education courses offered at JCU. In 2011 she was awarded a sessional teaching award for outstanding contribution to students' learning. She has also been awarded an Australian Postgraduate Award, JCU internal graduate research scheme awards and a Queensland College of Teachers Teacher Research Grant. Her experience in both Asia engagement policies and service learning curriculum and pedagogy provides a useful counterpoint to examine more closely the New Colombo Plan and its impact on higher education.

## The Global Canopy: Propagating discipline-based global mobility. Patricia McLaughlin, James Baglin, Andrea Chester, Peter Davis, Swapan Saha, Anthony Mills, Phil Poronnik, Tina Hinton and Roger Hadgraft, RMIT University

---



The richness of the student body on Australian campuses, consisting of both overseas and domestic students represents a cohort that is global, connected and outward-looking. As Australian universities welcome significant numbers of inbound international students and also conduct and increasingly encourage outbound domestic student mobility programmes, the opportunities for global discipline connectedness, cross-cultural understandings and fertile learning interactions abound. Yet these two “strands” of students rarely engage in deliberately organised discipline-based learning and teaching activities that promote global discipline competence. Existing literature indicates that the two groups, inbound international students and outbound domestic students, are passing “as ships in the night,” with opportunities for long term relationships, improved discipline-based networks and global mobility opportunities unrealised or operating coincidentally at the margins of their discipline-based curriculum. Yet the potential for improved discipline learning, lasting inter-country relationships and personal and educational scaffolding has never been greater.

This paper reports upon a range of approaches to discipline-based integrated teaching and learning between these two cohorts at Australian universities. This research, the Global Canopy project, developed and examined diverse disciplinary case studies of learning and teaching global mobility interventions. Using a student survey and individual interviews with the discipline-based students and staff, the data revealed improved understandings by the students of global mobility as an aid in career opportunities, greater understandings of future cross-cultural network opportunities, increased comprehension of discipline-based cultural concepts, and greater awareness of the value of globally-focussed learning and teaching approaches for these cohorts. Students also showed greater understanding of their own global competencies and presented more coherent discipline-based perspectives of their own global learning needs. The case studies illustrate how separate cohorts of inbound and outbound students can inter-relate to build discipline-based competencies for navigating tomorrow’s world. A key finding of the project has identified the value of specific, organised, discipline-based learning interactions between the two cohorts of inbound and outbound students across the curriculum to enhance undergraduate global mobility, learning and future global opportunities.

**Keywords:** global learning; lifelong learning; student mobility

### Biography

Tricia McLaughlin is employed by RMIT University as a senior member of the SHEER Centre for research into STEM learning and teaching. She also lectures on a part-time basis and undertakes industry consultancies in industrial, economic and skill development matters. Tricia has been employed by the Parliament of Victoria as Executive Officer of the Economic Development Committee, and as a Workplace Reform Advisor to the Federal Minister for Industrial Relations. Her work in the university includes a background in educational pathways and cross-cultural skills development. She has published widely and has led and completed a number of OLT/ALTC projects, in the areas of pathways, student mobility and student engagement.

## 'Sharing, engaging and educating: Experiences of Australian University students in Fijian and Malaysian classrooms. Vinesh Chandra, Queensland

---



Critical pedagogy, experiential learning and problem-posing education can play an important role in enabling university students to become proactive in dealing with social justice and equity issues in the developing world. Given their intellectual capacity, these students can identify problems and implement solutions that can have a positive impact on society. This chapter will focus on the Share, Engage, and Educate (SEE) Project (<http://theseeproject.org>) an initiative that has evolved in the past five years. The primary objective of the project is to build print and digital literacy capacity in schools through the donation of resources, teacher professional development, and modelling of good practices in classrooms. This process has forged new partnerships with schools in rural and remote areas in developing countries, which in-turn, has created unique service-learning opportunities for university students. Students engage in cross-faculty teams to design and develop classroom activities (based on the local curriculum) that showcase the use of information and communication technology (ICT). In the process the students also solve seen and unseen problems. Post engagement, students rate their experiences very highly. Research data gathered

### Biography

Dr Vinesh Chandra is a Senior Lecturer in Education at the Queensland University of Technology. His teaching areas are in design and digital technology, mathematics, and science. His research interests include the investigation of technology-rich learning environments, teacher education, and global education. He has worked with teachers in Australia, Fiji, China, and Zambia. Dr. Chandra leads the Share Engage Educate (SEE) Project ([theseeproject.org](http://theseeproject.org)), which has supported a number of schools in Fiji and other developing countries. One of the key objectives of the project is to enhance the quality of education in these countries through digital technologies and teacher education.

## To investigate functional outcomes of a cross cultural formal peer to peer mentoring scheme upon higher education students' "cross-cultural adaptability." Kathleen Griffiths, RMIT University

---



Less than 10% of current university students take part in an international off-shore experience, but employers are looking for graduates with the ability to work with people from and perhaps in, different countries. Can students get this cross-cultural experience in their domestic environment without venturing overseas? Peer mentoring has been used by universities to increase student engagement, increase student retention and has grown as a direct result of increasing student numbers per academic, and reduction in time allowance for student administration. The current research in this field is abundant in helping first year students' transition to university however there is little research on peer to peer mentoring between students from different cultures. The success of this peer mentoring experience is critically important given the intake of international students across higher education in Australia and the diversity of abilities this cohort brings. This research investigates the functional outcomes of a formal peer to peer mentoring scheme upon students' "cross-cultural adaptability." A pre and post-test questionnaire as well as a small number of semi-structured individual interviews explores the benefits and challenges of cross-cultural peer to peer mentoring and the consequent change in the participants' "cross-cultural adaptability".

**Keywords:** peer-to-peer mentoring, cross-cultural adaptability

### Biography

Kathleen Griffiths has been a lecturer in Marketing for 20 years. She has been at the School of Economics, Finance and Marketing at RMIT University for 16 years. Prior to becoming an academic, she held various senior management roles at Jacqui E, Daimaru Melbourne and Myer in the training, marketing and logistics fields. This corporate experience spanned more than 17 years. Kathleen's research and teaching interests include international marketing, peer-to-peer mentoring, global competence and experiential education. She is also the Academic Coordinator for RMIT's Internship courses. She was lucky enough to mentor and accompany the RMIT Australian winning teams in the L'Oreal Brandstorm Marketing Competition to Paris in 2012, 2013 and 2014, combining her passions for students' experiential learning and international experiences. Kathleen has been a visiting lecturer in Lille, France as well as being a regular visiting lecturer in Singapore, Shanghai, Hong Kong and Vietnam.

Given that graduates of teacher education programs will educate the next generation, it would seem essential that such programs foster the knowledge, values, skills and attitudes of global citizenship. An examination of such programs however reveals that developing global perspectives in these professional preparation programs is often challenging, particularly in regional contexts.

## 'Fostering global perspectives in a regional context: exploring notions of what it mean to be a 'good' citizen and teacher through intercultural collaborations in Malaysia.' Deborah Henderson, Queensland University of Technology (QUT)

---



This paper draws from research on the ways in which a group of Australian and Malaysian pre-service teachers reflected on their collaborative experiences during a short-term mobility program in Malaysia. Funding was secured through the Australian Government's Study Overseas Short-term Mobility Program (STMP) which aimed at promoting opportunities for more Australians at the tertiary area to undertake meaningful short-term international mobility experiences. The research focused on how both groups of pre-service teachers reflected on themselves as culturally responsive 'good' citizens during and after the two-week program in Kuala Lumpur. The hypothesis was that when coupled with appropriate reflection, experiential and reciprocal learning might contribute to increased intercultural capacity and regional awareness of global concerns such as the impact of environmental degradation and climate change. Findings suggest that from an initial ethnocentric and stereotyped view of others, both groups developed a respect for cultural difference through intercultural encounters. The research also found that through the experiential learning in the short-term mobility program, the Australian and Malaysian pre-service teachers gained deeper insights into their own characters, reconsidered their cultural selves as citizens in their own countries and in the Asia-Pacific region and furthered their understandings of how global perspectives can be shaped through regional contexts.

### Biography

Dr Deborah Henderson is an Associate Professor in the Faculty of Education at Queensland University of Technology. Deborah's research and scholarly teaching inform her advocacy and expertise in fostering intercultural understanding and global perspectives in the humanities and social sciences curriculum. She is Vice President of the Australian Curriculum Studies Association (ACSA), and a Past President of the History Teachers' Association of Australia (HTAA). In 2009, Deborah was awarded a Teaching Citation for her contributions to student learning by the Australian Learning and Teaching Council (ALTC) and in 2010, she was awarded an ALTC Teaching Excellence Award.

# The Citizen Scholar: The Challenge of Educating for Global Citizenship.'

## James Arvanitakis, Western Sydney University

---



In today's environment of shrinking public finances, the rise of alternative education providers and access to free online content, universities must confront a very challenging question: 'why do we exist?' This chapter reflects on the role universities in the contemporary world and argues that if they intend flourish, there must be a renewed and increasing focus and emphasis on community engagement and partnership building. In this way, the aim of a university education should be to promote the globally focused 'citizen scholar'. That is, not only should a university education ensure excellence in scholarship, but arm the students with the tools and promote their political passions to ensure they are civically engaged.

**Keywords: Citizenship, Higher Education, Education, Global Citizen**

### Biography

Professor James Arvanitakis is the Dean of the Graduate Research School at the Western Sydney University where he is also a lecturer in the Humanities and a member of the University's Institute for Cultural and Society. James spearheaded the establishment of The Academy and its founding principle of 'the citizen scholar.' His research areas include citizenship, resilience, piracy and the future of universities. Having published over 100 articles and books chapters, in 2015, James released a new sociology textbook for Oxford University Press title Sociologic. In 2016 he will be releasing a new book on innovative teaching (Palgrave) and a specially commissioned book for Penguin. In 2012 James was named the Prime Minister's University Teachers of the Year. In 2013 he was awarded a prestigious Australian Discovery Grant to research Australia's changing citizenship and in 2015, he was named an Eminent Researcher by the Australian Indian Education Council.

## 'Leveraging digital tools to develop tertiary students' inter-cultural communication skills.' Sally Parrott, RMIT University

---



Business professionals are increasingly operating across cultures and time zones as industry continues to globalise. At the same time, technology is rapidly evolving and presenting new and more effective ways to communicate and connect. Many different approaches have been taken to develop tertiary students' skills to operate in this multicultural, global environment that is becoming the norm for most businesses.

This paper will present a case study of how a university moved from a student exchange program to a study tour to a virtual global project as the demands for graduates to be ready for work in a globalized world has increased. It will also reveal the role technology has played in the evolution of these approaches. The paper discusses the limitations, challenges and advantages of each internationalization approach and concludes with a model that incorporates the advantages of each while identifying the challenges still to be resolved.

**Key words: internationalization, cross-cultural skills, intercultural communication, virtual collaboration, global business, virtual teamwork technolo-**

### Biography

Passionate about global competency, Sally is currently completing a Higher Degree by research to determine if participation in virtual, global WIL projects can increase tertiary students' intercultural business communication skills. Sally is the Program Manager of the Advertising and Public Relations programs in the College of Business at RMIT University and was awarded a global Work Integrated Learning (WIL) fellowship to grow the development of global WIL projects across the college. Two further grants allowed for the development of a WIL Placement Online Pilot, which connected staff, students and industry through a national online placement and The 3-way Virtual Global WIL, model which provides students with the opportunity to coordinate a global project across three cultures and time zones, mirroring the manner in which global business operates. Sally was recognised for her work in global WIL with a University Award for Outstanding Impact in Learning and Teaching in 2015.

## 'Creating Cultural Storybooks in a Virtual Environment.' Donna Tangen, Queensland University of Technology

---



This project connected 11 Australian pre-service teachers with 9 Malaysian pre-service teachers through engagement in a Virtual Classroom as a fourth-year Bachelor of Education Service-learning component of a core Inclusive Education unit. The purpose of the Virtual Classroom was to assist Australian pre-service teachers in developing intercultural awareness from a global perspective by co-creating an intercultural children's storybook with their Malaysian partners. Participants connected via Edmodo, Facebook, Skype and emails, although most connections were conducted via Facebook as this was the pre-service teachers' most common day-to-day communication format. Data were gathered from reflections written by the Australian Service-learning participants about the process of intercultural, international collaborative story writing. Data revealed that the Australian pre-service teachers were challenged to work online with people they did not know and who represented a culture they knew little about. Nevertheless, these pre-service teachers also described that working with their Malaysian buddies caused them to look inward to discover their 'deep-seated' beliefs and biases about other cultures where at times they felt they 'knew it all' while at other times they felt that they 'knew nothing at all'. Data from the current study indicates there is value in promoting intercultural educational exchanges in a Virtual Classroom.

**Key words: virtual classroom, intercultural awareness, cultural storybooks, Service-learning**

### Biography

Dr Donna Tangen is a senior lecturer in the School of Cultural and Professional Learning, Faculty of Education, Queensland University of Technology, teaching both undergraduate and post-graduate studies with a focus on engaging diverse learners. Her research interests include transnational/international pre-service teaching and teacher training, internationalisation in higher education, ESL/EAL and issues pertaining to inclusive education.

## KEYNOTE PRESENTATION 3 'PACEing Ourselves: Student international experience in the context of professionalisation and community engagement.'

Sherman Young, Pro Vice-Chancellor Learning and Teaching, Macquarie University

---



Macquarie University has undertaken an ambitious program to require every undergraduate student to have an experiential learning opportunity through its Professional and Community Engagement (PACE) program. The requirement is a response to overriding student concerns about employability and a desire to better integrate learning and teaching with off-campus experience of various sorts. One of the most ambitious parts of the PACE program is PACE International, a significant effort to place students in internships, field schools, and community-engaged positions overseas, especially in the Indo-Pacific region. Macquarie University's PACE International program is part of a broader Australian effort to encourage more of our students to gain international experience in our region – not just in Europe or North America – best symbolised by the Australian Government's commitments in the New Colombo Plan. The lessons learned from PACE International, however, point to greater challenges for the effort to internationalise the Australian tertiary curriculum and the need to clarify what we seek to accomplish through internationalisation and why. For example, a desire to promote social justice agenda can clash with students' desire for professional credentials and experience. The kinds of programs we design and the sorts of partnerships we build inexorably influence the educational outcomes for students, so we need to reflect carefully on our motivations and how they can be successfully realised.

### Biography

Professor Sherman Young is Macquarie University's Pro Vice Chancellor for Learning and Teaching and a Professor in the Department of Media, Music, Communication and Cultural Studies where he teaches and researches in the area of new media theory and production. He is the author of *The Book is Dead, Long Live the Book* (UNSW Press, 2007), co-author of *Media Convergence* (Palgrave, 2012) and *Beyond 2.0 - the Future of Music* (Equinox, 2014) - all of which analyse the impact of new media technologies. Sherman has a BSc in Design (UNSW), an MA in Media, Technology and Law (Macquarie) and a PhD in Media and Cultural Studies (UQ). Prior to becoming an academic, Sherman ran a multimedia production company building interactive media for a range of corporate and publishing clients.

## The 4Cs of Global Education in Schools: culture, confidence, context and crowded curriculum. Suzanne Macqueen, Kate Ferguson-Patrick, Ruth Reynolds, The University of Newcastle (Australia), Global Education Research and Teaching Team

---



### Biography

Global Education (GE) offers a practical way to develop global citizenship - an important attribute in our interconnected world. Children's first structured introduction to global perspectives will likely occur through their education; accordingly, teacher knowledge, skills and actions around GE are pivotal. The quality of GE in schools is dependent on factors, including teacher education and curricula. This chapter outlines findings from a study of pre-service teachers' observations and experiences of GE during professional experiences in schools in Australia. The study took place in a large regional university where a group of teacher educators has been incorporating GE perspectives into a number of courses. The exploratory study used qualitative data from surveys administered after teacher education students had been in Australian schools for four weeks to determine what GE teaching they had observed and conducted during their placements as well as what barriers to the teaching of GE in schools they perceived. Data revealed that most teaching in GE, both observed and practised, related to the broad area of cultures, while barriers to GE teaching included confidence, context and the crowded curriculum. Results show there is much work to be done to ensure an adequate GE focus in schools.

Keywords: Global Education; professional experience; teacher education; school curriculum

Kate Ferguson-Patrick is a lecturer in Primary Education with Primary pedagogy, social studies and integrated curriculum her specialist areas, at The University of Newcastle, Australia. She has recently completed a long term study of Cooperative Learning with early career teachers and how this classroom approach leads to democracy classrooms. She has numerous publications in Australian and International journals about this research, as well as in Global education. She can be contacted at [kate.fergusonpatrick@newcastle.edu.au](mailto:kate.fergusonpatrick@newcastle.edu.au)

Suzanne Macqueen is a Lecturer in the School of Education at the University of Newcastle. Results from her Master of Education (Research) study on between-class achievement grouping in primary schools have been published in Australian and international journals. She is currently undertaking PhD research on the impact of widening participation initiatives in teacher education, with a focus on social justice through narratives of non-traditional students. Suzanne is a member of the Global Education and Research Team, researching in that area as well as other projects with a focus on equity.

Dr Ruth Reynolds is an Associate Professor in the Faculty of Education and Arts at the University of Newcastle. She is editor of *Journal of International Social Studies*, the journal of the International Assembly of the National Council of the Social Studies (US) and is team leader of the Global Education Research and Teaching group (GERT) at the University of Newcastle, a group which focuses on teaching global education across disciplinary areas and on researching the success of their various initiatives.

## 'Student Mobility as a Tool for Social Change: Creating Global Citizens through Social and Environmentally Focussed Mobility Programs.' Julian O'Shea, Westpac Social Change Fellow

---



In late 2015, world leaders gathered in New York and agreed to a new global development agenda: the United Nations Sustainable Development Goals (SDGs). With support from all 193 UN member states, these goals set down development priorities for the next fifteen years: from eliminating poverty to creating sustainable cities; from providing clean water to reducing inequality; these goals aim to address the world's most pressing development challenges. These, and other challenges, form the context and backdrop for the major issues that current students will be working on during their professional careers within business, government or the community sector.

This project explores how international mobility programs can be a tool to engage, educate and equip students with the skills to address these, and related, global challenges. Specifically, this project looks at how mobility programs can implement multi-disciplinary action projects to form a mechanism to engage with the local cultural context, while improving their understanding of the wider global challenges.

With positive social change a key aim of the program, it itself is designed for inclusion, taking into account socio-economic status, access to programs, diversity and removing barriers for participation.

This project draws on the author's experience leading education programs for the not-for-profit, Engineers without Borders Australia (EWB), in partnership with Australian universities. The premier mobility program led by EWB was the Humanitarian Design Summit program, a short-term overseas program for Australian engineering students to learn about humanitarian engineering, sustainable development and low-cost appropriate technology in the development context. This program has been delivered in Cambodia, India, and Indigenous Australia; with upcoming programs in Samoa, Nepal and Malaysia. This program was designed as an international professional experience, while also connecting students to global challenges.

This presentation is a work-in-progress summary and outlines an upcoming research and collaborative project supported by the Westpac Bicentennial Foundation, which will involve travel across five continents to meet with, and learn from, leading education and mobility programs which will inform these programs, and an open invitation for collaboration.

**Keywords: student mobility; global perspectives; social change; international education**

### Biography

Julian O'Shea is an inaugural Westpac Social Change Fellow, exploring how international mobility programs can connect Australian university students with social and environmental issues. Prior to this was the Director of the Engineers Without Borders Institute and led a series of education and research initiatives to engage Australian students with humanitarian engineering, appropriate technology and community development across Asia. He has developed and led study tours in India, Cambodia, Samoa and Nepal, and is passionate about creating globally-engaged professionals. Outside of work he loves adventure travel and has worked and travelled in over 100 countries. He calls Melbourne home.

## Theorising capabilities: Service Learning through the lens of Vietnamese metaphors. Nguyen Thi Hong Nhung, Western Sydney University

---



What analytical insights might Vietnamese metaphors yield into the concepts of Service and Learning? This chapter addresses the question whether the universities educate their students for local/global perspectives rather than implementing innovations service learning from an Anglophone theoretic-linguistic orientation. The research aim of this study is to build a better understanding of human conceptual system in which Vietnamese metaphors relating to Service and Learning are generated. Expressions taken from everyday language that provide an entry point for naming Service Learning. Then, beyond the ordinary everyday use, these metaphors are reframed as concepts for the specific purpose of defining and building-up a glossary of key concepts of Service Learning. In pushing ahead with this theorising, a typology was developed to see what the elements 'service' and 'learning' are made up of and how these vary in relation to work and power. In developing an explanation of the concept of Service Learning using these Vietnamese theoretic-linguistic tools, gendered relations of Service and Learning also emerges. The chapter sharpens the global perspectives in higher education in which the universally intellectual resources available for theorising continues to be ignored or neglected in Service Learning.

**Key words:** Service Learning, global perspectives, Vietnamese metaphors, theoretic linguistic tools

### Biography

NGUYEN Thi Hong Nhung is currently a doctoral student at Centre for Educational Research, School of Education, Western Sydney University, Australia. She worked as a lecturer and also a research development Coordinator at Hoa Sen University, Vietnam. Her research interests are Work-Integrated Learning, Multilingual Education and Non-formal education. Her publications include: Extensive reading in ELT, ICT in Language Learning.

# Initial teacher education and intercultural competence: Critiquing international programs as a means of increasing the global-mindedness of teacher education students in Australia. Sean Kearney and Julie Maakrun, University of Notre Dame Australia

---

Many universities are evolving to meet the various needs of a new generation of students who will enter a world in which culture and the understanding of culture will be of significant value. In the current context of globalization and the internationalization of many industries, universities are seeking to provide opportunities for students to apply their knowledge in various settings, including an increase in international opportunities and international service-learning programs. In Australia, particularly in capital cities such as Sydney, multiculturalism is at the heart of the city's growth. To meet the needs of an ever-increasing multicultural and diverse society, the preparation of teachers is a key challenge for initial teacher education programs. This paper will critique select international programs for their ability to instill a global-mindedness in light of recent and ongoing criticism about voluntourism and tokenistic exchange programs. Using case-study analysis of selected programs this chapter will critique and analyse the programs in terms of their value to the intercultural competence of the teacher education students and the teacher profession more generally.

**Key Words: Internationalisation; higher education; intercultural competence**

## Biography

Sean Kearney is Associate Professor and Associate Dean, Academic, in the School of Education, Sydney at the University of Notre Dame Australia. He has been coordinating international service-learning immersion programs for the past five years has received three grants for those programs, a Vice Chancellor's Award and an Office of Learning and Teaching Citation (Team) for his work in Kenya. Sean is also the Founding Director for the Dayamani foundation, an ACNC charity aiming to help educate disadvantaged children in Tenali, India.

He lectures in educational psychology and general pedagogical methods. Sean started his career in teaching in New York City before immigrating to Australia where he taught high school English and History. Sean's PhD research centred on beginning teacher induction programs in the independent education sector and the nature of professional socialisation to induct beginning teachers into the workforce. His current research focus is on assessment reform in higher education and the impact of international service learning immersion programs on students' cross-cultural competence. He has published peer reviewed journal articles in both of these areas and has presented at national and international conferences.

Julie Maakrun is Senior Lecturer and Associate Dean – Development and Pedagogy in the School of Education, Sydney at the University of Notre Dame Australia. She has been coordinating international service-learning immersion programs for the past five years has received a Vice Chancellor's Award, an Office of Learning and Teaching Citation (Team) and an Office of Learning and Teaching Award for her work in Kenya.

Julie has over 25 years of experience in both primary and secondary schools with the current focus on the provision of quality education that provides for the achievement of outcomes and key competencies thus empowering pre service teachers to respond to the demands of education. Julie has held many roles in schools, including classroom teacher, stage co-coordinator, executive school member and foundational primary school principal.

Julie lectures in general pedagogy, HSIE: History and Geography and is an active member of the university community. Research interests are in service-learning, underlined by the international experience programs undertaken with students in Kenya

## Global citizenship in Work Integrated Learning: Insights from teacher education in remote indigenous communities in Australia. Julie Dyer, Deakin University

---



Deakin University has global citizenship as one of its eight graduate learning outcomes. Global citizenship is defined as: ‘to engage ethically and productively in the professional context and with diverse communities and cultures in a global context’ (Deakin University, 2016). Work integrated learning (WIL) programs are pivotal to achieving such an outcome. A WIL program at Deakin is the Global Experience Program that encourages pre-service teachers to undertake their professional placement in diverse communities, with one such site a placement in remote aboriginal communities in the Northern Territory. Essentially pre-service teachers are crossing borders (Giroux, 2002) distinguished by race, class, remoteness and culture, as white young people live and teach, albeit for a short time in remote Aboriginal and Torres Strait Islander communities. This paper explores pre-service teacher’s motivations, experiences and transformations as they live and teach in such a diverse community. The paper shows the complexities and possibilities of becoming a teacher and ‘global citizen’ through being in remote aboriginal communities. It suggests that pre-service teachers are crossing borders (Giroux, 2002) distinguished by race, class, remoteness and culture, as white young people live and teach, albeit for a short time in remote Aboriginal and Torres Strait Islander communities.

**Key Words** global citizenship, pre-service teachers, Aboriginal and Torres Strait islander communities, work integrated learning

### Biography

Julie’s is currently Senior Lecturer at Deakin University. Her research, and teaching is focused in the field of Humanities education in areas such as: social justice; global education; Asia literacy and Indigenous education across local and international contexts. She has held leadership positions in international projects in Malaysia and Indonesia. She is also active in building Aboriginal and Torres Strait Islander knowledge and teaching strategies for pre-service teachers. As recognition of her work across diverse cultural settings, projects and research, she was given the role of Cultural Ambassador for the Faculty of Arts and Education for 2013-2014. Recent publications include “Dangerous Practices: The professional experiences of non-Indigenous pre-service teachers in remote communities” (pending) ‘Asia Literacy as Experiential learning’ in the Asia Literate Schooling in the Asian Century and ‘Global Education: Past, Present and Future’ in the Social Educator journal. Julie has national education partnerships through her role as secretary of the Social and Citizenship Education Association of Australia.

## 'Work-integrated Service Education, Research and Learning: Re-valuing local/globally WISER Learning through Post-monolingual education.' Michael Singh. Western Sydney University

---



This paper argues for Work-integrated Service Education, Research and Learning (WISER Learning) whereby Australian universities support 'industry'-relevant education to develop local/global educational perspectives by (a) recognising and accrediting students multilingual capabilities (rather than relegating them to being 'non-English speaking background'); (b) having multilingual students explore trans-linguistic divergences to generate original theoretic-linguistic tools and modes of critical reasoning using their linguistic repertoire, and (c) extend our collective capacity for knowledge chuàngxīn given the history of knowledge inter-referencing through translation, and (d) the pursuing and challenges of securing tax justice. Such a post-monolingual orientation to developing local/global educational perspectives might address a range of flaws in Australian university education. This includes problems created by (a) English-only monolingualism, (b) exclusionary uses of North Atlantic theory to create of theoretic-linguistic dependency in throughout the world; and (c) mistaken assumptions that critical reasoning is foreign to 'Eastern' students and their intellectual cultures.

**Keywords: 'industry'-relevant research education, knowledge chuàngxīn, knowledge translation and inter-referencing, multilingual repertoire; pedagogies of intellectual equality, post-monolingual education; theoretic-linguistic tools, Work-integrated Service Education, Research and Learning, WISER Learning**

### Biography

Professor Singh's research and Higher Degree Researcher education focuses on three interrelated questions: How can we improve school-based language education to make Chinese learnable? What can we usefully do to internationalise Anglophone Western-centric education? How might Higher Degree Researcher education be integrated through industry-relevant research placements? Professor Singh has long worked to 'mainstream' Higher Degree Researcher multilingual capabilities for knowledge chuàngxīn, and wants to do likewise at the undergraduate level. Recently Professor Singh (2014) co-authored with Jinghe Han (in press), *Pedagogies for Internationalising Research Education: Intellectual Equality, Theoretic-Linguistic Diversity and Knowledge Chuàngxīn* (London: Palgrave Macmillan). His previous book, co-authored with Bobby Harreveld (2014), *Deschooling Learning: Young Adults and the New Spirit of Capitalism* (London: Palgrave Macmillan) explores how recent industry-related reforms to young adults' senior secondary schooling. This research informs Professor Singh's long-term efforts to redress the barriers and problems to increasing 'industry' collaboration in Higher Degree Researcher education.

## Poster Session: Developing Global Perspectives through International Mobility Programs'. Susan Mlcek & Karen Bell; Charles Sturt University, Bathurst and Wagga Wagga

---

What is at the heart of universities developing a global perspective? At Charles Sturt University our social work international mobility programs to India, Indonesia, Malaysia, South Korea, and Samoa offer opportunities to participants for such development. Outcomes for students are transformational and include critical reflection on eco-social work, human rights, social justice and how to make this world worth living in as programs contribute in meaningful ways to host communities. However, international education initiatives are delivered increasingly within the parameters of government funding. Often, there are restrictions that limit access and equity for students. Therefore, a multidimensional approach to planning and facilitation is imperative. The development of inclusive programs requires aspects of global citizenship, connected to social justice, embedded throughout the curriculum. In addition, access and equity considerations, together with monitored program leadership, are carefully integrated into all phases of each project. The impact on students and facilitators alike can be life-changing. Benefits also accrue to the University and are aligned to its approach to education through the Wiradjuri phrase - 'Yindyamarra Winhanganha' - meaning, 'the wisdom of respectfully knowing how to live well in a world worth living in'. 'Getting this right' while avoiding neo-colonialist practices, is paramount.

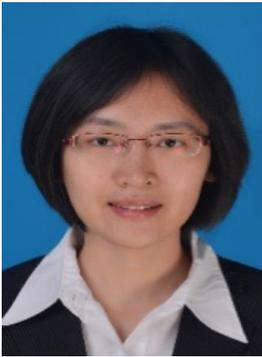
**Keywords:** global citizenship; study abroad; ethical social work; mobility programs; lifelong learning; transformational social work; international education; access and equity programs; international field experience

### Biography

Susan Mlcek, PhD, GCULM, MComm, MA (Communication and Cultural Studies), BSW, BAdEd, is Māori-Indigenous, of NZ Ngaiterangi Iwi [tribe]. Teaching experience comes from two Australian Universities, a NZ tribal indigenous-University, and TAFE NSW. Current roles at CSU: senior lecturer in human services/social work; Sub-Dean Partnerships, and Course Director Lead for the CSU Smart Learning [curriculum design] project. Her PhD [UWS 2008] - Paucity Management Models in Community Services Delivery – relates to rural and remote areas in the central west of NSW. Research publications address three specific areas: social work education; rural community services delivery, and cross-cultural and whiteness studies.

## Poster Session: Developing Globally Minded University Students through Service Learning in Overseas Placements.' Haibo Shen, University of Western Sydney

---



Service learning in a community setting engages university students with overseas experiences, professional learning, local and global social issues and reflection. It is an multicultural learning tool for university students to actively seek out global perspectives. Still there is a need to conceptualise service learning and student engagement concerning global mindsets to maximise the effectiveness of service learning. This research report focuses on interviews with academics who have been involved in two overseas placement programs at Western Sydney University. The interviews enable them to reflect upon their experiences with students in regard of intercultural competency, global perspectives and mindsets. This research report indicates how academics may better help university students formulate a global mindset. Three capabilities are highlighted in this research regarding the cultivation of globally minded students: awareness of the various local/global communities; competency to manage the expected differences and the shocking sameness through encounters with another culture; and willingness to reflect on their intercultural service learning experiences to make sense of the world and better understand themselves.

**Key words: service learning, global mindset, sameness, reflection**

### Biography

Haibo Shen, a PhD candidate from School of Education at Western Sydney University. Her current research focuses are multi-linguistic theorising, higher education internationalisation and higher degree students' supervision.

## Poster Session: Challenges in Developing Global Perspectives in Higher Education: Lessons learnt from 'Global Learning by Design' Project.' Nattavud Pimpa RMIT

---



As universities 'globalise' and attract students from multiple transnational locations and more innovative information communication technology is developed that enable students and staff to communicate and act globally. Universities seek to design learning experiences that enable students to engage in activities that deepen their knowledge of the world. In so doing universities seek to be seen as global. Developing a global perspective in universities means creating the capacity to operate in the various international arenas.

However, the reality of designing and implementing learning activities that engage students globally is challenging, for universities. This paper will use the lessons learnt from three transnational education projects designed as part of a university global program. These projects involved students across three subjects within the management discipline, offered in Singapore, Vietnam and Australia. It presents the key challenges for universities in implementing learning experiences that develop global perspectives. These challenges include: resources management and allocation; technological in learning and communication, and; management of students' expectations. The authors suggest addressing these challenges require universities to consider issues of power and inequality, and the mindset change needed to develop global perspectives.

**Keywords: Transnational; Business Education**

### Biography

Natt Pimpa is an associate professor in international business at school of management, RMIT University. His research interests include international business and social responsibility and learning and teaching in transnational education.

Proudly brought to you by:



**Australian Government**



Office for  
**Learning & Teaching**