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## **Engaging students as partners in global learning**

**Final report 2019**

**Lead institution:** University of Tasmania

**Project leader:** Dr Wendy Green

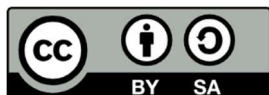
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Finally, without the ongoing support from The University of Tasmania in terms of time release and administrative support, this program would never have been possible.

## List of acronyms used

ALTF	Australian Learning and Teaching Fellowship
OLT	Office for Learning and Teaching
IoC	Internationalisation of the Curriculum
SaP	Students as Partners
GL	Global Learning
SaPGL	Students as Partners in Global Learning
UTAS	University of Tasmania
UQ	The University of Queensland
USYD	University of Sydney
LTU	La Trobe University
DU	Deakin University
HERDSA	Higher Education Research and Development Society of Australasia
IEAA	International Education Association, Australia
EAIE	European Association for International Education
RAISE	Researching, Advancing, Inspiring Student Engagement, United Kingdom
NAFSA	National Association of Foreign Student Advisers, United States America

# Executive summary

## Context

University ideally prepares graduates who can live, work and continue to learn effectively and ethically in the interconnected, interdependent world of the 21<sup>st</sup> century. For all graduates, whether they remain in an increasingly pluralist Australia or move abroad, development of these capabilities is vital.

Internationalisation of the curriculum (IoC) (Leask, 2013) is widely regarded as the means by which universities prepare students for work and life in a globalised world. At the outset of this Fellowship, relatively little was known about how students experience and make sense of universities' efforts to internationalise their curriculum (Green & Whitsed, 2015; Heffernan et al., 2018). The relatively few studies exploring IoC from students' perspectives indicate that students experience and understand IoC in diverse, often unintended ways. Rarely is the increasing cultural diversity of student cohorts in universities recognised as valuable cultural capital that could inform the design and enrich the practice of global learning for all (Mestenhauser, 2011).

The gap between IoC as planned and enacted by academics and as experienced by students is a significant problem. If the global learning outcomes of IoC, which are designed to enhance graduates' employability, are invisible or seem inadequate to students, they will struggle to articulate globally-relevant graduate attributes to employers (Jones, 2013).

This Australian Learning and Teaching Fellowship (ALTF) program addressed this gap by **engaging students and staff as partners in the process of global learning**. Activities linked students, academic and professional staff, university management and peak national and international associations in order to plan, enact, evaluate and disseminate innovative global learning in the formal and co-curriculum, at home universities and abroad.

## Approach and activities

The program of activities began in January 2017. Initially, the fellowship program was projected to conclude in December 2017 but was extended to December 2018. The first activities focussed on **developing and supporting a network** of interested Australian academics, professional staff, alumni and students. Beginning with formal invitations to over 30 national and international experts, disciplinary experts in the Scholarship of Teaching and Learning (SoTL) and student unions, the network developed into a wider, open community of staff and students who engaged with and contributed to the activities of the Fellowship.

**Key national events** were held at the University of Tasmania (UTAS), Hobart. A **Roundtable** to raise awareness and inspire engagement in partnerships in global learning, a **Workshop** to facilitate the development of global learning projects, and a **Symposium** to showcase the work of student-staff partnerships were conducted throughout 2017. Each of these events

attracted over 60 students, alumni, educators, researchers and senior leaders from 12 universities. National and international leaders in internationalisation/globalisation of higher education and student engagement, including Professor Fazal Rizvi, Professor Betty Leask, Professor Mick Healey, Dr Kelly Matthews and Ms Arfa Noor, presented at these events as well as a range of students and staff who presented examples of student-staff partnerships. There were also **site visits** to La Trobe University (LTU), The University of Queensland (UQ), Sydney University (USYD) and all main campuses of the University of Tasmania (UTAS) to support the student-staff teams which were engaged in partnerships in global learning.

**Thirteen pilot projects** were developed in four Australian universities (UTAS, USYD, UQ and LTU), all involving students and staff 'as partners' in some aspects of curriculum for global learning, including design, enactment, assessment and evaluation. Informed by Leask's (2015) broad conceptualisation of 'curriculum', these projects covered the formal (n7) and the co-curriculum (n6), curriculum for learning at the home university (n9) and abroad/at home (4).

The work of the Fellowship was extended and disseminated by a **blog**, which has attracted 13 substantial posts to date from researchers, practitioners and students from around Australia and overseas. In addition, others have contributed to ongoing discussion through their comments on the [blog](#). The blog will be one of the on-going activities of the Fellowship.

**Research and the dissemination of research** were a vital part of the Fellowship. **Shorter non-peer reviewed articles** in *Vista* (an International Education Association of Australia publication) and *University World News* have been more recently followed by more substantial **peer-reviewed articles**. One indication of the impact of Fellowship research is the invitation to edit a special issue of the *Journal of Studies in International Education* titled 'Engaging Students in Internationalisation', expected to be published early in 2019.

Engagement activities designed to raise further awareness and share, critique, and develop practices continued throughout the program. **Presentations, workshops and discussions** at Australian and international universities and conferences provided opportunities for **input and commentary** from student and staff in different disciplinary and geographical contexts. **Social media** and online networks were used to build interest in and foster conversation during and post events. Fellowship presentations led to further **collaboration and invitations** to visit various universities from late 2017 onwards into 2019. Invited presentations of keynotes, workshops, seminars and discussion panels nationally and internationally enabled further evaluation and refinement of fellowship resources.

## Findings

Analysis of surveys and narrative interviews conducted during the Fellowship highlighted the following four themes: **enhanced agency of students and staff, enhanced global learning, motivations, and challenges.**

Regarding **agency**, findings reiterated to a large extent previous ‘students as partners’ research (Cook-Sather et al., 2014; Healey et al., 2016; Mercer-Mapstone, 2017) by showing that staff and students who participated in the SaPGL projects developed a greater sense of empowerment, ownership, agency, self-efficacy, resilience, motivation and excitement about learning and teaching.

Regarding **global learning** specifically, staff and students in the SaPGL partnerships became more aware of cultural (and other) diversity and more committed to ameliorating difficulties which might arise for international/cultural minority students. However, the degree to which participants engaged in global learning varied, with some moving beyond awareness and amelioration and becoming involved in deeper explorations of the implications of global connectedness for themselves, their peers, their discipline and local and global communities.

Regarding **motivations** for participating in SaPGL projects, both students and staff were motivated first and foremost for **intrinsic** reasons stemming from their pre-existing commitment to global learning and/or the value they perceived in the SaP process. Nevertheless, students and staff stressed that meaningful institutional recognition and reward would be important enablers of their ongoing participation.

A number of personal and institutional challenges also emerged. The most significant **personal challenges** that confronted participants (staff and students) were: (a) setting aside enough **time** to establish good processes, (b) obtaining meaningful recognition and reward for the work, (c) negotiating new roles and identities as partners rather than as teachers and students, (d) ensuring partnerships were as inclusive as possible, (e) accepting that the process in itself has value and that outcomes cannot be determined at the outset, and (f) accepting and managing the risks involved in partnership when the outcomes are uncertain. Participants in the SaPGL projects used the various opportunities offered by Fellowship activities to reflect and successfully work through these personal challenges.

However, participants found that **institutional blockers** presented the greatest challenges. Issues of access and equity, the tensions between process and outcomes, and the entrenched institutional practices within universities were particularly challenging themes which emerged during the Fellowship.

## Outputs and outcomes

Informed by recent work on ‘students as partners’ (SaP), the Fellowship brought together students and staff from diverse cultural and national backgrounds in several disciplines to review, imagine, plan, enact and evaluate global learning practices in the formal and informal curriculum, at home and abroad. Thirteen projects in four universities were co-developed during 2017. Eleven of these were presented at the final National Symposium and are represented as short **case studies** on the Fellowship [website](#). In addition to the case studies, a range of **empirically tested and evaluated resources** were developed and these will be available on the [new fellowship website](#) currently under construction. These resources including:

- **A Guide to the SaPGL process**
- **Participation Matrix**
- **Prompts for Reflecting on Values**
- **Guidelines for good SaPGL practice**

Other outputs included **conference presentations**, a **special issue** of the *Journal of Studies in International Education* titled ‘Engaging Students in Internationalisation’ (forthcoming), **an editorial, one full peer reviewed paper**, and **one additional journal article** in the *International Journal of Students as Partners* (forthcoming), and two **opinion pieces**, one in *Vista*, the journal of the International Education Association, Australia and another in *University World News*. In addition, of those student-staff teams involved in the 13 projects, two have articles accepted for the special issue, and other student-staff teams plan to publish peer reviewed articles on their work.

In terms of outcomes, the Fellowship program achieved all five aims of the Fellowship.

1. **New understandings** developed through the research activities of the Fellowship have been and will continue to be published.
2. **New capacity** for staff and students to work in partnership to make changes in formal, hidden and informal curricula in order to enhance global learning.
3. **New connections** developed through fellowship events, presentations and the community of scholars.
4. **New practices** in global learning, co-designed by staff and students in universities. As the **case studies** on the Fellowship website illustrate innovative practices were developed, evaluated and are now shared on the Fellowship website.
5. **Raised awareness and debate** through Fellowship events, additional presentations, social media, the fellowship website and blog and publications.



## Impact

To date, program activities have had a **direct impact on the students and staff participants** in the projects fostered by the Fellowship. All students and staff involved in the thirteen partnership projects reported that they are keen to **continue to engage in global learning partnerships**. Several staff who attended Fellowship events or presentations of work in progress but were not in a position to develop projects have since indicated that they will in future.

The work of the Fellowship has attracted attention beyond the people and the universities directly involved with the 13 projects. At a **national** level, invitations to speak have included the following: the Students as Partners Community of Practice (USyd), The Business School (USyd), Symposium on Staff Professional Development for International Education (DU), the Internationalisation of the Curriculum Forum (IEAA), the National Students as Partners Roundtable and Showcase (UQ), and the Global Citizenship Symposium (LTU).

The work of this Fellowship has **intersected with other Australian Learning and Teaching Fellowships** (ALTF). Ongoing conversation, input, feedback, advice and cross-promotion has been mutually beneficial, bolstering the impact of this and other Fellowships, particularly those of Kelly Matthews (Students as Partners), Sally Varnham (Student Partnership in University Decision Making and Governance), and Betty Leask (IoC in Action).

The following national **peak bodies and research centres** have engaged with the Fellowship through invitations to speak: the Council of Deans of Arts; Social Sciences and Humanities (DASSH); the International Education Association, Australia (IEAA); Researching, Advancing, Inspiring Student Engagement, UK (RAISE); Center for International Higher Education, Boston College, USA; the International Institute for Students as Partners (Canada); and Centre of Global Learning, Coventry, UK.

The Fellowship has **informed the development and teaching of professional development programs for university staff** in several ways, from master classes and workshops to two accredited programs (the Graduate Certificate in University Teaching at UTAS, and a new Masters degree at Boston College, USA).

The following key **international invitations** further indicate the current and ongoing impact of the Fellowship:

- Visiting Scholar at Groningen University, Netherlands (2017), with the objective of developing staff and student capacity for partnerships in global learning
- Evaluator of multi-institutional project in Hong Kong (2018-2020), focussing on relationships between local and international students
- Keynote speaker at Symposium on 'Student Learning in Higher Education for the 21<sup>st</sup> Century', Malaysia, November 2018
- Keynote speaker at Symposium on 'Internationalisation: Optimizing Student Experience', Hong Kong, May 2019.

## Future directions

While the activities initially proposed are complete, the Fellowship has sparked additional invitations, resource development and spin-off projects, many of which are **ongoing**. Continuing contributions to the blog and continuing development of resources on the website will continue to foster engagement.

The Fellowship findings suggest **four important directions for further inquiry**. Firstly, further work should focus on **case studies of practice**, both by following up on the partnership projects conducted throughout the Fellowship and by fostering the development of more SaPGL initiatives in new contexts. Secondly, we need to better understand **the variations** in the ways students and staff engaged in global learning, which were observed between the Fellowship project, in order to learn how we can foster deep engagement with global learning. Thirdly, the Fellowship findings are applicable not only to those interested in global learning but also to those interested in developing **inclusive partnership approaches to other fields**. Finally, considerable work needs to occur at the institutional and societal levels to **identify the enablers and address the blockers to a fuller engagement of students as contributors to teaching and learning, not only in global learning but more broadly, in all areas of the formal and co-curriculum**. This work will occur through engagement with other ALTFs, university leadership and peak national bodies.

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## Context

University education ideally prepares students to live, work and continue to learn effectively and ethically in the interconnected, interdependent world of the 21<sup>st</sup> century. For all graduates, whether they remain in an increasingly pluralist Australia or move abroad, development of these capabilities is vital.

Many educational institutions address the challenges of educating students in and for a globalised world by intentionally engaging them in 'global learning' through the process of 'internationalisation of the curriculum' (IoC); that is, by the incorporation of

international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study (Leask, 2015, p. 9).

Until now, IoC initiatives have – very usefully – focussed on engaging academics. For example, Betty Leask's ALTC Fellowship, 'Internationalisation of the Curriculum in Action' (2012), used Participatory Action Research to build partnerships with academics in and across disciplinary teams.

To date, little attention has been given to how students engage with the opportunities for global learning they encounter at university (Green & Whitsed, 2015; Heffernan et al., 2018). The research available suggests that internationalised curricula, as designed and taught by teachers, is often experienced and understood differently by students. One study found that students bring "an integrating, complex view" of internationalisation, which clashes with "the narrow, content-focused view" of IoC they found in their courses of study (Absalom & Vadura, 2006, p. 332). Student participants in this study suggested that their learning needs to be extended beyond knowing about (other countries) to applying their new knowledge through interaction and developing an ethical stance informed by broader global perspectives. Other studies reveal that many Australian students do not engage with or see value in opportunities to develop global perspectives and intercultural capabilities. Typically, local students do not take advantage of the opportunities for global learning offered by the presence of international students (Arkoudis et al., 2010; Leask, 2009; Volet & Jones, 2012), while international students report significant difficulties when trying to establish meaningful interactions (Sawir, 2013). Zimitat's (2008) survey of undergraduate students found that approximately half did not recognise an "international dimension to their experiences" when these are offered. While many of these studies also show that students could bring important insights to the process of IoC, there is typically a failure "to translate their presence into the exceptionally valuable and hitherto unappreciated curricular educational resource it could be" (Mestenhauser, 2011, p. 20; also Heffernan et al., 2018).

The gap between IoC, as planned and enacted by academics, and as experienced by students is a significant problem. If the global learning outcomes of IoC, which are designed to enhance graduates' employability, are invisible or seem inadequate to students, they will struggle to articulate globally-relevant graduate attributes to employers (Jones, 2013). **This Fellowship program aimed to address this issue by both engaging with and shifting the focus of IoC-related work to date from the curriculum, as it is understood, intended and enacted by academics, to global learning as it might be co-produced by staff and students.** It adopted 'students as partners' as an approach in order to inspire and support students and staff to develop, enact and evaluate effective global learning practices in partnership.

After considering a range of definitions of 'global learning' (cf. Andreotti & Souza, 2008; Kahn & Agnew, 2017), the following definition from the Association of American Colleges & Universities (2018) was adopted as a way of framing the Fellowship:

Global learning is the critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should

- 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences,
- 2) seek to understand how their actions affect both local and global communities,
- 3) address the world's most pressing and enduring issues collaboratively and equitably.

The second key construct framing the Fellowship was 'students as partners' (SaP). Essentially, 'students as partners' (SaP) is a particular approach to student engagement which grew out of concerns about how to engage 21<sup>st</sup> century students in their learning. SaP means involving students as genuine contributors to all aspects of university life by giving them opportunities "to contribute equally, although not necessarily in the same ways" to the formal and informal curriculum (Cook-Sather, Bovill & Felton, 2014, p. 6).

# Approach and activities

## Aims of Fellowship program

The Fellowship program, 'Engaging Students as Partners in Global Learning' focussed attention and developed expertise on engaging students with staff as co-designers and co-producers of globally relevant curriculum and learning experiences. It aimed to inspire, support, facilitate, evaluate and disseminate innovative global learning practices co-designed by staff and students in the formal and co-curriculum in order to enable graduates to live, work and learn across rapidly changing intercultural and international contexts.

Specifically, the Fellowship had five aims, to develop

1. **New understandings** through research on the perceptions and motivations of students and staff engaging as partners in global learning and the blockers and enablers of partnerships in global learning
2. **New capacity** for staff and students to work in partnership to make changes in formal, hidden and informal curricula in order to enhance global learning
3. **New connections** through fellowship events, presentations, and the community of scholars
4. **New practices** in global learning, co-designed by staff and students in universities
5. **Raised awareness and debate** regarding the potential, possibilities and pitfalls regarding students as partners in global learning.

## Timeline

The program of activities began in January 2017 with the National Roundtable. Research ethics approval was received from the University of Tasmania in November 2016.

Although the Fellowship was initially planned to conclude in December 2017, the Fellowship timeline was extended to December 2018 to capitalise on growing engagement nationally and internationally and to provide adequate time for the evaluation and refinement of resources.

## Community of scholars

Fellowship activities were initially guided by a network of Australian and international academics, professional staff, alumni, and students. Development of this network began with formal invitations to over 30 national and international experts, plus a range of disciplinary experts in the Scholarship of Teaching and Learning (SoTL), and university and national student unions. These early informants formed a community of scholars, which supported the Fellowship from its inception. To foster communication early on, quarterly updates on the Fellowship were sent out and network members were invited to contribute full pieces or comments on the Fellowship blog. However, as interest in the Fellowship grew, this initial group expanded into a wider, open network of staff and students who engaged with and contributed to the activities of the Fellowship.



During the conceptualisation and commencement of the Fellowship program, members of the community of scholars included previous ALTC/OLT Fellows, renowned national discipline scholars and researchers, as well as leading international experts, as follows

#### *National experts*

- Professor Fazal Rizvi, Melbourne University, leading expert on the globalisation of education
- Dr Trish Andrews, Consultant, pioneering scholar of the student voice in Australia
- Associate Professor Sophie Arkoudis, Deputy Director, Centre for Study of Higher Education, Melbourne University, Australian Learning and Teaching Fellow (ALTF), leading expert in IoC
- Professor Michelle Barker, Griffith University, Co-Chief Investigator of OLT-funded 'Internationalisation at Home'
- Dr Amani Bell, Senior Lecturer, and SaP project leader at University of Sydney, and leader of a OLT-funded SaP-focussed Transforming Practice Programme
- Associate Professor Shanton Chang, University of Melbourne, expert on intercultural learning
- Dr Kelly Matthews, Senior Lecturer, University of Queensland, Australian Learning and Teaching Fellow (ALTF), pioneer in SaP in Australia, founder of SaP network of SaP scholars
- Professor Betty Leask, Pro Vice-Chancellor, Learning and Teaching, La Trobe University, Senior ALTF (IoC in Action), Editor-in-Chief, *Journal of Studies in International Education*
- Associate Professor Ly Tran, Deakin University, past Deputy Convenor, Internationalisation of the Curriculum (IoC) Special Interest Group (SIG), International Education Association, Australia (IEAA)
- Dr Craig Whitsed, Curtin University, Past convenor, IoC Special Interest Group, International Education Association of Australia, expert on IoC.

#### *International experts*

- Professor Jos Beelen, Senior Policy Advisor on Internationalisation, Hague University of Applied Sciences, Netherlands
- Jude Carroll, Consultant, UK, expert on internationalisation and global learning
- Professor Hans de Wit, Director of Centre for Higher Education Internationalisation, Catholic University, Milan, and Director of Center of International Higher Education, Boston College, USA
- Associate Professor Peter Felton, Elon College (USA), North American SaP expert
- Professor Mick Healey, Consultant, Higher Education Academy Principal Fellow and National Teaching Fellow (UK), international expert on students as partners
- Professor Elspeth Jones, Consultant and Series Editor of *Internationalization of Higher Education* (Routledge)
- Ms Franke van den Hende, Groningen University, Netherlands, Project Manager, EU-funded International Classroom project.

#### *UTAS disciplinary team leaders already committed to conducting pilot initiatives*

- *Medicine*: Dr Nick Cooling, Director of Electives and Internationalisation, lecturer,

and leader of IoC initiatives in Medicine

- *Education*: Dr Elspeth Stephenson, Unit Coordinator, B.Ed
- *Humanities*: Dr Kristyn Harman, Senior Lecturer, Discipline leader, Aboriginal Studies
- *Business*: Mr Stuart Schonell, Senior Teaching Fellow, Business School
- *Creative arts*: Dr Karen Hall, Lecturer, and Coordinator of Theory, Contemporary Arts.

The external evaluators, initially Professor Mick Healey, followed by Professor Fazal Rizvi, together with the fellowship mentor Professor Betty Leask provided crucial insights on multiple occasions. They were also actively involved in the major activities.

## Major activities

The program of activities began in January 2017, with the first activities focussed on developing and supporting a network of interested academics, professional staff, alumni, and students as described above. This growing network informed and participated in the following major activities of the fellowship.

From early on in the Fellowship, dissemination activities included publications. **Shorter non-peer reviewed articles** in *Vista* (an International Education Association of Australia publication) and *University World News* will be complemented by more substantial **peer-reviewed articles**, expected to be published early in 2019.

Engagement activities designed to raise further awareness and share, critique and develop practices continued throughout the program. Activities included **presentations, workshops and discussions** at Australian and international universities and conferences. Each of these provided opportunities for **input and commentary** from student and staff perspectives in many disciplines and different geographical contexts. **Social media**, particularly twitter and online special interest IoC and student engagement networks, were used to build interest before events and foster conversation during and post events.

Fellowship presentations led to further **collaboration and invitations** to visit various universities from late 2017 onwards into 2019. Invitations included requests to present keynotes, workshops, seminars and discussion panels nationally and internationally, and requests to act as evaluator on related projects. All of these activities enabled further evaluation and refinement of fellowship resources.

Details of the major Fellowship activities are outlined below.

## 1. Key national events

The following key national Fellowship events were held at the University of Tasmania (UTAS), Hobart.

A **Roundtable** on 31<sup>st</sup> January, 2017 primarily addressed Fellowship Aims 3 and 5: To create **new connections** between those interested in students as partners in global learning and to **raise awareness and debate** regarding the potential, possibilities and pitfalls regarding students as partners in global learning. A total of 67 staff & students from 12 universities attended. Feedback was positive, with 84% agreeing that the event was 'very good/excellent'. Keynote speakers included Professor Mick Healey, Professor Betty Leask, Professor Fazal Rizvi and Associate Professor Kelly Matthews. In addition, students with previous SaP experience led a panel discussion.

A **Workshop** on 1<sup>st</sup> February, 2017 addressed Aims 2, 3 and 4: To build **capacity** for staff and students to work in partnership to make changes in formal, hidden and informal curricula in order to enhance global learning, make **new connections** and develop **new practices** in global learning, co-designed by staff and students in universities. An adaptation of Betty Leask's five phase process model for internationalising the curriculum was used to facilitate the planning of global learning partnership projects at the workshop. Prompts and other resources were designed, used and later revised to support participants through the five phases (reviewing, imagining, planning, acting, evaluating). From the work that began in this workshop, 13 pilot projects were eventually developed during 2017, and 11 were presented at the final symposium.

A total of 65 staff & students from UTAS and interstate universities attended the Workshop. Feedback was positive, with 86% agreeing that the event was 'very good/excellent'.

A **Symposium** held on 9<sup>th</sup> October, 2017 to coincide and capitalise on visiting experts at the Australian International Education Conference addressed Aims 2, 3, 4 and 5: To develop **new capacity** for staff and students to work in global learning partnerships, to make **new connections**, to develop and share **new practices** and to **raise awareness and debate** regarding the potential, possibilities and pitfalls regarding students as partners in global learning. Eleven student-staff project teams presented their work-in-progress during the Critical Friends' Café at the symposium. These are presented as case studies on the Fellowship website. Students, alumni, educators, researchers, and senior leaders (n62) from UTAS and interstate universities attended this event. Speakers included leaders in internationalisation/globalisation of higher education and student engagement (Professor Fazal Rizvi, Professor Betty Leask, and Ms Arfa Noor), as well as a range of students and staff who presented examples of student-staff partnerships.

The Fellowship budget covered the costs of these events, including the travel costs of the invited speakers. Travel costs for representatives of the SaPGL teams who were unable to access funding from their institution were also covered by Fellowship funds.

The 'Engaging Students as Partners in Global Learning' website has an archive of program details, contributor information and resources which were presented, developed and refined throughout these events.

## **2. Pilot projects**

**Thirteen pilot projects** were developed in four Australian universities, all involving students and staff 'as partners' in some or all aspects of curriculum for global learning: Design, enactment, assessment, and evaluation. Informed by Leask's (2015) broad conceptualisation of 'curriculum', these projects covered the formal (n7) and the co-curriculum (n6), curriculum for learning at the home university (n9) and abroad/at home (4), as follows

1. An Unparalleled Learning Experience: Tropical Biodiversity and Sustainable Tropical Agriculture Systems (University of Tasmania).
2. Development of an Effective Readiness to Practice Program for International Medical University (IMU) transfer students into the MBBS (Medical) program at UTAS (University of Tasmania).
3. Global Innovation and Study Tour (La Trobe University).
4. Does Student Choice in Assessment Increase Student Engagement and Motivation in Zoology Classes? (University of Tasmania).
5. Challenging the Comfort Zone: Learning about Diversity and Adversity Through International Project-Based Learning in the Global South (La Trobe University).
6. Exploring BA Expectations Using Social Media (University of Queensland).
7. Hyper10sion (La Trobe University).
8. Students as Partners in Evaluation (University of Tasmania).
9. Students as Partners' in Business Units with Culturally Diverse Cohorts: A Lead Indicator in Evaluating Teaching and Learning (University of Tasmania).
10. University of Sydney Business School: Building a Cross-Cultural Bridge to Chinese International Students, using WeChat (University of Sydney).
11. Supporting Students to View Themselves as Global Citizens who Can Work Well With Peers From a Diversity of Cultures (University of Queensland).

**Site visits** were conducted at La Trobe University (LTU), The University of Queensland (UQ), Sydney University (USYD) and two University of Tasmania (UTAS) campuses to support the student-staff project teams throughout 2017 as they engaged in partnerships in global learning.

### 3. Presentations and workshops

Engagement activities designed to raise further awareness and share, critique and develop practices continued throughout the program. Activities included **presentations, workshops and discussions** at Australian and international universities and conferences. Each of these provided opportunities for **input and commentary** from student and staff perspectives in many disciplines and different geographical contexts. **Social media**, particularly twitter and online special interest IoC and student engagement networks, were used to build interest before events and foster conversation during and post events.

All presentations are listed in Appendix C and a representative range of presentations will be available on the [new Fellowship website](#) (under construction).

### 4. Blog

The work of the Fellowship was extended and disseminated by a [blog](#), which has attracted 13 substantial posts to date from researchers, practitioners and students from around Australia, the United States, Brazil, Canada, Scotland, the Netherlands and Finland. In addition to the substantial posts, others have contributed to ongoing discussion through their comments on the blog. The aim of the blog was to create a space for new ways of thinking about the possibilities and challenges of partnership between students and staff, as they engage in learning and teaching in and for an interconnected, globalised world. Some of the questions addressed by bloggers, from various perspectives to date are

- *Questions of culture*: Is the concept of SaP culturally blind or bounded? Given that it has originated in the Anglo-American education systems in response to particular conditions in those countries, what sense might those from other (pedagogical) cultures make of the concept? What might people from different cultural backgrounds learn from each other by engaging in SaP experiences, and how might this intercultural engagement, in turn, change the way we conceptualise SaP?
- *Questions of access and equity*: Is it possible to engage a whole cohort of students as partners in a 'massified' higher education system? If so, how? If not, does SaP run the risk of further entrenching privilege by engaging elite students?
- *Questions of epistemology*: SaP approaches assume that students have valuable expertise about their own learning – what is the nature of this expertise, and what responses can be made to the claim that students have limited insight into their own learning needs?
- *Questions of power*: What does a 'partnership' between staff and students mean, or what might it mean when there are obvious differences in power, knowledge and recognition and reward for the work of those on either side of the 'partnership'? How can we/should we negotiate power in these relationships?
- *Questions of imagination*: Given the competing discourses of higher education and the ascendancy of neo-liberal values, where the positioning of 'students as consumers' is increasingly a 'given', (how) can we – staff and students – *imagine* another way of being (in) a university?

The blog will be one of the on-going activities of the Fellowship.

## 5. Research

As the Fellow, I facilitated a Critical Participatory Action Research (Kemmis, McTaggart & Nixon, 2014) process, adapted from Leask (2013), with five phases (reviewing/reflecting; imagining; revising/planning; acting; evaluating) in order to develop new SaPGL practices. Staff and students were invited, as co-inquirers/co-producers, to pilot initiatives, which they documented as case studies. As outlined below in Figure 1, the pilot phase lasted one academic year (throughout 2017), beginning with a Roundtable to explore the possibilities of SaP for global learning, followed by an intensive workshop for those interested in developing SaPGL pilots. Once pilot teams formed, they were supported by a virtual community of practice, a website, and blog, along with my visits to each university. At the year's end, all pilot teams presented their work-in-progress to each other and a wider audience at a 'Critical Friends' Café'. During the second year of the Fellowship (2018), the focus was on the analysis of data, formative and summative dissemination, refinement of resources, further website development and publishing.

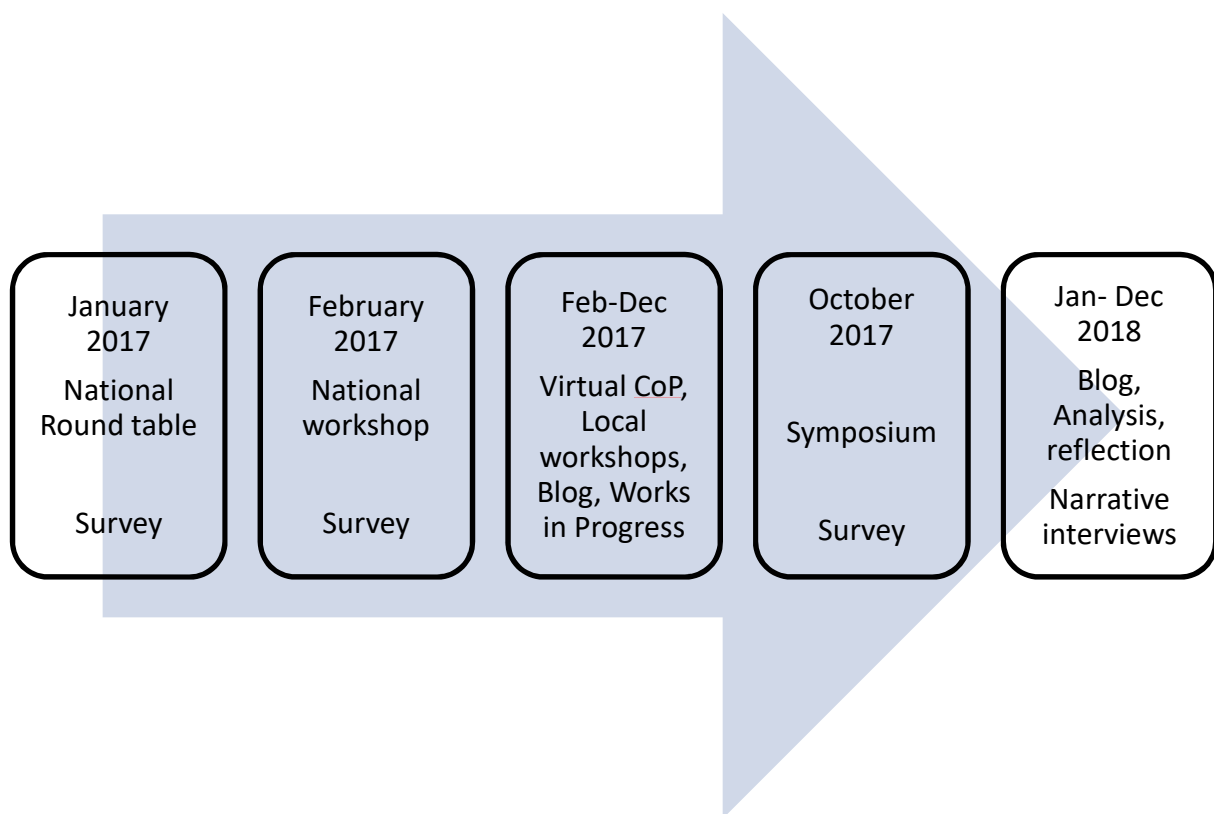


Figure 1. The Critical Participatory Action Research Process

# Findings

Evaluation of the Fellowship projects demonstrated, through the development of 13 projects, how students and staff from diverse cultural and national backgrounds working 'as partners' can co-develop rich global learning experiences in the formal and informal curriculum.

Analysis of surveys and narrative interviews conducted during the Fellowship highlighted the following four themes:

1. **Enhanced agency of students and staff**
2. **Enhanced global learning**
3. **Motivations**
4. **Challenges**

## 1. Enhanced agency of students and staff

Findings corroborated previous SaP research (Cook-Sather et al., 2014; Healey et al., 2014; Mercer-Mapstone, 2017) by showing that staff and students experienced a **greater sense of agency** as a result of their participation in the SaPGL projects. This enhanced agency was expressed variously as empowerment, ownership, self-efficacy, resilience, motivation and excitement about learning and teaching. Students felt empowered in the flat, open structure of the project teams, and staff enjoyed the sense of equality in the project teams. Many lecturers felt they had 'rediscovered the joy of teaching' through their SaP involvement, and spoke of renewed inspiration, energy and commitment to teaching. Students frequently spoke of being 'more engaged' and 'enjoying uni more' because they had become 'more active, less passive'.

The finding of enhanced agency is particularly significant in light of a recent OECD position paper, *The Future of Education and Skills: Education 2030* (OECD, 2018), which identified agency as a key integrative construct for 21<sup>st</sup> century learning. Informed by input from policy makers and educationalists from around the world, the paper identifies over 30 key constructs which should underpin education at every level and concludes that central to all of these constructs is agency.

## 2. Enhanced global learning

Regarding global learning specifically, staff and students in the partnerships became **more aware of cultural (and other) diversity and more committed to ameliorating difficulties which might arise for international/cultural minority students**. All staff and students interviewed reflected that they were becoming increasingly aware of and interested in the impact of globalisation in their lives, personally and professionally, and more committed to pursuing global learning in the future. They believed that they had developed greater empathy and interest in those considered culturally different from themselves. Several

explained that their deepening interest and commitment to global learning developed through their partnership with others in their project and across the projects. Many spoke of a greater awareness of the lived realities (culturally) of other staff and students. Local Anglophone students and academics felt they developed more empathy for the challenges faced by international and minority students and a commitment to ameliorating their difficulties.

Thus it can be said that all participants addressed the first learning objective of global learning: They became “informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences” (AAC&U, 2018). However for some, their attentiveness to cultural differences tended to be the extent of their global learning, while others engaged more deeply and addressed the remaining two learning objectives of global learning (understanding the impact of our actions on local and global communities and addressing the world’s most pressing, enduring issues) (AAC&U, 2018).

It is beyond the scope of this Fellowship to determine a plausible explanation for these **variations in outcomes**. However, it is worth noting that those staff and students who demonstrated deeper, more comprehensive engagement with all global learning outcomes were in projects where students were positioned as co-creators rather than as participants or informants. Functioning as co-producers of curriculum necessitated a far greater sharing of knowledge, power, and responsibility, than did the projects where students were positioned as informants or participants. In these projects, there were multiple opportunities for the kind of challenging discussions that can lead to the altered perspectives associated with transformative global learning (Jones, 2013; Green, 2018).

### 3. Motivations for engagement in partnership

Both students and staff were motivated first and foremost for **intrinsic** reasons stemming from their pre-existing commitment to global learning and/or the value they perceived in the SaP process.

#### *Students’ commitment to global learning*

Understanding that global learning would be important in their **future practice as professionals**, many students were motivated to join the projects because they believed that their current curriculum and co-curricular experiences were not preparing them adequately for practice in multi-cultural contexts. Students with significant cross-cultural experience – as international or cultural minority students, for example – believed that they had **valuable cultural knowledge** and they welcomed the **opportunity to share** this ‘as partners’. In addition, some students mentioned that they were motivated by the **specific focus or tasks** involved in the project; for example, students who welcomed the opportunity to contribute to the enhancement of a study abroad program because they believed passionately in the potential of such experiential learning opportunities. Overall, students’



primary motivation was to engage in a task that was **meaningful** both to themselves and future students.

#### *Students' perceptions of value in 'students as partners'*

Many students were also motivated by the value they perceived in the SaP process itself, which they saw **opportunities to actively contribute to enhancing teaching and learning**. They embraced the **increased responsibilities** and **high expectations** of themselves in their role as partners. **Relationally**, they saw SaP as offering opportunities to work with others on a shared vision for change, extend their networks, develop new friendships and a sense of community. Several were also motivated to work on a project where they felt valued as individuals, where their particular strengths and perspectives were recognised.

**Intellectually**, some were motivated by their curiosity about the concept itself, about teaching and learning processes, and how the SaP process would work in practice.

#### *Staff commitment to global learning*

Interestingly, only one staff partner stated that they were initially motivated by their **strong pre-existing commitment to global learning**. Several others were aware of the importance of global learning and felt it was not given enough attention in the existing curriculum, yet felt **under-prepared and under-supported** to address the gap. Hence, many were motivated to initiate or join a project because they saw it as a promising way to meet a perceived need collaboratively.

#### *Perceived value in 'students as partners'*

All staff participants in the projects were characterised by a **strong interest in and commitment to teaching**. They understood teaching to be an interactive process inseparable from learning; they expressed an inherent interest in students' perspectives and saw SaP as a way of engaging more deeply with students. **Relationally**, they saw the Fellowship's program of activities as offering opportunities to contribute and benefit from a community of practice. **Intellectually and professionally**, they were motivated by the possibilities they saw in the SaP process for global learning: (a) to improve student motivation, engagement, and confidence; (b) reduce students' stress (particularly by demystifying the assessment process through their involvement as partners in assessment design); and (c) support engagement between international and local students, thereby enabling cross-cultural learning.

#### *Extrinsic factors*

Students reflected that while the recognition and reward they received (for example, payment for their time, credit towards assessment, or formal certificates) were not primary motivators, they would not have been able to continue as partners without financial or academic compensation. Most of the staff involved did not receive recognition or reward for their SaPGL work within their institutions; this was the case even in universities that had policies supportive of 'students as partners' and/or 'global learning'. However, staff stressed

that meaningful institutional recognition and reward for staff would be essential if SaPGL was to become scalable and sustainable across institutions. To summarise, although **staff and students were intrinsically motivated** to join SaPGL projects during the Fellowship, **meaningful institutional recognition and reward would be important enablers of their ongoing participation.**

## 4. Challenges

A number of personal and institutional challenges also emerged. The most significant **personal challenges** that confronted participants (staff and students) were: (a) setting aside enough **time** to establish good processes; (b) obtaining meaningful **recognition and reward** for the work; (c) negotiating **new roles and identities** as partners, rather than as teachers and students; (d) ensuring partnerships are as **inclusive** as possible; (e) accepting that the **process in itself has value** and that outcomes cannot be determined at the outset; and (f) accepting and **managing the risks** involved in partnership when the outcomes are uncertain. Participants used the various opportunities offered by Fellowship activities to reflect and successfully work through these personal challenges.

However, participants found that systemic blockers presented the **greatest challenges**. Issues of **access and equity**, the **tensions between process and outcomes**, and **entrenched institutional practices** in universities were particularly challenging themes which emerged during the Fellowship.

### *Access and equity*

Without attention to diversity and inclusion, SaP projects tend to build cultural and social capital for the more privileged students. Firstly, culturally and academically “like students [partner] with like staff” (Matthews, 2017a); secondly, many students are excluded on economic grounds due to their substantial commitments to outside employment or other responsibilities – unless their project work time is meaningfully compensated (Mercer-Maptone et al., 2017).

During the Fellowship this issue was addressed by firstly ensuring that students were given meaningful recognition and reward for their work. Secondly, project teams were encouraged to consider two important interrelated questions: “‘Who will engage in your SaPGL?’ and ‘what form will the partnership practice take?’” (Matthews, 2017a, p. 2). The first question concerns the breadth of engagement or representativeness of the student cohort; the second question concerns the depth of engagement, or how much agency students exercise within the project. A heuristic SaPGL Matrix was developed, used, and refined throughout the Fellowship to support continuing reflection on these two equity-access related questions. (The refined Matrix as one of the outputs of the Fellowship, which will be published on the [new Fellowship website](#), now under construction). However, many participants believed that ensuring access and equity in SaPGL work beyond the Fellowship would depend on **strong institutional commitment to inclusivity and meaningful recognition and reward.**

### *Process versus outcomes*

Because SaP is essentially a process-oriented relational approach, its outcomes cannot be pre-determined (Healey et al., 2014; Matthews, 2017a). Engaging students as partners in global learning means paying attention to process by building trusting, respectful relationships, while negotiating entrenched workings of power in universities. This takes time, particularly in the beginning. While SaPGL participants believed time spent attending to process was well spent, they also believed that the time required, coupled with uncertain outcomes, would be a significant blocker for others.

During the Fellowship, the SaPGL academic partners played an important role in helping students understand the value of the process and deal with frustration and disappointment. In future, SaPGL projects could lessen students' frustration by (a) **negotiating realistic expectations** of change at the beginning of the project, (b) **formally recognising the value of process outcomes** (for example through assessment design), and (c) **succession planning** so that larger projects can be passed on from one student cohort to the next.

### *Entrenched institutional practices*

Although two of the four universities in which SaPGL pilots were developed had policies supporting SaP approaches, and another university articulated global citizenship as a key curriculum theme, many teams experienced little or no interest or support for their SaPGL work in their discipline or university. Moreover, several SaPGL teams experienced blockages and resistance to their co-developed plans for change due to professional accreditation requirements, institutional policies, practices, traditions and timeframes. When confronting these limitations students sometimes became frustrated.

During the Fellowship, SaPGL **academic partners played an important role in helping students navigate institutional and disciplinary practice architectures**. However, there is a deeper issue to consider here if SaPGL is to become sustainable and scalable in universities. The SaPGL teams found, as others have, that "partnership can be incredibly disruptive in the way that it challenges and blurs the boundaries and assumptions that underpin the traditionally hierarchical space of teaching and learning" (Mercer-Mapstone & Mercer, 2017, p. 3). SaP approaches bring into question the traditional hierarchies within universities. Extending Betty Leask's (2012) Fellowship finding regarding institutional change, I found that engaging students and staff as partners in global learning calls for **deep personal, cultural and structural change within universities**.

## Outputs and outcomes

While no published examples, resources or other literature on student-staff partnership in global learning were available at the outset of this Fellowship, I was able to build on previous ALTC/OLT projects which had already established a conceptual foundation and climate of readiness across Australia for engaging students as partners in global learning. Particularly relevant to this Fellowship program were Betty Leask's Fellowship, *Internationalisation of the Curriculum in Action* (2012) and Kelly Mathews' Fellowship, *Students as Partners: Reconceptualising the Role of Students in Degree Program Curriculum Development* (2017).

### Outputs

Fellowship outputs were developed and refined through a process of Critical Participatory Action Research (CPAR) and extensive consultation with SaP and global learning experts, students, university staff (academic, professional and managerial), alumni and key stakeholder groups. The following outputs are available on the [Fellowship's first website](#) and will be transferred to new Fellowship website, currently under construction.

- **Key definitions**
- **Resources** to support the ongoing development of student-staff partnerships in global learning, including a **SaPGL Participation Matrix**, a **Process Guide**, **Guidelines** for good SaPGL practice, and **Reflective Prompts**;
- A **repository of short case studies** of student-staff partnership approaches to global learning in the formal and informal curriculum;
- An **archive** of the presentations and resources **from the key national events** (the Roundtable, Workshop, and Symposium);
- An **archive of key presentations** given throughout the fellowship;
- Link to the **Blog**, 'Engaging Students as Partners in Global Learning';
- Links to **related websites and key resources**.

Other outputs included **conference presentations**, **two opinion pieces** (in *Vista* and *University World News*), a **special issue** of the *Journal of Studies in International Education* titled 'Engaging Students in Internationalisation' (forthcoming) which includes **an editorial** and a **full peer reviewed paper**, as well as **one additional journal article** in the *International Journal of Students as Partners*. In addition, two articles, co-authored by staff and students in the teams, have been accepted for the special issue and other student-staff teams plan to publish peer reviewed articles on their work.

Table 1 provides an overview of the deliverables proposed in the initial project proposal, as well as the adjustments made in practice throughout the Fellowship program.

Table 1

*Deliverables proposed and achieved*

Proposed	Status
National community of scholars in SaP approaches to global learning, with links to international networks	Developed and continuing to expand nationally and internationally
A series of disciplinary case studies co-developed by staff and students	Complete and available on website
Annotated bibliography of good SaP in global learning practices	Not undertaken. Instead an <i>Engaging Students in Global Learning Blog</i> was started. To date, it has attracted 12 extended entries from students and staff around Australia and the UK, the USA, Netherlands, Finland and Mexico, as well as many shorter comments from a wide range of contributors.
Guidelines for good SaPGL practice	Complete and available on website. In addition, two other substantial resources were developed, refined and uploaded on the website: A heuristic tool, the <b>SaPGL Matrix</b> , and a set of <b>Reflective Prompts</b> for reflecting on SaPGL Values.
Website (repository for outcomes and networking during and beyond end of Fellowship)	One website was constructed to support work in progress and networking throughout 2017-18. A new professionally designed website was launched in December 2018. This <a href="#">new website</a> is designed to showcase the complete outputs of the fellowship, refined and evaluated with the input of students, staff, the community of scholars, and the fellowship mentor and evaluator.
Conference presentations and publications	24 keynotes, conference presentations, workshops, master classes , many invited and sponsored as a result of the work of the Fellowship. 3 articles, a blog and editorship of a special issue. For full details, see below under 'Outcomes and sustained engagement'.

## Outcomes and sustained engagement

In terms of outcomes, the Fellowship program achieved all five aims of the Fellowship.

1. **New understandings** were developed through the research activities of the Fellowship, which have been and will continue to be published. Fellowship research has made particularly important contributions to research on **issues of access and equity**; the **cultural construction of 'partnership' and its implications for cultural inclusion**; and on the **blockers and enablers of partnerships in global learning**.
2. **New capacity** was developed as staff and students worked in partnership to enhance global learning. Students and staff participating in the pilot projects developed **enhanced capacity, confidence, agency and ownership** in relation to their global learning.
3. **New connections** were developed through Fellowship events, presentations, social media and online special interest groups. Developing a **network** of academics, professional staff, alumni and students was a focus of the Fellowship activities from the beginning. Development began with formal invitations to over 30 national and international experts, plus a range of disciplinary experts in the Scholarship of Teaching and Learning (SoTL), and university and national student unions. These early informants supported the Fellowship from its inception. As interest in the Fellowship grew, this initial group expanded into a wider, open network of staff and students who engaged with and contributed to the activities of the Fellowship. This network now includes a growing number of students and university staff new to the concepts of 'students as partners' and 'global learning', as evidenced in the blog contributions, for example.
4. **New practices** in global learning were co-designed by staff and students in universities. As the **case studies** on the Fellowship website illustrate innovative practices were developed, evaluated and are now shared on the Fellowship website. The case studies and other resources produced, evaluated and refined during the Fellowship will support **continuing development and capacity building** across the sector.
5. **Raised awareness and debate** regarding the potential, possibilities, and pitfalls regarding students as partners in global learning is now evident across the sector. At the outset of the Fellowship, there had been little focus in SaP scholarship on building culturally inclusive partnerships (Matthews, 2017a, p. 2), and there was little attention given to students' experiences of global learning in the international education scholarship. The Fellowship activities have successfully raised the level of interest in building culturally inclusive partnerships as well as the importance of global learning, as evidenced for example, by invitations to engage with key stakeholder groups in the SaP community and in the field of international education.

Each of these aims was developed with the sustainability of the Fellowship work in mind. Another activity which will continue to support and sustain critical SaPGL inquiry and practice is the Fellowship **Blog**. This will be an ongoing activity; for example, at the time of writing this report, three new contributors (from Australia, United States and Mexico) have committed to writing pieces for the blog.

## Factors critical to success

As found in previous learning and teaching innovation projects (Green & Whitsed, 2013), the following factors were critical to the success of the Fellowship program:

- A ***Critical Participatory Action Research*** (CPAR) approach: CPAR is a collaborative social practice which is participatory, critical, practical, emancipatory, reflexive, and transformative of people, social conditions, theory and practice (Kemmis, McTaggart & Nixon, 2014). The particular CPAR approach taken was adapted from Leask's (2013) IoC process model, which sets out five iterative phases - reviewing, imagining, planning, enacting, and evaluating. Importantly, the approach fostered agency and personal investment in the projects by creating spaces for students and staff to engage imaginatively and critically with the key concepts, 'students as partners' and 'global learning', and develop context-specific solutions to problems/gaps/needs they identified.
- The ***clear, active support of disciplinary and institutional leadership***: As shown in previous ALTC/OLT projects and programs (for example, Leask, 2012), the degree of institutional support for innovation is a significant factor in its development and sustainability. At La Trobe University, where there has been clear institutional support for SaP and global learning in terms of policy, funding and the active engagement of the university leadership, participation in Fellowship events and SaPGL projects was strong. This engagement has continued to build, culminating in a Global Citizenship Symposium organised by one of the SaPGL teams in November 2018.
- The ***leadership, recognition and network associated with a national Fellowship***: The key events of the Fellowship together with invited presentations and social media engagement raised the profile of the fellowship's work and provided the leadership and connections necessary to sustain a national and international dialogue on the role of students in internationalising the curriculum and the identification, development and publication of good practice.
- ***Opportunities for participants to formally present work in progress to national audiences***. The national symposium, which included a Critical Friends' Café helped maintain momentum in the teams throughout the year by providing a goal: To present their work to a national audience.

- ***Sufficient funding and time.*** Both are necessary to enable teams to undertake pilot projects, ensure students are compensated for their work, cover costs associated with collecting and analysing data, and travel to national events to disseminate their work. During the Fellowship program, participants were encouraged to seek funding from their own universities; and where this was not available, Fellowship funds were used to support project team members' active participation in the projects and the Fellowship events.
- ***Meaningful recognition and reward*** for work undertaken. For students, meaningful reward for their partnership work was generally either payment or credit towards assessment. In terms of recognition, students favoured formal institutional acknowledgement, for example, in the form of certificates. For staff, and to a lesser extent students, opportunities for collaborative research, symposium attendance and publication were considered meaningful recognition and reward.
- ***Broader stakeholder engagement.*** Support received from IEAA, EAIE, as well as several research centres, scholarly networks and universities in the form of publicity, travel grants and attendance at Fellowship activities has provided and will continue to provide the means for effective dissemination and engagement at local, national and international levels.



# Evaluation, dissemination and impact

## Evaluation

The **external evaluation** aimed to ascertain the success of the fellowship program in relation to its vision, mission, goals, deliverables and plan. Professor Mick Healey, Higher Education Consultant based in the United Kingdom, was the first evaluator for the Fellowship.

However, it became apparent early in the Fellowship that it would be advantageous to have an evaluator based in an Australian university, and at the suggestion of the Fellowship mentor Professor Betty Leask, Professor Fazal Rizvi (Melbourne University) was invited to act as evaluator. Professor Rizvi has been in this role since March 2017. Renowned for his research on the impact on and implications of globalisation for education, Professor Rizvi provided a critical lens to the design of the research, the blog, and the development of resources, as well opportunities to disseminate these outcomes and outputs internationally. For example, the invitation to present a keynote at Sunway University, Malaysia is a result of Professor Rizvi's recommendation. His final report is included in this report as Appendix B.

## Dissemination

**Profile building** and dissemination activities were core to the fellowship program. Ongoing engagement with national and international networks and colleagues helped raise the profile of the work of the Fellowship. In addition to the Fellowship blog posts, regular updates and upcoming events were posted to online sites, such as HERDSA Notices as well as focussed discussion sites, such as the IEAA's Internationalisation of the Curriculum Network and NAFSA discussion sites for Internationalisation of the Curriculum, and Research and Scholarship. Awareness raising tools such as newsletters, social media and presentations were also used to connect and extend membership of the community of scholars. Presentations to key stakeholder groups included

- Deans of Arts Social Science and Humanities Council, Australia (DASSH), Hobart, September 2016
- European Association for International Education (EAIE), Seville, Spain, September 2017
- International Education Association of Australia (IEAA), Hobart, October 2017
- Inspiring Student Engagement, United Kingdom (RAISE), Newcastle Upon Tyne, May 2018
- Research Centre for Global Learning: Education and Attainment, Coventry University, United Kingdom, May 2018
- Center for International Higher Education, Boston College, United States, June 2018
- Students as Partners International Summer Institute, McMaster University, Canada, June 2018
- Students as Partners Network (Australia), October 2018.

See Appendix C for a full list of meetings, workshops and conference presentations.

Dissemination of Fellowship findings and resources through **peer reviewed research outputs** has been an important mechanism for embedding and upscaling beyond the activities timeline. To date the research has resulted in the following publications:

Green, W. (2017, August). Engaging students as partners: Changing the way we talk about international education. *Vista, Winter 2017*, pp. 14–19. Retrieved from

[https://issuu.com/ieaaaustralia/docs/online\\_ieaa\\_vista\\_magazine\\_-\\_winter](https://issuu.com/ieaaaustralia/docs/online_ieaa_vista_magazine_-_winter)

Whitsed, C., Green, W. & Carmago Cassal, C. (2018, July). What happened to internationalisation of the curriculum? *University World News*. Retrieved from

<http://www.universityworldnews.com/article.php?story=20180725092142237>

Green, W. (2018). Engaging students as partners in global learning: Some possibilities and provocations [Special issue]. *Journal of Studies in International Education*.

<https://doi.org/10.1177/1028315318814266>

Green, W. (2018). Engaging students in international education: Rethinking student engagement in a globalised world [Special issue]. *Journal of Studies in International Education*.

<https://doi.org/10.1177/1028315318814197>

Green, W. (in press). Stretching the Cultural-Linguistic Boundaries of ‘Students as Partners’. *International Journal for Students as Partners*.

Further publications are planned. One article, currently in draft, focusses on the staff and student motivations for participating as partners in global learning and the blockers and enablers of participation. While further full-length articles are being developed, I will continue to publish shorter pieces, my own and others, on the Fellowship blog.

I will continue to engage with dissemination activities nationally and internationally. See Appendix C for details of dissemination activities planned for early 2019.

## Impact

To date, program activities have had **a direct and immediate impact on the students and staff participants** in the projects fostered by the Fellowship. All students and staff involved in the 13 partnership projects reported that they are keen to **continue to engage in global learning partnerships**. Several staff who attended Fellowship events or presentations of work in progress but were not in a position to develop projects have since indicated that they will do so in future.

The work of the Fellowship has attracted attention beyond the people and the universities directly involved with the 13 projects. At a **national** level, invitations to speak have included, for example, the Students as Partners Community of Practice (USyd), The Business School (USyd), Symposium on Staff Professional Development for International Education (DU), the Internationalisation of the Curriculum Forum (IEAA), the National Students as Partners Roundtable and Showcase (UQ), the Global Citizenship Symposium (LTU).

The work of this Fellowship has **intersected with other Australian Learning and Teaching Fellowships** (ALTF). Ongoing conversation, input, feedback, advice and cross-promotion has been mutually beneficial, bolstering the impact of this and other Fellowships, particularly Betty Leask's (Internationalisation of the Curriculum in Action) and Kelly Mathews' (Students as Partners: Reconceptualising the Role of Students in Degree Program Curriculum Development) and Sally Varnham's (National Framework of Student Partnership in University Decision Making and Governance).

The following national **peak bodies and research centres** have engaged with the Fellowship through invitations to speak: the Council of Deans of Arts, Social Sciences and Humanities (DASSH); the International Education Association, Australia (IEAA); Researching, Advancing, Inspiring Student Engagement, UK (RAISE); Center for International Higher Education, Boston College, USA; the International Institute for Students as Partners (Canada); and Centre of Global Learning, Coventry, UK.

The Fellowship has **informed the development and teaching of professional development programs for university staff** in several ways, from master classes and workshops to two accredited programs (the Graduate Certificate in University Teaching at UTAS, and a new Masters degree at Boston College, USA).

## Linkage projects and future directions

While the intended activities initially proposed are complete, fellowship activities have sparked additional collaborations, invitations, resource development and collation and spin-off projects, many of which are **ongoing**. Continuing contributions to the blog and continuing development of resources on the website will continue to foster engagement.

The Fellowship findings suggest **four directions for further inquiry**. Firstly, further work should focus on **case studies of practice**, both by following up on the partnership projects conducted throughout the Fellowship and by fostering the development of more SaPGL initiatives in new contexts. All projects developed during the Fellowship should be considered pilots which were carefully supported through the fellowship activities and community of scholars. Further Critical Participatory Action Research should explore how these initiatives might be extended, transformed and embedded in institutional contexts beyond the Fellowship. Secondly, we need to better understand **the variations** in the ways students and staff engaged in global learning which were observed during the Fellowship project, in order to better understand how we can foster deep engagement with global learning. Thirdly, the findings are applicable not only to those interested in global learning, but also to those interested in developing **inclusive partnership approaches to other fields**. As Matthews (2017a) observes, the emerging field of 'students as partners' is at risk of becoming an exclusive practice that further builds the cultural and social capital for the more privileged students. Further inquiry could explore how the findings of this Fellowship regarding culturally inclusive partnerships might help to address this tendency.

Finally, considerable work needs to occur at the institutional and societal levels to **identify the enablers and address the blockers to a fuller engagement of students as contributors to teaching and learning, not only in global learning but more broadly, in all areas of the formal and co-curriculum**. This work will occur through engagement with other ALTFs, university leadership and peak national bodies.

## Conclusion

In the interconnected, interdependent world of the 21<sup>st</sup> century, it is vital that university education prepares students to live, work and continue to learn effectively and ethically with others in our increasingly pluralist societies. Many universities purport to develop these capabilities through the process of internationalising the curriculum (IoC). At the outset of this Fellowship, relatively little was known about how students experience and make sense of universities' efforts to internationalise their curriculum (Green & Whitsed, 2015; Heffernan et al., 2018); and students, with their varied cultural and linguistic experiences and knowledge, were rarely recognised as valuable contributors to the design of global learning curricula (Mestenhauser, 2011).

This Australian Learning and Teaching Fellowship (ALTF) program addressed this issue by engaging students and staff as partners in the process of global learning (SaPGL). Activities linked students, academic and professional staff, university management and peak national and international associations in order to plan, enact, evaluate and disseminate innovative global learning in the formal and co-curriculum, at home universities and abroad. In the process a range of resources to support ongoing SaPGL practices were developed, used, evaluated and refined. These resources, together with other outputs and outcomes of the Fellowship, provide a strong foundation for further development of SaPGL practices. As other ALTC/OLT project have found, the sustainability of such innovative practices will depend on clear, active leadership at all levels, as well as ongoing engagement with all stakeholders.

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# Appendix A

## ***Certification by Deputy Vice-Chancellor (or equivalent)***

I certify that all parts of the final report for this OLT fellowship provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: .....Date: .....



# Appendix B: External evaluator report

Engaging Students as Partners in Global Learning

National Learning and Teaching Fellowship

Dr Wendy Green

## EVALUATION

*I am happy to provide the following evaluation of a Fellowship Program, 'Engaging Students as Partners in Global Learning', designed and executed over 2017-18 by Dr Wendy Green as part of her National Learning and Teaching Fellowship. This evaluation is based on my extensive association with the project, from its inception, including regular discussions with Dr Green, participating in two of the national events she coordinated, writing an entry for the blog she developed as part of the Program, reading most of the publications emerging from its various activities, and more generally supporting the work of the Program.*

The issues that the Fellowship Program has addressed are of enormous and growing significance: enormous because they point to the importance of finding new ways of understanding and negotiating the politics of difference that can no longer be overlooked in Australian higher education and society, and growing because we now live in a world that is increasingly interconnected and interdependent. The past few years have demonstrated how there are no agreed ways of dealing with the forces of globalization, and how these forces have the potential to morph into a dangerous politics of anxiety and fear. The growing popularity of ethno-nationalism around the world has the potential to undermine the goals of internationalization of higher education, a goal to which most universities around the world are now committed. It is clear however that this rhetorical commitment however is not sufficient. Major reforms in the processes of teaching and learning are needed to deal with the challenges of a world in which globalization is regarded as inevitable and desirable on the one hand and dangerous and unjust on the other. In view of these debates, the idea of 'global learning' may no longer be an option but a necessity for creating a more peaceful world.

At the same time, global learning is arguably necessary because campuses around the world are becoming ever more culturally diverse. The proportion of international students at Australia's leading universities is, for example, now approaching 40 %. When students from various non-English speaking backgrounds are added to this number the issues of cultural diversity become fundamental to the ways that universities now need to think about their demography and attend to the personal, social and academic needs of the students who hail

from a wide variety of different cultural and epistemic traditions. The ways in which universities might incorporate the diverse voices of their students in their policies, curriculum and pedagogy is thus no longer a peripheral issue, but perhaps a challenge to the core mission of Australian universities. As many more students and staff than ever before begin to recognize and contest the ethno-centricity of the traditional curriculum, universities become a site of contestation over knowledge and curriculum. Our understanding of exactly what form this contestation might take and how it might be addressed however remains limited. More broadly, of a more direct concern is the question of how universities might prepare graduates who can live, learn and work effectively and ethically in a rapidly changing, globally networked and highly contested world.

This Fellowship Program is predicated on some of these concerns. It examines the ways in which the diversity of student voices may be incorporated within attempts to reform the higher education curriculum and pedagogy towards the goal of 'global learning'. It builds upon the notion of internationalisation of curriculum as an imperative, focusing in particular on the ways in which students interpret and make sense of the current attempts to internationalise the curriculum. In this way, the idea of student voice lies at the heart of this Fellowship Program, especially in relation to the manner in which their diverse voices can be utilised as a major resource in designing and enriching the practices of 'global learning'. The Program utilises the theoretical notion of 'student engagement', though in ways that are both reflexive and critical. It thus seeks to expand our understanding of how students and faculty can be partners in the processes of global learning.

In conceptual terms the Fellowship program was thus well constructed, based on a high degree of familiarity Dr Green has with the relevant literature, both Australian and global. Dr Green's engagement with this literature displayed her consistent commitment to the principles of criticality and to the development on new ways of conceptualizing the notion of student engagement in global learning. The Program was also well designed, with a range of activities to ensure the participation of an expanding number of teaching staff and students, giving them considerable latitude to explore examine current practices and develop new ways of giving substance to the idea of global learning, within their diverse disciplinary and institutional settings. The design of the Program also included an attempt to forge a most wide-ranging network, not only of researchers but also of university administrators and student activists, together with an effective dissemination strategy, with the creation of a blog, along with the traditional modes of publications and conference presentations.

As part of the this Fellowship Program a number of national events were held, including a roundtable, a workshop and a symposium, each of which generated a great deal of robust discussion. The core work of the Program however involved the development and

implementation of thirteen pilot projects developed at four Australian universities, each concerned with exploring the possibilities and challenges of staff-student partnerships in global learning. Located in a diverse range of disciplines, these projects focused on various aspects of the curriculum, including design, enactment, assessment and evaluation. The findings of these projects were shared and discussed at the various national events, and have the potential to give rise to further local initiatives, encouraged and built upon the insights as they are disseminated over the coming years through conference papers and scholarly publications. These projects generated a great deal of enthusiasm and have arguably helped to revive interest in the idea of internationalization of the curriculum that, according to many observers, had begun to flag in many ways. I hope that the key participants in these projects will continue to work together in the future.

The major findings of this Fellowship Program did not suggest any insights as such, but reconfirmed the importance of staff working with their students in global learning. A focus on the notion of 'student as partners', the Program showed, enhanced the agency of students and staff alike, generating a greater sense of empowerment, ownership, resilience, motivation and excitement of learning and teaching. It also suggested that both staff and staff had intrinsic reasons for participating in the project activities, grounded in their personal and experiential backgrounds. And yet while they participated in these projects out of their intrinsic motivation, they also stressed the importance of meaningful institutional recognition. Such recognition is clearly important in extending the reach of global learning, beyond those who already have a pre-existing commitment. If global learning is relevant to all staff and students then the question of how higher education institutions might encourage more of their staff to incorporate it in their curriculum is a question that demands greater attention.

Without a deeper institutional commitment, staff and students interested in the idea of global learning, the Program showed, will inevitably continue to face a range of personal and institutional challenges. At personal level, the participants in this project identified the lack of time to establish good practices, meaningful recognition and rewards, the absence of a culture that encourages pedagogic innovations and the emergence of an audit culture in Australian higher education as major factors that make it difficult to partner with students in realising the goal of global learning. What is clear is that the traditional didactic models of teaching remain dominant in Australian universities, along with a highly resistant monoculturalism that imagines cultural diversity to be a problem to be solved rather than a productive resource that can enhance the quality of teaching. The curriculum in most disciplinary areas in Australian universities remains focussed on content and driven by an overwhelming concern for outcomes, rather than on pedagogic processes. The tension between process and outcomes thus represents a major institutional blocker to the aspirations of both greater student engagement generally and global learning in particular.

This Fellowship Program aimed to develop: new understandings, new capacity, new connections, new practices, and raised awareness and debates. I agree with Dr Green that by and large each of these aims was realized. Certainly, the Program was successful in developing new networks of scholars interested in staff-student partnership in global learning both within Australia and overseas. Through the thirteen co-designed projects, innovative practices were forged designed to experiment with new pedagogic approaches to partnerships in global learning, helpful additionally in the development of new skills and capabilities. The Program also generated new understandings of the possibilities of student-staff partnership, internationalisation of the curriculum and global learning. These understandings are encapsulated in a number of pedagogic tools that Dr Green constructed, including a guide to the 'Student as Partners in Global Learning (SaPGL) process', a 'participation matrix', 'prompts for reflecting on value's and 'guidelines for good SaPGL practice'. And finally, the Fellowship Program produced a large number of additional outcomes, through its website and blog, pedagogic tools, conference presentations, opinion pieces and journal articles. Hopefully, a book will also emerge from the Program.

As for the impact of the Fellowship program, Dr Green and each of the participants in the projects and at the events have clearly benefitted personally. Dr Green has acquired new skills in the processes of organizing a national project, extending her global scholarly networks, presenting keynotes and conference papers in numerous countries and providing academic leadership. Others have similarly benefitted, and are likely to use their experience in the development of new case studies and related research projects. While those who consult the website, the Blog and the publications emanating from the program will also learn from them, it is difficult to assess the broader long-term institutional impact of the Program. Some more work is needed to determine how the findings of the Program might be used in the development of Professional Development activities, and how institutions might draw upon them to develop institutional policies and practices. Dr Green has already pointed to the various new directions for further inquiry. I agree with her suggestions.

In sum, this has been a outstanding Fellowship Program, well designed and executed, developing wide ranging academic networks, producing useful insights around the notion of students as partners in global learning, demonstrating once again the importance of pedagogic innovations in settings that are becoming increasingly culturally diverse and globally connected. Institutional edicts alone cannot guarantee these innovations. Much needed are bottom-up initiatives, encouraged, supported and rewards by the institutions, in which the diverse voices of the students are taken more seriously than they currently are. Dr Green should be congratulated for demonstrating the importance of this maxim, through this highly significant Fellowship Program.

Fazal Rizvi

Professor of Global Studies in Education

The University of Melbourne

31 December 2018

# Appendix C: List of presentations and workshops

## Invited presentations: International

- ‘Engaging students as partners in global learning’, co-presented with Hanna Berretz and Susanna Koistinen at the *European Association of International Education Conference*, Seville, September 2017.
- ‘Looking backward and moving forward: Stakeholders, Engagement and the International Classroom.’ Keynote, co-presented with Craig Whitsed, *Groningen University*, Netherlands, September 2017.
- ‘From *listening to* the student voice to *participating with* students: The possibilities and pitfalls of working with “students as partners” in (assessing) learning.’ Keynote at *Assessing Learning Conference*, Dunedin, New Zealand, November 2017.
- ‘Engaging students as partners in global learning.’ Keynote presented at *UK Network for Raising, Advancing, Inspiring Student Engagement Symposium*, Newcastle UK, May 2018.
- ‘Engaging students as partners in global learning.’ Keynote presented at *Symposium: In Conversation about Internationalising and Diversifying the Curriculum in Partnership with Learners*, Edinburgh University, May 2018.
- ‘Engaging all students as partners in global learning: Changing the way we imagine and practice international education.’ Keynote, presented at seminar on ‘Delivering inclusive learning experiences in HE: experiences, developments and challenges’ at the *Research Centre for Global Learning: Education and Attainment*, Coventry University, May 2018.
- ‘Engaging students as partners in global learning’, presented at the *Center for International Higher Education Seminar*, Boston College, USA, June 2018.
- ‘Rethinking student engagement in a globalised world.’ Keynote, presented at the *Student learning in higher education in the 21<sup>st</sup> century Symposium*, Sunway University/Monash University, Malaysia, November 2018.

## Invited presentations: Australia

- ‘Putting your international experience to work: Co-designing an outbound mobility programme with students, new graduates and staff’, presented at the *Deans of Arts, Social Sciences and Humanities Council Conference*, Hobart, September 2016.
- ‘Engaging students as partners in global learning’, presented at *Partnership SIG, University of Sydney*, June 2017.
- ‘Students as partners in curriculum transformation’, facilitator of ‘Expert Stream’ at *HERDSA Conference*, Sydney, June 2017.
- ‘Internationalisation of the curriculum: Future directions in a globalised world.’ Panel, co-presented with Betty Leask and Mariana Lane, at the *Australian International Education Conference*, Hobart, Oct 2017.

‘Global citizenship: Are we there yet?’ Panel co-presented with Fazal Rizvi, Lynnette Schultz, Valerie Clifford and Tracy Zou at *Global Citizenship Symposium*, La Trobe University, October 2018.

‘Global learning in partnership: possibilities and challenges’, co-presented with Shinead Borkovic and Anoo Bhojti at *Global Citizenship Symposium*, La Trobe University, October 2018.

## Invited workshops

‘Including *all* students in the formal and informal curriculum: Establishing partnerships between staff and students in the international classroom.’ Workshop co-facilitated with Kevin Haines, *Groningen University*, Netherlands, September 2017.

‘Engaging students in assessment for global learning.’ Workshop at *Assessing Learning Conference*, Dunedin, New Zealand, November 2017.

‘Engaging diverse students as partners in internationalisation of the curriculum.’ Workshop at *Galway Mayo Institute of Technology*, Ireland, May 2018.

‘A focus on partnerships in and for a globalised world.’ Workshop at the *International Summer Institute for Students as Partners*, Mc Master University, Canada, June 2018

‘Engaging students as partners in global learning.’ Staff development workshop, *Mc Master University*, Canada, June 2018.

‘Curriculum co-creation.’ Facilitated workshop at *Students as Partners Roundtable*, University of Queensland, October 2018.

## Conference presentations

‘Engaging students as partners in global learning’, presented at *STLHE Conference*, Sherbrooke, Canada, June 2018.

‘Engaging students as partners in global learning: (Re)valuing higher education in and for a globalised world.’ Presented at *HERDSA Conference*, Adelaide, July 2018.

‘Reflections on “engaging students as partners in global learning”’, at *ALTF Forum*, Christchurch, New Zealand, November 2018.

‘Engaging “students as partners” in global learning: Some guiding principles for learning in partnership across cultures’, presented at *Talking Teaching Conference*, Christchurch, New Zealand, November 2018.

## Future invitations

Invited keynote at ‘*Internationalisation: Optimising students’ experience Conference*’, Hong Kong, May 2019.

Workshop on ‘Engaging students in internationalisation’, *Chinese University, Hong Kong*, May 2019.