This is the published version:


Available from Deakin Research Online:

http://hdl.handle.net/10536/DRO/DU:30059441

Reproduced with the kind permission of the copyright owner.

Copyright: 2013, AARE
Teachers’ changing professional roles and identity under the impact of internationalization

Ly Tran, School of Education
Ly.tran@Deakin.edu.au
Presentation outline

- The Broader Context
- The Research
- Conceptual principles
  > Cosmopolitan learning and teaching
  > Field of optimal ignorance
  > Dimensions of teacher professional identity
- Insights from teachers
The Broader context

- over 4.3 million globally mobile students (OECD, 2013)
- the knowledge economy
- the increasing mobility of the workforce between national economies
- the demand to teach and learn in a global education context
- increasing trans-national and local diversity
- global inter-connectivity

➢ have led to the need to re-envision all students as international learners and citizens (Hellesten & Reid 2008; Singh, 2005)
Internationalisation and Global workforce mobility

- International education: biggest service export of Australia, $15 billion to national economy, 100,000 jobs for the Australians (Australian Government 2013)
- Skilled migration
- Eleven million Australian workers and one million Australian citizens working overseas (Department of Foreign Affairs and Trade, 2013)
- 8% of the Australian graduates are working overseas (Fazal Rizvi, 2013)
- 55.7% Australian students want to work in Australia after graduating, 24% plan to work overseas (Prospect Research, Rob Lawrence, 2013)
The Research

• Four-year Discovery project funded by the ARC
• More than 150 semi-structured interviews with students, teachers, support staff, managers and CEOs from 25 VET institutes
• Second interviews were conducted with a small number of students
• Email and phone dialogues
• Took part in student activities and visited them at their workplaces
• Theory and practice class observation
• Theories on teaching and learning in vocational education, international education, intercultural learning, cosmopolitan work & transformative learning
Conceptualising teaching and learning as cosmopolitan work

• ‘Students of the new millennium are global citizens who see their future opportunities beyond the boundaries of their nation, and their professional prospects outside locally defined parameters’ (Hellsten, 2008, p.83).
• Changing professional landscapes of teachers who work at the intersections of local and transnational relations.
• The growing need to re-see all students and their learning as being cosmopolitan links to teaching as cosmopolitan work (Hirst & Brown, 2008; Luke, 2004; Marginson & Sawir, 2011; Rizvi, 2009, Sanderson, 2008, 2011)
• Cosmopolitan teaching and learning: driven by both instrumental and humanistic perspectives:
  ➢ Instrumental: neo-liberalism, globalisation, commercialisation and the market economy
  ➢ Humanistic: mutual understanding, ethno-relative outlook, respect, recognition, empathy and openness towards different values, worldviews and practices
Cosmopolitan learning and teaching

• One of the core goals of tertiary education in this changing context should be to develop students’ cosmopolitan capacity to think and act as transnational citizens and professionals (Tran, 2013).

• Rizvi (2011) sees cosmopolitan learning as the development of ‘a different perspective on knowing and interacting with others, within the changing context of the cultural exchanges produced by global flows and networks in transcultural collaborations’

• *Ubuntu* pedagogy and cosmopolitan learning (Tran, 2013): *South African concept*

• “Teacher of learner, teacher as learner, teacher for learner”: *Vietnamese concept – People’s Army*
Field of optimal ignorance in international education

• drawing on Bourdieu’s notion of ‘capital’ and notion of ‘field’
• taking our own ignorance as teachers as a stimulus for students to use their different languages and resources to further the learning for all (Singh, 2011)
• Turning ignorance into the co-constructed knowledge field
Critical questions

• What is our field of ignorance in relation to ‘Asia’ and the broader world within the subject we teach?
• Asia within Australia (given Asian students represent 85% of international student population)
• To what extent have we taken advantage of Asian resources in the classroom and on campus to enrich student experience?
• How to deliver an international experience and facilitate the development of an Asian, as well as a global, outlook for all students in on-campus settings?
Dimensions of teacher professional identity

1. examining the impacts of differing discourses on identity mediation (Chappell, 2001; Patrick, 2010; Sachs, 2001; Stronach, Corbin, McNamara, Stark, & Warne, 2002; Zembylas, 2005)


3. exploring the plurality of identities (Beijaard et al., 2004; N. Mockler, 2011; Smith, 2010a)

Teacher as an intercultural learner: Teaching is a “learning curve”

Teaching doesn’t always come from the teacher only and it also comes in from other students to the class; particularly in a practical situation where we, the teacher, would be just demonstrating it but we might have a student there that would demonstrate it the way that their country does it and therefore that helps everybody else as well. So we're all learning from the student rather than just the teacher. (Hospitality Management, Private College, VIC).
Teaching as cosmopolitan work

When I’m delivering a particular competency, I familiarise myself with how it’s done in another country and then give an analysis and say, well, we do it in Australia this way. This is how it might be adapted from your country. Not to then pass judgement as to which one’s more appropriate, but to say how one is applied in the other context. So I think it’s crucial in teaching practice that you go beyond respecting and recognising diversity and actually contribute to diversity by saying, I may not be Chinese or Vietnamese or Indian, but I’ve taken my time to at least familiarise myself with the practices in [these] different countries. (Hospitality Management, Private College, VIC)
Oh, I try to get them to tell me, well, I’m always asking them, how do you do it in your country?.. It’s very interesting and I’m enjoying every bit of it. And it’s a big, nice learning curve. Their contribution is in the fact that they bring the way they do it in their country, which every country does it differently… If you, as a prospective builder, can prove to me that the house you’re going to build out of matchsticks will stand up, I can pass it. And the same with internationals. If they come here and bring a different building method and they can prove that it’s going to work, we can use it. Why not? I mean, that’s what makes the world great, different ideas. (Building, TAFE, VIC)
Teacher as an intercultural learner and adaptive agent

I did the research and as a result of that I worked out it’s a cultural issue where the students don’t want the teacher to lose face if they have problems. They [also] don’t want to lose face themselves if they give a wrong response without having the proper time to interpret what’s being said and then perhaps give an uninformed response. So I structured my lessons, from that point on, [by] deliver[ing] a particular unit and then the next week, rather than asking questions about that unit on that week, I would ask questions about the previous week unit… Through my own research I’ve learnt that I [get] a far greater response [by doing this].

(Management, TAFE, VIC)

- Initial pedagogy: learning and the acquisition of new knowledge happen through questioning, exploring and interacting with other class members.

- Confucian pedagogy: Learning (xue) comes first and questioning or thinking (si) comes second in the Chinese traditional order of approaching knowledge (Baker, 2002; Watkins, 2000).
Teacher as an adaptive agent

• Yes. It's [the presence of international students] forced us to make changes… I don't know about others but I'm always trying to find a better way of doing something. So I think there's always a bit of tension but that's purely me because I want the students to understand and to be able to complete their units and their study successfully. So yes, there is some tension but I think there should be, otherwise you don't do well. (Cookery, Private College, VIC)

• So with the course, *we’re writing it as we go.* I’m adapting what we do for the others but I’m having to change some things about to make it *as I learn the way they understand things,* I change the presentation of the course around to suit the way I’m learning that they understand things. (Building, TAFE, VIC, emphasis added)
The ‘Ubuntu’ approach and teacher professionalism (Tran, 2013)

You know, the way I'm treating them like a person with full respect. *Ubuntu* approach and it’s a term that is used in South Africa and directly translated it means *humanness, our people are but one another*. You keep that human factor in your teaching, that humanness between one another. (Cabinet making, TAFE, VIC)
Tentative Views

- The need to rethink the conventional view of VET teacher as simply an expert in the vocational field, a trade person and an authority of vocational knowledge.
- The positioning of teacher as an intercultural learner of new vocational practices shared in the class and international student as co-constructor of knowledge, not invisible learner.
- The identity of teacher as a learner and an adaptive agent and its associated reciprocal learning and mutual adaptation: core to ensuring more social justice in international education.
- Teaching and learning as cosmopolitan work: addressing the mission to help prepare students for global challenges and opportunity, trans-national skills and knowledge mobility (Tran, 2013).
REFERENCES


• %20%28eng%29--FINAL%20%20June%202013.pdf.


I would like to deeply thank the teachers and students who participated in this research!

I acknowledge, with thanks, the funding from the Australian Research Council for this project.

Thanks also to Nhai Nguyen for the research assistance work.
Teaching International Students in Vocational Education: New pedagogical approaches is designed to support vocational education teachers in both addressing the distinctive learning characteristics of international students and preparing domestic students for global skills mobility in the ‘Asian Century’.

Well-grounded in theories about teaching and learning in vocational and international education, and supported by empirical data drawn from interviews with teachers and program managers, the book expounds several evidence-based, highly effective pedagogical approaches within the context of competency-based training. These include:

- the intercultural approach
- the Ubuntu approach
- the language and vocational learning integration approach
- the perspective transformation approach
- the value-added approach
- work-based learning
- flexible and divergent pedagogy.

These approaches focus on developing the learner's ability to consider the broader issues in an intercultural context, to capitalise on prior experience and to adapt vocational skills to workplace settings transnationally. The underpinning theory is brought to life with real-world exemplars, ‘Implications for Practice’, quotes and insights from teachers, as well as reflective questions throughout the book.

Teaching International Students in Vocational Education offers effective approaches to teaching and learning that will benefit not only international students, but also domestic students who gain from the enriched learning environment in which diverse cultural knowledge, skills and attributes are shared.

Ly Thi Tran is a Senior Lecturer in the School of Education, Deakin University. Her research involves intercultural teaching and learning. She is working on an ARC-funded Discovery Project, addressing the learning experiences of international students and the internationalisation of vocational education and training. This book was written while she was working at RMIT University.

Foreword by Gavin Moodie