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Arkoudis, Sophie, Yu, Xin, Baik, Chi, Chang, Shanton, Lang, Ian, Watty, Kim, Borland, Helen, Pearce, Amanda and Lang, Josephine 2010, *Finding common ground : enhancing interaction between domestic and international students : final report 2010*, Australian Learning and Teaching Council, Strawberry Hills, N.S.W.

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## Finding Common Ground: enhancing interaction between domestic and international students

Final Report 2010

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[http://www.cshe.unimelb.edu.au/research/projectsites/enhancing\\_interact.html](http://www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html)

Support for this project has been provided by the Australian Learning and Teaching Council, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this report do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.

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ISBN 978-1-921856-00-6

2010

# Finding Common Ground: enhancing interaction between domestic and international students

[http://www.cshe.unimelb.edu.au/research/projectsites/enhancing\\_interact.html](http://www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html)

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## Acknowledgements

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## Executive summary

A feature of higher education in Australia is the cultural diversity of the student population. The absolute number of international students studying in Australian universities has increased dramatically in the last decade, as has the number and diversity of countries represented among the student populations of our universities. This diversity provides great potential for all students – both international and domestic – to interact with peers from different cultural and linguistic backgrounds. Evidence suggests however that successful peer interaction cannot be assumed simply because students share a campus or a course (e.g., Anderson, 2008; Fincher, Carter, Tombesi, Shaw & Martel, 2009). So, what more can be done to harness the potential of student diversity? In particular, in what ways can university teaching promote interaction between students from diverse cultural and linguistic backgrounds?

These questions were investigated through a 2008–10 project supported by the Australian Learning and Teaching Council (ALTC). The project originally titled ‘Enhancing domestic and international student interaction’ explored the benefits of, and obstacles to, interaction among students from diverse cultural and linguistic backgrounds. The project also sought to identify examples of practice that were successfully enhancing such interactions within Australian university teaching and learning environments.

A key outcome from the ‘Enhancing domestic and international student interaction’ project was the development of a six-dimension conceptual framework, the **Interaction for Learning Framework**.

The six dimensions of the framework are:

1. planning interaction
2. creating environments for interaction
3. supporting interaction
4. engaging with subject knowledge
5. developing reflexive processes
6. fostering communities of learners.

The framework underpins each of the resources produced through the project. The suite of resources developed for use by academic staff in Australian universities forms an integrated package consisting of:

- The **DVD *Finding Common Ground*** (20mins), featuring the voices of academic staff and university students from a range of Australian universities
- A ***Guide for academics***, offering practical suggestions for enhancing practice, and illustrated by specific examples.
- A **background paper** – *Finding Common Ground: challenges and opportunities for enhancing interaction between domestic and international students*. This paper describes the approach taken in the project, and presents the findings from both a review of the literature, and from interviews with academic staff and students from a variety of disciplines at three Australian universities.
- A **flyer for students**, highlighting the benefits of involvement in culturally diverse peer groups.



The resources are available from the CSHE website:

<[http://www.cshe.unimelb.edu.au/research/projectsites/enhancing\\_interact.html](http://www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html)>

The background paper and flyer are also included in the *Guide for academics*.

Findings from the study highlight the potential benefit of peer interaction for learning across diverse cultural and linguistic groups. From both students' and staff perspectives, interaction among students from diverse backgrounds potentially leads to: increased awareness and understanding of different perspectives; better preparation for the workplace; improved English language skills for international students; and a greater feeling of belonging.

The study also identified several potential obstacles to student interaction, from both the teaching and the learning perspectives. On the teaching side, the main impediments seem to be the limited time available to foster interaction, particularly when classes are large and the curriculum 'content' heavy. Such conditions tend to discourage staff from prioritising peer interaction within the curriculum, at least in any planned and systematic sense.

In relation to student learning, both staff and students identified a number of challenges to effective interactions including: differing levels of English language proficiency; limited time spent on campus due to competing commitments such as paid work; and lack of a 'common ground' between domestic and international students due to differences in academic priorities and learning experiences, as well as students' linguistic and cultural backgrounds.

Despite these potential obstacles, there are ways in which peer interaction can be promoted in teaching and learning to tap into the potential benefits of diverse student communities. Students and academic staff interviewed for the project described a range of such teaching practices and learning experiences. These examples form an important component of the project's findings.



## Project outcomes and impacts

A key outcome from the 'Enhancing domestic and international student interaction' project was the development of a six-dimension conceptual framework, the **Interaction for Learning Framework**. This framework underpins each of the resources produced through the project. The suite of resources developed for use by academic staff in Australian universities forms an integrated package consisting of:

- The **DVD *Finding Common Ground***, featuring the voices of academic staff and university students from a range of Australian universities.
- The **Guide for Academics**, offering practical suggestions for enhancing practice, and illustrated by specific examples.
- The **background paper *Finding Common Ground: challenges and opportunities for enhancing interaction between domestic and international students***. This paper describes the approach taken in the project, and presents the findings from both a review of the literature, and from interviews with academic staff and students from a variety of disciplines at three Australian universities.
- A **flyer for students**, highlighting the benefits of involvement in culturally diverse peer groups.

The background paper and flyer are included in the *Guide for Academics*.

All resources are available from the CSHE website:

[http://www.cshe.unimelb.edu.au/research/projectsites/enhancing\\_interact.html](http://www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html)

### Advancing existing knowledge

The Interaction for Learning Framework aims to assist academics develop activities to enhance interaction between domestic and international students. The framework was developed by drawing on existing research in the area of intercultural communication, peer learning and small group participation. In particular, the project advances existing knowledge in the ALTC program priorities of research and development focusing on issues of emerging and continuing importance; and strategic approaches to learning and teaching that address the increasing diversity of the student body.

The classroom is the main location where students can find 'common ground', as it is where they share a subject and a learning environment. As a location it presents opportunities for international and domestic students to make contact and interact in ways that can enhance learning, and academics can organise their teaching and assessment tasks to support interaction. This is an ongoing issue of importance within the higher education sector, both in Australia and internationally.

A feature of Australian higher education over the last 10 years has been the increased numbers of international students. In 2009, 631,935 international students studied in Australia, an increase of 16.8 per cent from 2008 (Australian International Education, 2010). The increase in the number of international students has resulted in Australian universities incorporating internationalisation into their strategic



planning (Leask, 2009), which includes internationalising the curriculum. This usually involves two domains, internationalising content and internationalising learning and teaching processes (Arkoudis, 2006). While internationalising content is considered relatively easy to address, the greater challenge has involved internationalising teaching and learning strategies, and one of the central issues has been increasing interaction between domestic and international students (Marginson, 2007; Prescott & Hellstén, 2005). English medium universities in other countries have also struggled to address this issue (for example, in the UK see Hyland, Trahar, Anderson, & Dickens, 2008; in Hong Kong see Tsui, 2008).

The presence of increased numbers of international students has led to increased opportunities for developing interaction between domestic and international students within the learning and teaching environment. The challenge for academics has been in how to take advantage of these opportunities. Generally it has been assumed that academics and students can work through the challenges with little informed support to guide their practice. However, in their study of the impact of international students on university life at three Victorian Universities, Marginson and Eijkman (2007) concluded:

... the internationalisation of the curriculum content, and the potential pedagogical, curricular and other implications of greater diversity of national origins, native languages, cultural backgrounds and educational preparations in the student body, appear to be underdeveloped. Perhaps there were simply not the resources to create more inventive approaches to pedagogies and curriculum in now more multi-cultural classrooms. (Executive Summary, p. 6)

What can be done to harness the potential of student diversity? In particular, in what ways can university teaching promote interaction between students from diverse cultural and linguistic backgrounds? These questions were investigated through a 2008–10 project funded by the ALTC. The project, 'Enhancing domestic and international student interaction', explored the benefits of, and the obstacles to, interaction among students from diverse cultural and linguistic backgrounds. A key outcome from the project was the development of a six-dimension conceptual framework, the Interaction for Learning Framework.

Why do academics need to concern themselves with increasing engagement between local and international students within their teaching, learning and assessment practices? Many universities claim that their graduates are developing attributes that will allow them to work anywhere in the world; this means that in their professional lives, graduates will work in linguistically and culturally diverse situations. Increasingly the onus is on universities to produce graduates who are work-ready and have the disciplinary knowledge and the skills to work in their professional fields.

In an environment where academics are teaching large numbers of students who come from diverse backgrounds, peer learning can be used to encourage students to interact and learn from each other. Cultural and linguistic diversity within the learning environment can be used by academics as a resource to develop students' awareness of other students' perspectives and experiences, and to develop skills for communicating and working effectively with diversity. As such, using diversity as a resource for learning can assist students in achieving the learning outcomes of the subject, and potentially enhance students' engagement with teaching and learning in higher education.



## The Interaction for Learning Framework

The Interaction for Learning Framework was initially developed as a conceptual framework, drawing primarily on research into student participation, group work and peer learning, and then refined through analysis of data collected for the project. The project team drew on a number of models in its development. Some suggestions may seem self-evident as they represent widely-accepted principles of effective teaching in higher education. What is different is that these suggestions are offered within an overall framework that can be used to plan interaction within learning, teaching and assessment, and this is the main contribution of the project.

The development of the framework was informed by the following studies. Green (2005) proposed a framework for evaluating the professional influence of an individual on the learning of others. It included five interconnected and interdependent dynamic spaces, which were: spaces of action; spaces of explicit discourse; spaces of learning; spaces of practice development; and spaces of trust. Using the idea of scaffolding described by Wood, Bruner and Ross (1976), the framework explains the process involved in supporting learning. Although Green's work focuses on the professional influence of an individual on a community of qualitative researchers, the collaborative and reflective nature of learning could be extended to the context of peer learning within university teaching and learning. Incorporating the cultural dimension to peer interaction for learning, Sheets (2005) proposes activities that emphasise the importance of connecting culture and cognition in teaching and learning (p.19). Furthermore, Welikala and Watkins (2008) propose a discourse approach to intercultural learning that promotes the concept of learning "as a set of interactions and embraces diversity as a resource" (p.55) to address the needs of learners.

Extending the past studies discussed above, the current research project identifies and synthesises a number of teaching strategies to facilitate and promote peer interaction for learning across diverse cultural and linguistic groups. As a result, the Interaction for Learning Framework was developed, consisting of six interrelated dimensions, each of which represents a particular aspect of teaching and learning associated with creating the conditions for effective peer interaction between students of diverse cultural and linguistic backgrounds. The dimension 'planning Interaction' is central, as it is fundamental to each of the other five dimensions: Creating Environments for Interaction; Supporting Interaction; Engaging with Subject Knowledge; Developing Reflexive Processes; and Fostering Communities of Learners.

The Interaction for Learning Framework:

- acknowledges and capitalises on student diversity as a resource for learning and teaching
- engages students from diverse cultural and linguistic backgrounds within the learning context in a variety of ways
- embeds interaction in curriculum planning and links to teaching, learning and assessment
- promotes peer engagement through curriculum-based activities
- recognises the variety of ways that interaction can be utilised across different learning contexts.



## **Dimensions of the Interaction for Learning Framework**

### ***Dimension 1 – Planning interaction***

Planning interaction involves academic staff including peer interaction activities into the design of their subject. It is the linking between the learning outcomes, and planned teaching and learning activities that draw upon student diversity to develop subject knowledge and skills in working across cultures. The framework recognises the importance of assessment in developing a purpose for interaction between domestic and international students.

### ***Dimension 2 – Creating environments for interaction***

The focus in this dimension is on the strategies that can be used to increase students' participation in the first weeks of classes. The main goals are to develop students' confidence in interacting with other students from diverse cultural and linguistic backgrounds, and to provide opportunities for students to move out of their cultural comfort zones.

### ***Dimension 3 – Supporting interaction***

In this dimension, learners are informed about the expectations and benefits of working across different cultural and linguistic groups for their learning. Its main purpose is for students to understand the value of peer interaction and to set up the ground rules and expectations for learning tasks. Helping students understand the value of making these connections to enhance their own learning is a critical component of the framework.

### ***Dimension 4 – Engaging with subject knowledge***

The first three dimensions are important in preparing domestic and international students to work together. The main purpose of this dimension is to use linguistic and cultural diversity to engage with subject knowledge. This may include drawing on different skills, learning strategies and cultural experiences to co-construct subject knowledge.

### ***Dimension 5 – Developing reflexive process***

In this dimension learners move beyond individual understanding so that they can utilise the knowledge base available within the community of learners. The key objectives of the fifth dimension of interaction are to promote higher levels of interaction and cognitive engagement through peer feedback and assessment to enhance students' critical thinking and reflection on their learning.

### ***Dimension 6 – Fostering communities of learners***

In this dimension, learners demonstrate independence and are able to move across different cultural contexts. The main purpose of this dimension is to use diversity as resource for independent learning between domestic and international students.



## Approach and methodology

The aim of the current project was to develop and disseminate strategies to improve domestic and international student interaction within the learning environment. Data collection was conducted in two phases: the first entailed an online survey for academic staff working in Australian universities. The second phase involved group interviews with academics and students from The University of Melbourne, RMIT University and Victoria University. The main aim of the data collection phase was to refine the Interaction for Learning Framework and to gather practical examples of activities in teaching and learning contexts that enhance international and domestic student interaction.

### Data collection

#### Online survey

The online survey was developed and pre-tested in January 2009. The web link of the online staff survey was then distributed to the Promoting Excellence Initiative (PEI) representative of the ALTC at each Australian university. A total of 95 academics from 10 Australian universities participated in the survey. While the online survey did not yield a high response rate, the surveys were representative of the different groups of academics working in Australian universities. Nearly two-thirds held either lecturer or senior lecturer positions, and about 63 per cent of respondents worked full time. The results indicated that 60 per cent had at least 10 years teaching experience with 26.3 per cent having 11 to 15 years and 33.7 per cent more than 15 years. The majority of respondents taught undergraduate courses (77.5 per cent) and were from a broad range of disciplines.

The survey sought to elicit responses regarding what academics perceive as the benefits of and obstacles to interaction between domestic and international students within the teaching and learning context, and to elicit examples of strategies used to enhance interaction in their teaching. The majority of academics agreed that interactions between international and domestic students could result in enhanced learning for all students. About two-thirds agreed that they considered it their role to plan and develop interaction between students in the teaching and learning tasks. Only half indicated that international and domestic students interact with each other in the classroom. While the numbers are too small to be able to generalise, it appears academics believe that interactions between international and domestic students can result in learning benefits and consider it as their responsibility to support interaction within the teaching and learning environment. The open-ended question yielded detailed responses regarding the perceived benefits, obstacles and the strategies used in teaching practices. The responses have been included in the analysis section of this background paper in the *Guide for Academics*.

#### Group interviews

Academic staff and students from The University of Melbourne, RMIT University and Victoria University were involved in group interviews.

The University of Melbourne is the oldest university in Victoria and the second oldest in Australia. Most of the courses at the University are taught on its main campus, near the city of Melbourne. There are a total of 44,000 students enrolled, including approximately 11,000 international students from 113 countries. This represents the largest number of international students on a single campus of any Australian university. In terms of country of origin, 25 per cent of these students are from China, 18 per cent are from Malaysia and 12 per cent from Singapore.

RMIT University is a dual sector institution with multiple campuses in Victoria and Vietnam. Across its Victorian campuses, RMIT has more than 54,000 students



including 10,000 international students – a further 16,000 students study at RMIT campuses offshore. Within the higher education sector, the cultural diversity of the domestic RMIT students in Melbourne includes 5 per cent from a non-English speaking background; 21 per cent overseas born; and 0.3 per cent Aboriginal and Torres Strait Islander. Students studying at RMIT come from more than 100 countries and Asia provides the ‘Top 10’ source countries for international onshore students, with 26 per cent from China and 10 per cent each from India and Malaysia.

Victoria University (VU) is a large multi-sectoral university with higher education, vocational and further education sectors that deliver a diverse range of educational programs to more than 50,000 students across 8 main campuses located in the City of Melbourne and westwards. VU has almost 10,000 students enrolled in offshore programs. In Melbourne the VU student body in higher education programs is extremely diverse culturally and socially. Altogether there are 21,000 students enrolled in higher education programs. Almost a quarter (23 per cent) of VUs higher education students are categorised as low socio-economic status, and many are the first in their family to participate in higher education studies. 41 per cent of VUs Melbourne-based higher education students self-identify as speaking at least one other language in addition to English, with more than 80 different languages being represented. Fourteen per cent of the students in Melbourne are international students coming from more than 70 different countries, with the largest groups being from China, Vietnam, Malaysia, Germany, Saudi Arabia and Sri Lanka.

A purposeful sampling method was used to select academics for group interviews. Email messages were sent to the associate deans of teaching and learning within schools and faculties to request assistance with identifying academics involved in developing teaching practices that emphasised interaction between domestic and international students. In addition, members of the project team used their networks within their universities to identify academics for the group interviews. The questions for the group interviews were aimed at identifying teaching, learning and assessment activities that enhanced interaction between international and domestic students; the benefits to both international and domestic students that resulted from interaction with each other and the obstacles to achieving increased interaction between international and domestic students. In total, six academic staff group interviews were held, two at each of the three universities involved in the project. A total of 40 academics across eight broad discipline areas participated (see Table 1).

<b>Broad Discipline Area</b>	<b>Number of Academics</b>
Arts, Humanities & Social Sciences	3
Business, Management and Economics	14
Creative and Performing Arts	7
Education and Human Service Professions	4
Engineering and Technology	1
Health, Medicine and Veterinary Science	2
Law	4
Science	1
Language and Academic Skills	4
<b>Total</b>	<b>40</b>

Table 1: Profile of academics involved in interviews



A number of student interviews were conducted at the three participating universities. The aim was to interview both international and domestic students at undergraduate and postgraduate levels and from different discipline areas. Academics who participated in the interviews were asked to identify potential students for the study. Interviews with international students and local students were conducted separately to allow them to speak freely about their experiences. The students were asked to describe the extent to which they interacted with either local or international students in their classes, what their teachers did in class to encourage local and international students to work together, and the benefits of, and obstacles to, interaction across cultural and linguistic groups.

A total of 35 students from the three universities participated in the group or individual interviews, of which 20 were undergraduate students and 15 postgraduates. The students were from seven broad discipline areas with the majority from Business, Management and Economics (see Table 2). Nearly half were Australian, while the rest were from 11 countries where English is used as a second language. The recruiting of students stopped when the research team felt that no new information or themes were being observed in the interviews.

<b>Broad Discipline Area</b>	<b>Number of Students</b>
Arts, Humanities & Social Sciences	5
Business, Management & Economics	14
Creative and Performing Arts	2
Engineering and Technology	2
Health, Medicine and Veterinary Science	5
Law	4
Science	3
<b>Total</b>	<b>35</b>

Table 2: Profile of Student Group Interviews

The group interviews were digitally recorded and either partially or fully transcribed. The team members involved in the interviews conducted the initial data analysis. Themed analysis was undertaken and the main findings were mapped onto the Interaction for Learning Framework, thereby reviewing and refining the framework.



## Analysis of factors influencing success

There are a number of factors that were critical for the success of this project:

- effective channels of communication within the project team in order to keep members up to date with the progress of the project
- clear allocation of roles for team members in designing and developing the resources
- sufficient time for receiving ethics approval across multiple institutions – an underestimation of the amount of time it would take to gain ethics clearance from the three institutions involved in the project resulted in a delay in data collection and the development of resources.
- the creation of a reference group to offer guidance and feedback to the project team.
- a project officer to effectively manage the project – organising different project members and keeping the channels of communication going between project team, reference group and evaluator.

The project was also designed so that its outcomes could be implemented in a variety of settings. The outcomes were informed by data collected at three different university contexts in order to ensure that the findings would be relevant for academics across the Australian higher education sector.

Feedback from conference presentations seems to indicate that the outcomes of the project could be implemented in a variety of settings, including at TAFEs, overseas universities and in briefing programs for international students planning to study in Australia. The DVD and the *Guide for academics* are resources that can be easily accessed and used to enhance teaching practice.



## Dissemination

Several strategies were used for communicating the project's objectives with specific groups and more broadly.

### **The data collection phase of the project**

This aspect of the project was designed to inform academics within universities of the projects aims, processes and intended outcomes. This phase generated awareness of the project within the sector.

### **Presentations at national conferences**

The project team presented the findings of the project at three main conferences within Australia. These were: the Higher Education Research and Development Society of Australasia Conference (July 2009); the Australian Education International Conference (October 2009); and the Asia Pacific Association for International Education Conference (April 2010). The feedback has been very positive, affirming the value of the resources for informing practice across a range of higher education institutions in Australia and internationally.

### **Written material**

The findings from the study have been reported in a *Campus Review* article titled 'Promoting inclusiveness' (29 September 2009) written by Sophie Arkoudis. In addition, the project team will publish the project findings in an international peer-reviewed journal.

### **Further planned dissemination strategies**

All higher education institutions will be notified of the launch of resources. The flyer will include information about resources and a link to the website. This information will be sent to vice-chancellors, deputy vice-chancellors (academic), directors of academic development units and PEIs at each Australian university. In addition, three hard copies of the resources will be sent to deputy vice-chancellors (academic), directors of academic development units and PEIs. The resources will be available on the website:

<[http://www.cshe.unimelb.edu.au/research/projectsites/enhancing\\_interact.html](http://www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html)>



## Linkages

The project addresses the following ALTC priority areas:

- Research and development focusing on issues of emerging and continuing importance.
- Strategic approaches to learning and teaching that address the increasing diversity of the student body.

This project links with the following ALTC projects:

- 'Addressing the ongoing English language growth of international students'
- 'Embedding the development and grading of generic skills across the business curriculum'
- 'Integration and assessment of graduate attributes in curriculum'
- 'The B Factor: understanding academic staff beliefs about graduate attributes'
- 'Supporting student peer assessment and review in large groupwork projects'.

As a result of the project a number of disciplinary and interdisciplinary linkages have emerged. The presentation of the DVD at an international conference resulted in links being made with international universities in Asia, UK and Canada, who are interested in accessing the materials for use in their institutions.

The evaluator for the project, Dr Jeanette Ryan, Director of the 'Teaching and learning for international students project' at the UK Higher Education Academy (HEA), has also assisted in developing international connections. She has requested that project resources be placed on the HEA website, and has invited the project director to present the findings at an international conference in 2011.

The project team was interdisciplinary and included academics from humanities, science and business. Resources will be presented in various disciplinary conferences.



## Evaluation

Dr Jeanette Ryan from Monash University (currently working at Oxford University, UK) was engaged to conduct a progressive evaluation of the project. Evaluation focused upon the following:

- processes used in developing resources and collaborative practices and relationships
- effectiveness of collaborative practices in the development of project resources
- influence of processes and practices on the quality of project outcomes.

Formative external evaluation was carried out in September 2009. Summative external evaluation was carried out in May–June 2010.

One of the main strengths of the project was the development of collaborative relationships between project team. From the beginning the team was kept informed through regular email contact. Face-to-face meeting involved developing the different stages of the project, and the team members conducted interviews with staff and students at the three university sites. In addition, the reference group was very important in offering guidance and feedback.

The collaborative practices that were developed for the project have been very effective in developing the project resources. This is evident in the development of the Interaction for Learning Framework, which has framed and structured the project resources. The project team has also been actively involved in reviewing draft edits of the DVD and offering suggestions for further improvement. In particular the project leader, project manager, and the producer and the director of the DVD worked collaboratively. Decisions were required quickly in relation to filming, and effective communication and collaboration between the parties involved resulted in the development of an high-quality resource that offers a new way of presenting ALTC project findings in an accessible format.



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6. On average, can you estimate the proportion of international students in the classes that you teach this year?

- Less than 10% international
- Between 10 – 30%
- Between 30 – 50%
- Between 50 – 70%
- Between 70 – 90%
- Greater than 90%

7 Please indicate the year level where the majority of your teaching is currently conducted:

- Undergraduate
- Graduate Certificate/Diploma
- Masters
- PhD

8. Indicate the extent to which you agree or disagree with the following statements

	<b>5 Strongly Agree</b>	<b>4 Agree</b>	<b>3 Neither agree or disagree</b>	<b>2 Disagree</b>	<b>1 Strongly Disagree</b>
International and domestic students interact well with each other in my classroom	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I think that there are learning benefits for domestic students to interact with international students	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
It is important that domestic and international students interact in the classroom	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I think that there are learning benefits for international students to interact with domestic students	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
In my teaching, I plan for international and domestic students to interact in my classroom	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I see it as my role to foster interaction between domestic and international students	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I have changed my teaching strategies to cater for the learning needs of international students	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

9. Please provide a description of the strategy and explain how effective it is. You can provide more than one example by clicking the 'yes' button.

Do you have further examples that you would like to share?

10. Does your university provide any resources to assist staff in optimising interaction between domestic and international students.?

Yes

No

11. From your experience, what, if any, obstacles are there to international and domestic student engagement?

12. What do you think the learning benefits for international students of enhancing interaction with domestic students within the classroom?

13. What do you think are the learning benefits for domestic students for enhancing interaction with international students within the classroom?

Please leave your name, position and contact details if you would like to participate further in this project.

Name:

Email: