

Transnation teaching teams: professional development for quality enhancement of learning and teaching

Survey of transnational teaching teams¹

This survey is part of a study conducted by researchers at the University of Wollongong, INTI Laureate, Malaysia, the Royal Melbourne Institute of Technology (RMIT) and RMIT International University, Vietnam. The survey seeks your feedback on your experiences working in transnational education programmes. The results will be used to inform the design and development of resources, practices and professional development to assist staff involved in teaching transnational programmes. Thank you for taking the time to complete the survey².

Section 1: Demographic information

1. Gender:

Male

Female

2. Age:

20-29

30-39

40-49

50-59

60+

3. At which University/College are you employed?

INTI Laureate, Subang Jaya

INTI Laureate, Penang

University of Wollongong, Australia

RMIT University, Vietnam campuses

RMIT University, Melbourne campus

4. What is the form of your appointment?

Sessional /casual contract

Fulltime contract

¹ This survey was constructed using the following references: Ling et al, 2011; Leask, 2010; Mahmud & Sanderson, 2011

- Limited term contract of less than one year
- Limited term contract of at least one year (part-time)
- Limited term contract of at least one year (full-time)
- Part-time continuing position
- Full-time continuing position

5. Number of sessions I have been teaching in UOW/INTI or RMIT/ RMIT Vietnam programmes.

- 1 2 3 4 5 6 7 8 9 10 11 12+

6. Years of teaching experience in general

- 0-2 2-5 5-10 10-20 20+

7. Years of teaching experience in International degree programs (eg. Aust, UK, Hong Kong etc)

- 0-2 2-5 5-10 10-20 20+

8. Highest academic qualification attained:

- Doctorate
- Masters Degree
- Honours Degree
- Graduate Diploma/Certificate
- Bachelor Degree

9. Do you have a teaching qualification?

- Yes Name of qualification: _____
- No

10. In relation to my academic role my interests are ...

- Primarily in research
- Primarily in teaching
- In both teaching and research, but leaning towards teaching
- In both teaching and research, but leaning towards research
- Primarily in leadership and administration

Section 2: Teaching in transnational education programmes

11. Have you had experience in living or working outside your home country?

- Yes
- No

12. Have you ever worked with staff at campuses that are not in the same country as yours?

- Yes

No

13. Briefly outline any transnational education in which you have been involved.

14. What are/were your role (s) in the program(s)? (you may indicate more than one role)

- Lecturer
- Tutor
- Subject/Unit Coordinator
- Course/program coordinator
- Research degree coordinator
- Higher degree supervisor
- Assessment moderator
- Curriculum designer
- Quality assessor
- Other, please

specify _____

For each statement below, please indicate the extent of your agreement or disagreement by placing a mark in the appropriate box.

15. The policies and procedures governing my transnational teaching in work well.

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

16. The quality of the teaching, learning and assessment resources I receive is satisfactory

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

17. I have the opportunity to give feedback to the subject coordinator and/or teaching team members on the subject design and delivery

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

18. The feedback given to me is timely and satisfactory

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

19. The moderation of assessment processes is satisfactory

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

20. I have the opportunity to respond to the moderation of assessment processes

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

21. Quality assurance processes are satisfactory

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

22. My workload allocation in relation to my role in transnational education is fair.

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

23. If you would like to add a comment about the above question please do so below

24. I find that I am engaged by students over and above the hours I am paid.

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

25. If you could change one thing about the transnational education program in which you are involved what would it be?

Section 3: Communication, relationships, recognition

26. I would describe the culture of our transnational teaching team as collaborative and collegial.

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

27. The quality of communication with transnational partner institution staff in relation to teaching, learning and assessment is satisfactory.

- Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

28. What percentage of your communication with partner university staff regarding teaching, learning and/or assessment occurs using each medium (Please divide 100% into the given categories, for example, 10% face-to-face, 60% email, 30% telephone):

Face-to-face 0% 10 20 30.. 40.. 50.. 60.. 70.. 80.. 90.. 100%

Email	0%	10	20	30..	40..	50..	60..	70..	80..	90..	100%
Telephone	0%	10	20	30..	40..	50..	60..	70..	80..	90..	100%
Video-conference	0%	10	20	30..	40..	50..	60..	70..	80..	90..	100%
Skype	0%	10	20	30..	40..	50..	60..	70..	80..	90..	100%
Other, please specify _____	0%	10	20	30..	40..	50..	60..	70..	80..	90..	100%

29. On average, how often do you communicate with teaching staff in the partner institution?:

- Weekly
- Fortnightly
- Monthly
- A couple of times in the session
- Once during the session
- Not at all

30. In my transnational teaching team all members are treated with respect

- Strongly agree
 Agree
 Somewhat agree
 Somewhat disagree
 Disagree
 Strongly disagree

31. I feel recognised and valued for my contributions to transnational programmes.

- Strongly agree
 Agree
 Somewhat agree
 Somewhat disagree
 Disagree
 Strongly disagree

Section 4: Internationalisation of the curriculum

In this section of the survey you are asked to locate different aspects of your subject(s) on a continuum, using the descriptors provided as a guide. If you think that your subject(s) best fit somewhere between two numbers indicate that on the scale.

32. According to the definition of internationalisation of the curriculum in the box below, which of the following statements best describes the extent of internationalisation in the subjects which you teach and/or are responsible?

Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study

1. The subjects I teach and/or am responsible for have only limited scope for internationalisation of the curriculum.
2. The subjects I teach and/or am responsible for are currently internationalised to a limited extent, but I can see scope for further internationalisation.

1. Teaching staff are not encouraged or required to have a good understanding of the discipline and related professions internationally.
2. Some teaching staff are encouraged to have a good understanding of the discipline and related professions internationally.
3. Some teaching staff are required to have a good understanding of the discipline and related professions internationally.
4. All teaching staff are encouraged and required to continually develop their understanding of the discipline and related professions internationally.

1

2

3

4

Section 5: Professional Development

36. For which of the following areas does your faculty and/or university offer structured professional development (workshops, seminars, one-on-one sessions, mentoring etc) related to your transnational work? Please choose as many as are applicable).

- Induction to role
- Teaching transnational education students
- Inter-cultural communication
- Knowledge of the partner institution's cultural context
- Moderation of assessment
- Quality assurance
- Managing your transnational education workload
- Internationalising the curriculum
- Other, please specify _____

37. Which of the following areas/topics would you find most useful as the focus of professional development? (Please choose as many as are applicable).

- Induction to role
- Teaching transnational education students
- Inter-cultural communication
- Knowledge of the partner institution's cultural context
- Moderation of assessment
- Quality assurance
- Managing your transnational education workload
- Internationalising the curriculum

Other, please specify__

38. The professional development I receive in relation to transnational teaching is useful and appropriate.

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

39. I feel confident working with staff who are from cultures other than my own

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

40. I feel confident working with students who are from cultures other than my own

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

41. Of the following types of transnational education professional development, which have you experienced (You can choose more than one type)?

Supervisor guidance

Peer mentoring

Face-to face workshop

Structured programme

Printed guides and information

Online

Conferences

Other, please specify_____

42. Of the following types of transnational education professional development, which do you think you would find most helpful (You can choose more than one type)?

Supervisor guidance

Peer mentoring

Face-to face workshop

Structured programme

Printed guides and information

Online courses

Conferences

Other, please specify_____

None of the above, I don't need any professional development in relation to transnational education