

Transnational Teaching Teams

Internal stakeholders UOW

Interview Schedule – Associate Deans International

INTRODUCTION

This interview informs a study conducted by researchers at the University of Wollongong, INTI Laureate, Malaysia, the Royal Melbourne Institute of Technology and RMIT International University, Vietnam.

The project identifies professional development needs of academic staff teaching in Australian transnational education programs. From the identified needs a suite of curriculum, resources and pedagogical processes for professional development for transnational teaching teams will be developed, piloted, peer reviewed and evaluated. From the collaborative design, implementation and evaluation of the professional practice development a new professional development framework will be produced and evaluated for dissemination and use across the sector.

Questions will cover (A) TNE in your Faculty, (B) COMMUNICATION and INVOLVEMENT; (C) PROFESSIONAL DEVELOPMENT for TNE; (D) QUALITY ASSURANCE; (E) INTERNATIONALISATION OF THE CURRICULUM.

(A) TNE in your Faculty

What is your role in TNE at UOW?

What is the Faculty vision for TNE?

What TNE programs are operating in the Faculty?

What are the challenges in TNE?

Which aspects of TNE are working well?

(B) COMMUNICATION and INVOLVEMENT

How would you describe the relationship with the Faculty's transnational partners?

Are you satisfied with the quality of communication with staff in the partner institutions? How might it be improved?

What are the different ways people teaching in partner institutions are involved in decisions about TNE programs?

Are you aware of the ways in which the teaching teams integrate offshore teaching staff? If yes...

What contributions do the teaching staff in the partner institution/s make to the curriculum?

(C) PROFESSIONAL DEVELOPMENT for TNE

What are the key skills and attributes for effective transnational teaching?

What professional development is available for transnational teachers, in your faculty, at UOW and offshore?

What is needed to assist teaching staff to teach in TNE?

What form of professional development do you think would be most effective for teaching and quality assuring transnational programs?

(D) QUALITY ASSURANCE

What are the processes in place for ensuring the content, teaching and learning strategies and assessment are well suited to students at all sites?

What processes are in place to ensure consistency and parity in assessment across sites?

What processes are in place to ensure academic rigour across sites?

How might the moderation processes be improved?

(E) INTERNATIONALISATION OF THE CURRICULUM

How would you describe internationalisation of the curriculum?

How important is internationalization of the curriculum in TNE?

How clearly is the rationale for internationalisation of the curriculum in TNE understood by members of the teaching teams?

How clearly defined and articulated are any international/intercultural learning goals, aims and outcomes?

To what extent do the TEACHING AND LEARNING ARRANGEMENTS encourage student engagement in intercultural interaction across sites?

What are the main blockers to internationalisation of the curriculum in TNE at UOW?

(F) ANY FURTHER COMMENTS?