

STAKEHOLDER INTERVIEW RATIONALE

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

Working on academic programs that span campuses in different countries, requires consideration of perceptions of stakeholders, at both locations and indeed organisationally, on operational processes related to continuous improvement. In this project it is proposed that following the identification of the key stakeholders from both locations, their perspectives on managing transnational teaching teams would be sought, using an interview schedule.

Participants: Key informants (stakeholders) will be identified by preparing a list of potential interviewees from both campuses.

Interview schedule: The interview was considered the appropriate approach by which to engage with the key informants. The semi-structured depth interviews were based on elements from the recent literature in order to explore the research questions and are provided in Table 1, indicating the issues, the questions and the rationale in each case.

Table1: Interview Schedule

Issue	Question	Rationale
Identification of stakeholders in the context of the study: <i>Transnational teaching teams: professional development for quality enhancement of learning and teaching</i>	If stakeholders are "...any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman, 1984, p. 46), who are the key stakeholders (internal/external)	The identification of stakeholders is an essential first step from which questions and probing related to the research questions can be posed.
Course co-ordinators	Is the course that you co-ordinate taught at other campuses/sites offshore? (if no-end interview)	Establish relevance
	How many people are responsible for co-delivering this course across all locations? Define whole 'team'	Melano et al 2011:3; on definition of co-teachers
	How do you 'reach' these people to communicate about different aspects of the course? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a transnational course co-ordinator? (prompts-cultural expectations; power relations; quality standards...) Discuss	Hicks and Jarrett, 2008; AUQA , 2009; on challenges identified.
	Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leaske, 2009, on gap in literature.
Lecturers/tutors	Tell us about different ways you include people teaching this course, in decisions about the course?	Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.
	Is the course that you teach taught at other campuses/sites offshore? (if no-end interview)	Establish relevance
	How many people are responsible for co-delivering this course across all locations? Define whole 'team'	Melano et al 2011:3; on definition of co-teachers
	How do you communicate with these people about different aspects of the course? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a transnational lecturer? (prompts-cultural expectations; power relations; quality standards...) Discuss	Hicks and Jarrett, 2008; AUQA , 2009; on challenges identified.
Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leaske, 2009, on gap in literature.	

Tell us about different ways you are included in communications about this course, and in decisions about the course? Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.

Program Managers	Are there courses that your co-ordinators manage at other campuses/sites offshore? (if no-end interview)	Establish 'team'
	How many people in the Program you manage, are responsible for co-delivering this course across all locations?	Melano et al 2011:3; on definition of co-teachers
	How do you influence the way they manage their teaching teams and 'reach' these people to communicate about different aspects of the courses? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a transnational Program Manager? (prompts-cultural expectations; power relations; quality standards...) Discuss	Hicks and Jarrett, 2008; AUQA , 2009; on challenges identified.
	Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leask, 2009, on gap in literature.
	Tell us about different ways you include people teaching in your Program, in decisions about the Program and the courses?	Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.
Heads of Schools	Are there courses that your co-ordinators manage at other campuses/sites offshore? (if no-end interview)	Establish 'team'
	How many people in the Programs offered by your School, are responsible for co-delivering this course across all locations?	Melano et al 2011:3; on definition of co-teachers
	How do you influence the way teaching teams are managed and how academic staff 'reach' these people to communicate about different aspects of the courses? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a Head of School offering transnational programs? (prompts-cultural expectations; power relations; quality standards...) Discuss	Hicks and Jarrett, 2008; AUQA , 2009; on challenges identified.
	Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leaske, 2009, on gap in literature.
	Tell us about different ways you include people teaching in your Programs from all locations, in decisions about the Program and the courses?	Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.

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