AVCC Offshore Quality Project Report

A Professional Development Framework for Academic Staff Teaching Australian Programs Offshore

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Acknowledgements

This research would not have been possible without the advice, cooperation, support and active participation of a number of people. Accordingly, the Project Team wishes to thank the following groups and individuals.

The participants, all of whom made time in their busy lives to reflect on their experiences and contribute their thoughts and ideas to the research, provided us with much rich data. They have all made a significant contribution to improving the quality of offshore programs taught by Australian universities.

Staff of the University of South Australia's partner institutions graciously provided whatever assistance was requested in communicating with students and offshore-based staff, in setting up interviews with local tutors and students in Hong Kong and Singapore and in ensuring that the needs of the project team were fully met while they were visiting their institutions.

The members of the University of South Australia Reference Group for this project, led by Dr Anna Ciccarelli, provided valuable guidance and feedback at various stages and on various aspects of the research.

The University of South Australia Program Directors of the offshore programs included in the research provided advice and assistance concerning contacting partner institutions and enthusiastically supported the project so that it was well regarded and supported in the offshore locations.

A number of individuals provided a range of support for different aspects of the project. Dr Jodi-Anne Smith of the Flexible Learning Centre assisted with data analysis and staff interviews and Ms Anna Russo, also from the Flexible Learning Centre, assisted with the design of the web-site. Ms Elsie Tay from UniSA International arranged travel and accommodation for the project team in Hong Kong and Singapore and Ms Barbara Brougham from the Division of Business assisted with desk-top publishing and copy editing in the final stages of the preparation of this report.

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Executive summary

This report describes research designed to address one of the quality issues associated with the rapid growth in transnational programs offered by Australian institutions – academic staff development. In particular the research addressed the research question, 'How can Australian and local staff be appropriately inducted and trained for this distinctive teaching and learning environment?'. It involved academic staff from one of Australia's largest providers of offshore programs, The University of South Australia (UniSA) located in Adelaide, and staff of three of their partner institutions involved in six undergraduate and postgraduate by coursework programs across a range of disciplines located in Hong Kong and Singapore. The research showed that offshore teachers need particular skills, knowledge and personal attributes in order to be successful in this complex and demanding intercultural environment and particular types of support and development at different stages of their career as teachers of transnational programs.

The research involved several stages. Initially a literature review concerning professional development for offshore teaching was conducted and the results were used to inform the development of three surveys designed to test fifteen essential and desirable characteristics (knowledge and abilities) of offshore teaching staff which were identified as a result of the literature review. The surveys were administered electronically to each of the following groups of stakeholders in offshore education.

- Australia-based academic staff
- Offshore/local tutors
- Offshore students from partner institutions
- Key management and administrative staff in partner organisations

The surveys confirmed the validity of the 15 characteristics of offshore teachers identified from the literature review and highlighted some interesting similarities and differences between the groups of participants in the level of importance ascribed to some characteristics. For example, the ability to provide timely and appropriate feedback on student performance was ranked as the single most essential characteristic of offshore teachers by all participant groups, teaching skills were ranked as being more important by students than staff and cultural knowledge was ranked as more important by staff than students.

Follow-up interviews were undertaken with students and staff in Hong Kong and Singapore and as a result of these four themes related to the professional development of academic staff teaching Australian programs offshore were identified. These were that offshore teachers need to:

1   be **experts in their field**, knowledgeable in the discipline within both an international and a local context (where local refers to the offshore context), and both informed about the latest research and able to incorporate it into their teaching

2   be ***skilled teachers and managers of the learning environment***: able to acquit the operational issues involved in teaching offshore effectively and efficiently

3   be ***efficient intercultural learners*** culturally aware and able to teach using culturally appropriate materials and culturally appropriate methods which recognise the critical role played by language and culture in learning and flexible enough to make adjustments in response to student learning needs

4   demonstrate particular ***personal attitudes and attributes*** for example, approachable, patient, encouraging and passionate about what they are teaching.

These themes related to both local tutors and Australian academics travelling to teach offshore although there were some variations in detail and emphasis in regard to the application of each theme to the two groups. There was, however, no privileging of any of one of these themes over others. The themes highlight the complexities of offshore teaching. Taken with the literature review and the results of the survey they indicate that offshore teaching is both an intense intercultural encounter as well as an educational encounter.

Given the complexity of the offshore teaching environment and experience for staff and students three guiding principles for the professional development of academic staff were developed.

Principle 1

As both Australia-based and local tutors play a critical role in offshore teaching both groups need to be involved in professional development.

Principle 2

Offshore teaching is both similar to and different from any other form of teaching activity. The fundamental differences relate to the intercultural space in which it occurs. Thus professional development for academic staff needs to address the intercultural nature of offshore teaching.

Principle 3

The professional development needs of academic staff will vary according to their role and the stage of their involvement with this particular teaching activity. Professional development activities and resources need therefore to be flexible and sensitive to the experience, knowledge and situation of the individuals involved.

These principles, combined with the themes and the data collected during the earlier stages of the research project, informed the development of a Professional Development Framework for Academic Staff Teaching Australian Programs Offshore. The framework describes a curriculum for three stages of professional development for academic staff teaching undergraduate and postgraduate coursework programs (both those staff recruited in Australia and those recruited offshore). It also provides sample and suggested activities and resources that individual institutions can adapt or develop to suit the specific needs of academic staff teaching their programs offshore.

This research also suggested that particular attention needs to be given to the recruitment of staff to teach in offshore programs. The complexity of the task of teaching offshore and the challenges associated with it require a particular type of person. While professional development has an important and critical role to play in the quality of the development and delivery of offshore programs it was also clear from the data collected that the time available for professional development is not likely to be great (2-5 hours initially and in each subsequent year was the preferred option). Thus it is important that any staff teaching Australian programs offshore are selected very carefully in the first instance and that the selection process takes into consideration the key understandings and abilities required of offshore academic staff.

In the final stage of the research, to facilitate dissemination of the outcomes, a web-site was developed as a central point from which other Australian institutions can access the framework and the sample activities that sit within it. The web address for this site is http://www.unisanet.unisa.edu.au/learningconnection/staff/resources/offshorepd.asp.
As new materials are developed by staff at UniSA the site will be updated. Other institutions will also be invited to contribute their materials. These strategies will ensure that this research assists ongoing quality improvement in the delivery of Australian programs offshore.

The themes and guiding principles for academic professional development for offshore teaching, the framework and the associated sample materials and suggested activities which are outcomes of this project have the potential to enhance offshore quality assurance in teaching and learning in both the short and the long term. In the short term they can be used to inform the development of materials and activities for academic staff development, as illustrated in the framework. In the long term they provide a useful background against which research into quality assurance in supervision of offshore research students and in methods of delivery other than those dealt with in this project could be undertaken.

AVCC Offshore Quality Project Report

A Professional Development Framework
for Academic Staff Teaching Australian Programs Offshore

1.   Introduction

The growing demand for international education is a cause, a consequence and a symptom of globalisation (Marginson & McBurnie 2003:14). Transnational teaching and learning resides within this broader context of globalisation and internationalisation of education. Transnational programs (also, in Australia, often called offshore programs) are an increasingly important area of international activity in which most Australian universities are currently engaged. They have become an increasingly significant part the internationalisation agenda in Australia in the past five years, moving from a cottage industry (a few programs in a few locations) to core business (an important component of the academic and business landscape) in this time-frame. The research reported in this document addresses one of the quality issues associated with the offshore delivery of Australian higher education courses and programs[1].

Growth in the number of universities, the range and number of programs and the number of students involved has been rapid to the point where Australia is clearly a world leader in the provision of transnational education, offering over 1,500 offshore programs through partnership arrangements (Murray 2005, slide 7). These are predominantly undergraduate programs (64%) taught in Hong Kong and Singapore (Murray 2005, slides 11-12). One of the main motivating factors for involvement in such activity by Australian universities has been the need to develop a high international profile and improve their reputation in the international arena (Davis et al., 2000, p. 25). Yet in 1999 Sir John Daniel, then Vice-Chancellor of the Open University described the franchising of courses as problematic and disreputable and claimed that it tarnishes and brings into disrepute every other form of international university activity (Daniel, 1999 quoted in Davis et al., 2000, p. 47). It is perhaps not surprising then that 13 years on from this strong statement against transnational programs, when enrolments in offshore programs are between one-quarter and one-third of Australias total international student enrolments (Murray 2005, slide 7), Australian institutions and national authorities should be concerned with quality assurance in such programs.

Clearly transnational programs are an important part of the landscape of Australian higher education and the above background highlights the importance of dealing with the academic issues associated with these programs.

This research addressed one of the quality issues associated with this rapid growth in transnational programs, academic staff training and development. In particular it addressed the research question, How can Australian and local staff be appropriately inducted and trained for each distinctive teaching and learning environment? It focused on undergraduate and postgraduate coursework programs taught in Hong Kong and Singapore.

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[1]   Where course refers to a component of a larger program.

2.   Aims of the research

Planned and strategic professional development is a common way of improving the practice of professional staff involved with teaching in Australian universities. Offshore program delivery expands the range of participants in the delivery of academic programs and therefore has implications for professional development. The aims of this research were to:

- identify the skills and capabilities that are required of Australian and offshore staff for teaching in international and intercultural settings
- formulate a framework for the development of these skills and capabilities
- develop sample materials and resources consistent with this framework that could be delivered flexibly to academic staff with differing levels of knowledge and experience in international/intercultural settings
- provide guidelines for the selection of academic staff or for auditing current staff abilities in relation to these capabilities/skills.

3.   Methodology

The research was undertaken in four overlapping and related (rather than distinct and separate) stages.

3.1   Stage 1: Scoping

A literature review concerning professional development for offshore teaching was conducted. The results were used to inform the development of three surveys (see Appendix 1) designed to identify essential and desirable characteristics (knowledge and abilities) of staff involved in teaching UniSA programs in locations outside Australia. These surveys were administered electronically to each of the following groups of stakeholders in offshore education.

- Australia-based academic staff
- Offshore/local tutors
- Offshore students from partner institutions
- Key management and administrative staff in partner organisations.

The participants in this research were academic staff, administrators and students associated with three partner institutions of UniSA in two offshore locations (Hong Kong and Singapore). A critical element in the selection of these particular groups was their participation in the delivery of offshore programs in situ. Six programs were selected across a range of disciplines, levels and locations. They included one postgraduate program taught in two different locations and four undergraduate programs taught in three different discipline areas (health, engineering and business).

The central involvement in the research of students and staff of partner institutions meant that the researchers were dependant on the goodwill and cooperation of these institutions. Thus the communication with potential participants was initially indirect and mediated by staff of each separate partner institution. While cooperation was excellent, it is not possible to state other than an approximate sample size. It is also necessary to recognise that the researchers had no control over some aspects of the participant selection. Thus, while we requested that all staff and students on the selected programs be invited to participate, it was not clear whether this in fact happened, or whether there was some selection process initiated at a local level on one or more occasions.

One hundred (100) online surveys were completed: 18 by academic staff (in Australia, Hong Kong and Singapore), 13 by management or administrative staff (Adelaide, Hong Kong and Singapore) and 69 by offshore students in Hong Kong and Singapore.

Face-to-face focus group and individual interviews with staff and students were also conducted in Hong Kong, Singapore and Adelaide. This occurred concurrently with administration of the surveys. In total 61 staff and students were interviewed: 7 Australia-based academic staff, 9 local tutors in Singapore and Hong Kong, 18 management or administrative staff (Hong Kong and Singapore) and 27 offshore students in Hong Kong and Singapore.

The UniSA Human Research Ethics Committee approved this research and, in accordance with its requirements, participants were fully informed as to the purposes of the research and their rights and responsibilities as participants.

3.2   Stage 2: Formulation of the framework

In Stage 2 the data collected from the surveys and interviews was analysed along with the results of the literature review. This process resulted in the identification of:

- four themes around which to develop the professional development framework
- the specific knowledge and abilities to be developed within each theme at different stages of an offshore teachers experience
- key intervention points in the career of offshore teachers.

3.3   Stage 3: Development of materials and resources

This stage involved the development of UniSA specific materials and resources to address some elements of the framework. Formal consultation with key staff at UniSA determined that these sample materials met the objectives of the project.

3.4   Stage 4: Communication of outcomes

This stage involved the writing of draft and final reports and development of a web-site incorporating the materials and resources developed in Stage 3.

4.   Findings

There were three distinct data sets resulting from this research:

- key characteristics of offshore teachers identified through a literature review
- survey results from the four groups of participants described in 3.1 above
- interview summaries.

4.1   The literature review

4.1.1 Context of the literature review

As part of the process of globalisation and the related development of international education, transnational programs are emerging as a significant phenomenon as importing countries seek to build their national capacities and exporting countries search for ways to offset the costs of education (Marginson & McBurnie 2003).

In Australia, the number of transnational programs offered by universities has grown rapidly in a relatively short period of time. Most programs have been developed within the Asia-Pacific region and raise multiple issues for both the importing and exporting countries and individual institutions. Not the least of these issues is quality assurance, particularly as it relates to teaching and learning within such programs.

Given that many transnational programs rely on staff who travel for their home institution in conjunction with staff employed by offshore partners (often called local tutors), issues of quality in teaching and learning are complex and challenging: Australian staff are strangers in a strange land working in a complex intercultural teaching and learning environment while local tutors play the crucial but poorly understood role of cultural translators and mediators of the curriculum (Leask 2004, July 7-9) while not necessarily understanding Australian curricula and education more generally.

Such circumstances of individuals moving and working across nations with highly varied knowledges and operating in new and challenging roles create a particularly distinctive challenge for staff development and preparation for teaching in transnational programs.

4.1.2 Approach to the literature review

This literature review addresses the following questions:

- How does the context of transnational education affect the professional development needs of academic staff teaching in these programs?
- What themes emerge within the literature on transnational teaching that pertain to academic staff development?
- What does the general higher education professional development literature say that is relevant to the development of a professional development framework for quality transnational teaching?

This review draws on the literature from two main areas in relation to the research questions:

- internationalisation (with a focus on transnational programs)
- academic staff development in higher education.

While the intention was to examine the intersection of these two literatures, i.e. academic staff development for transnational programs, the search revealed little in this area. Therefore, the search focused on two aspects:

1) issues in transnational education which are relevant to staff professional development

2) issues in the literature on staff development in higher education which are relevant to transnational education.

The approach taken has been to:

- conduct a search using key words and collate relevant research/articles (key words for the search were: transnational/offshore/cross-border teaching/programs, academic/staff development in higher education, intercultural teaching/learnings)
- identify major themes in the literature
- provide a summary of key publications related to each theme
- identify considerations for professional development for academic staff in transnational programs.

4.1.3 The context of transnational education

Locating the transnational. The context of transnational programs represents a challenge in terms of values (e.g. cultural, institutional, educational), procedures and perceptions which may be assumed in an onshore program context. In fact, moving from an onshore to a transnational context involves moving from a familiar to an unfamiliar context and in doing so brings into contrast all aspects of a program, including teaching.

This complex situation is reflected in the terminology associated with transnational programs. Varying terms are used: transnational, offshore, cross-border and *PIM* (Programme and Institutional Mobility) (Marginson & McBurnie 2003), and there is a need emerging in the literature to distinguish between them (Knight 2004). The terms vary in meaning according to the geographical region and program aims. For example, the term *transnational*, as used in the United States, refers to student exchange programs. Student mobility is the major defining feature of *transnational* programs in Europe and United Kingdom. In the Asia Pacific region, *offshore* refers to programs delivered by Australian universities in other countries and can include distance education, locally supported distance education, twinning programs, articulation programs, branch campuses and licensed or franchised programs (Davis, Olsen & Bohm 2000).

Cross-border education includes the movement of people (students and academic staff), providers (institutions with a virtual or physical presence in a host country), programs (courses or programs of instruction) and projects (such as joint curricula or development

projects) as part of international development cooperation, academic exchanges and linkages and trade in education services (Knight in UNESCO May 2004, p1). *PIM* enables students to earn a foreign degree while remaining at home (p30) and includes such arrangements as: locally supported distance education, twinning programs, franchise arrangements and branch campuses (Marginson & McBurnie 2003).

Such terms can be problematic if they do not adequately represent the complex relationship between institutions, staff and students in such programs and vary according to whose perspective is being adopted. In the Australian context, for example, *offshore* has been the primary term used to refer to programs in which Australian staff travel overseas and deliver intensive courses to students in their home institution. The term, however, is socio-centric and views the program from the position of the Australian teaching staff rather than the students or the partner institution. A glaring example of the limitations and problematic nature of these terms is the nomenclature for teaching staff in the partner institution, i.e. local tutors, highlighting the difficulty of such labels and indeed determining who is local in such programs.

Given the difficulties associated with these terms, and despite its own limitations, the term *transnational* will be used in this review as it best represents the kinds of activities with which we are concerned in the Australian higher education context, and at the same time appears least likely to position either partner as being more or less at the centre of the relationship. (Transnational education) captures the single category of education where the student is in a different country from the institution, and encapsulates the perspectives of both students and providers (Davis, Olsen & Bohm 2000: forward).

Transnational teaching and learning resides within a broader context of the internationalisation of education, which in turn relates to globalisation. Marginson and McBurnie (2003) cite several reasons for the explosion of international education in the wake of globalisation, including national capacity building aims of foreign governments, the need for countries with insufficient capacity to meet local demands (p3), foreign aid programs, the rise of English as a global language (p6), the growth of mobile labour and the utility of cross-border skills in employment (p15). In these ways, the growing demand for international education is also a cause, consequence and symptom of globalisation (Marginson and McBurnie 2003:14).

International education involves the movement of people (students and academic staff), providers (institutions with a virtual or physical presence in a host country), programs (courses or programs of instruction) and projects (such as joint curricula or development projects) as part of international development cooperation, academic exchanges and linkages, and trade in education services (Knight in UNESCO May 2004, p1). The provision of education in other countries is an important contributor to the growth of a global knowledge society in which ideas move rapidly around the word, crossing many borders, shared by many peoples. As such, transnational education is not only shaped by, but in turn contributes to the shaping of, globalisation.

Discussion of quality in transnational programs has tended to focus on government regulation of trade in education services, quality assurance processes or management of transnational program at the institutional level (Paige & Mestenhauser 1999; Gallagher 2002, Marginson 2004). From 2005, the Commonwealth of Australia will commission the Australian Universities Quality Agency (AUQA) to conduct audits of overseas higher education provision by Australian providers (James 2003:3). The increased emphasis on quality of provision, together with genuine ethical and educational concerns among some academic staff, is demanding an examination of quality assurance in relation to teaching and learning in transnational programs. Indeed, Miliszewska and Horwood (2003) argue that the survival of transnational programs in a global educational environment is dependent on the quality of their educational product, i.e. the quality of the design and delivery of the transnational programs (p1).

Transnational programs in the Asia-Pacific region. In relation to internationalisation in Australia, Gallagher (2002c) argues that we are moving from a phase of attracting students from overseas to study in Australia, i.e. the student moves to the provider in the providers country, to a phase in which no one moves, or where programs move, for example, through forms of distance education. Gallagher suggests that the third phase will involve a greater emphasis on provision of education overseas. Thus, programs provided overseas, such as transnational programs, are developing as a rapidly expanding area of interest and challenge for higher education institutions.

Marginson and McBurnie (2003) argue that the demand for transnational education programs has resulted from a period of spectacular growth in East and South-East Asia which has generated a rapidly expanding middle class who are seeking increased educational opportunities: Cross-border work and study constitute an ever-expanding route towards better educational and social advancement beyond the confines of the nation (Marginson & McBurnie 2003:20). They report on an International Development Program (IDP) survey of providers which describes a typical Australian PIM as:

> …post-graduate (56%); in business, administration and economics (51%); located
> in Hong Kong (China), Malaysia or Singapore (72%); and with a mean enrolment
> of 40 students, 54% of whom are enrolled in full-time study. The chief delivery
> modes are face-to-face teaching (40%) and supported distance education (40%).
> The Australian universities are chiefly partnered with private institutions or
> providers (51%) or public education institutions (25%). (Marginson & McBurnie
> 2003:40)

Australias role in the region is characterized as a provider of high-volume, standard-cost training in business and ICT [Information and Communication Technologies] delivered in English, plus teaching of English (Marginson & McBurnie 2003:18). According to Marginson and McBurnie (2003), enrolments in PIM programs is likely to increase dramatically. Figures for 2002 indicate that enrolment in Australian PIM programs reached 45 030 students, chiefly in Asia, with IDP forecasting 83 000 by 2010 and 300 000 by 2025, although they warn to treat such figures with caution (p41).

Transnational programs offered by Australian institutions are varied in nature (e.g. face-to-face, distance mode, franchise and branch campuses etc.) and typically involve various people in different roles, such as Australian staff who travel overseas to the students home institution, local tutors (employees of the students home institution) who live where the program is taught, Australian staff who live permanently in the country for the duration of the program, Australian staff who only teach offshore and have no connection with the institution providing the program. It is this diversity of teaching staff, roles, students, setting, programs and modes of delivery, and the interaction of these forces in specific contexts, where people hold different beliefs, understanding and values, which creates the needs to be addressed in conceptualizing and developing a staff professional development framework to enhance quality teaching in transnational programs.

4.1.4 Staff development needs and transnational programs

The literature on transnational programs is characterised by four broad themes in relation to staff needs and professional development:

- knowing the teaching context
- developing the curriculum
- teaching and learning
- intercultural stance.

Each of these is discussed below with reference to key works in the literature.

Knowing the teaching context. This theme includes knowledge of the legal, policy and regulatory requirements of the importing nation, sociocultural knowledge and knowledge of the national education system and partner institution.

Gribble and Ziguras (2003) conducted a study of three Australian universities which provided preparation for their business faculty staff who were going to teach offshore. After examining the type of preparation provided, the perceived relevance and usefulness, and views about the type of preparation and training that would be most useful, they found that there is little formal preparation for academic staff (particularly those new to this teaching context) and most training takes place through informal mechanisms such as mentoring and informal briefings (p209): …at present most lecturers learn how to deal with these situations through trial and error or with the help of experienced colleagues (p213). According to staff, informal methods were preferred to more formal programs which were viewed as overly rudimentary and generalised (p209). They also advocate that lecturers need an understanding of the cultural, political, legal and economic contexts of each country in which they are teaching (p210), particularly in countries not so familiar with Western culture.

The researchers make three main recommendations for staff preparation programs:

- provision of information about general issues that lecturers face in transnational programs (e.g. teaching conditions, timetabling, pressures on students and their different needs, expectations of visiting staff, logistics and stresses related to overseas travel)

- provision of country specific information to make curriculum and teaching relevant
- the development of systems that support and enhance informal mentoring and sharing between experienced and beginning staff.

Gribble and Ziguras (2003) argue that staff would benefit from easy access to information about legal issues for teaching staff (including educational regulations and immigration), developments within the local education system, links to local news services and other information portals, lists of scholarly journals and books focusing on that country, and so on (p214).

Thus, staff development is seen primarily as an issue of access to digestible, relevant, up-to-date information on countries and regions, together with an occasional workshop or seminar on particular issues in a given country and support for the logistical matters which staff face. Gribble and Ziguras (2003) also acknowledge the limitations of their study and indicate that their findings would benefit from research into local tutors and students perspectives on the teaching and learning.

Knowing the teaching context is seen as an issue primarily for staff who travel overseas to teach at the partner institution. There is no discussion in the literature of the needs of local tutors who teach in these programs to have access to similar information such as institutional policy requirements and the linguistic, cultural and educational context of the partner institution in Australia.

Developing the curriculum. Curriculum adaptation features in the literature as a means for addressing the quality of programs in transnational settings. The focus is on designing curriculum and assessment that are relevant to local students. That is, the notion of quality in relation to curriculum tends to be seen as a matter of contextualization; in other words, flavouring the curriculum by integrating local content, such as case studies and examples, into existing courses designed for students in the home institution.

For example, in their study of academics reasons for teaching in a transnational program in Hong Kong, Evans and Tregenza (2003) found that localization of course materials (p5) was a major concern for staff. They attempted to develop responsive curriculum to meet the needs and interests of local students by, for example, integrating local issues and drawing on local networks (particularly in relation to business and technology courses):

> Australian tutors would often attempt to localize courses by incorporating local readings and using their local teaching counterparts to contextualize the material. (p5)

In relation to assessment practices, while some staff made modifications, other felt constrained by the ordinance regulations of Hong Kong, which require courses to be the same as or equivalent to those offered at the home institution; and therefore adopted the Australian course criteria directly as a means of quality control (p6). In adapting the curriculum to a local audience, Evans and Tregenza (2002) argue that there are issues concerning staff knowledge of the local context and staff preparedness (and indeed time) to adequately adapt the curriculum, combined with the often limited subject specific expertise of local staff.

Miliszewska and Horwood (2004) also argue that the design of transnational courses needs to be culturally responsive and tailored to the learning styles and social context of students in a foreign locale (p1). Their report on students perceptions of a project using engagement theory in Hong Kong, warns that care needs to be taken in constructing assessment tasks; and students assumptions and expectations need to be considered rather than assuming that the same task will be effective in different locations. In fact, the authors question whether or not programs designed for one context and cultural milieu (i.e. onshore) can be successful in a different cultural milieu (i.e. transnational).

Farkas-Teekens (1997) outlines key areas of staff capability for teaching an internationalised curriculum to an international audience in a face-to-face environment, including: knowledge of different teaching and learning styles, understanding that procedures and standards for assessing students performance are to a large extent culturally and nationally defined, skills in involving students from different national traditions in the learning process by using examples and cases from different cultural settings, ability to assess student performance with due respect for different academic cultures and flexible attitudes towards various styles of students behaviour (Farkas-Teekens 1997).

In their study of academics and students experiences of a program in Singapore offered by an Australian university, Dunn and Wallace (2004) highlight assessment as an area of concern. They report that students reported a preference for the Australian lecturers input over the local tutors because the Australian lecturer had more authority. Students felt anxious about assessment and required detailed guidance about how to focus their reading, how to write their assignments in the appropriate academic style and how to use theory and how to cite references (p298). Dunn and Wallace suggest that the lower status accorded by students to local tutors increases the complexity of transnational teaching and learning (p298). While this issue arises in terms of assessment, it has ramifications for teaching and learning in general.

In relation to curriculum design, Leask (2004a) advocates a team-based approach to course development which recognizes that no one person has all of the answers (p6) and which has the advantage of placing academic staff in the role of learners. This has, she argues, the potential to create an intercultural learning space in which there are many opportunities for both staff and students to learn about other cultures (p16). She warns, however, that if staff are to make the most of this space they must be prepared to move into and out of the role of learner and learning guide(Leask 2004a:16).

Complementing this notion of collaborative course development, Bell (2004) emphasises that a focus on content alone is insufficient and argues that to implement an international curriculum staff may be required to explore their own perspectives and values, explore new experiences, develop new skills and understandings, as well as re-designing their curriculum offerings. Internationalisation is clearly being viewed here as more than an issue of designing curriculum content and instead depends on a personal dimension to the teaching and learning process.

Teaching and learning. The review reveals four areas of discussion in relation to teaching and learning in transnational programs: a) understanding and interacting with students; b) supervising post-graduate students; c) the language of instruction; and d) modes of delivery (including teaching teams and the use of information and communication technologies).

a) understanding and interacting with students

A major line of discussion in the literature is how staff and students understand each other and the nature of interaction between them in transnational programs, in particular the problems associated with differing expectations and cultures of teaching and learning.

Evans and Tregenza (2002) report on academics experiences of teaching Australian courses in Hong Kong, finding that staff frequently commented on the difficulty of the teaching environment and nature of the student cohort. They raised concerns about the impact of the cultural background of students on teaching and learning and the reluctance of Asian students in particular to engage in the reflective practice and critical thinking typically associated with Australian courses (p5). Thus, students are represented as a source of difficulty and discomfort for visiting staff.

In their report on the initial stage of a professional development workshop for Singaporean staff teaching a business program for Curtin University in Singapore, Dixon and Scott (2003) highlight the need for professional development for staff in partner institutions as a way of addressing quality teaching and learning. Evaluation of an interactive professional development session indicated the need for ongoing, interactive professional development for staff, who are usually practising professionals who teach part-time and have no formal teacher training. Following a phase of implementation of the teaching strategies, participants reported variable success and noted particular problems with getting students to interact during tutorials. The authors conclude that the dissonance between the nature of Asian and Chinese learners and an essentially Western model of teaching and learning may have impacted upon the overall success of implementing such approaches (p163). They argue that it is the students ethnicity and their culturally-based learning style that are at the base of the problem and that what is needed is more professional development to assist the Singaporean staff to teach the Singaporean students to learn in an interactive Western way.

On the other hand, Crabtree and Sapp (2004) argue that significant adaptation of teaching approaches is needed to facilitate learning in transnational teaching environments. Their action-research case study of a US professor teaching a MA-TESOL program in Brazil, highlighted the dilemma faced by academics who travel to teach, for the financial gain of their home institutions, and realize that their pedagogy and curriculum do not meet the needs and expectations of their student cohort. They note that the professional and cultural ethnocentricity of academic staff and cultural and communication differences between the US and Brazil (such as time orientation, formality and class interaction patterns) resulted in differences in expected instructional style between teacher and students. The mismatch disrupted the learning environment and resulted in both teacher and students having a negative attitude to the experience. The authors propose a pedagogy that is related to the culture of the students rather than the culture of the teacher as a possible solution to this situation.

These three studies (Evans & Tregenza 2002, Dixon & Scott 2003 and Crabtree & Sapp 2004) are an interesting set. Evans and Tregenza and Dixon and Scott argue that it is the students ethnicity and their culturally-based learning style that create the problem while Crabtree and Sapp argue that it is the teachers difference that is the problem and that changes need to be made to teaching strategies and teacher expectations. Firstly, none of the studies provide an elaboration of how either students cultural orientation or teachers pedagogy must change to address the problem. Secondly, all of the studies are problematic in that they view the participants as the problem and do not acknowledge the need for all contributors to be responsible for successful communication and interaction in order for quality teaching and learning to take place.

While each of these studies above acknowledges the need for adaptation of some kind, the study of the preparation needs for academic staff conducted by Gribble and Ziguras (2002) found somewhat to the contrary. They report that the majority (of participants) believed that prior experience teaching international students in Australia had well prepared them to teach offshore. In fact many of the academic staff interviewed saw little difference between onshore and offshore teaching (p210). The authors suggest that this view could be due to the vast experience of the academics interviewed in teaching offshore or the changing nature of onshore teaching in Australia. In one case, for example, a staff member reported that 85% of his onshore class were international students, predominantly from Asian backgrounds (p210). This study highlights the varied needs of staff in these programs and the need for a professional development framework that is sensitive to the needs of the individual in their specific teaching context.

b) supervising post-graduate students

Many transnational programs are offered at postgraduate level and therefore require academic staff to undertake supervision of postgraduate students. While the literature on internationalisation explores this issue, there is no reference to transnational programs in particular. There is discussion, however, of issues relating to supervision of students of non-English speaking background (Ryan & Zuber-Skerritt 1999). This book of varied authors provides a detailed account of the specific pedagogic concerns for supervisors of students from non-English speaking backgrounds (NESB), including: inadequate linguistic skills in English, culturally-based conceptualizations of knowledge and consequent learning styles, inculcation into the disciplinary discourse and poor disciplinary preparations for the demands of postgraduate study, differing expectations of the roles of student and supervisor, lack of understanding of the varied cultures from which students derive and the effect of these on the student-supervisor relationship, and excessive quoting/plagiarism. The various authors in this publication offer numerous strategies for addressing issues in supervision of NESB students. These are broad ranging and include:

- clarifying the roles of student and supervisor
- exploring academic traditions and academic protocols
- evaluating student progress regularly
- using technology to independently access information

- asking lecturers to speak more slowly and avoid slang
- using multilingual computer systems and keyboards.

Several authors argue that effective supervision (of any student, not just NESB students) is predicated on treating individual students as individuals, the starting point for each individual student is different: thus the supervisory process must differ for different students (Nagata 1999:24) in an environment of shared understanding and mutual respect (Sandeman-Gay 1999:47) The most common theme to emerge across most authors is the need for cultural awareness and understanding.

c) the language of instruction

In the transnational education literature there is limited exploration of language as the medium for instruction. Problems associated with adequate English language proficiency are raised. There is no detailed investigation of the role of individual linguistic profiles of students and staff, however.

English language features in the literature in terms of the level of students proficiency (particularly in relation to programs in the Asia-Pacific region) and the impact of this on standards of academic performance. For example, in their study of academics teaching in Hong Kong, Evans and Tregenza (2002) report that staff recognised that their discursive pedagogies relied on sophisticated oral and aural skills in English which the students usually did not possess (p6). Staff typically said that Hong Kong students find it difficult to work within English while simultaneously developing a conceptual framework within which to undertake their assignments. This resulted in difficulty in explaining concepts and increased marking demands on staff. Added to this, staff identified plagiarism as a complex cultural issue but one which increased demands on staff to provide detailed explanations of plagiarism and assignment expectations (p6).

In their study of a transnational program in Singapore, Dunn and Wallace (2004) argue that student competency in English can be misleading in multilingual settings such as this. They suggest that where students are operating with multiple languages (with their own meanings in various contexts) the dominance of standard English in the curriculum and assessment tasks without recognition of differences in meaning accorded to the words or cultural settings is an issue (p294). They state that one of their key findings is the importance of the subtle cultural codings of language, and, in this case, the difficulties of some Singaporean students in cracking the textbook English code (p300). They stress that imperfect linguistic and cultural understanding affects learning strategies and performance on assessment tasks (p300).

In their review of cross-border post-secondary education, Marginson and McBurnie (2003) highlight the significance of cultural and linguistic diversity for transnational programs in the Asia-Pacific region, with just over half the worlds living languages located in Asia as a whole (p5). They state that such diversity poses difficulties for programs, in particular for distance education modes. Though they do not elaborate these difficulties, they explain that while it is likely that English will be the language of higher education, future providers will need to be competent in one or more of the major languages of the region as well as in English (Marginson & McBurnie 2003:6).

In relation to teaching and learning, the study conducted by Crabtree and Sapp (2004) in Brazil highlighted language issues which impacted on course effectiveness. Most of the students in the program were multilingual with English speaking and listening skills that were significantly more advanced than their reading and writing skills. The authors also comment on the impact of the lecturers language: Being multilingual, (the lecturer) approached the classroom setting as an evolving speech community, which she additionally experienced as the site of her own culture shock and cross-cultural adjustment (p112). The study indicated that by adopting the first language of the student group, the teacher was able to improve teacher-student relationships, develop greater empathy with students and assist them make more direct connection with the content: Sometimes it meant being willing to speak about course concepts and related issues in Spanish so that neither Brazilian students nor the US professor had the advantage of communicating in their native language (p123).

The language of instruction arises as an issue since language mediates human interaction, communication, and therefore teaching and learning:

> Language is unique, however, among all cultural systems, in that it not only
> reflects the experiences and values of the culture that it gives expression to, but it
> also plays a major role in forming culture. It is through language, not exclusively
> but predominantly, that any cultural system is preserved and transmitted, and it is
> through language that change is negotiated and incorporated into cultural
> systems. (Lo Bianco 2003:26)

Language of instruction, and the culture associated with it, is critical to the nature and quality of the teaching and learning experience, including the level of students achievement. The implication of this relationship is that linguistic diversity is a reality of transnational classrooms and needs to be considered in shaping a professional development framework for staff in two ways: 1) as a part of the substance of the professional development program, e.g. inclusion of the significance of the role of language for teaching and learning and 2) as an issue in providing professional development support to the various staff involved in program delivery, particularly for those whose first language is not English.

d) modes of delivery

The nature of transnational programs, i.e. the delivery of programs of a provider institution geographically situated in one part of the world in other parts of the globe (van Damme 2001) provides specific challenges in terms of delivery. Transnational programs involve multiple modes of delivery including some or all of the following:

- teaching, research, supervision and assessment activities (including moderation for parity with onshore provision)
- intensive face-to-face teaching by Australian staff, supported with pre-teaching and post-teaching activities
- teaching and some assessment support by local tutors who may be qualified teachers or who may be industry-based and who work as tutors or supervisors part-time

- communication and interaction through ICTs such as online materials and resources and email contact with lecturers
- video-conferencing and video lectures
- the use of conventional distance teaching resources, including print materials
- provision of local support and administrative infrastructure, e.g. libraries or computing facilities, through a contracted partner.

Evans and Tregenza (2002) describe a typical situation as follows:

> Australian institutions varied in their provision of face-to-face tuition in Hong Kong. The range of provision was from an orientation session only, through to weekly classes. Typically, a university would offer some regular tutoring using a local tutor, possibly with the option for the students to phone or email the tutor for personal assistance, and university staff would visit once per semester. Typically the courses comprised study guides, textbooks and online access to further resources for students. (p5)

Clark and Clark (2000) further support the importance of ICTs in transnational teaching, stating that entire courses may be offered online together with regular email use for communication with administrators, lecturers and among students (p5). They stress that:

> Given the important role of technology in off-shore teaching, careful thought should be given to ensuring its availability and how it might best be used in a particular program and in particular subjects. (p5)

Staff need to be able to use technology to administer and teach. They require technical training and assistance, as well as pedagogical understanding to effectively deliver programs incorporating ICTs.

In discussing issues of quality in the internationalisation of higher education, Van Damme (2001) argues that higher education will develop as one of the most promising services on the Internet with cyber-universities delivering entire degree programs using multiple communication technologies on a global scale (p428). He advocates that such directions emphasise the need to address issues of quality in both policy and practice.

In their Singapore study, Dunn and Wallace (2004) reported that students were favourable towards the incorporation of ICTs in the program. According to students, ICTs provided many benefits in their experience including supporting them to feel connected to their Australian university, to engage in discussions with Australian students, and to rehearse their contributions and questions in e-forums (p297).

Discussion of the benefits of information and communication technologies (ICTs) in enhancing teaching and learning is also evident in the internationalisation literature (Peters 1997, Leask 2002, Leask 2004b). The effectiveness of different forms of ICTs, such as discussion boards and online lectures in teaching students at home is discussed by Pavey and Garland (2004). They found that students generally appreciated opportunities to access materials outside of time with lecturers, that online discussions were welcomed, possibly as less intimidating than face-to-face tutorials, and that online lectures, while regarded as

worthwhile as an alternative, should not replace face-to-face lectures. Issues of effective use, integration into the curriculum and assessment in relation to the transnational teaching context, however, are not evident in the transnational education literature.

Given the multi-faceted nature of delivery in these programs a crucial relationship is that of the teaching team, i.e. the academic staff and local tutors. In reporting on a case study investigating a business program taught in both Australia and in Hong Kong, Leask (2004a) argues that academic staff can transform their teaching through active engagement with cultural others (p1), i.e. the local tutors involved in delivering the program. She proposes that the relationship between academic staff and local tutors needs to be reconstructed to become an integrated, collegial and egalitarian teaching team. Local tutors are, she argues, cultural insiders (who can) assist the cultural outsiders to understand the teaching and learning environment and to learn from it (p3). In addition to posing questions about the responsibility of academic staff for their own learning and engagement with diversity, she suggests that universities need to create opportunities for academic staff in different cultural places to share how and what they have learned about and with others.

The study by Dunn and Wallace (2004) supports this view. Australian academics in their study reported feelings of frustration about the seeming lack of feedback from Singaporean staff. The authors advocate an unpacking of the notion of collegiality and respect between staff so there is less room for ambiguity and that strengthened relationships could serve to improve the credibility and authority of the Singaporean tutors in the eyes of their students (p301).

The multiple modes of delivery in transnational programs with varied student expectations, teaching staff, their differing expertise and contributions to the program underscores the need for a professional development framework for staff that is sensitive to their differing needs and teaching contexts.

Intercultural stance. In the literature there is discussion of the need for those involved in transnational programs to develop a particular character, disposition and understanding. For example, the emotional demands on the individual involved in transnational teaching are described:

> Teaching offshore is an intellectual challenge and an emotional journey, one
> which requires academic staff, as strangers in a strange land, to come to terms
> with the perceptions that staff and students …have of them, with the difference
> and similarities…that confront them and challenge their stereotypes and
> prejudices, and which can lead to feelings of frustration, confusion and
> disorientation. (Leask 2004a:3)

The need for curriculum, teaching and learning to include an intercultural dimension is particularly prevalent in the literature on internationalisation and on transnational education (Knight 2004; de Wit 1997; Leask 1999, Leask 2004a; Gallagher 2002, Paige & Mestenhauser 1999). This kind of dimension is described in varying terms and has varying associated forms of knowledge, such as multicultural awareness, intercultural training, cross-cultural skills and intercultural stance. Crabtree and Sapp (2004) strengthen this view,

suggesting that understanding intercultural communication theory and practice is necessary in teacher training to negotiate learning in cross-cultural contexts and to understand the broader social impact of international education programs, particularly where unequal power relationships between developed and developing countries exist (p113).

Despite such support for the intercultural, what is meant by it and its relationship to internationalisation, is not clear. According to Liddicoat (2003) most work in internationalisation fails to successfully address the intercultural dimension primarily because definitions of the intercultural do not attend to issues of identity and engagement which lie at the heart of interculturality (Liddicoat 2003:19). Intercultural engagement involves self-reflection, critical engagement and sensitivity towards participants communication (Kramsch 1998, 2004; Liddicoat & Crozet 2002; Liddicoat et al. 2004, Papademetre 2003). Kramsch (1998, 2004) elaborates on this notion of intercultural understanding being embodied in peoples worldview or stance:

> Culture is not one worldview, shared by all the members of a national speech community; it is multifarious, changing, and more often than not, conflictual. (Kramsch 2004:255)

> Meaning is never achieved once and for all; it must be conquered anew in every utterance through the verbal actions and interactions of speakers and hearers, writer and readers. (Kramsch 1998:25)

In their report on integrated teaching resources for internationalisation, Crichton, Paige, Papademetre and Scarino (2004) provide a detailed description of intercultural communication and offer a set of principles for intercultural teaching and learning (p64). They point out that the set of principles, as follows, are not additional but provide an overall orientation (p63) to curriculum design, teaching and learning:

- connecting the *intracultural* with the *intercultural* (i.e. recognising that every individual has his/her own variable linguistic and cultural identity when interacting with others and their own variable identities.)
- constructing intercultural knowing as social action (i.e. recognising that knowledge, values and beliefs are based on ones own enculturation and influence communication and decision-making)
- interacting and communicating (i.e. understanding the continuous negotiation of meaning between individuals with their respective knowledges in every communicative act, and understanding teaching as a sociocultural act)
- reflecting and introspecting (i.e. engaging with different ways of knowing and reflecting sensitively and critically on successes, failures, uncertainties and future developments in interacting with others)
- assuming responsibility (i.e. valuing negotiation as a shared means of communicating and interacting with others, developing sensitivity towards multiple perspectives and needs as necessary for successful communication).

They explain that intercultural learning is more than the acquisition of factual knowledge based on the presentation of cultural facts, and dos and donts in cross cultural interactions (p65). The authors emphasise processes involved in intercultural learning such as observation, description, analysis, interpretation and explanation leading to a deeper understanding of human communication, interaction and behaviour.

The capacity for academic staff to understand their own professional and intellectual orientation or epistemological reflexivity (Crabtree & Sapp 2004:127) is noted as important for the success of teaching within transnational programs:

> …it was precisely because of the professors expertise in intercultural
> communication coupled with opportunities presented by the course-content that
> cross-cultural adjustment was possible for the students and professor alike and
> that a mutually empowering, ethical and effective learning environment was
> negotiated in this particular setting. (Crabtree & Sapp 2004:124)

This is further developed by Crichton et al. (2004:63) who argue that for *intercultural teaching, learning, and its assessment,* educators should seek a specifically intercultural understanding of the status and acquisition of knowledge in their particular disciplines, i.e. in their epistemologies (p63).

4.1.5 Academic staff development in higher education

Within the literature on academic development in higher education there is minimal attention to professional development for staff teaching in transnational contexts. However, there are two themes which are broadly relevant: 1) approaches to academic staff development and 2) trends and needs in higher education.

Approaches to academic staff development. As an initiative to support the improvement of quality teaching and learning academic development has been a recognizable area of work in most Australian universities over the last twenty-five years. Although the structures and locations of academic development units may vary and are heavily dependent on historical context and institutional cultures, there are many similarities in the functions and activities in which they are involved.

Gosling (2001) outlines six functions of educational development in higher education: improvement in teaching and assessment practices, curriculum design and learning support (including the place of information technology in teaching and learning); professional development of academic staff; organizational and policy development; learning development of students; informed debate about learning, teaching assessment, curriculum design and the goals of higher education; and promotion of the scholarship of teaching and learning and research into higher education goals and practices (p75). He identifies a number of methods used by Education Development Units to embed and support change in staff practices:

1) using management structures such as committees,

2) sponsoring projects within Departments, schools or faculties,

3) direct support through establishing teaching and learning groups,

4) events such as seminars and conferences,

5) paper and electronic communication, and

6) staff rewards schemes. (p84)

Such a range indicates the complexity of understanding this work but also importantly the need for flexibility and care in designing professional development to meet the needs and context of different groups of teaching staff.

According to Boud (1999) models of staff development can be characterised in various ways including embedded or invisible, moral imperative, corporate policy and multidimensional and distributed (Boud 1999 in MacDonald 2003:4). While there is a tension between activities to develop the individual or the institution, there have been ongoing calls for a need to bring together centralised and local activities in order to counter the criticisms of each and mutually inform and strengthen both forms (Boud 1999).

Commenting on approaches to academic development, Candy contends that the role of professional development in knowledge-based organizations is to be proactive, particularly in raising the awareness of members of the university community about important trends and issues that are likely to affect education generally and higher education in particular (Candy 1995:16). He devised a model of staff development for this context as follows: Comprehensive, Anticipatory, Research Based, Exemplary, Embedded, Reflective and Geared towards the notion of lifelong personal and professional development. (Candy 1996).

Alderson (1996) offers a view of staff development as a personal and professional journey which requires exploration and negotiation of understandings, re-examination of currently held beliefs, reflection on current practice, gathering and digesting information from a variety of resources, and opportunities for the social construction of knowledge (p6). This view underpins her argument for greater involvement of academic developers with staff at course level in schools rather than offering generic, university wide programs.

Grace et al. (2004) argue for a holistic approach that combines both subject-specific and generic types of academic development and state that they should not be seen as mutually exclusive. Disciplinary differences are important and need to be acknowledged, but there are advantages of inter-disciplinary learning; and they argue that a combined approach can enhance learning. They have put forward a number of practical strategies for developing programs and activities that are generic and can be offered in a centralised way, yet address specific discipline based contexts.

Academic development is a complex and evolving area of professional practice which is heavily dependent on individual institutional directions and current trends in higher education (Ryan et al., 2004). Hence the design and development of any program needs to take these factors into account and the approaches that will be taken at an individual institutional level will be reliant on these conditions and may vary accordingly.

Trends and needs in higher education. While transnational education has its own distinctive trends and needs, it is subject to the broader trends and pressures on universities. The discussion paper Striving for Quality: Learning, Teaching and Scholarship (DEST 2002) outlines a number of major factors affecting change in higher education in the coming years including:

- evolution to a mass higher education system
- a global knowledge-based economy
- impact of information and communication technologies
- the internationalisation of Australian higher education
- changing patterns of student enrolment, engagement and expectations
- assessing the quality of teaching and learning
- effective and efficient learning experiences and environments. (DEST 2002)

All of these factors have had an impact on the development of academic staff and Ryan et al. (2004) highlight some of the major consequences for academic development initiatives. Of these, the following are particularly relevant to transnational education and are evident in the literature: increasing internationalisation and student diversity; use of information and communication technologies; and program quality and standards.

a) student diversity and internationalisation

Candy (1995) argues that staff developers will be called upon to assist staff with new and different teaching methods, speaking techniques, curriculum overhaul and developing appreciation of the social, cultural and educational backgrounds of students (p16). Staff development, he suggests, also has a role in internationalisation to highlight to staff the opportunities and pitfalls in working abroad (p17). Specific initiatives in this area could be: specialised language and cultural orientation, conferences and workshops on educational, legal, cultural and commercial systems in Asian and Pacific countries, and provision of services to higher education institutions in neighbouring counties on staff training and development (p17). Thus, Candys work provides some notion of both the content and approach for future staff development initiatives.

In relation to internationalization and academic staff development, Naidoo (2003) identifies the following challenges: internationalisation of curricula, globalization, new technological developments, rapidly changing modes of delivery, e.g. flexible and online, issues of plagiarism and copyright and maintenance of quality and international standards. Naidoo (2003) argues that a supportive environment and culture which espouses collegiality and sharing of best practice are preconditions for effective staff development and bringing about change. Activities for staff, she suggests, need to be staff-focused, responsive,

innovative, flexible, accountable, and operate effectively and efficiently (p7). Thus, the approach to professional development is described; however, there is little sense of the relevant content.

b) use of information and communication technologies (ICTs)

In discussing quality in e-learning in higher education in general, Husson and Waterman (2002) outline three key areas for staff training: technology (e.g. breakdowns), pedagogy (group projects) and administration (e.g. class rosters). In addition, they argue that quality online teaching requires staff to understand teaching strategies and principles of good practice. The authors describe how the project at Regis University, Colorado supports staff through formal and informal training sessions combined with online resources.

Supporting the need for staff development in using ICTs as a means of enhancing teaching and internationalisation, Leask (2004) suggests that there will be significant challenges and opportunities for staff development:

> Given that most academics today were not taught online and probably did not mix with the diverse student body that is likely to exist in online environments, this is a critical issue for professional development. (p14)

> For while ICTs offer unique and rich opportunities to internationalise the curriculum, staff are often unfamiliar with their potential, or uncomfortable with their use as a teaching and learning tool; and some are disinclined to investigate and experiment with them. (p14)

One of the few studies to touch on the use of new technologies in transnational settings is the study conducted by Feast and Bretag (2005). Reporting on a study following the SARS crisis in Asia in 2003, the authors highlight the role of technology in supporting both staff and students in bridging the gap in course delivery created by travel restrictions. Staff in the case study expressed concern, however, about the lack of professional development regarding alterative delivery mechanisms and suggested that video presentation training be provided to staff in future (p74). Here the use of ICTs is critical in problem-solving and maintaining program delivery of the highest quality possible given the circumstances.

c) program quality and evaluation

While conducting a quality assurance process designed for Curtin University, Dixon and Scott (2003b) found a strong case for professional development for staff in their transnational program in Singapore. The quality assurance mechanism, called the Unit Effectiveness Project, was designed for onshore programs to obtain feedback from students about their perceptions of their learning experiences. In applying this mechanism to transnational programs, significant logistical problems were encountered, revealing an urgent need for a systematic professional development support mechanism for staff in these programs. A professional development program was developed focussing on teaching strategies, on-going reflection, facilitated networking and sharing examples of good teaching practice. In addition, individual support and reflection on the evaluation reports was provided to staff.

Participants indicated the most benefit was gained from sessions on presentation faults, planning and organisation, optimal learning environments and appropriate teacher characteristics (p287). The local staff were strongly in favour of on-going, interactive professional development with the inclusion of more case studies and opportunities to witness and discuss good teaching practice. As a result, Dixon and Scott (2003b) argue strongly in favour of structured professional development programs for local staff as a mechanism for quality improvement in teaching.

4.1.6 Concluding comments

The review of the literature highlights the limited work thus far completed in relation to academic staff development for transnational education. It is apparent from the review that transnational teaching is a complex matter involving multiple people, roles, settings, programs and modes of delivery. To date, preparation for staff has been seen primarily as a matter of training and access to information. The review indicates however that this view is not sufficient and that support for staff involved in these programs requires a multi-dimensional and context sensitive approach which considers the needs of the various participants, their knowledges and interactions within the teaching context.

Despite there being no obvious intersection of the literatures related to academic staff development and transnational teaching, some key qualities and content areas can be extracted that are relevant to the transnational teaching context and a professional development framework for academic staff.

The key characteristics to be considered in the mode of delivery of professional development for academic staff can be grouped as follows:

- directive and responsive (i.e. top-down and bottom-up)
- participatory and interactive
- research based
- incorporating multiple perspectives
- reflexive/on-going.

Two key broad features of the substance of professional development programs for academic staff, according to the literature, are that it should be intercultural in orientation and integrated into academics work; that is, connected to their discipline and tailored to their needs rather than offered in a generic form.

While the literature makes reference to issues of quality teaching and learning which staff confront in any program, it also suggests that the intercultural assumes greater importance and immediacy in transnational programs. The distinctive nature of these programs, with cultural, linguistic and educational diversity foregrounded, gives greater prominence and a sense of urgency for staff to develop an intercultural mindset or stance which informs their curriculum development, and teaching and learning practice. There is, however, no clear discussion of the implications of the intercultural for staff development.

In summary, the review has highlighted key issues and ideas which provide a useful starting point for developing a professional development framework for academic staff in transnational programs.

4.2   The survey results[2]

The literature review provided a useful framing for development of the surveys. Firstly, it highlighted the limited work thus far in relation to academic staff development for offshore teaching; and secondly, it highlighted some key understandings and abilities that had been identified and which could be usefully confirmed (or not) and further explored through the surveys. These 15 potential understandings and abilities (or characteristics) of offshore teaching staff were then ranked by the four groups of stakeholders as either essential or desirable or not relevant. The same characteristics were presented to each group in the same order. All groups were also given the opportunity to suggest additional essential and desirable characteristics of offshore teaching staff. In addition, teaching and administrative staff were asked to indicate how much time (forced choice, ranging from zero to more than five hours) they thought should be devoted to academic staff development before and during the teaching experience and how they would prefer this to be delivered – face-to-face, in print form for self access or online.

Understandings

The understandings identified through the literature review were included in six items in the survey. They were understandings of:

- local culture(s) including the political, legal and economic environment
- social, cultural and educational backgrounds of students
- how the teachers own culture affects the way they think, feel and act
- how culture affects how we interact with others
- UniSA policies and procedures
- the local providers policies and procedures.

Abilities

The abilities identified through the literature review were included in nine items in the survey. They were the ability to:

- include local content in the program through examples and case studies
- change the teaching approach to achieve different course objectives
- adapt learning activities to suit the needs of offshore students
- communicate with other staff teaching on the program
- use different modes of delivery to assist student learning
- provide timely and appropriate feedback on student performance.
- engage students from different cultural backgrounds in discussion and group work

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[2]   The surveys are included as Appendix 1.

- evaluate feedback from students
- reflect on and learn from teaching experiences.

These characteristics can be grouped into three categories: policy knowledge, cultural knowledge and teaching skills (see Table 4.1).

Table 4.1 Characteristics grouped into three categories

Category	Associated characteristics
Policy and procedural knowledge (PPK)	- understanding of UniSA policies and procedures - understanding of the local providers policies and procedures
Cultural knowledge (CK)	- understanding of local culture(s) including the political, legal and economic environment - understanding of how the teachers own culture affects the way they think, feel and act - understanding of how culture affects how we interact with others - understanding of social, cultural and educational backgrounds of students
Teaching skills (TS)	- the ability to evaluate feedback from students - the ability to include local content in the program through examples and case studies - the ability and flexibility to change the teaching approach to achieve different course objectives - the ability to adapt learning activities to suit the needs of offshore students - the ability to use different modes of delivery to assist student learning - the ability to provide timely and appropriate feedback on student performance - the ability to engage students from different cultural backgrounds in discussion and group work - the ability to reflect on and learn from teaching experiences - the ability to communicate with other staff teaching on the program

These categories are not discrete. In particular, the categories of cultural knowledge and teaching skills are related and interconnected. For example, there is a clear relationship between a teachers understanding of the social, cultural and educational backgrounds of students (CK) and their ability to adapt learning activities to suit the needs of these students (TS). An understanding of how culture affects the way they interact with others (CK) will have a direct affect on the teachers ability to engage students from different cultural backgrounds in discussion and group work (TS), as well as their ability to evaluate feedback from students (TS) and their ability to reflect on and learn from their teaching experiences (TS). These links highlight the importance of cultural knowledge in an offshore teaching environment – the way in which it underpins the work of the teacher, and the strong influence it is likely therefore to have on student learning outcomes.

The survey results

All 15 characteristics were seen as relevant and desirable characteristics of offshore teachers by all groups. However, while there was agreement as to what were the most essential and the least essential characteristics, there was considerable variation between the different groups of participants in the level of importance ascribed to all other characteristics. There

was greater agreement between the rankings of academic staff and admin/management staff than there was between the ranking of students and either group of staff. A limited number of additional items were also suggested by the participants in the research.

Comparative ranking of individual characteristics

The ability to provide timely and appropriate feedback on student performance was ranked as the single most essential characteristic of offshore staff by all participant groups. For academic and admin/management staff this ranked equally with the ability to learn from teaching experiences. Admin/management staff also ranked an understanding of local culture highly (equal in importance to the provision of feedback and learning from the experience). Academic staff and students, however, ranked it as of less importance (six and eleven respectively). The ability to communicate effectively with members of the teaching team from different cultural backgrounds was ranked at 14 or 15 by all groups surveyed, that is, of least importance. A different perspective was reflected in the interviews, and raises concerns about the participants interpretation of this question in the survey and the validity of this finding.

Comparative ranking of categories of characteristics

There are some interesting differences in the comparative rankings given by the groups of participants to the categories of characteristics described above: policy and procedural knowledge (PPK), teaching skills (TS) and cultural knowledge (CK).

The greatest variation in ranking occurred around the items related to understanding of policy and procedures. An understanding of UniSA policies and procedures was seen as being much more important by academic and admin/management staff than it was by students. However, an understanding of the partner institutions policies and procedures was seen as being of low importance by academic staff and students, yet this was ranked as important by admin/management staff. In summary, admin/management staff ranked policy and procedural knowledge related to both UniSA and the partner as very important (and equally so), whereas academic staff saw knowledge of UniSA policies and procedures as more important than knowledge of the partners policies and procedures. Students, however, saw knowledge of policy and procedure as of low importance compared to other characteristics.

Teaching skills items were ranked as more important by students than staff (both academic and admin/management staff). Teaching skills items were ranked as the top 7 items by students. In order of importance they were the:

1 the ability to provide timely and appropriate feedback
2 the ability to engage students from different cultural backgrounds in discussion and group work
3 the ability to adapt learning activities to suit the needs of offshore students
4 the ability to include local content in the program through examples and case studies
5 the flexibility to change the teaching approach to achieve different course objectives
6 the ability to evaluate feedback from students
7 the ability to use different modes of delivery to assist student learning.

Overall, cultural knowledge was ranked as more important by academic and admin/management staff than students. The data shows clearly that for staff (both academic and admin/management staff) cultural knowledge is seen as vitally important in offshore teaching.

The relative importance ascribed to teaching skills (TS), cultural knowledge (CK) and policy and procedural knowledge (PPK) by the groups surveyed was calculated by averaging the ranking given to the characteristics in each category by each group undertaking the survey. The results are summarised in Table 4.2, where 1 indicates highest rank order and 3 indicates lowest rank order.

Table 4.2: Relative importance of categories of characteristics

	Students	Academic staff[3] (Australia-based and local tutors)	Administrative and management staff
teaching skills	1 (6.2)	2 (7.4)	3 (7.7)
cultural knowledge	2 (9.2)	1 (7.0)	1 (5.75)
policy and procedural knowledge	3 (13.5)	3 (7.5)	2 (6.0)

This summary highlights several important points:

- the difference in the perspectives of the different groups
- the importance of cultural knowledge in this teaching context (the only item ranked at 1 or 2 by all groups)
- the closeness in the rankings given to the three categories by staff compared with students, who ranked teaching skills and cultural knowledge as much more important than policy and procedural knowledge
- the need to focus on all areas in any professional development program, but to emphasise teaching skills and cultural knowledge over policy and procedural knowledge.

Additional comments

All participants were given the opportunity to identify additional characteristics of offshore teachers. For each group these comments were consistent with the relative importance placed on teaching skills, cultural knowledge and policy and procedural knowledge in the scaled answers. Thus, academic staff suggestions in relation to additional essential and desirable characteristics of offshore teachers were predominantly focussed on cultural knowledge items such as including content related to the particular working conditions in the profession in the offshore cultural context and the ability to speak the language of the

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[3] The data for Australian-based staff and local tutors was aggregated in the analysis of the surveys, their principle aim being to confirm (or not) the key characteristics identified in the literature review and identify any gross differences and similarities between the views and perspectives of academic staff, admin/management staff and students, rather than to draw conclusions abut differences between the two groups of academic staff. The latter was explored in detail in the interviews.

country in which the teaching is taking place. Student suggestions were, in contrast, focussed around teaching skills such as time management, the ability to relate what is being taught in the course to what is taught in other courses in the same program and the ability to communicate effectively with students.

Offshore tutors took the opportunity afforded by the any additional comments option to raise issues not easily classified within the categories of teaching skills, cultural knowledge and policy and procedural knowledge. These were all clustered around the issues of the status of local tutors and their level of involvement with other members of the teaching team. They included such things as:

> be seen as proper lecturers and not just contractors – given title of Adjunct or Associate Lecturer

> act as a team with all involved to plan objectives and materials

> feel like a member of the teaching team, as part of the onshore team as well

Academic staff and admin/management staff were also asked how much assistance support staff should receive to develop the characteristics they had nominated before they commenced teaching and in any one year once they had commenced teaching. They were also asked how this support should be provided. Both academic staff and admin/management staff recommended 2-5 hours of support initially and in each subsequent year. No clear preference for mode of delivery of the support was evident from the survey responses. Academic staff responses were evenly spread across face-to-face and online delivery, while admin/management staff responses were evenly spread across hard copy and face-to-face.

4.3   The interview results

During the interviews conducted in Hong Kong, Singapore and Adelaide, volunteers from the four participant groups in this research were asked questions designed to both confirm and supplement the data obtained from the surveys. Participants were given the option of participating in either a focus group discussion or an individual interview. Each interview was loosely structured so that all areas were covered, but there was also the time and flexibility to explore new ideas and concepts if and when they arose.

Two members of the project team were present at most interviews and this enabled one to ask questions while the other noted the participants responses to the questions raised. All interviews were also taped so that the notes could be checked for accuracy and clarification of detail as necessary. In those interviews where two interviewers were not able to be present, a written record of the interview was taken from the tape of the interview by the interviewer soon after the interview had concluded.

The interviews focussed on three main areas: the characteristics of the ideal offshore teacher, the major challenges facing academic staff teaching in the program and the participants views concerning the most useful information, activities and resources for assisting staff to meet these challenges to become the ideal offshore teacher.

Four themes related to the professional development of academic staff teaching Australian programs offshore emerged from the interviews. These were that offshore teachers need to:

1   be **experts in their field**: knowledgeable in the discipline within both an international and a local context (where local refers to the offshore context), and both informed about the latest research and able to incorporate it into their teaching

2   be **skilled teachers and managers of the learning environment**: able to acquit the operational issues involved in teaching offshore effectively and efficiently

3   be **efficient intercultural learners**: culturally aware and able to teach culturally appropriate materials, using culturally appropriate methods which recognise the critical role played by language and culture in learning and flexible enough to make adjustments in response to student learning needs

4   demonstrate particular **personal attitudes and attributes**: for example, approachable, patient, encouraging and passionate about what they are teaching.

There was no privileging of any of one of these themes over others and no hierarchy is suggested by the numbering of them here. However, it is notable that themes 1, 2 and 4 would apply to teachers anywhere, in almost any situation. However, theme 3, related to intercultural learning, is not usually associated with good teaching (although arguably, given the results of this research and the increasing cultural diversity in classrooms onshore, perhaps it should be). It is this element that appears to make the offshore teaching environment significantly different from the onshore teaching environment. Cultural difference is highlighted in the offshore environment where both the program and the academic staff with primary responsibility for its delivery have different cultural foundations from the context within which it is being delivered.

These themes applied to both local tutors and Australian academics travelling to teach offshore, although there were some variations in detail and emphasis in relation to the application of each theme to the two groups. These are described below.

Theme 1:   Experts in the field

Australian academic staff

This theme relates to the ability of Australian academic staff to present both theory and theory-in-practice, to bring examples into the classroom that are up-to-date and informed by recent research. The discipline knowledge they bring to the classroom needs to be both international and localised; theoretical and applied. It also needs to be current, up-to-date and informed by research. This theme also relates to the capacity and ability that teachers have to share their experiences as practitioners in the field or to demonstrate to students how the knowledge they are presenting is applied in different situations, including in different cultural contexts. To be an expert in the field in an offshore environment requires particular kinds of professional knowledge including an understanding of the local professional context; for example, local attitudes to counselling or engineering and restrictions, regulations and opportunities operating in the local environment. It also

requires some understanding of cultural norms and values and the influence these have on those practising the profession in the local context.

Local tutors

For local tutors this theme relates to their local experience in the discipline or field of study, as well as their academic and professional background and qualifications. There was an expectation that they would be practitioners in the field who played a very important role as local experts, able to provide local examples and applications that would assist students to understand the Australian course.

Theme 2: Skilled teachers and managers of the learning environment

Australian academic staff

This theme relates to the ability of Australian academic staff to modify their teaching to suit the particular challenges associated with teaching in a different cultural context; their ability to read and understand the context and to tailor their teaching to suit the distinctive needs of the group of students they are working with. Teachers in an offshore environment must be highly skilled and very flexible in their teaching approach. They need to be able to adapt to different physical teaching environments and to make adjustments to the way in which they structure and present information depending on the needs of the student group. Thus, they also need to be skilled in quickly assessing what those needs are. Highly developed written and oral communication skills are also essential, as is the ability to interact effectively both online and face-to-face.

The ability and the commitment to respond rapidly to emails (within 48 hours), to manage online discussion forums (both synchronous and asynchronous), to give accurate and detailed feedback on assignments, to speak clearly and to check levels of understanding and make adjustments to their communication style depending on the situation and the group are all highly valued skills in an offshore teaching environment; and they must be able to manipulate and manage technology with ease and confidence. They must also take care to maintain academic standards and to be aware of and take steps to detect and deter any form of cheating. The range of skills required can be classified as:

- *teaching skills* such as the ability to make the material being taught interesting, give high quality feedback on student performance, cater for the needs of both the strongest and the weakest students in the group and facilitate discussion amongst reluctant students in large groups
- *presentation skills* such as moderating the speed of delivery, minimising the use of colloquialisms and being able to use overhead projectors/data projectors
- *communication skills* such as the ability to explicitly and succinctly communicate roles and expectations and assessment requirements as well as the ability to communicate complex concepts and ideas effectively so that students from a variety of backgrounds can understand and engage with them

- *planning and management skills* such as the ability to structure class time efficiently and effectively so that sufficient time is allocated for discussion and questions, there is sufficient variety to maintain interest and the pace is varied and takes account of student needs and immediate feedback
- *reflective practice skills* such as being willing and able to collect, analyse and respond appropriately to a variety of forms of evaluation about their teaching performance.

Local tutors

The profile of skills described for local tutors in relation to this theme was slightly different to that described for Australian staff. They were seen more as learning guides (appropriate given their role as tutors rather than lecturers) and trouble-shooters for both students and lecturers. They, like the Australia-based staff, needed to have a variety of skills including the ability to:

- engage students in discussion and group tasks in order to facilitate their learning
- explain the expectations and requirements of assessment tasks to students clearly
- interpret comments and feedback from staff based in Australia
- foster the development and maintenance of student networks and study groups
- assist students to develop appropriate study skills.

Theme 3: Efficient intercultural learners

Australian academic staff

This theme relates to the willingness and ability of Australia-based academic staff to adjust to the local teaching and learning context, to manage the demands and challenges it presents and to connect with the students and the staff with whom they are working. It relates to their understanding of the need to listen to and learn from students and other local sources about the effects of their teaching in that particular context. This requires recognition that this is a very different teaching and learning environment from what they are used to and that, because of who they are culturally and who the students are culturally, there is a higher likelihood of misunderstanding and miscommunication in this intercultural space than in Australia. Australia-based academic staff need to be willing and able to adjust their teaching, to do things differently in some situations, in order to assist students to achieve the outcomes of the program of study. They also need to be willing to, and given opportunities to, connect with and learn from the local tutors while assisting the local tutors to learn more about the cultural background of the program of study.

Local tutors

For local tutors this theme relates to their ability and capacity to share cultural knowledge with the Australia-based staff, to act as a cultural bridge or cultural mediator by helping Australia-based staff to understand the conditions under which the students are working, the local cultural context and the demands it places on them as well as the opportunities it provides for both teachers and learners. This role requires them to be able to interpret the tasks and the expectations of the Australian staff and translate these for students in the

offshore context. They were also seen as having an important role to play in facilitating the intercultural learning of Australian staff, although this was seen as being largely under-utilised at the present time. This theme is clearly about cultural exchange, cultural interaction and cultural learning in an intercultural space.

Theme 4: Personal attitudes and attributes

Australian academic staff

There was a clear view that the teachers travelling to teach in offshore locations should be highly competent and experienced teachers who were energetic, lively and passionate about teaching while offshore and responsive to emails and student communications when they were back in Australia. They needed to be open, friendly, and patient, willing to maintain regular contact with students via email, prepared to meet informally with students in small groups. They also needed to be willing to share their experiences with others and to assist new staff taking on the role – to be good team players. A sense of humour, a willingness to learn, to connect and engage with students both inside and outside the class were all highly valued.

Local tutors

Like the Australian staff, local tutors need to be responsive and flexible – willing to learn and adapt to different student needs and demands. They need to be friendly and willing and able to share their experiences and stories with students. They also need to be passionate about the profession and their role as tutor.

The themes that emerged from the interviews highlight the complexities of offshore teaching. Taken with the literature review and the results of the survey, they indicate that offshore teaching is as much an intercultural encounter as it is an educational encounter. Offshore teaching occurs in a dynamic intercultural space where meaning must be negotiated, interaction is effortful and the results are often not as either participant expects. In this environment both local tutors and Australia-based staff play critical roles in determining the quality of the learning experience of students. The professional development needs of both groups are distinctive and incremental. It is highly unlikely that any one person will possess the ideal configuration of teaching skills, cultural knowledge and policy and procedural knowledge identified in the literature and confirmed in the surveys and interviews as being essential for success in an offshore teaching program.

It is likely that on appointment most will possess some, but the combinations will be unique to individuals. Furthermore, individuals will develop their skills and knowledge at different rates and in different ways. Institutions undertaking to transport educational programmes across national borders will therefore not only need to ensure that staff teaching on these programs are selected carefully, but will also need to provide flexible access to a range of development opportunities for them. The Professional Development Framework for Offshore Teaching takes account of the needs of both Australia-based staff and local tutors employed by offshore partner institutions. It is based on a set of guiding principles and structured around the themes that emerged from this research. It is informed by the literature review and the results of the surveys and interviews conducted as part of this research project.

5. A Professional Development Framework for Academic Staff Teaching Australian Programs Offshore

The research has shown that offshore teachers need particular skills, knowledge and personal attributes in order to be successful in this complex and demanding intercultural environment. It is widely recognised that academic staff have different needs and opportunities at different times during their experience. This is true regardless of the context in which they teach. The offshore teaching environment is, however, a particular context that requires specific training and development and it is necessary to take a strategic and planned approach to the recruitment, as well as the development of these staff. Their development needs to be incremental and integrated into their overall professional development and it needs to take account of the dynamic social, educational and professional contexts within which they work. In this section we describe a structural and thematic conceptual framework for the professional development of academic staff to assist the growth of appropriate skills, knowledge and attributes at different stages of their career.

The framework is informed by and incorporates data which emerged from the research conducted in Hong Kong, Singapore and Adelaide from January-May 2005. From this data it emerged that academic staff teaching Australian programs offshore require several key types of knowledge, quite specific skills and abilities and certain personal attributes.

5.1 Guiding principles

Given the complexity of the offshore teaching environment and experience for staff and students three guiding principles for the professional development of academic staff are proposed. These are:

Principle 1

As both Australia-based and local tutors play a critical role in offshore teaching both groups need to be involved in professional development.

Principle 2:

Offshore teaching is both similar to and different from any other form of teaching activity. The fundamental differences relate to the intercultural space in which it occurs. Thus professional development for academic staff needs to address the intercultural nature of offshore teaching.

Principle 3:

The professional development needs of academic staff will vary according to their role and the stage of their involvement with this particular teaching activity. Professional development activities and resources need therefore to be flexible and sensitive to the experience, knowledge and situation of the individuals involved.

5.2 Recruitment and selection processes

It was also clear from the research data collected that particular attention needs to be given to the recruitment of staff to teach in offshore programs. The complexity of the task of teaching offshore and the challenges associated with it require a particular type of person. While professional development has an important and critical role to play in the quality of the development and delivery of offshore programs, it was also clear from the data collected that the time available for professional development is not likely to be great, with two to five hours initially and in each subsequent year the preferred option. Thus, it is important that any staff teaching Australian programs offshore are selected very carefully in the first instance and that the selection process takes into consideration the key understandings and abilities identified by this research and listed in Section 4.2 of this report.

5.3 The framework

The Professional Development Framework has two main sections. The first section relates to the professional development of Australia-based academic staff, the second to professional development of local tutors employed by partner institutions. For both groups of staff professional development is described in three stages: Induction, Early Career Orientation and Ongoing Professional Development. For each of these stages aims are identified and linked to the themes for professional development which emerged from the research. At each stage the aims and content vary, but all themes are covered in all stages. Generic content that institutions might include in professional development sessions or resources is described in detail for each aim. To supplement this description, links to sample UniSA specific resources and some suggestions for development activities which exemplify the general principles on which the framework is based are provided.

In summary, the table describes a curriculum for three stages of professional development for academic staff teaching undergraduate and postgraduate coursework programs (both those staff recruited in Australia and those recruited offshore). It also provides sample and suggested activities and resources that individual institutions could adapt or develop to suit the specific needs of academic staff teaching their programs offshore.

The framework and the sample materials and resources are available at the following website. The website provides a central point of access for all Australian universities to the framework and the sample materials that sit within it. The web address for this site is http://www.unisanet.unisa.edu.au/learningconnection/staff/resources/offshorepd.asp. As new materials are developed by staff at UniSA the site will be updated. Other institutions will also be invited to contribute their materials. These strategies will ensure that this research assists ongoing quality improvement in the delivery of Australian programs offshore.

Professional Development Framework for Australia-based staff

Stage of Career: Induction (2-5 hours + self-access resources)

Aim	Relevant themes/issues	Content	Sample resources and development opportunities[4]
To provide foundational information and practical guidance in relation to teaching offshore	*Theme 2: Manager of the learning environment* ▪ Ability to adapt teaching to the audiences needs/preferences *Theme 3: Intercultural learner* ▪ Accessing relevant contextual information ▪ Ability to adjust to local conditions	▪ Contextual knowledge about offshore locations and offshore students– class size, student expectations and background, configuration of teaching space ▪ Essential policy and procedural information related to both home and partner institution – key people, protocols and hierarchies; cross-cultural issues associated with these ▪ Admin associated with travelling and teaching offshore –support available onshore and offshore and how to access this; strategies for dealing with the unexpected ▪ Strategies for accessing cultural information and sharing information about own culture	Quick Guide to Administration for Transnational Teaching http://www.unisa.edu.au/staffdev/resources/offshore.doc Preparing to Teach Offshore seminars held at appropriate times of the year. Experienced staff provide input and respond to questions from new or less experienced staff about both travel and administration and teaching and learning issues. http://www.unisa.edu.au/staffdev/academic/contextual.asp
To assist staff to develop strategies to ensure content of their teaching is up-to-date and relevant to the offshore student cohort	*Theme 1: Expert in the field* ▪ Strategies for keeping up to date in the discipline area ▪ Using research in your teaching ▪ Collecting/accessing international examples ▪ Incorporating international perspectives	▪ Research/teaching nexus – strategies for incorporating new research into teaching; importance of doing this ▪ Internationalisation of the curriculum – introduction to what it means; some strategies to internationalise own practice including using offshore teaching experience to inform teaching at home	Teaching guide: transnational teaching: an introduction for Aust-based staff http://www.unisanet.unisa.edu.au\transnational-teaching Internationalisation of the curriculum teaching guides and resources http://www.unisanet.unisa.edu.au/learningconnection/staff/intrnt/default.asp Internationalisation of the curriculum online information kit http://www.unisanet.unisa.edu.au/learningconnection/staff/intrnt/infkit.asp
▪ To assist staff to provide appropriate feedback to offshore students	*Theme 2: Manager of the learning environment* ▪ Ability to adapt teaching to the audience's needs/preferences	▪ Assessment – importance of formative and summative feedback for students; how to provide opportunities for and give both forms of feedback effectively	▪ Mentor scheme matching experienced offshore teaching staff with new staff. ▪ Generic resources on assessment, flexible learning, student centred learning and graduate qualities

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[4] UniSA resources are frequently updated and individual URLs may change as a result of this. Should the listed URL be unavailable, the updated resource may be accessed from:
http://www.unisanet.unisa.edu.au/learningconnection/staff/resources/offshorepd.asp

Aim	Relevant themes/issues	Content	Sample resources and development opportunities[4]
	Theme 3: Intercultural learner ▪ Context relevant information incorporated into teaching	▪ Flexible delivery options – getting to know students learning needs and preferences; awareness of benefits and pitfalls of using cultural learning style stereotypes to judge individuals ▪ Planning a flexible teaching/learning session – developing a flexible plan; reading indirect student feedback; providing spontaneous feedback ▪ Student Centred Learning – strategies to assist students to take responsibility for their own learning in an offshore T/L context; teaching students to self-assess ▪ Graduate qualities –working with students to assist them to develop GQs in their particular cultural environment	http://www.unisanet.unisa.edu.au/learningconnection/staff/tchlrn/default.asp ▪ Teaching guide: transnational teaching: an introduction for Aust-based staff http://www.unisanet.unisa.edu.au\transnational-teaching ▪ Teaching Guide: Writing for international and NESB student audiences http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/internationalswritingguide.asp
To develop ability of staff to manage teaching and learning offshore	*Theme 2: Manager of the learning environment* ▪ Ability to engage students ▪ Ability to establish effective relationships with students ▪ Ability to clarify roles & expectations ▪ Ability to set realistic goals plan and manage contact time to achieve them *Theme 3: Intercultural learner* ▪ Self as intercultural learner ▪ How to use information provided by the partner about students to prepare for teaching *Theme 4: Personal attributes* ▪ Patient and understanding of students situations and needs	Teaching skills development including: ▪ Basic presentation skills ▪ Goal setting and planning to achieve goals ▪ Teaching large groups vs teaching small groups ▪ Strategies to encourage student interaction and engagement with content ▪ Assisting students to understand and avoid plagiarism ▪ Interacting with offshore students during and after class – email, discussion lists, informal meetings ▪ Facilitating effective group work offshore ▪ Establishing a relationship with the local tutors	Teaching guide: Teaching International and NESB students in lectures and tutorials http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/internationalslectutes.asp Teaching Guide: An Introduction to Chinese, Malay and Hindu names. http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/internationalnames.asp Other suggested activities: Institution and location- specific case-studies, scenarios and workshops which cover topics listed under content.

Professional Development Framework for Australia-based staff

Stage of Career: Early Career Orientation (2-5 hours per year + self-access resources)

Aim	Relevant themes/issues	Content	Sample resources and development opportunities
To develop ability of staff to adapt and update the curriculum for offshore students	*Theme 1: Expert in the field* ▪ Balance between theory and practice, sharing own experiences ▪ Awareness of implicit cultural assumptions about knowledge that underpin the discipline area ▪ Understanding of the cultural context and construction of the profession in the offshore location *Theme 3: Intercultural learner* ▪ International perspectives being taught	▪ Focus on assessment and providing feedback to students – strategies to improve quality of feedback, turnaround time e.g. using online feedback via bulletin boards and discussion lists, e-submission and feedback, educating about and dealing with plagiarism. ▪ Working with local tutoring staff – organising and structuring meetings and communications, developing effective guidelines for tutors to use with students for the course tutorials, involving local tutors in the teaching team ▪ Strategies for keeping up-to-date in the discipline internationally and locally (in the offshore context) e.g. attending local conferences, co-authoring with local tutors /partners ▪ Strategies for interrogating the cultural foundations of the curriculum and broadening the perspectives it presents e.g providing opportunities for making comparisons across cultures and consideration of the cultural foundations of any differences	Module(s) within an institutional Foundations of University Teaching Program covering topics listed under content eg Teaching @ UniSA Specific activities related to offshore teaching linked to module: How do I reach all of my students? http://www.unisanet.unisa.edu.au/learningconnection/staff/svcs/tchng.asp Workshops and online discussion forums which consider how generic teaching and learning resources apply in offshore locations/context http://www.unisanet.unisa.edu.au/learningconnection/staff/tchlrn/default.asp
To develop ability of staff to manage teaching and learning offshore	*Theme 2: Manager of the learning environment* *Ability to engage students* *Theme 3: Intercultural learner* ▪ Cultural awareness ▪ International perspectives *Theme 4: Personal attributes* ▪ Open to learning from others	▪ Strategies for reflecting on and learning from personal and professional experience of teaching offshore – what has worked? what hasnt? why? where to next? ▪ Developing personal cross-cultural communication skills – What are they? Why are they necessary? How does my cultural identity influence the interactions I have with offshore students? ▪ Broadening the range of strategies used to assist students to become more independent learners through peer and self review. ▪ Educating students about plagiarism – teaching strategies to discourage plagiarism.	Module(s) within an institutional Foundations of University Teaching Program covering topics listed under content eg Teaching @ UniSA Specific activities related to offshore teaching linked to module: How do I reach all of my students? http://www.unisanet.unisa.edu.au/learningconnection/staff/svcs/tchng.asp Teaching Guide: An Introduction to Chinese, Malay and Hindu names. http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/internationalnames.asp

Aim	Relevant themes/issues	Content	Sample resources and development opportunities
			Teaching Guide: Plagiarism – Teaching Strategies http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/plagiarism.doc Other suggested activities: Cross cultural workshops
To assist staff to develop their teaching skills through their offshore teaching experiences	*Theme 2: Manager of the learning environment* ▪ Ability to engage students ▪ Ability to assist students at different levels of ability in the same class *Theme 4: Personal attributes* ▪ Competent and experienced teacher ▪ Dedicated, committed, prepared, responsive and reflective ▪ Confident and effective in cross-cultural encounters ▪ Able to learn from others ▪ Able to handle questions	▪ Eliciting and evaluating feedback on offshore teaching, using this to improve offshore teaching. ▪ Incorporating what has been learned offshore into onshore teaching. ▪ Developing a personal teaching improvement action plan – identifying personal professional goals and strategies to achieve these.	Module(s) within an institutional Foundations of University Teaching Program covering topics listed under content eg Teaching @ UniSA Specific activities related to offshore teaching linked to module: How do I reach all of my students? http://www.unisanet.unisa.edu.au/learningconnection/staff/svcs/tchng.asp Teaching Guide: Peer Review of Teaching http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/peerreviewtg.doc Teaching Guide: Using CEI feedback to improve the quality of teaching http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/evaluation_CEI_feedback.doc Other suggested activities: Online case-studies and/or scenarios with opportunity for staff to engage in both individual and shared reflective responses.

Professional Development Framework for Australia-based staff

Stage of Career: Ongoing Professional Development (2-5 hours per year + self-access resources)

Aim	Relevant themes/issues	Content	Sample resources and development opportunities
To assist staff to develop as expert teachers in their discipline area	*Theme 1: Expert in the field* *Theme 2: Manager of the learning environment* *Theme 3: Intercultural learner* *Theme 4: Personal attributes*	Taking a scholarly approach to teaching offshore in relation to all 4 themes: *Being a reflective teacher* How to gather data about teaching offshore, analyse this, and reflect upon it in a critical manner to improve practice. *Being a scholarly teacher* How to access the discussions and debates about teaching offshore and across cultures contributed by both scholars in the discipline and scholars in teaching and learning. Working within a scholarly teaching team – sharing experiences and reflections on these with other Australia-based staff as well as local tutors. *Contributing to the scholarship of teaching* How to present their own analysis of offshore teaching, based on relevant data and related to the work of others. Guidance on developing networks of peers to critique and comment upon each others contributions (encouraging Australian staff to do this with offshore based staff). Guidance on how to target appropriate conferences and journals.	Scholarly teaching website (UniSA) http://www.unisanet.unisa.edu.au/scholarship/scholarship.asp Information on and promotion of relevant conferences http://www.unisanet.unisa.edu.au/directions/netwkng/conf.asp Information on and promotion of relevant publications related to offshore teaching and internationalisation http://www.unisanet.unisa.edu.au/learningconnection/staff/intrnt/readnres.asp http://www.unisanet.unisa.edu.au/learningconnection/staff/intrnt/webliography/pubs.asp Conferences/symposia on teaching and learning issues organised jointly by Australian institutions and their offshore partners.

Professional Development Framework for local tutors

Stage of Career: Induction (4-5 hours + self-access resources)

Aim	Relevant themes/issues	Content	Sample resources and development opportunities[5]
To provide tutors with useful background information about the Australian University	*Theme 3: Intercultural Learner* ▪ feeling connected to the university *Theme 2: Teacher as a learning guide* ▪ information needed to explain expectations of the course to students	▪ Brief introduction to information about the Universitys character and structure, key policies e.g. those related to assessment and teaching and learning ▪ Information about resources to support student learning and how students can access those ▪ Guidance on use of library resources and email, if appropriate	Annotated website which identifies key pages relevant to local tutors located offshore http://www.unisanet.unisa.edu.au/learn/learningconnection/?PATH=/Resources/PD-ot/Induction+-+Teaching+and+Learning/&default=Welcome.htm About UniSA an induction kit for offshore tutors. Includes: Information about the University An introduction to student centred learning Plagiarism Student learning resources http://www.unisanet.unisa.edu.au/learningconnection/staff/tchlrn/inductmat.asp
To provide tutors with useful information about the context in which the course they are teaching was developed and their role in it	*Theme 3: Intercultural Learner* *Understanding of Australian culture* *Theme 2: Teacher as learning guide/mentor to students* ▪ The context of the course – its relationship to the rest of the Program ▪ The specific requirements of the course	▪ Introduction to key features of the Program to which the course contributes ▪ If a professional course, introduction to characteristics of the profession in Australia ▪ Specific information about the Program e.g. assignment due dates, contact details of key staff, where to go if have any questions ▪ The role of the tutor in the program – expectations, responsibilities, local examples	About UniSA an induction kit for offshore tutors (see specific section on introduction to student centred learning) http://www.unisanet.unisa.edu.au/learningconnection/staff/tchlrn/inductmat.asp Other suggested activities and resources Interactive online Teaching Guide:

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[5] Please note that individual URLs of resources may change, however all current and updated resources can be accessed from:

http://www.unisanet.unisa.edu.au/learningconnection/staff/resources/offshorepd.asp

Aim	Relevant themes/issues	Content	Sample resources and development opportunities[5]
	▪ Input into what should be included in assessments, types of assessments *Theme 1: Expert in the Field* ▪ Able to share own experiences and relate theory presented to local professional practices ▪ Awareness of implicit cultural assumptions about knowledge that underpin the discipline area	▪ Focus on assessment – implicit expectations, explicit requirements, tutor feedback on student issues and perspectives ▪ NOTE: The flow of information should be two-way – Australia-based academic staff providing information about Australian context and local tutors providing information about the offshore context.	Teaching for learning in Australian University Programs containing links to relevant resources (recommended reading + websites) and a moderated discussion list. Online or face-to-face meeting and discussion of the role of the tutor and key aspects of the program/course with Australia-based staff in first weeks of the teaching period as part of the induction program.

Professional Development Framework for local tutors

Stage of Career: Early Career Orientation (2-5 hours per year + self-access resources)

Aim	Relevant themes/issues	Content	Sample resources and development opportunities
To develop tutors capacity to integrate their discipline knowledge and experience into their teaching	*Theme 1: Expert in the Field* ▪ ability to provide local examples ▪ experienced practitioners in the offshore cultural context	▪ Identification of opportunities for local tutors to incorporate their expert knowledge and experience into their teaching ▪ Strategies to do this effectively	Interactive online module specifically designed for local tutors included in institutional Foundations of University Teaching Program eg Teaching @ UniSA http://www.unisanet.unisa.edu.au/learningconnection/staff/svcs/tchng.asp ▪ Cross cultural/intercultural teaching and learning
To develop tutors ability to assist students to succeed in the course	*Theme 2: Teacher as learning guide/mentor to students* ▪ Understanding their role and expectations of them ▪ Ability to respond to student problems and issues ▪ Knowledgeable about student resources ▪ Access to resources to assist students ▪ Ability to facilitate group work ▪ Ability to assist students with particular learning tasks relevant to their course (eg field placement) ▪ Time management skills	▪ Teaching/supervisory skills (identifying attributes of good practice) ▪ Strategies for providing effective formative feedback to students (and summative assessment feedback, if appropriate) ▪ Strategies for facilitating group work to assist students to complete the requirements of the course successfully ▪ Teaching for student-centred learning – strategies to assist students to become more efficient learners ▪ Strategies for assisting students to understand and avoid plagiarism – information on available resources and how to access and utilise them ▪ Guidelines on interacting with students in and out of class in relation to course tasks and assessment items ▪ How to assist students to develop their study skills ▪ Planning and managing class time effectively	Interactive online modules specifically designed for local tutors included in institutional Foundations of University Teaching Program eg Teaching @ UniSA http://www.unisanet.unisa.edu.au/learningconnection/staff/svcs/tchng.asp ▪ Tutoring skills and strategies ▪ Teaching Guide: Plagiarism – Teaching Strategies http://www.unisanet.unisa.edu.au/learningconnection/staff/teachg/plagiarism.doc Other suggested activities/resources: Facilitated focus group discussions involving students, local tutors and Australia-based staff where purposes of feedback and what constitutes effective feedback on assessment are discussed.
To provide opportunities for local tutors to contribute to the development of the program	*Theme 3: Intercultural Learner* ▪ Opportunities to interact with Australian staff ▪ Being part of the teaching team	▪ Discussion of specific local issues relating to discipline and role – with both local tutors and Australia-based academic staff having the opportunity to raise issues	▪ Interactive online modules specifically designed for local tutors included in institutional Foundations of University Teaching Program eg Teaching @ UniSA http://www.unisanet.unisa.edu.au/learningconnection/staff/svcs/tchng.asp ▪ The roles and responsibilities of a tutor

Aim	Relevant themes/issues	Content	Sample resources and development opportunities
	Able to share cultural knowledge with lecturers *Theme 4: Personal attributes* ▪ Ability to work with others ▪ Highly responsive and flexible ▪ Passionate about tutoring		Other suggested activities: ▪ Regular short meetings and/or online discussions with visiting Australia-based academic staff ▪ Online case-studies and/or scenarios with reflective responses

Professional Development Framework for local tutors

Stage of Career: Ongoing Professional Development (2-5 hours per year + self-access resources)

Aim	Relevant themes/issues	Content	Sample resources and development opportunities
To assist staff to develop as expert teachers in their discipline area	*Theme 1: Expert in the field* *Theme 2: Manager of the learning environment* *Theme 3: Intercultural learner* *Theme 4: Personal attributes*	Key elements of a scholarly approach to teaching offshore in relation to all 4 themes … *Reflective teaching* What it is and how to do it. Advice on how to gather data about teaching and learning across cultures, analyse this data and reflect upon it in a critical manner to improve practice. *Scholarly teaching* Discussion and debates about teaching generally, including teaching in offshore programs and across cultures. How to access the contributions of scholars in the discipline and scholars in teaching and learning. Working within a scholarly teaching team – sharing experiences and reflections on these with Australia-based staff as well as other local tutors. *Contributing to the scholarship of teaching* Information on how to present their own analysis of offshore teaching, based on relevant data and related to the work of others. Guidance on the development of networks of peers to critique and comment upon each others contributions (including Australia-based staff teaching on the Program) Guidance on targeting appropriate conferences and journals.	Scholarly teaching website (UniSA) http://www.unisanet.unisa.edu.au/scholarship/scholarship.asp Links to relevant conferences http://www.unisanet.unisa.edu.au/directions/netwkng/conf.asp Links to relevant publications related to offshore teaching and internationalisation http://www.unisanet.unisa.edu.au/learningconnection/staff/intrnt/readnres.asp http://www.unisanet.unisa.edu.au/learningconnection/staff/intrnt/webliography/pubs.asp Conferences/symposia on teaching and learning issues organised jointly by Australian institutions and their offshore partners.

6.   Conclusion

Offshore teaching and learning is complex and challenging for both Australian academic staff and for offshore local tutors and thus provides particular challenges for quality assurance for Australian Universities. This research project addressed one of the quality issues associated with transnational programs, academic staff training and development. The professional development framework described in this report and its associated materials provides a foundation for improving the practice of the range of academic staff currently involved with teaching Australian university undergraduate and postgraduate by coursework programs in locations outside Australia.

Strategically planned and delivered services to support the professional development of teaching staff is a common way of assuring quality in aspects of teaching and learning such as the curriculum and teaching pedagogy. Prior to this research being undertaken, however, there had been limited research into academic staff development for transnational education. It was apparent from the literature review that transnational teaching is a complex matter involving multiple people, roles, settings, programs and modes of delivery in which the intercultural assumes greater importance and immediacy than in programs taught in Australia. The distinctive nature of these programs, with cultural, linguistic and educational diversity foregrounded, gives greater prominence and a sense of urgency for staff to develop an intercultural mindset or stance which informs their curriculum development, and teaching and learning practice. Support for staff involved in these programs requires a multi-dimensional and context sensitive approach which considers the needs of the various participants, their knowledges and interactions within the teaching context.

The themes and guiding principles for academic professional development for offshore teaching, the framework and the associated sample materials and suggested activities which are outcomes of this project have the potential to enhance offshore quality assurance in teaching and learning in both the short and the long term. In the short term they can be used to inform the development of materials and activities for academic staff development, as illustrated in the framework. In the long term they provide a useful background against which research into quality assurance in supervision of offshore research students and in methods of delivery other than those dealt with in this project could be undertaken.

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Appendix

Survey for key management staff at UniSA and in partner institutions

This survey asks you to identify essential and desirable characteristics (knowledge and abilities) of staff involved in teaching UniSA programs in locations outside Australia. The results will be used to assist in the design and development of resources and activities to assist such staff. More information about this research is contained in the information sheet (Word 32 KB - link opens in a new browser window).

---

1. Where do you live?

- ☐ Adelaide
- ☐ Hong Kong
- ☐ Singapore
- ☐ Other (please specify below)

---

2. If you selected other in question 1 above, please specify where you live:

- (Enter text into this box, maximum 2000 characters)

---

3. What transnational program are you involved in?

- (Enter text into this box, maximum 2000 characters)

4. What is your role in this program?

- (Enter text into this box, maximum 2000 characters)

5. How long have you been involved in the program?

- ☐ 1 year or less
- ☐ 2 -3 years
- ☐ 4 - 5 years
- ☐ More than 5 years

The following questions ask you to indicate whether you think a number of understandings and abilities are either 'essential' or 'desirable' or 'not relevant' for academic staff teaching a UniSA Program outside Australia.

6. An understanding of local culture(s) – for example the political, legal and economic contexts of the country in which the program is being taught.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

7. An understanding of the backgrounds of students (including social, cultural and educational influences).

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

8. An understanding of how the teacher's culture affects the way they think, feel and act.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

9. An understanding of how the teacher's culture affects the way they interact with others.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

10. An understanding of UniSA policies and procedures.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

11. An understanding of the partner provider's policies and procedures.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

12. The ability to integrate relevant local content into existing courses through examples and case studies.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

13. The flexibility to modify teaching approaches to meet different course objectives.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

14. The ability to adapt teaching style and learning activities to suit the needs of transnational/offshore students.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

15. The ability to communicate with members of the teaching team from different cultural backgrounds.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

16. The ability to use different modes of delivery to assist student learning.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

17. The ability to provide timely and appropriate feedback on student performance.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

18. The ability to engage students from different cultural backgrounds in discussion and group work.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

19. The ability to evaluate feedback from students.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

20. The ability to learn from teaching experiences.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

21. Are there any other characteristics that you think are **essential** for staff like you teaching UniSA programs offshore?

- (Enter text into this box, maximum 2000 characters)

22. Are there any other characteristics that you think are **desirable** for staff like you teaching UniSA programs offshore?

- (Enter text into this box, maximum 2000 characters)

23. How much assistance or support in developing these characteristics do you think academic staff teaching in transnational programs need before they commence teaching?

- ☐ None
- ☐ About 2 hours
- ☐ Between 2 and 5 hours
- ☐ More than 5 hours

24. How much assistance or support in developing these characteristics do you think academic staff teaching in transnational programs need during any one year?

- ☐ None
- ☐ About 2 hours
- ☐ Between 2 and 5 hours
- ☐ More than 5 hours

25. How do you think support and assistance for transnational teaching should be provided? (You may indicate more than one method.)

- ☐ Face-to-face
- ☐ Hardcopy printed resources
- ☐ Online
- ☐ None of the above, I do not need any professional development

26. Do you have any other comments about or suggestions for assistance and support for staff teaching offshore?

- (Enter text into this box, maximum 2000 characters)

Thank you for completing this survey. If you are interested in a follow-up interview please contact Betty Leask by email (betty.leask@unisa.edu.au).

Survey for academic staff (Australian and transnational)

This survey asks you to identify essential and desirable characteristics (knowledge and abilities) of staff involved in teaching UniSA programs in locations outside Australia. The results will be used to assist in the design and development of resources and activities to assist such staff. More information about this research is contained in the information sheet (Word 32 KB - link opens in a new browser window).

---

1. Where do you live?

- ☐ Adelaide
- ☐ Hong Kong
- ☐ Singapore
- ☐ Other (please specify below)

---

2. If you selected other in question 1 above, please specify where you live:

- (Enter text into this box, maximum 2000 characters)

---

3. What transnational program(s) do you teach?

- (Enter text into this box, maximum 2000 characters)

4. Are you involved with any of these programs in Australia?

- ☐ Yes
- ☐ No

5. What is your role in these programs? (You may indicate more than one role.)

- ☐ Lecturer/course facilitator
- ☐ Local tutor
- ☐ Course Coordinator
- ☐ Program Director
- ☐ Research Degree Coordinator
- ☐ Professional Doctorate (e.g. DBA) Supervisor
- ☐ PhD Supervisor
- ☐ Other (please specify below)

6. If you selected other in question 5 above, please specify your role:

- (Enter text into this box, maximum 2000 characters)

7. How long have you been teaching in higher education?

- ☐ 1 year or less
- ☐ 2 - 3 years
- ☐ More than 3 years

8. How long have you been teaching in a UniSA program outside Australia?

- ☐ 1 year or less
- ☐ 2 - 3 years
- ☐ More than 3 years

The following questions ask you to indicate whether you think a number of understandings and abilities are either essential or desirable or not relevant for academic staff like you teaching in a UniSA Program outside Australia.

9. An understanding of local culture(s) – for example the political, legal and economic contexts of the country in which the program is being taught.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

10. An understanding of the backgrounds of students (including social, cultural and educational influences).

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

11. An understanding of how culture affects how we think, feel and act.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

12. An understanding of how culture affects how we interact with others.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

13. An understanding of UniSA policies and procedures.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

14. An understanding of the partner institution's policies and procedures.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

15. The ability to integrate relevant local content into existing courses through examples and case studies.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

16. The flexibility to modify teaching approach to meet different course objectives.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

17. The ability to adapt teaching style and learning activities to suit the needs of transnational/offshore students.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

18. The ability to communicate with members of the teaching team from different cultural backgrounds.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

19. The ability to use different modes of delivery to assist student learning.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

20. The ability to provide timely and appropriate feedback on student performance.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

21. The ability to engage students from different cultural backgrounds in discussion and group work.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

22. The ability to evaluate feedback from students.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

23. The ability to learn from teaching experiences.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

24. Are there any other characteristics that you think are **essential** for staff like you teaching UniSA programs offshore?

- (Enter text into this box, maximum 2000 characters)

25. Are there any other characteristics that you think are **desirable** for staff like you teaching UniSA programs offshore?

- (Enter text into this box, maximum 2000 characters)

26. How much assistance or support in developing these characteristics do you think academic staff like you need before teaching their first transnational program?

- ☐ None
- ☐ About 2 hours
- ☐ Between 2 and 5 hours
- ☐ More than 5 hours

27. How much assistance or support in developing these characteristics do you think academic staff like you need during any one year?

- ☐ None
- ☐ About 2 hours
- ☐ Between 2 and 5 hours
- ☐ More than 5 hours

28. How would you prefer to get support and assistance for transnational teaching? (You may indicate more than one method.)

- ☐ Face-to-face
- ☐ Hardcopy printed resources
- ☐ Online
- ☐ None of the above, I do not need any professional development

29. Do you have any other comments about or suggestions for assistance and support for staff teaching offshore?

- (Enter text into this box, maximum 2000 characters)

Thank you for completing this survey. If you are interested in a follow-up interview please contact Betty Leask by email (betty.leask@unisa.edu.au).

TellUs2

Survey for transnational students

We'd like to know what knowledge and skills you think teachers in your UniSA program need. The results will be used to assist us to develop resources and activities for staff teaching in these programs. More information about this research is contained in the information sheet (Word 32 KB - link opens in a new browser window).

1. Where do you live?

- ☐ Adelaide
- ☐ Hong Kong
- ☐ Singapore
- ☐ Other (please specify below)

2. If you selected other in question 1 above, please specify where you live:

- (Enter text into this box, maximum 2000 characters)

3. What transnational program are you enrolled in?

- (Enter text into this box, maximum 2000 characters)

4. How long have you been studying this program?

- ☐ 1 year or less
- ☐ 2 - 3 years
- ☐ 4 - 5 years
- ☐ More than 5 years

5. Are you studying full-time or part-time?

- ☐ Full-time
- ☐ Part-time

The following questions ask you to indicate whether you think a number of understandings and abilities are either 'essential' or 'desirable' or 'not relevant' for academic staff teaching a UniSA Program to students like you.

6. An understanding of your local culture(s) including the political, legal and economic environment.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

7. An understanding of the social, cultural and educational backgrounds of you and your fellow students.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

8. An understanding of how the teacher's culture affects the way they think, feel and act.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

9. An understanding of how the teacher's culture affects the way they interact with others.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

10. An understanding of UniSA policies and procedures.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

11. An understanding of your local provider's policies and procedures (e.g Hong Kong Baptist University, Asia Pacific Management Institute, National Kidney Foundation).

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

12. The ability to include local content in your program through examples and case studies.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

13. The flexibility to change their teaching to assist you to achieve different course objectives.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

14. The ability to adapt learning activities to suit your needs as a learner.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

15. The ability to communicate with other staff teaching on the program.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

16. The ability to use different modes of delivery to assist you to learn.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

17. The ability to provide timely and appropriate feedback on your performance.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

18. The ability to engage you and your fellow students in discussion and group work.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

19. The ability to evaluate feedback from you and your fellow students.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

20. Their willingness to learn from you.

- ☐ Essential
- ☐ Desirable
- ☐ Not relevant

21. What other knowledge and abilities do you think are **essential** for a teacher of a UniSA program?

- (Enter text into this box, maximum 2000 characters)

22. What other knowledge and abilities do you think are **desirable** for a teacher of a UniSA program?

- (Enter text into this box, maximum 2000 characters)

Thank you for completing this survey. If you are interested in a follow-up interview please contact Betty Leask by email (betty.leask@unisa.edu.au).