

TEACHING AND ENGAGING WITH INTERNATIONAL STUDENTS: IMPLICATIONS FOR STAFF PROFESSIONAL DEVELOPMENT

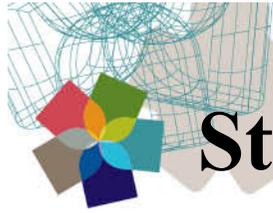
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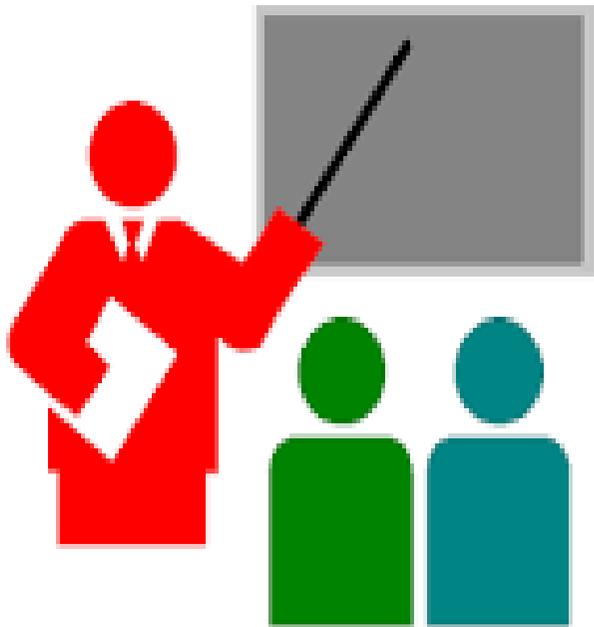
ISANA NZ 2018 Symposium, Wellington, November 2018



Story about researching in international education

Interview question: How do you **teach/work with IS**?

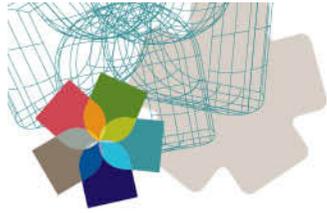
Response: How I have **learnt to teach/work with IS**





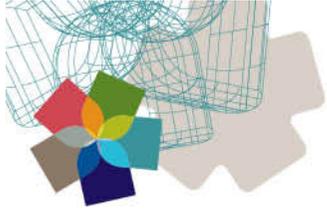
Outline

- ❖ Broader Context
- ❖ International students' purposes and motives
- ❖ Teachers' approaches to teaching/engaging with international students
- ❖ Teacher professional development
- ❖ Professional development for language and learning advisors (LLA) and professional staff
- ❖ Recommendations for enhancing staff PD in international education



The broader context

- ❖ Over 5 million cross-border tertiary students in 2016 (OECD, 2017)
- ❖ Australia:
 - **799,000** enrolments by December 2017 (Australian Government, 2018)
 - Projected to overtake UK to become 2nd top destination
 - contributing AUD 34 billion (09/2017-09/2018)
- ❖ New Zealand:
 - Hosting 125,000 international students (International Student Wellbeing Strategy, 2017).
 - \$5.1 billion, supports more than 48,500 jobs (New Zealand Education, 7 November 2018)



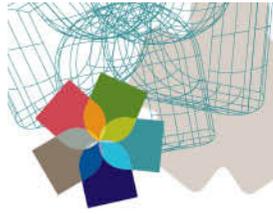
Top 5 source countries in 2017

New Zealand

- China
- India
- Japan
- Korea
- USA

Australia

- China
- India
- Brazil
- Nepal
- Malaysia



The percentage to which international students account for among new students & **reciprocal growth**

- ✓ University of New South Wales: 43%
- ✓ ANU: 42%
- ✓ University of Melbourne & Sydney University of Technology: 39%
- ✓ University of Queensland: 37%
- ✓ Monash: 34%
- (AEI data reported in THE, November, 2018)
- ❖ Reciprocal International Education: Study-abroad participation rate 20.9% - New Colombo Plan



Policy Context

- ✓ NZ: International Student Wellbeing Strategy
- ✓ NZ: New International Education Strategy (2018-2030)
- ✓ Australia: National Strategy for International Education 2025



Project 1

- ❖ 155 semi-structured interviews with:
 - ✓ international students across 24 countries
 - ✓ teachers, support staff, managers and CEOs from 25 institutions
- ❖ Second interviews were conducted with a small number of students
- ❖ Email and phone dialogues
- ❖ Took part in student activities and visited them at workplaces
- ❖ Theory and practice class observation

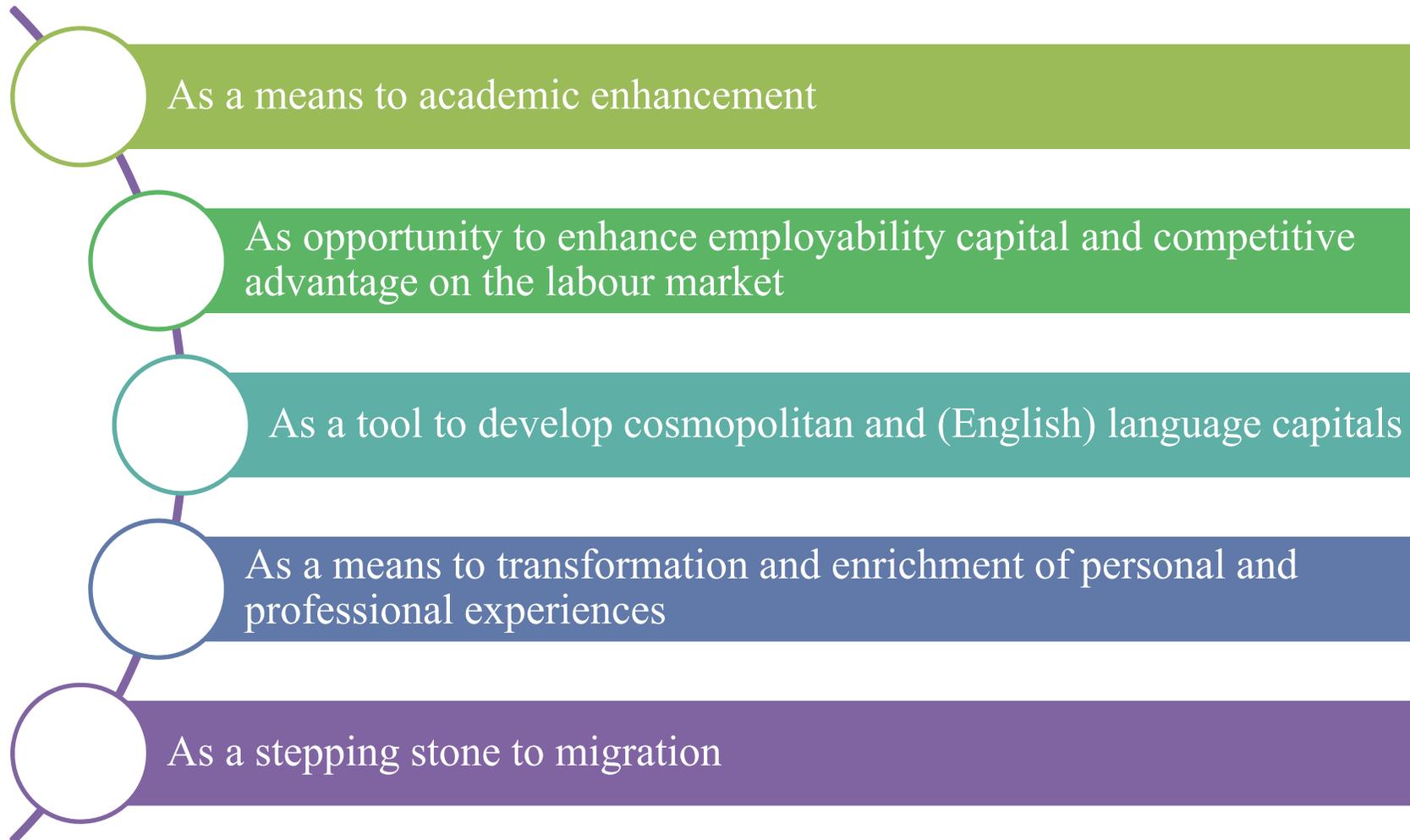


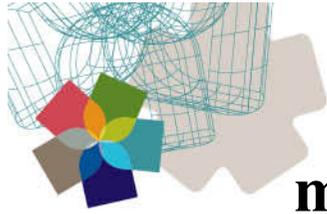
Project 2

- 3-year ARC DECRA project
- semi-structured interviews with 215 teachers, academics and professional staff
 - ❖ 108 HE staff
 - ❖ 102 VET staff
 - ❖ 5 from other organisations
 - ✓ 44 language and learning skill advisors
 - ✓ 30 leaders
- Observation of PD activities
- Field notes



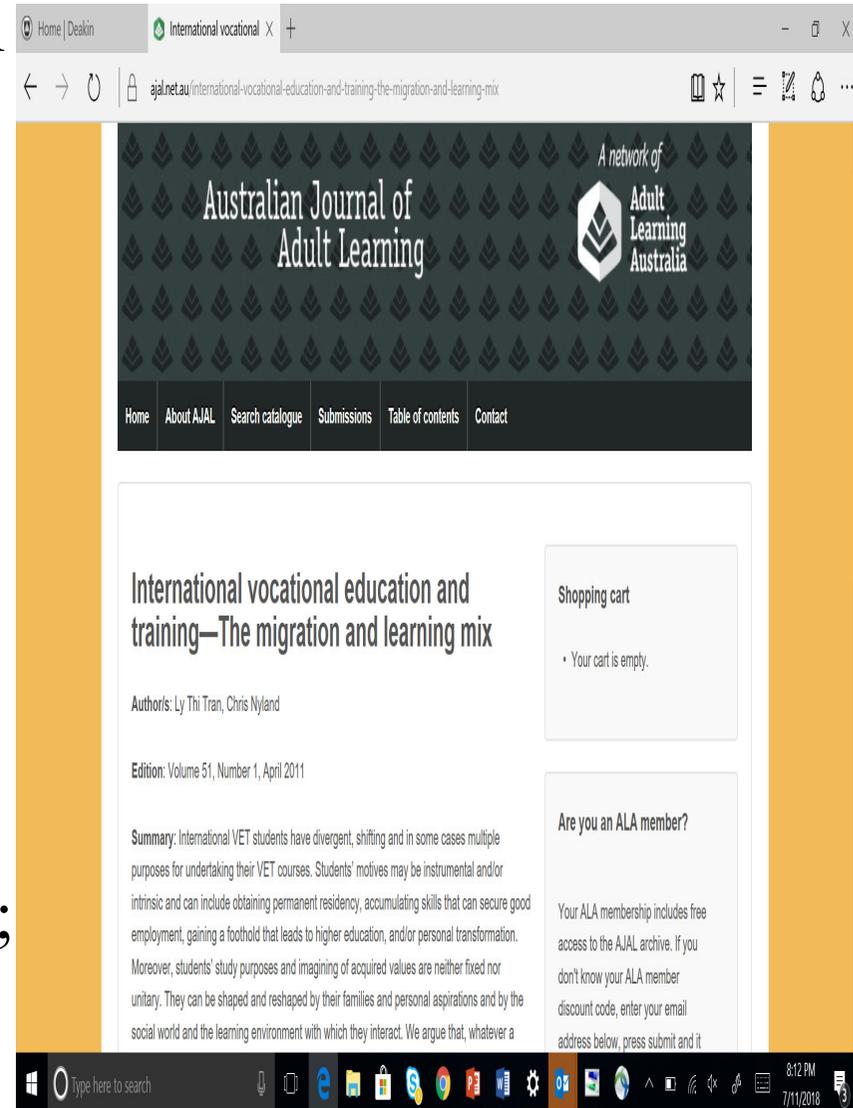
International students' motives (Tran, 2017; Tran & Nyland, 2011; Tran, 2013; Cao & Tran, 2015)





Four variations of the relationship between migration and international students' education

- ❖ a dual desire to secure migration and attain the skills associated with their chosen profession
- ❖ migration as the sole reason to undertake international education
- ❖ migration as a ‘second chance opportunity’
- ❖ no interest in gaining migration or have lost any interest they may once have had. (Tran, 2014; Tran & Nyland, 2011)

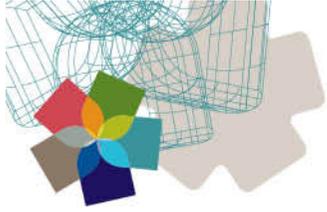


The screenshot shows a web browser window displaying the Australian Journal of Adult Learning (AJAL) website. The page title is "International vocational education and training—The migration and learning mix". The authors listed are Ly Thi Tran and Chris Nyland. The article is from Volume 51, Number 1, April 2011. The summary states: "International VET students have divergent, shifting and in some cases multiple purposes for undertaking their VET courses. Students' motives may be instrumental and/or intrinsic and can include obtaining permanent residency, accumulating skills that can secure good employment, gaining a foothold that leads to higher education, and/or personal transformation. Moreover, students' study purposes and imagining of acquired values are neither fixed nor unitary. They can be shaped and reshaped by their families and personal aspirations and by the social world and the learning environment with which they interact. We argue that, whatever a". The website also features a navigation menu with links for Home, About AJAL, Search catalogue, Submissions, Table of contents, and Contact. There is also a shopping cart section indicating it is empty and a membership sign-up section for ALA members.



Engagement

- ❖ The importance of understanding students' **study purposes, needs** and **characteristics** to engage
- ❖ Academic needs, pastoral care and mental health
- ❖ Engage academically, interculturally and affectively
- ❖ Connectedness:
 - With domestic students, international peers and teachers
 - a sense of belonging to the classroom, university and broader community
 - content of teaching and learning: being included and valued intellectually and culturally
 - Across the formal and informal curriculum



Distinctive pedagogies to teaching and engaging international students (Tran, 2013)

- ♣ Perspective transformation pedagogy
- ♣ Value-added approach
- ♣ Intercultural pedagogy
- ♣ Language and vocational learning integration approach
- ♣ Work-integrated learning
- ♣ *Ubuntu* pedagogy
- ♣ Flexible divergent pedagogy



Teaching International Students in Vocational Education: New pedagogical approaches is designed to support vocational education teachers in both addressing the distinctive learning characteristics of international students and preparing domestic students for global skills mobility in the 'Asian Century'.

Well-grounded in theories about teaching and learning in vocational and international education, and supported by empirical data drawn from interviews with teachers and program managers, the book expounds several evidence-based, highly effective, pedagogical approaches within the context of competency-based training. These include:

- the intercultural approach
- the Ubuntu approach
- the language and vocational learning integration approach
- the perspective transformation approach
- the value-added approach
- work-based learning
- flexible and divergent pedagogy.

These approaches focus on developing the learner's ability to consider the broader issues in an intercultural context, to capitalise on prior experience and to adapt vocational skills to workplace settings transnationally. The underpinning theory is brought to life with real-world exemplars, 'Implications for Practice', quotes and insights from teachers, as well as reflective questions throughout the book.

Teaching International Students in Vocational Education offers effective approaches to teaching and learning that will benefit not only international students, but also domestic students who gain from the enriched learning environment in which diverse cultural knowledge, skills and attributes are shared.

is a Senior Lecturer in the School of Education, Deakin University. Her research involves intercultural teaching and learning. She is working on an ARC-funded Discovery Project, addressing the learning experiences of international students and the internationalisation of vocational education and training. This book was written while she was working at RMIT University.

ISBN 978-1-74286-042-8



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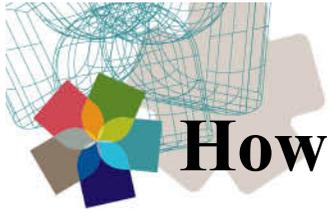
Ly Thi
Tran

Teaching International Students in Vocational Education

New pedagogical approaches

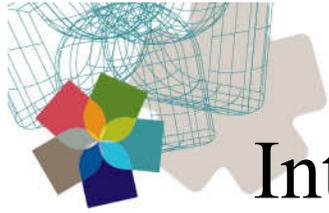
Ly Thi Tran

Foreword by Gavin Moodie

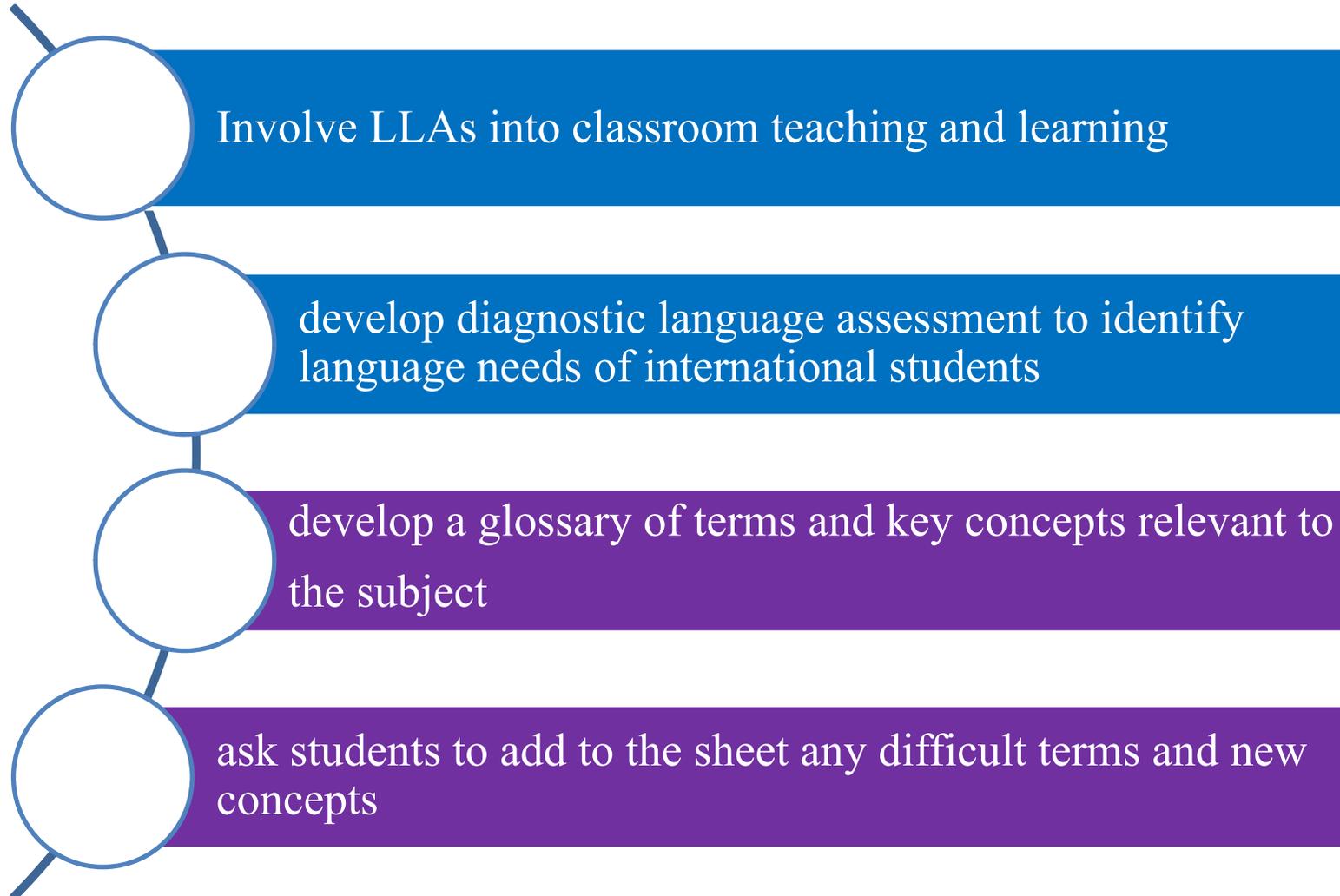


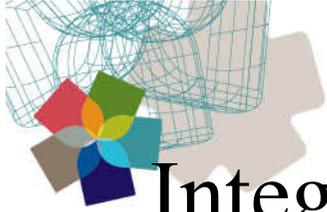
How does this teacher foster an inclusive culture?

I asked for volunteers and they had to speak their language. So I'd speak to them in English and **they had to answer in their language**. And the group had to try and figure out from their body language and tone of voice what they were actually saying to me... But what I try and make them understand that part of the reason we're doing that, not in English, is because it's like excluding the local students and **it's making them look like foreigners and to understand the challenge**.



Integration of English language support into disciplinary learning





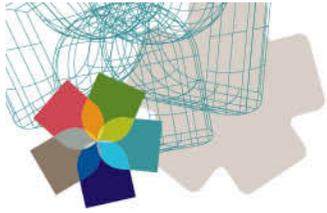
Integration of English language support into disciplinary learning and teaching

- seek feedback from LLA on the language for assessment tasks
- work with LLA to support students' comprehension of key readings
- include suggestions on how students may improve syntax, grammar, writing skills and language proficiency in the assignment feedback
- use concept-checking devices to ensure students' understanding of conceptual knowledge and self-assessment

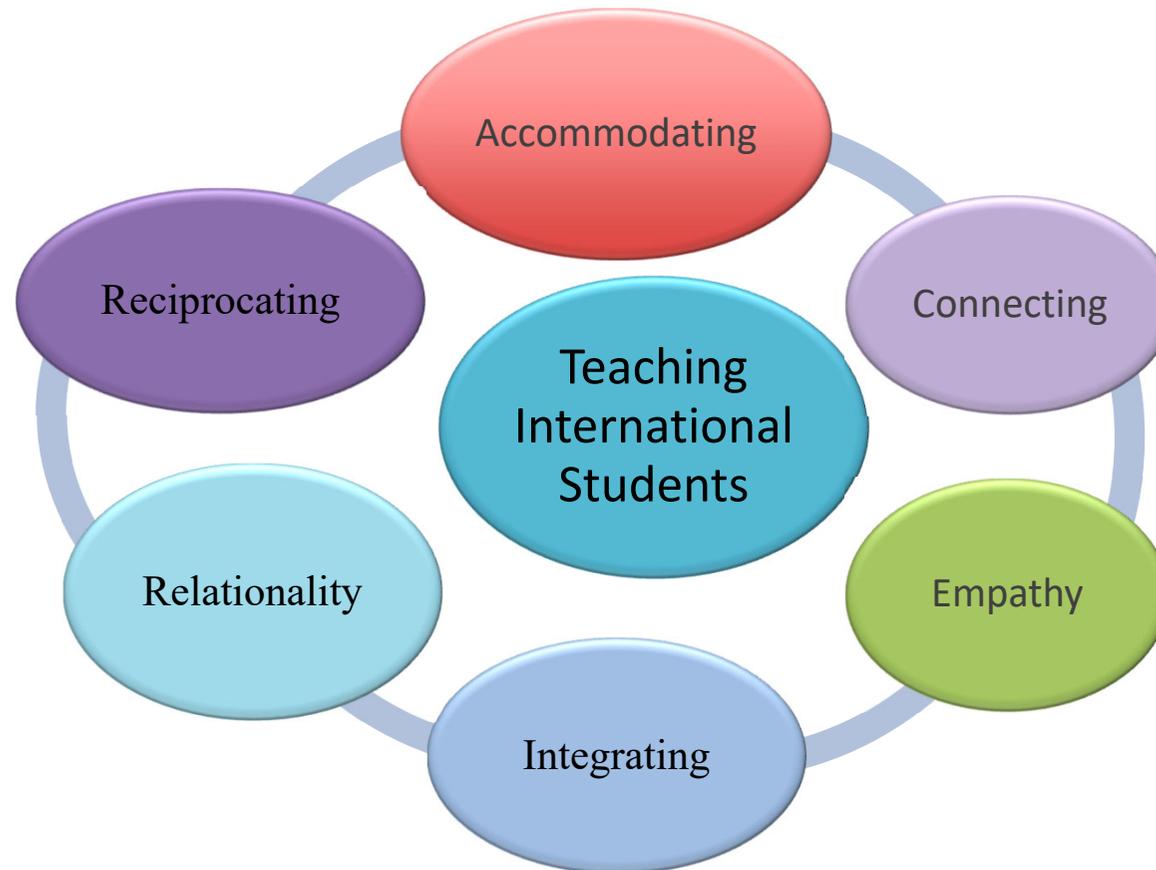


Example - Integration of English language support into disciplinary learning

I have a language support person that comes into my class for one hour per week. And what she does is to write up words on the board. These are words, like jargon and she will help by sort of going around like interpreting these words... She can help with **the understanding of the terminologies** that are needed to actually be in the workplace. (Hospitality management, NSW)



Framework – Good practices in teaching/working with international students enrich learning for all (adapted from Wall & Tran, 2015)

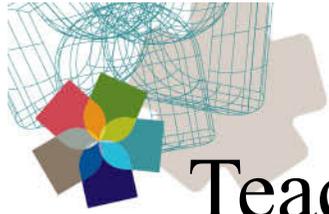




Reflective prompts:

(From Visible Thinking)

CONNECT:	How are the ideas and information presented CONNECTED to what you already knew?
EXTEND:	What new ideas did you get that EXTENDED or pushed your thinking in new directions?
CHALLENGE:	What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?



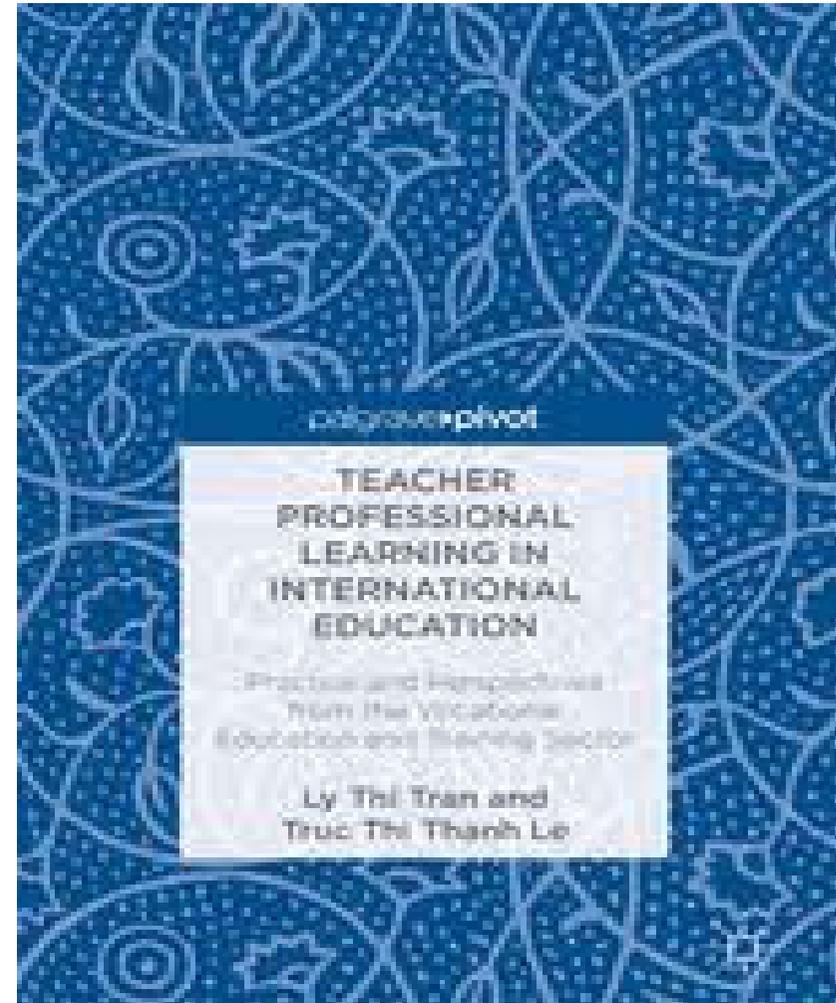
Teachers' professional development needs

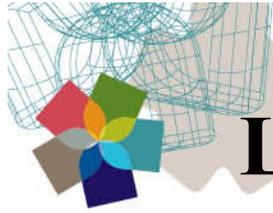
- ❖ More situated cultural capability development
- ❖ PD targeted at facilitating intercultural interaction
- ❖ PD targeted at capitalising on the transnational cultural, linguistic and knowledge repertoire from IS
- ❖ PD targeted at embedding English language within disciplinary learning



Teachers' professional development needs (Tran & Le, 2018)

- ❖ PD targeted at building productive and reciprocal relationships with international students.
 - Engaging IS academically, socially and affectively
 - Pastoral care and mental health of IS
 - Positioning international students as partners on a more equal basis
 - Enriching learning for all
- ❖ Teacher professional learning related to the development of **international students' employability**

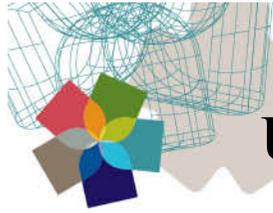




Language and learning advisors and IS support staff

- more cultural capability development contextualised to their work
- PD targeted at embedding English language within disciplinary learning and learning
- PD related to working effectively with teachers/academics
- Pastoral care and mental health
- PD related to existing/new regulations and rules in IE (e.g codes of practice)

How do these needs resemble or differ in your specific context?



UNDERSTANDING FROM AN ACADEMIC SIDE

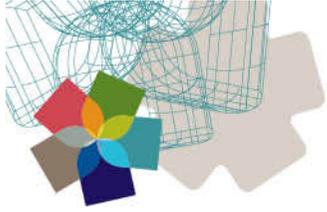


Up until now, I've just been going with the flow with what's being offered. But I think it's really only now that I'm going to take more responsibility of my own professional development which is in order to be more effective with faculty to actually engage with faculty more, ... is to understand things from an academic's point of view and not be seen as just the administrative or professional staff. And so that's where next year I want to do the Graduate Certificate in [HE] Teaching and Learning to understand more from the curriculum development side of things.... Yeah, I won't be an academic. I'll never, you know...



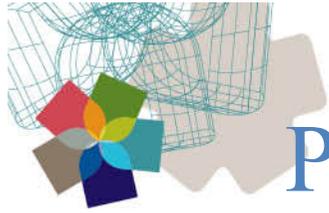
Barriers to engaging with academics: views from professional staff

- ❖ I think it's, in general the academics won't really go unless they can see **research points out of it** or, you know, like they can, you know, **give a paper that's going to count towards it....**
- ❖ I think sometimes there's got to be a bit of **a different carrot provided to the academics** to do that.



What may hinder academics' engagement with professional staff? View from an academic

It could definitely be more... I think the issue that we experience is that we don't really have much time to leave the office because **we're doing a lot of administration.**



Professional development activities

- ❖ Mentoring and coaching
- ❖ Attending conference/workshops/seminars
- ❖ Participating in sector-related activities and professional groups
- ❖ Joining forums related to their areas
- ❖ Being on committee related/unrelated to their sector
- ❖ Networking in diverse forms
- ❖ Engaging with academics/teachers
- ❖ Writing about key issues in the sector
- ❖ Volunteer work
- ❖ Social media/online professional networks: LinkedIn, twitter...
- ❖ Learning on the job



Barriers

- Workload
- Time constraint
- Funding constraint
- what's to prioritise
- casualisation conditions
- academic to professional employment re-classification for LLAs
- the ongoing marginalisation of LLAs
- mismatches between personal expectations & institutional policy
- Lack of motivation in participating in PD
- Work being unrecognised or treated as being periphery in university operation



Recommendations: Language and learning advisors and professional staff in IE

- **Key actors to the **quality and sustainable growth** of IE**
- Crucial to optimising international students' experience and outcomes & therefore economic wellbeing of IE sector
- Better work conditions and PD for practitioners: **critical to fulfil the ethical commitment of institutions and the international education sector**

- ❖ A more **holistic, coordinated approach across the sector** to ensure **better recognition** of professional staff and LLAs' important work and valuable contributions to the education of international students
- ❖ more investment in creating streamlined and targeted opportunities for LLAs' professional development and **career progression**
- ❖ more resources and attention to support them in capitalising on their agency to enhance their PD responsive to their immediate professional needs (Tran et al., 2018)



Key PD areas needed by both academic and professional staff

- ❖ Specialised PD about **how professional staff and academics/teacher engage & work together more effectively in IE**
- ❖ Specialised PD programs about how policies in international education are formed, implemented and its impact and tensions
- ❖ **Contextualised** PD programs about **best practices and how to translate**
- ❖ PD that facilitates **connectedness and coordinated mutual learning across institutions, organisations, committees, professional groups in similar roles**
- ❖ Online connectedness & social media
- ❖ Executive leadership programs **combining generic leadership and international education**



Moving Forward

- Institutional support and local leadership targeted at internationalization
- A streamlined and coherent approach across institutions and sector is needed to promote genuine, relevant and sustainable professional learning and maximize benefits
- Situated workplace professional learning
- essential for institutions to work closely with professional organisations (e.g. ISANA)
- systemic support and recognition for reciprocal learning from immediate colleagues & self-directed PD
- Role of champion
- **Best practices sourced and shared**



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With deeps thanks to the students and staff participants and the Australian Research Council for funding the projects.

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Thank you