Transnational team builds professional development resource for transnational teams

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Abstract
How can transnational teaching teams deliver quality subjects, work well together, and avoid the pit falls of the fly-in-fly-out model? The OLT funded project: Transnational Teaching Teams: Professional development for quality enhancement of learning and teaching has concluded that learning and teaching practice development needs to be collaboratively designed and negotiated by the whole teaching team, sensitive to the context of all team members across all teaching sites, and involve team members learning and developing together in the context of their daily work.

Keywords
builds, professional, transnational, development, team, resource, teams

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TRANSNATIONAL TEACHING TEAMS

Transnational Team Builds Professional Development Resource for Transnational Teams

By Lynne Keevers

How can transnational teaching teams deliver quality subjects, work well together, and avoid the pitfalls of the fly-in-fly-out model? The OLT funded project: Transnational Teaching Teams: Professional development for quality enhancement of learning and teaching has concluded that learning and teaching practice development needs to be collaboratively designed and negotiated by the whole teaching team, sensitive to the context of all team members across all teaching sites, and involve team members learning and developing together in the context of their daily work.

The project has led to the development of the Transnational Teaching Teams Toolkit which comprises eight 'toolboxes'. Each toolbox provides a set of piloted and peer reviewed curriculum and pedagogical resources to support transnational teaching teams in a range of teaching and professional development activities. The Toolboxes are:

1. Induction and Professional Development Framework;
2. Participatory Action Learning and Action Research;
3. Internationalisation of the Curriculum;
4. Parity in Assessment;
5. International Student Collaboration and Dialogue;
6. Intercultural Group Work;
7. Academic Language and Literacy; and
8. Transnational project-based learning.

The contents of each toolbox comprise:

- A Facilitator Guide to using the resources.
- Facilitation Resources for facilitating the teaching teams' work on the key issue
- Content Resources providing information and guides developed by the project team
- Sample materials developed by the teaching teams for use by themselves and their students
- Case studies offering insight into the original team projects
- Links to further reading and online resources.

The resources were developed from the situated needs of participating teaching teams. Teaching team members articulated their needs and set about developing resources and processes to meet those needs using a Participatory Action Learning (PAL) process. Support materials requested by the teams were sourced or, as was often the case, developed. For example, one teaching team identified parity in assessment across sites as an issue. The team worked together, often communicating by videoconference across sites, to develop an assessment calibration process that led to remarkable similarity in grading across the whole teaching team. Their work led to the Parity in Assessment toolbox that contains a range of materials developed by the teaching teams and their students.
To support the teaching teams in developing effective teaching and team approaches the project team developed a set of brief guides specifically for the transnational education context. These include guides to:

- Internationalisation of the Curriculum and Inclusive Pedagogy;
- Peer Assessment;
- Student Group Presentations;
- Parity in Assessment;
- Intercultural Group Work;
- Project-based Learning.

Templates and guides were also developed to support the teaching teams in effectively meeting to plan and implement their transnational teaching PAL projects including:

- Internationalisation of the Curriculum: Pre-workshop Questions for Teaching Teams;
- Team Workshop Action Planning Template;
- Action Learning Guide; and
- Action Research Guide.

A set of five case studies outlining the activities, challenges and successes of the original teams is included. Underpinning the processes and resources in the toolkits and the induction and professional development program, is a set of principles for professional development of transnational teaching teams.

A National Symposium will be held in June (see advertisement below) to disseminate project deliverables; inform the transnational higher education sector about available materials and effective processes; and provide a forum to discuss issues related to teaching and learning in transnational education programs. The symposium targets a broad range of stakeholders involved in transnational education including Deputy Vice Chancellors and Associate Deans International, Associate Deans Education, academic developers, subject coordinators, and teaching team members involved in transnational teaching.

The project - Transnational teaching teams: professional development for quality enhancement of learning and teaching - is led by Dr Lynne Keevers from the University of Wollongong as lead institution and Dr Sumitha Ganesharatnam from INTI International College, Subang Jaya, Malaysia. Partners are INTI Laureate International University (Malaysia), RMIT International University (Vietnam), RMIT University, and University of South Australia.

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**Professional development for quality enhancement of learning and teaching in transnational education**

**Transnational teaching teams: An International Symposium**

**Monday, 16 June 2014**

University of Wollongong, NSW

Are you interested in transnational education approaches and effective professional development for transnational teaching teams?

This one-day symposium is designed to explore the issues, challenges and opportunities of transnational teaching and how you can utilise the outcomes of an OLT funded project to enhance the effectiveness of transnational teaching teams.

- **Explore** the issues surrounding transnational education programs and participate in an interactive forum for discussion and debate on issues and solutions.
- **Participate** in workshops to discuss issues and explore resources developed by the project.

**Resources include:**
- principles and a framework for effective professional practice development with transnational teaching teams
- case studies
- a resources toolkit

**The toolkit provides materials and processes useful for:**
- induction
- inter-cultural learning
- calibration of assessment
- internationalisation of the curriculum
- encouraging interaction and dialogue between students across sites
- key issues in transnational education

For more information email lkeevers@uow.edu.au