PROGRESS REPORT

BUILDING CULTURAL COMPETENCE THROUGH INTERNATIONAL EDUCATION: ACTION RESEARCH TOWARDS A SUSTAINABLE PEDAGOGY

AIMS

This project is focused on closing the gap between the ideal and actual outcomes of student exchange experiences, through research conducted with a group of short course exchange students travelling from UWA to Stuttgart University in Germany. We introduced a blog exercise for a particular cohort of exchange students, and interviewed students in this cohort to assess their intercultural learning.

TEAM

The researchers are Asst/Prof Chantal Bourgault du Coudray (Arts), Assoc/Prof Kati Tonkin (Arts), Assoc/Prof Mark Pegrum (Education) and Milly Ingate (International Centre).

PROGRESS AND OUTCOMES TO DATE

The pre-departure and immediate return interviews have been conducted and transcribed.

Kati Tonkin, Chantal Bourgault and Milly Ingate presented preliminary findings at the Forum on Education Abroad conference in Denver, Colorado in March 2012.

Key outcomes of the research and conference attendance include:

- A draft of a research paper authored by Tonkin and Bourgault, which will be completed in October and submitted to the *Journal of Studies in International Education*

- A successful application by Kati Tonkin for a UWA Teaching Fellowship that builds on the initial phase of the project (attached). This project expands upon our initial research, and foreshadows how a pedagogical framework in support of student exchange might be developed at UWA.

- Development of relationships with potential collaborators for an Office of Learning and Teaching Grant application; namely, Nigel Cossar (University of Melbourne), Greg Downey (Macquarie University), Tonia Gray (University of Western Sydney) and Jan Gothard (Murdoch University). All have indicated strong interest in collaborating on a large grant application
UWA Teaching and Learning Committee Involvement

This project was initially funded by CATL and the International Centre, with additional seed funding then offered by the UWA Teaching and Learning Committee. In relation to the funding from the Teaching and Learning Committee, we undertook to:

• present some recommendations regarding pedagogical support for student exchange to the TLC
• present a workshop on our research for a TLC sponsored event
• work towards an application for funding from the Office of Learning and Teaching

Preliminary Recommendations

• a long-term goal should be to make available to all UWA students undertaking exchange a three-stage intervention program consisting of a pre-departure workshop, an in-country blogging exercise, and a re-entry workshop (see the attached Teaching Fellowship application for an elaboration).

• a 6 point unit on the (hidden) cultural diversity of Perth as a level 1, semester II broadening unit could potentially be offered by the Faculty of Arts as a means of fostering intercultural competencies amongst all students (including those who do not undertake an international exchange) and could be made compulsory for all students who do go on exchange.

Presentation to the TLC / Office of Learning and Teaching application

November/December 2012 or the early months of 2013 would be an ideal time for a formal presentation of our research, as a way of bridging the initial phases of the research (including the Teaching Fellowship that is currently underway) with an application for a grant from the Office of Learning and Teaching.
This form must be completed and signed by the applicant, the Head of School and the Faculty Dean and in the case of professional staff by the Head of Section and the Executive Director. Scanned copies of this form including signatures are to be sent to the address above.

### APPLICANT'S DETAILS

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Tonkin</th>
<th>Title</th>
<th>Dr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given Names</td>
<td>Katharine Michelle (Kati)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School / Section</td>
<td>Humanities</td>
<td>Faculty / Division</td>
<td>Arts</td>
</tr>
<tr>
<td>Position Title</td>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mail Box No</td>
<td>203</td>
<td>Telephone</td>
<td>2153</td>
</tr>
<tr>
<td>Facsimile</td>
<td>1182</td>
<td>Email</td>
<td><a href="mailto:kati.tonkin@uwa.edu.au">kati.tonkin@uwa.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is your appointment Full-time or Fractional?</th>
<th>0.7 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Fractional please state FTE (eg. 0.5 FTE)</td>
<td></td>
</tr>
<tr>
<td>Is your appointment ongoing?</td>
<td>YES</td>
</tr>
<tr>
<td>If NO please give date of expiry</td>
<td></td>
</tr>
</tbody>
</table>

### CO-APPLICANT'S DETAILS

(Please complete if two applicants are to work collaboratively on the project)

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given Names</td>
<td></td>
</tr>
<tr>
<td>School / Section</td>
<td>Faculty / Division</td>
</tr>
<tr>
<td>Position Title</td>
<td></td>
</tr>
<tr>
<td>Mail Box No</td>
<td>Telephone</td>
</tr>
<tr>
<td>Facsimile</td>
<td>Email</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is your appointment Full-time or Fractional?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If Fractional please state FTE (eg. 0.5 FTE)</td>
<td></td>
</tr>
<tr>
<td>Is your appointment ongoing?</td>
<td></td>
</tr>
<tr>
<td>If NO please give date of expiry</td>
<td></td>
</tr>
</tbody>
</table>
**FELLOWSHIP PROPOSAL**

**Research and Development**
The proposed research and development project addresses the following education priority(ies)
(please tick, one or more as appropriate)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Ticked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and graduate a diverse student cohort of the highest quality</td>
<td></td>
</tr>
<tr>
<td>Improve the University's courses</td>
<td>☑</td>
</tr>
<tr>
<td>Extend high-quality teaching approaches and improve learning outcomes</td>
<td>☑</td>
</tr>
<tr>
<td>Further develop the links between teaching, learning and research</td>
<td>☑</td>
</tr>
<tr>
<td>Improve student engagement in a high-quality campus community</td>
<td></td>
</tr>
</tbody>
</table>

**Field of Study**

<table>
<thead>
<tr>
<th>Description</th>
<th>Ticked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a description of the proposed research and development (and literature review)</td>
<td></td>
</tr>
</tbody>
</table>

The proposed project builds on recent research conducted in Australia and the United States into students' intercultural learning while on study abroad and exchange programs. This research demonstrates that if we wish students to increase their intercultural competency through international exchange, we need to provide them with a framework within and language with which to reflect on their experiences. Reflection does not occur spontaneously: as Woolf explains, 'A student studying abroad needs to be guided toward examining the experience through analysis and retrospection.' (2007: 497)

The Faculty of Arts, Humanities and Social Sciences (UWA) Handbook states that 'Exchange is an opportunity to broaden horizons, enhance global understanding and increase cultural literacy', and until recently it has been assumed that these processes automatically took place as a result of the exchange experience. New research conducted at this university demonstrates that this is not the case (see Forsey et al., 2011). When asked what they learned from their experiences while studying abroad, all of the students interviewed responded enthusiastically with grand generalisations about how much they had learnt but they found it difficult to articulate exactly what it was that they had learned (Forsey et al., 2011: 5). Even when they were asked specifically what they learned about the culture of the country in which they studied, students gave relatively superficial answers about food, the cost of transport, student social life and even the weather: 'there was little insight or deeper understanding of the differences or similarities between “home” and “away”.' (6) The researchers concluded that universities need to actively intervene to ensure that students do increase their 'cultural literacy' through participation in exchange programs: 'Enhancing the experiences of students requires mechanisms for reflective practice through a preparatory workshop, in-country support of the learning trajectory of students, and a more structured follow-up on their return, inviting students to reflect rigorously on their experiences, their learning, and how to use these experiences to better effect into the future.' (10) This conclusion is supported by research findings in the United States: Michael Vande Berg, for instance, writes that if we want and expect students to 'learn things, and learn in ways, that they will not if they stay on their home campuses', then we need to 'intervene actively in our students' learning – before, during, and after their experiences abroad.' (2007: 392)

Currently no such support is offered to UWA students who undertake exchange or study abroad programs. My project proposes to pilot the support of students' intercultural learning with a small (c.20) group of students who will complete an intensive short-course exchange at Stuttgart University (Germany) in January and February 2013. Students who volunteer to be part of this project will participate in a pre-departure workshop, contribute to a photoblog (explained below) during the six weeks of their exchange, and take part in a re-entry workshop shortly after they return from Stuttgart in February 2013. The long-term goal is to make this three-stage intervention program available to all UWA students who undertake an exchange or study abroad program (see attached letter from Milly Ingate, Associate Director, Study Abroad and Student Exchange, International Centre, UWA).

The research aspect of this project grows out of and builds upon collaborative research in which I am currently engaged. In 2011 Chantal Bourgault, Mark Pegrum and I were awarded an Improving Student Learning Grant for a project entitled 'Blogging from Stuttgart: Improving and Evaluating Cultural Competence Through Student Exchange'. This project sought to develop reflective practices amongst a group of students undertaking the same short course exchange at Stuttgart University in January and February 2012. In order to engage students in active reflection on their intercultural learning in-country, we asked them to write six blog posts – one per week for the six weeks of their
stay in Germany, each addressing a particular aspect of cultural difference or intercultural communication. Chantal and I presented the initial results of this research project at the recent Forum on Education Abroad Conference in Denver, Colorado (March 21-23, 2012) in a joint presentation with Milly Ingate (UWA), Nigel Cossar (University of Melbourne), Kris Lou (Williamette University) and Gabriele Bosley (Bellarmine University). In essence, we found that in the absence of active instructor intervention during the six weeks in which students were writing their blogs, students’ reflection and intercultural learning remained on a fairly superficial level.

Chantal, Milly and I talked prior to and at the conference about various ways in which we could improve on the blogging exercise to better support the development of intercultural competence in our students. We decided that as a first step we should develop a pre-departure workshop which would teach students about intercultural communication and prepare them for the sort of reflective practice in which we want them to engage through the in-country blogging exercise. Initially, the research and development of this workshop was going to be the centrepiece of this Teaching Fellowship application. However, I then attended a conference presentation by Greg Downey (Macquarie) and Tonia Gray (University of Western Sydney) called ‘Photoblogging with the Facebook Generation: Using GenY’s Strengths in Study Abroad Reflection’. This presentation showcased an aspect of Downey, Gray and Jan Gothard’s ALTC-funded project Bringing the Learning Home (http://www.tlc.murdoch.edu.au/project/btlh/) – the photoblog. A photoblog differs from the text-based blogs our students were asked to write in that photos act as the stimulus for reflection, rather than being used primarily for illustrative purposes. The use of photoblogs as a reflective practice has developed from photo elicitation, the practice of inserting a photograph into a research interview. Photo elicitation has been used by sociologists and anthropologists since the late 1950s and proponents argue that interviews which use photo elicitation evoke ‘a different kind of information’: since ‘images evoke deeper elements of human consciousness than do words’, photographs can ‘jolt’ subjects into a new view or awareness of their social existence (Harper, 2002: 13, 21). A significant difference between photo elicitation and photoblogging is that in the latter case the person providing the photograph and the person reflecting are one and the same, but if students are provided with guidance as to how photos can be used to stimulate and enhance reflection, their cultural learning will at least potentially be deeper than the learning we observed in our students who wrote text-based blogs. As the BTLH home team note on their photoblog site: ‘Photos help us to remember what we were like when we took them. Something that strikes us as strange on first sight can all too soon become commonplace: photos can help us to remember the initial shock of the first encounter. Photos capture memories of how we have grown and adapted. Photos can help to map a learning trajectory and remind us of who we once were.’ (http://ozstudentsabroad.com/welcome/)

Gothard, Downey and Gray developed the photoblog for the purpose of in-country support of their students’ intercultural learning. Their project also created materials to support students pre-departure and upon return to their home university – in other words they have already developed a three-stage intervention model for the Australian context which in many respects addresses the needs identified in the recent US and Australian research. It became clear through my reading on the BTLH project and discussions I had with Greg and Tonia at the Forum conference that to create materials from scratch to support UWA students’ intercultural learning pre-departure, in-country and post-return would be to reinvent the wheel. For this reason, my intention is to draw upon the excellent materials developed by Gothard, Downey and Gray (available under a Creative Commons Attribution 3.0 Australia licence) and to implement pre-departure and return workshops, as well as to adapt the Stuttgart blog into a photoblog. This will not be a matter of simply using what has been created by the BTLH team; rather, I hope to complement their work in a number of ways. First, while the BTLH project addressed all three phases of the exchange experience – pre-departure, in-country and return – it placed a particular emphasis on the return phase (http://ozstudentsabroad.com/about/). I intend to place the greatest emphasis on pre-departure because the research Chantal Bourgault, Mark Pegrum and I have already conducted through the Blogging from Stuttgart project suggests that students need to be equipped with the skills necessary for reflective practice before they go on exchange. Second, our experience with the Blogging from Stuttgart project was that many students discontinued the blog and/or failed to engage with the blogs of their peers. Our hunch that this disengagement was due to a lack of instructor intervention or feedback was supported by the BTLH project’s finding that Generation Y ‘needs constant feedback’: students did not remain engaged with the photoblog project unless they were receiving regular feedback from the instructors. This finding potentially has significant resource implications: in the current fiscal environment intensive instructor intervention in students’ in-country reflective practice (the photoblog) is unlikely to be a sustainable option. I will therefore research and develop a method to teach students to effectively intervene in each other’s intercultural learning. In this way, I hope to facilitate peer rather than instructor intervention and will monitor and evaluate the effectiveness of this strategy in supporting students’ reflection and intercultural learning. I provide more detail on both these innovations in the next section: Teaching and Learning Project.
Greg Downey and Tonia Gray are pleased that I want to make use of the Bringing the Learning Home materials and are keen to maintain a dialogue with me and my research partners about UWA’s experience with the materials, the innovations we undertake, and the outcomes of our research. (Jan Gothard is on leave for three months but I will make contact with her when she returns to work.)

EDUCATION PRIORITIES ADDRESSED BY THIS PROJECT

ED2: UWA’s current mission and vision emphasises an international focus, and the teaching and research priorities stated in the Operational Priorities Plan 2009-2013 reflect that emphasis. Student exchange, for example, is explicitly supported in operational objective ED2.4: ‘Continue to develop and embed workplace practicum, fieldwork opportunities and study abroad’. The importance of developing cultural competence is supported in ED2.6: ‘Encourage breadth of study and cultural competence among all students’. This project thus addresses the second of the university’s education priorities, ‘to improve the University’s courses’. The project represents a development and improvement of study abroad for a small cohort of students, with the longer-term goal being to open up the pre-, in-country and post-exchange support to all study abroad students. The workshops and support developed specifically target the development of cultural competence in the students participating in the project.

ED3: The third education priority, ‘to extend high-quality teaching approaches and improve learning outcomes’, is also addressed by this project. UWA’s new Vice Chancellor, Paul Johnson, has stated that he would like to see student participation in study abroad and exchange increase from 12% to 50%. If these students are to experience the full benefit of international exchange, it is imperative that we intervene to facilitate and support their learning before, during and after their exchange program. My aim is to improve the intercultural learning of students undertaking exchange and thus help them to develop the cultural literacy required to act as global citizens. Furthermore, the return workshop will teach students to articulate their exchange experience in terms of the skills and competencies developed, which is crucial in today’s competitive jobs market.

ED4: The project addresses the fourth education priority ‘to further develop the links between teaching, learning and research’ by drawing on current Australian and international research on intercultural learning through study abroad and exchange. The project aims to translate research findings on intercultural learning through study abroad/exchange into better teaching and learning outcomes for UWA students who undertake international exchange. It is also linked to my current research project with Chantal Bourgault, Mark Pegrum and US colleagues, which in addition to being funded by an Improving Student Learning Grant has to date received $2000 from the International Centre and $5000 seed funding from the University’s Teaching & Learning Committee. We have undertaken to provide some recommendations to the TLC and to work towards the goal of a national Learning and Teaching grant application, with a view to strengthening UWA’s internationalisation objectives, as well as links with other universities in Australia and overseas. This project will further contribute to these research developments.

ED5: Finally, although the students targeted by the project will not be on campus at UWA during the second stage of the project (photo blog), the project nonetheless supports ED5: ‘to improve student engagement in a high-quality campus community’. ED5.7 addresses the need to ‘implement teaching practices which encourage and support students to engage deeply with their learning’. The pre-departure workshop, the in-country photo blog and the return workshop all aim to facilitate students’ reflective practice and their acquisition of cultural literacy, which is a key objective of study abroad and exchange.

REFERENCES


Forsey, Martin, Susan Broomhall and Jane Davis. 'Broadening the Mind?: Australian Student Reflections on the Experience of Overseas Study.' Journal of Studies in International Education

**Teaching and Learning Project**

Provide a description of the proposed teaching and learning project (including details on the implementation of the project)

**CONTEXT**

In the past, little or no thought has been given to what students are actually expected to learn during their time on exchange (Vande Berg 2007: 397; Pitman & Broomhall, 2009: 455; Forsey et al., 2011: 3). We want them to pass or preferably achieve good grades in the units they study, but if this were all we wanted them to do, we would not need to invest millions of dollars in study abroad and exchange programs. Clearly, then, we want students to learn something they are not able to learn at home – but what is it? We need to begin by identifying the specific outcomes we want our students to achieve (cultural literacy, intercultural competence, adaptability...) and then construct programs and learning opportunities which will help them to achieve these goals.

**PROJECT DESCRIPTION**

Based on the research outlined above I will develop and implement a three-stage intervention model for students participating in the short-course exchange in Stuttgart in January and February 2013. This will consist of a pre-departure workshop, a photoblog and a return workshop:

1. The pre-departure workshop will be based in part on a workshop on reflective practice developed by Gothard, Downey and Gray in the ALTC-funded project Bringing the Learning Home. In addition to the principles of reflective practice covered in the BTLH workshop, my workshop is likely to cover learning expectations, aspects of intercultural communication, and Milton Bennett's Developmental Model of Intercultural Sensitivity (DMIS). The US model of regular instructor intervention in in-country reflective projects such as the photoblog – also a feature of the Bringing the Learning Home photoblog – is unlikely to be sustainable in the Australian context due to funding constraints. An innovative aspect of my project will therefore be the development of instructor materials on teaching students to effectively intervene in each other's reflection and learning by providing peer feedback. The teaching of these skills will be a central focus of my pre-departure workshop.

2. The photoblog will be explained during the pre-departure workshop and set up before students depart Australia. Students will have been assigned to groups during the pre-departure workshop (4-5 students per group) and the members of each group will be responsible for responding to each other's blogs with questions, ideas and feedback. This approach is in line with research on teaching and learning which emphasises that 'students learn by constructing, rather than simply passively absorbing, knowledge' (Vande Berg, 2007: 396). The efficacy of this student-centred approach to in-country support of intercultural learning will be assessed at the end of the project.

3. The return workshop will be based on the workshop developed for Bringing the Learning Home. It will give students the opportunity to revisit their learning expectations and reflect on whether these expectations were met, to reflect on aspects of intercultural communication, and will help them to articulate their experiences in terms of the transferable skills and competencies they learned while on exchange.
PARTNERS

I will continue to work and consult with Chantal Bourgault, Mark Pegrum, Milly Ingate and Martin Forsey, all of whom are UWA colleagues. In addition, I will pursue discussions already begun with Nigel Cossar (University of Melbourne), Gabriele Bosley (Bellemine University), Kris Lou (Willamette University), Greg Downey (Macquarie University) and Tonia Gray (UWS) and will open a dialogue with Jan Gothard (Murdoch University).

Mark Pegrum and Chantal Bourgault will be involved particularly closely with the project. Mark will bring his e-learning expertise to the photoblog aspect of the project while Chantal will have significant input into the development of the pre-departure and return workshops. As Coordinator of the Arts Practicum for more than five years, Chantal has particular expertise in developing reflective practice skills in students. Martin Forsey has recently begun work on a related project analysing the effects of a teaching intervention on local and international students’ preconceptions of what typifies Australia and Australians (‘Representing Australia: Evaluating Student Analysis of Visual Culture’). We plan to consult regularly on the progress and outcomes of our respective projects on the effects of pedagogical intervention on students’ cultural learning.

LONG TERM APPLICABILITY

This project has wider relevance and applicability for the School of Humanities, the Faculty of Arts more broadly and the University as a whole:

1. Once tested and refined, the three-stage intervention model could be made available to other students in the Discipline Group of European Languages and Studies who participate in comparable short-term exchange programs (French and Italian). It could also be trialled among students of French, German and Italian who undertake semester or year-long exchange programs which include an immersion component.

2. Next, it could be extended to include comparable programs for students of Asian languages (School of Social and Cultural Studies, Faculty of Arts, Humanities and Social Sciences).

3. The longer term goal is to roll out the three-stage intervention to all UWA students who undertake exchange programs, whether these involve a language component or not (see above, under Field of Study, and attached letter from Milly Ingate, Associate Director of Study Abroad and Student Exchange).

In addition, Chantal Bourgault and I have been talking with our US and Australian partners about various directions in which we could take this research after the completion of the proposed project. Ideas include the development of a six point unit on intercultural learning and communication which would be structured around encounters with the (hidden) cultural diversity of Perth and open to all UWA students as a level 1, semester 2 broadening unit, regardless of whether they intend to participate in an exchange program. The pre-departure workshop developed for this project would be a first step towards developing the new unit. Students who intend to go on exchange would be strongly encouraged to take the unit since it would prepare them for intercultural learning in their host country.

Provide a description of expected outcomes

The major outcome of this project will be the development of a resource with potential application across the university: a teaching and learning package to support students’ intercultural learning on exchange/study abroad. It will consist of three elements:

1. A pre-departure workshop incorporating BTLH materials and including principles of intercultural communication and a section on teaching students to intervene meaningfully in each other’s learning by providing feedback on the photoblog;

2. A photoblog shell which will be able to be used for subsequent exchange/study abroad programs;

3. A return workshop based on BTLH materials and including teaching students to articulate the transferable skills they have learned (i.e. professionalisation).

Other outcomes are covered under Dissemination, below.

Dissemination

Provide an outline of proposed dissemination of the research, development and teaching and learning project

A dissemination strategy has been devised which includes both engaged and information provision components. The ultimate goal is to effect strategic institutional change which will enhance the
learning outcomes of UWA students who participate in study abroad and exchange programs.

ENGAGED

- As outlined above, this project will involve close collaboration and consultation with colleagues from the Arts Practicum (Bourgault), Education (Pegrum) and Anthropology (Forsey).
- I have begun and will continue discussions with stakeholders in the Faculty of Arts, including the Dean, the Associate Dean (Education), my Head of School and colleagues in my Discipline Group European Languages and Studies (French, German and Italian).
- If successful in securing a Fellowship, I will communicate the aims of the project to the Arts Faculty Teaching and Learning Committee immediately and offer updates on progress at regular intervals. My intention will be to encourage the Arts Faculty to support the implementation of the three-stage intervention to other Arts students participating in exchange programs after the conclusion of the project.
- The University’s Teaching and Learning Committee will also need to be informed of the project since it represents a next step in research part-funded by a seedling grant from the TLC (see above under Research and Development).
- As required by the terms of the Fellowship, I will give a University-wide presentation during the term of the Fellowship.
- Since the most likely disciplines to implement the three-stage intervention in the near future are French and Italian, I will present a seminar in the European Languages and Studies work-in-progress series in semester 2, 2012. This seminar will not only be an exercise in the provision of information but will represent an opportunity to seek feedback on the ideas and plans from colleagues with short-term exchange program experience and expertise in intercultural communication.
- I will engage early with colleagues in Asian Studies who are potential users of the three-stage intervention. Initial contact will be made by email including a brief description of the project and an invitation to meet informally to discuss the project aims. Subsequent meetings and/or emails will communicate progress and outcomes. I will of course be keen to hear and incorporate any feedback Asian Studies' colleagues might have to offer at any stage of the project.
- Throughout the project, I will maintain discussions with Milly Ingate and the International Centre on the potential for the three-stage intervention to be rolled out to all study abroad and exchange students. The dialogue will include consultation about the learning outcomes the International Centre wants students to achieve through the intervention. A presentation to the International Centre in the early stages of the project is planned. A follow-up presentation at the completion of the project is also envisaged.

INFORMATION PROVISION

- Website: the photoblog will be a public website and thus open to view by colleagues who have been identified as having a potential stake in the project.
- Conference presentation: if funding can be secured, the project and initial research findings will be presented at the Forum on Education Abroad conference in Chicago in April 2013 or at the Forum’s European conference later that year.
- Publication: An article describing and evaluating the project will be submitted to the Journal of Studies in International Education within six months of completion of the Fellowship. This is the same journal that published previous research by Forsey et al. on the student exchange experience at UWA, and thus publication in this forum will represent a continuation of the earlier UWA research.

Timeline

Provide a timeline for the Fellowship

- Aug.- Sept. 2012: Research Assistant (RA) compiles bibliography of relevant current research on intercultural learning, intercultural communication, photo elicitation and facilitating meaningful student intervention in each other’s learning; Project Leader (KT) conducts further research into
supporting intercultural learning on exchange; KT decides which materials to use from Bringing the Learning Home; RA compiles materials.

- Sept. 2012: Students receive confirmation of their place on exchange; KT contacts students to arrange pre-departure information session and workshop; KT prepares pre-departure workshop.

- Oct. 2012: pre-departure information session followed by pre-departure workshop for volunteer participants (KT); the purpose of information session is to explain the rationale for the pre-departure and return workshops and photoblog exercise and what students can hope to gain from participation; the workshop is for students who volunteer to be part of the project.

- Jan.- Feb. 2013: students on exchange in Stuttgart; RA monitors their photoblogs; KT prepares return workshop with assistance from RA.

- Late Feb. 2013: return workshop (KT).

### Budget

Provide a brief budget proposal

| Research Assistant: Level 5.1 -- 243 hours @ $36.29/hr = $10,229 (incl. casual loading and oncosts)* |
| Research Relief: Level A.8 -- 20 weeks @ 0.25FTE = $9771 (incl. oncosts)** |
| TOTAL = $20,000 (plus $2000 personal incentive) |

*calculated using 2012 Casual Salary Calculator  
**calculated using Financial Services Salary Budget Model

Research Assistant Tasks:

1. Prepare bibliography of current research on intercultural learning, intercultural communication, photo elicitation/photoblogging and facilitating meaningful student intervention in each other’s learning; print/photocopy articles; inter-library loan as necessary (August)

2. Compile materials from Bringing the Learning Home website under Project Leader’s direction; collate materials for students in preparation for workshops (August/September)

3. Monitor photoblogs; report any issues arising to Project Leader; assist in preparation of return workshop (January/February)

4. Prepare report on photoblogs (late February)
### Statement of support by the Head of School/Head of Section

Describe how the project is linked to the School's/ Administrative Section's operational priorities plan?

The School of Humanities does not have its own operational priorities plan but instead refers to the Faculty of Arts, Humanities and Social Sciences OPP 2009-2013. The project is linked to the following education priorities from this OPP:

1. ED2.4 ‘Continue to develop and embed ... study abroad’: The School has a strong record of supporting its students to incorporate a period of study abroad into their Bachelor of Arts studies and is working to further embed study abroad in all of its disciplines.

2. ED2.5 ‘Encourage breadth of study and cultural competence among all students’: The project aims to enhance the development of intercultural competence through intervention before, during and after exchange.

3. ED3 ‘To extend high-quality teaching approaches and improve learning outcomes’: The research demonstrates that students are not experiencing a significant increase in intercultural competence while on exchange. By focusing on the development of intercultural competence the project will improve student learning outcomes.

4. ED5.5 ‘Implement teaching practices which encourage and support students to engage deeply with their learning’: The three-stage intervention will help students to reflect on their exchange experiences and thus engage more deeply with the intercultural aspects of the exchange.

Are you satisfied that the outcomes of the project will be met within the timeline?

Yes

Applicant(s) not employed on an ongoing contract

Will the applicant(s) employment contract exceed the term of the Fellowship?

N/A (tenured)

Following completion of the Fellowship, how will the outcomes be appropriately embedded and disseminated?

The three-step approach to the support of intercultural learning will be tested on a small group of Humanities students, namely German Studies students participating in a short-course intensive exchange to Stuttgart University. The School supports the extension of the model to French and Italian students undertaking similar exchange programs and over time to all Humanities students who undertake study abroad programs. Humanities staff who are closely involved with exchange programs will be made aware of the project in its early stages, provided with regular updates and encouraged to support the embedding of the intervention in these exchange programs.

Dissemination will take place as outlined by the applicant.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winthrop Professor Jenny Gregory</td>
<td>[Signature]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School/Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>5 April 2012</td>
</tr>
</tbody>
</table>

Section Statement of support by Faculty Dean/Executive Director (including confirmation that the proposal is linked to the Faculty's/Division's operational priorities plan)

Describe how the project is linked to the School's/Administrative Section's operational priorities plan?

As Dean of the Faculty of Arts, Humanities and Social Sciences I support this application for a
Teaching Fellowship focused on the development of a resource which will enhance the student experience of study abroad and exchange. Significant numbers of Arts students undertake a program of exchange each year and, in line with the University’s focus on internationalization, the Arts Faculty is working to further embed study abroad in the Bachelor of Arts (ED2.4 FAHSS OPP 2009-2013). One of the advantages of study abroad is that it can help to increase students' cultural literacy, which is another of the Faculty’s education priorities (ED2.5). Dr Tonkin’s literature review demonstrates that the assumption that the development of intercultural competence on exchange occurs spontaneously is erroneous and that there is a need to intervene before, during and after exchange in order to assure that intercultural learning takes place. The three-stage intervention model will enhance student learning outcomes, a key education priority of this Faculty and of the University (ED3). It is significant that this project has the support not only of this Faculty and of the applicant’s School, but also of the International Office. It would be an excellent outcome for students of this University if the resource developed by this project could eventually be used to enhance the study abroad experience for students from all faculties.

<table>
<thead>
<tr>
<th>Name</th>
<th>Winthrop Professor Krishna Sen</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Division</td>
<td>FAHSS</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 April 2012</td>
</tr>
</tbody>
</table>
 LETTER OF SUPPORT FOR APPLICATION FROM KATI TONKIN  
2012 TEACHING FELLOWSHIP SCHEME

This project is supported by the International Centre as it provides an opportunity to enhance a major function of the Centre which is to provide a range of overseas educational programs so as to enrich the UWA student learning experience and promote inter-cultural understanding. The project provides an avenue to develop a sustainable framework to ensure these learning expectations are achieved.

Over 400 students took part in the UWA Student Exchange program in 2011. This growth is likely to continue given the emphasis on overseas study in the new course curriculum where a fundamental aim is to provide better opportunities for students to develop an international outlook.

The success of the Student Exchange program has up to now, been determined by participation rates and while operational targets (10% of the completing undergraduate cohort) have been reached and exceeded, assessment of the outcomes of these programs has been limited to program evaluation with no assessment on learning outcomes or acquisition of transferable skills for careers. Evaluations typically gauge satisfaction of the experience and are used as a source of information for marketing purposes.

As detailed in the submission for the project, recent research (Forsey et al 2011) based on the experiences of UWA exchange students, points to a ' yawning gap ' between the benefits espoused in the rhetoric and the actual exchange experience. These findings are supported by similar research carried out in the USA. The 2011 State of the Field Survey conducted by the Forum for Education Abroad shows that the Assessment of Learning Outcomes is one of the top 10 concerns in the Education Abroad field.

As a result of this research, there is increasing movement in the field to research the learning outcomes of study abroad and this is borne out in the number of sessions which reflected on this topic at the recent conference for the Forum for Education Abroad where UWA presented on the topic in collaboration with the University of Melbourne, and two of UWA's exchange partner universities - Willamette University and Bellarmine University who have conducted extensive research on intercultural competency and study abroad.

Research suggests that a framework which includes a pre-departure workshop, some form of facilitation so students can reflect on their experience while in-country, and a structured follow up on return to assist students to articulate what they have learned, is required if students are to benefit from their experience on a deeper level. Furthermore, during a time of fiscal restraint, it is even more important to justify the resources invested by both students and the University in these programs.

A sustainable learning framework that can be applied to all types of overseas learning programs and one which covers the whole continuum from pre-departure to re-entry is required to guide students on how to engage with their overseas experience and help them to

---

1 The Forum on Education Abroad is the only membership organisation whose exclusive purpose is to serve in the field of education abroad. The annual conference is the largest and most important education abroad gathering providing opportunities for learning and exchange of ideas and development of best practice in the field.

2 An Approved Student Exchange or Study Abroad program will fulfill Category A broadening requirement. The Category A broadening requirement specifies learning must be focussed on aspects of the globally and culturally diverse environment. (Broaden Your Horizons)
recognise and apply the transferable skills they have learned from their experience, throughout their life.

As approved overseas study now satisfies a requirement of the new curriculum framework (Category A unit) a mechanism embedded into the current framework for all forms of overseas study is essential to ensure the expected learning takes place. This project provides the opportunity to pilot this mechanism and inform our practices so as to ensure the integrity and enhance the quality of the program. It will also demonstrate UWA's commitment and contribution to best practice of student learning at an international level.

Milky Ingate
Associate Director
Student Exchange and Study Abroad
International Centre

1 The Focus on Education Abroad is the only membership organisation whose exclusive purpose is to serve in the field of education abroad. The annual conference is the largest and most important education abroad gathering providing opportunities for learning and exchange of ideas and development of best practice in the field.

2 An Approved Student Exchange or Study Abroad program will fulfill Category A broadening requirement. The Category A broadening requirement specifies learning must be focused on aspects of the globally and culturally diverse environment. (Broaden Your Horizons)