

Building international student collaborative learning spaces through participatory action learning with transnational teaching teams

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The rapid growth in transnational education programmes has changed and stretched the notion of place in higher education. While for some time international students have travelled to foreign places for their higher education, more recently the trend has been a move to local provision in the home country via partnership arrangements with institutions in other countries.

This research project aims to ensure teachers are well placed to meet the challenges presented by changing transnational learning spaces by implementing and evaluating an effective model of professional practice development with transnational teaching teams. It involves international collaboration between three Australian, one Malaysian and one Vietnamese university and builds on a pilot study that articulated the professional development needs of academics involved in transnational education. From the identified needs, a framework and a suite of curriculum resources and pedagogical processes is being designed, piloted, peer reviewed and evaluated. Dissemination strategies including national workshops and a website will enable adaptation by other institutions to fit their situation. The research is guided by practice-based approaches to learning and knowing in higher education and employs multi-site participatory action research. The evaluation uses multiple interpretive methods to gather data from the participatory action learning (PAL) teams, including reflective group discussions, stakeholder interviews and observations of learning and teaching practices and spaces. Students from participating subjects will be surveyed and interviewed across sites. Evaluation of the first phase of the PAL projects is underway. PAL team outcomes and evaluation results will be presented and discussed at the conference.