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| Policy Owner | Academic Director |
| Contact Officers: | Academic Director |
| Policy Number: | QTDPO020 |
| Approved by: | Management Group + T&L Committee + Academic Council |
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| Related Policies: | Assessment Policy Course & Unit Review Policy Equal Opportunity and Anti-Discrimination Policy Transnational Education (TNE) Policy |
| Related Documents: | Academic Governance Structure E-Learning Strategy Teaching and Learning Plan (including Graduate Attributes) |

1. Overview

- 1.1. The purpose of this policy is to identify opportunities and challenges in ECC's delivery and assessment of a globally-relevant curriculum to both local and international students.

2. Organisational Scope

- 2.1. This policy involves the integration of global concepts into the academic and social life of the Institution and its stakeholders. It includes recognition and understanding of the diversity of others.

3. Definitions

- 3.1. **Academic Governance:** Refers to the committee structure that is responsible for ECC's academic systems. It includes the ECC Academic Council, ECC/ECU Faculty Consultative Committees, ECC Teaching & Learning Committee and the ECC Board of Examiners.
- 3.2. **Course:** A formal program of education and/or training made up of study components known as units.
- 3.3. **Culture:** The accumulation of knowledge, values and practices within society that encompasses race, class, ethnicity, gender and sexual preference.¹
- 3.4. **Global Citizen:** someone whose exposure to internationally-relevant curriculum and multi-cultural experience improves their ability to live and work in an international setting.
- 3.5. **Graduate Attributes:** Generic skills that can be used to further life-long learning and engagement with the community. Graduate Attributes can also be referred to as Employability skills
- 3.6. **Internationalisation:** is the process of integrating an international, intercultural and/or global dimension into the purpose, functions or delivery of our programs.²

¹ <http://www.policy.monash.edu/policy-bank/academic/education/management/internationalisation-of-the-curriculum-policy.html>

² Knight, J. (2003). Updated internationalization definition. *International Higher Education*, 33, 2-3.

- 3.7. **ECC Academic Council:** Academic governing body established to assure academic quality standards, advise on academic policy, teaching and learning plans, academic standards and academic outcomes. The Academic Council also endorses new course curriculum and major course changes.
- 3.8. **ECC Board of Examiners:** Internal committee responsible for implementation of ECC's Progress and Graduation Policy.
- 3.9. **ECC/ECU Faculty Consultative Committee:** Discipline-specific committee that assures developments in course design, academic outcomes, moderation, staff and student support in the delivery and assessment of courses.
- 3.10. **ECC Teaching and Learning Committee:** Committee responsible for developing, improving and making recommendations relating to the Teaching and Learning Plan to the ECC Academic Council. The committee monitors and recommends the course content, assessment and delivery.
- 3.11. **TNE:** Refers to Trans-National Education. It includes any teaching or learning activity (offered through partnership arrangement) in which the students are outside of Australia and require staff and/or educational materials to cross national boundaries.³

4. Policy Principles

The focus of this policy is: *developing the Global Citizen.*

- 4.1. ECC is engaged in ongoing review of teaching and learning in order to internationalise the curriculum through the diversity of staff and student perspectives and experiences.
- 4.2. ECC supports intercultural learning and promotes respectful engagement between people of diverse cultures and knowledge traditions.
- 4.3. Internationalisation is an ongoing process that is constantly evolving in response to internal and external forces, such as social, economic, political and environmental forces, as well as changing technology.

5. Policy Content

5.1. Diversity

- 5.1.1. ECC will use the diversity of its staff/student perspectives and experiences to:
 - Develop and enhance internationally relevant learning outcomes
 - Increase student ability to adapt to changes in the social, economic, political and cultural environment that will affect their professional lives
 - Equip students with skills to manage new information technologies
 - Encourage inclusivity through respectful acceptance of the diversity of others.
- 5.1.2. ECC staff will be supported in developing creative approaches and globally relevant curriculum design, and delivery of teaching and assessment in an international context.
- 5.1.3. ECC will take active steps to encourage professional collaboration between onshore and offshore staff to internationalise the curriculum being delivered at the respective colleges.

5.1.4. All college activities will incorporate cultural inclusivity. In addition, accredited courses will actively include *Cross-Cultural and International Outlook* as one of the key Graduate Attributes to be developed across each course.

5.1.5. Whilst ECC includes *Cross-Cultural and International Outlook* as one of the key Graduate Attributes within each course, it does not mean that this Graduate Attribute will be incorporated into every unit within a course.

5.2. Quality Assurance

5.2.1. Quality assurance of ECC courses is embedded in ECC's Academic Governance structure through:

- ECC Academic Council, Faculty Consultative Committees, Teaching & Learning Committee, Board of Examiners and related processes.
- The Course & Unit Review Policy
- Survey tools – Student Satisfaction, Graduate Satisfaction, Unit Reviews, and AQTF compliance related surveys (eg. Learner Questionnaire, Employer Questionnaire)
- Contractual obligations related to quality assurance as agreed with offshore partners delivering ECC programs.

5.2.2. The ECC Teaching and Learning Plan will incorporate procedures to ascertain the international relevance of teaching materials within each course.

5.2.3. ECC will work with our partner university to develop a checklist for assessing internationalisation of the curriculum in order to develop measurable Key Performance Indicators (KPI)

5.2.4. *Cross-cultural and International Outlook* is included as a Graduate Attribute within every course. Evidence of its deployment can be found within the assessments related to this Graduate Attribute.

6. Administrative procedures

6.1. This policy available publicly on the ECC website at:
<http://www.edithcowancollege.edu.au/policies>

6.2. This policy will be communicated to new staff at induction. Any changes to this policy and related procedures will be communicated to staff via email.

SCHEDULE 1:

The following schedule provides sample indicators of activities that explain and enhance ECC's approach to Internationalisation. It is not prescriptive, nor does it presume to be an exhaustive list – it is merely an indicator of what is being done and provides a basis for further improvements...

| STRATEGY | SAMPLE ACTIVITIES |
|----------------------|--|
| Curriculum | <ul style="list-style-type: none"> • Develop curriculum that recognizes multicultural background and embeds a global approach in the learning outcomes. • Develop curriculum that includes international input (eg. offshore lecturers as per TNE Strategy) and international case studies (eg. GFC, economic management Zimbabwe, comparative GDP data, Hindu weddings, cultural norms in Japan, intercultural communication, approaches to indigenous healthcare, etc.) to illustrate theoretical aspects of curriculum. • Identify internationally relevant socio-economic, political or environmental trends that impact on professional practice. • Identify ethical issues that may impact on professional practice in different cultural contexts. Encourage respectful and culturally-sensitive discussion of these issues in such a way as to clarify alternative perspectives. • Refer to international-based best practice models where appropriate to professional context. • Comparative study of how knowledge is constructed differently across cultures. • Include problem solving activities or enquiry-based assignments that expose students to different cultural contexts. • Developing assessments that encourage all students to actively participate and build confidence in those who may be reluctant to challenge textbook thinking. • Develop assessments that recognize/consider alternative background, culture and environment. Eg. Exam language tests content knowledge rather than English vocabulary; group work to encourage discussion of topical issues, etc. |
| Classroom Engagement | <ul style="list-style-type: none"> • Awareness of cultural learning styles and how they are relevant to learning in different contexts: <ul style="list-style-type: none"> ○ Moving from teacher-centred to student-centred; and from teacher-control to self-control; ○ Moving from rote memorization to analytical thinking. ○ Moving from conservation of knowledge to development and application of knowledge ○ Moving from exam focus to life-long learning. • Smaller class sizes to enhance individual student needs whilst nurturing collaborative learning • Encourage heterogeneous group-work that harnesses a mixture of multi-cultural backgrounds wherever possible. • Timely feedback using both summative and formative elements. • English-Foreign Language dictionaries permitted in all exams • Appropriate use of language – speak clearly, using audio-visuals, using non-verbal communications, hands-on activities, etc. • Free support classes and drop-in help sessions for one-on-one help. • Online study skills seminars • Online English language development links • Early Intervention (week 4) diagnostic to identify students at risk • Education-based class excursions to enhance student “bonding” across different nationalities. |
| Technology Support | <ul style="list-style-type: none"> • Moodle LMS (Learning Management System) allows staff to upload additional resources, links and educational support. • Turnitin plagiarism software to be used as a ‘teaching tool’ so students can lodge their work and run a self-analysis of assignments prior to formal submission. • Free English language support links available on ECC website at: http://www.edithcowancollege.edu.au/index.php/english-language/language-resources.html Grammar Vocabulary Reading Listening Pronunciation Writing Exams Academic English |

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| | <p>Bridging English</p> <ul style="list-style-type: none"> • Student portal, ECC Facebook, Life@ECC, etc, inform students about what's on around Perth, multi-cultural events, etc. • Possible development of distance education modules for offshore colleges |
| Orientation | <ul style="list-style-type: none"> • Orientation sessions – introduce staff and systems that support students (eg. Who can help? What to do if? Access card, campus tours, etc.) • Student mentors – welcome new students and help them “acculturate” to new environment. • Academic Advantage introduces students to Western protocols such as academic writing, academic misconduct and referencing. |
| Student Services: Social | <ul style="list-style-type: none"> • “Think Before” campaign to introduce safety awareness to newcomers. • Trained Student Counsellor offers free welfare and support services. • Student Counsellor links students to multi-cultural community support groups if required (eg. Arab doctor, translator at eye clinic, female doctor) • Social program to reveal student mix and shared learning about their background to promote tolerance and understanding of each other's differences. (eg. Easter bunny, Ramadan, Harmony Week) • Social events – soccer, BBQ, excursions, foreign speakers, international lunch day, student-organised clubs (chess, sports, etc.) • World map – pinpointing student home countries and staff overseas teaching experiences. • Teach your language – students teach other students (and gain better understanding of language structure) |
| Professional Development | <ul style="list-style-type: none"> • Opportunities for staff to engage in professional development to enhance learning outcomes (eg. use of ELICOS grammar marking symbols, Turnitin training; better PP presentations, etc.) • ELICOS staff sharing teaching pathway staff techniques and activities for teaching ESL students. • Pathway staff sharing information with ELICOS staff re: academic skills required for higher education. • Development of small grants funding to encourage staff to take on action-learning projects that will enhance educational outcomes. • Encourage collaboration between onshore staff and offshore staff to better understand international perspectives. • Opportunities for staff visits to/from offshore colleges to enhance their understanding and follow-up with debriefings to share teaching perspectives and experiences. • Investigate the potential of using the staff of offshore partners as panel members in curriculum projects. |
| Staffing | <ul style="list-style-type: none"> • Engagement of staff with experience in multi-cultural education and/or ESL background • Specialist training for admin staff (eg. Reception staff taught questioning techniques when dealing with non-native speakers; Green Apple training on mental health; dealing with violence, etc.). • All staff are informed of ECC's support services so that they can refer at-risk students to the appropriate source of assistance. |

ECC acknowledges the use of policy statements from the following sources to develop this policy:

- Bond University
- Deakin University
- Edith Cowan University
- Flinders University
- Griffith University
- Monash University