



THE GLOBAL CANOPY

*Linking international inbound students with
domestic outbound students for improved
learning and global connections*

Project Team

- Tricia McLaughlin (RMIT-project lead)
- Andrea Chester (RMIT)
- James Baglin (RMIT)
- Phil Poronnik & Tina Hinton (Uni Syd)
- Peter Davis (UoN)
- Swapan Saha (UWS)
- Anthony Mills (Deakin)
- Roger Hadgraft (CQU)



*Linking international inbound students with
domestic outbound students for improved
learning and global connections*



- The partnering of the six universities represented in this project is **deliberate**.
- Each partner represents an institution with **diverse** student mobility programmes and **significant international** student numbers.
- The project team represents **senior** learning and teaching academics, capable of directing change and **impact** at their own institution and concerned about the growing chasm between inbound and outbound students in their programmes.
- The team represents **diverse disciplines**



Rationale

- Estimates for inbound international students are expected to increase.
- Domestic students expect to undertake study abroad in one form or another.
- The Australian government has a strong emphasis upon student mobility
- Limited Structural Resources
- Lack of a coherent strategy for all global perspectives.
- The Emergence of the Global Student



- The two groups, inbound international students and outbound domestic students, are passing “as ships in the night,” with opportunities for long term relationships, improved global connectedness, cross-cultural understandings and fertile learning interactions unrealised or operating coincidentally at the margins of the organised curriculum.
- The two groups have much in common pedagogically and the potential for improved learning, cross-cultural understandings, lasting inter-country relationships and personal and educational scaffolding has never been greater (Leask & Carroll, 2011).
- The continued growth of each cohort in isolation of the other is educationally restrictive, wasteful of potential cross-cultural connections and globally unsustainable in the higher education institution of the future.

Project Objectives:

- examine the learning opportunities between outbound domestic students and inbound international students in discipline-based learning and teaching activities at six national universities.
- identify synergies in pedagogy and learning thresholds of both cohorts of students.
- identify and showcase through podcasts and videos, evidence-based case studies of best practice organised learning and teaching relationships between these cohorts from all Australian universities.
- establish a Global Canopy *Good Practice Guide* for developing learning and teaching relationships and curriculum integration between the two cohorts of inbound international and outbound domestic students.
- impact and engage academic and other staff in development of coherent integrated learning and teaching approaches to the two cohorts of students through a global canopy symposium.
- build confidence and capacity in academic staff to pursue additional avenues of inbound and outbound student learning and teaching integration into the future, through sustained maintenance of the website.
- promote scholarship of learning and teaching around the themes of global learning and teaching approaches through peer-review activities such as journal papers and conference presentations.

The key research question

- “identifying deliberate discipline-based learning and teaching examples of inbound and outbound cohort interaction and engagement.”



- This project will investigate coherent approaches of integrated teaching and learning between these two cohorts at six different, sector-representative universities.
- Building upon the investigations and lessons of previous work (Billett, 2011; Gothard, 2012; Leask, 2009; Leask & Carroll, 2011; Mestenhauser, 2011) this project will create a **Global Canopy**.
- A “canopy” by definition is a place of selected shelter, where growth and nurturing occurs, where healthy specimens thrive with cross-fertilisation, care and interest. It is a place where new varieties can emerge as conditions change.
- This project will build a Global Canopy of diverse disciplinary case studies; an enduring website maintained for three years post-project by the partner universities; blogs; podcasts; videos and an online best practice guide which showcases how these separate cohorts of inbound and outbound students can inter-relate.
- This Global Canopy, through the impact of a sector-wide symposium held in year 2, will enhance existing examples, cross-fertilise ideas and new learning and teaching approaches for these cohorts and present coherent global perspectives for the benefit of all students in all Australian universities.

Outcomes:

- A series of evidence-based case studies identifying examples of deliberate learning and teaching integration between the two cohorts across a range of university contexts and disciplines.
- A Good Practice guide to learning and teaching examples and opportunities across both cohorts.
- A website and blog for ongoing collaboration, staff capacity building and exchange.
- Multi-mode resources: An e-newsletter of project updates/ information, project videos and podcasts.
- A global canopy symposium, driven by staff and students, of best practice sector examples of integrated cohort learning and teaching.
- A project final report.

