



# Bringing the learning *home*



Programs to enhance study abroad  
outcomes in Australian Universities

Final Report 2012

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Murdoch University

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<[ozstudentsabroad.com/teachers/](http://ozstudentsabroad.com/teachers/)>



University of Wollongong



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2012

ISBN

978-1-922218-12-4 [PRINT]

978-1-922218-13-1 [PDF]

## Acknowledgements

The project team would like to thank the many students from Macquarie University, Murdoch University and the University of Wollongong who made this project possible by participating in workshops, appearing in videos, giving feedback, posting comments and photographs on the Ozstudentsabroad blog site, and entering the photography competition. Though we are not able to name them all, we gladly acknowledge the following:

Casey Amphlett; Anusuka Anandakrishna; Simone Anderson; Luke Bagnall; Katie Blok; Rebecca Boyland; Nathan Brown; Chris Brunero; Luke Cassar; Angela Chadwick; Sandy Chen; Emily Child; Danielle Coelho; Laura Cole; William Counsell; Clare Courtauld; Hayden Daley; Clementine Davies; Peter De Bari; Stacey de Wet; Tim Dench; Nadine Dick; Kieran Ducey; Danielle Edwards; Amanda Flett; Maureen Flynn; Tenille Fricker; Chelsea Ganfield; Lauren Gleeson; Samantha Grljusich; Matilda Grogan; Jana Herbert; Amanda Ho; Riku Järvelin; Gelareh Khakbaz; Raymond Kurniawan; Zhijia Lai; Erin Lever; Desiree Lim; Raphael Lim Zhong-Yi; Patrick Little; Jiayu Lu; Julia McCullagh; Vanessa McGuiness; Lauren McIntosh; Emily Merrick; Clare Molloy; Thomas Nolan; Ben Orphin; Erin Pedretti; Morgan Pettersson; Danielle Poupart; Kristian Raston; Lisa Redwood; Betty Richards; Maria Christine Ruud; Joan Teresa Soon; Sarah Stevens; Deanne Thorpe; Zachary Tilghman; Liam Turbet; Taryn Van Gramberg; Alexandra Vaughan-Taylor; Gabrielle Walker; Wang Hui Huang; Steven Wells; Rebekah Williams; Edward Wilson; Sophie Wong; Katerina Zoetelief.

We particularly wish to thank Sarah Stevens, Morgan Pettersson and Tom Nolan for participating in videoed interviews; Danielle Poupart for sharing her recollections with departing students; and Luke Bagnall for his extraordinary range of photographs and blog entries.

The team has many debts but none is larger than our debt to Project Manager Linda Butcher, for her endless patience and enthusiasm and her remarkable range of talents. We also acknowledge her technical expertise as video director.

Other technical staff include: Robert Bull, video editor; Oliver Kutzner, video segments filmed at University of Wollongong; Carol Adair, report layout; Richard Lefroy, website and logo design; Terri McCann, website design and maintenance; and Catherine Ishara de Garis, report proof reading. We owe them all a great deal.

Nick Stone, University of Melbourne, gave us access to his survey materials and methodology and worked with us in analysing data. Alexandra Haaxman, Careers, Murdoch University, helped us develop and trial some of our teaching resources.

While all team members played particular roles – Tonia Gray in forging some innovative approaches to facilitating the earlier workshops; Jan Gothard in leading the project and creating external relationships and connections that nurtured the project's success – the team would particularly like to acknowledge the tireless creativity of team member Greg Downey, for graphic design and layout of our teaching resources, as well as for his work in developing surveys and in establishing and managing our blog. Greg's intellectual vision for the project helped it evolve far beyond our earliest imaginings.

The project's advisory group gave feedback where needed and has been a source of support and guidance. Members included:

Professor Michelle Barker, Griffith University; Dr Maureen Bell, University of Wollongong; Dr Amanda Daly, University of South Australia; Professor David Hill,

Murdoch University; Mr Innes Ireland, formerly Director, Macquarie International; Mr Rob Malicki, Australian Institute for Mobility Overseas (AIM Overseas); Mr Dirk Mulder, Director, International Office, Murdoch University; Ms Amanda Pasfield, formerly of Department of Education, Employment and Work Relations; Ms Ashley Tanks, Manager, Study Abroad & Exchange, University of Wollongong; Dr Mick vande Berg, Council on International Educational Exchange (CIEE), Portland USA.

Dr Maureen Bell's evaluation provided timely and helpful feedback.

We also wish to thank the Directors and International Office staff at Macquarie University, Murdoch University and the University of Wollongong for their support and enthusiasm for this project.

In addition, we would like to thank Carole Rakotonirina, former Outbound Exchange Coordinator (International Liaison), Murdoch University; and Patricia Fulcher, formerly of Study Tour Abroad, Business, Murdoch University for individual support at timely moments.

Many others helped too; we are grateful to them all.

Jan Gothard, Greg Downey and Tonia Gray

# Glossary

**Campus internationalisation** - “[T]he process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of [university] education” (Knight, 2004, p.11).

**Dropbox** - A web-based file hosting service that enables remote users to store and share files and folders with others across the Internet.

**Erasmus** -The Erasmus Program (EuRopean Community Action Scheme for the Mobility of University Students), is a student exchange program established in the European Union in 1987. It is part of the EU’s Lifelong Learning Programme 2007–2013.

**Experiential learning** - A form of education that builds upon structured experiences rather than classroom content. In the study abroad or exchange context, the change in settings means that the possibilities for experiential learning, from experiences outside of the classroom or of cultural differences even within educational settings, are multiplied.

**International student mobility** - Any form of international travel that occurs as part of a student's program of study in higher education, ranging in duration from a short trip, through a semester or year of exchange or study abroad, to a full degree program undertaken overseas.

**Keynote** - A Mac-based presentation software package used to present slides on Apple computers.

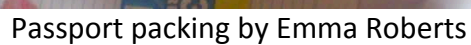
**Prezi** - A web-based, 'zooming' presentation software that allows dramatic visual presentations to be easily shared online. Prezi uses a single very large image, and the presentation involves moving around the image, zooming in to highlight details. The project makes use of Prezi as a conduit to make materials more widely available and appealing to potential users.

**Reflective learning** - Learning gained through a cycle of reflecting on prior experience, processing new-found information and applying to future life events. The participant makes meaning out of the experience by developing skills and drawing lessons, such as general principles or insights from autobiographical events. Reflective learning is primarily student-centred and involves facilitation of personal reflection.

**Sojourn; sojourner** - Temporary residence; temporary resident

**Student exchange or exchange** - Student exchange occurs where two universities in different countries ('exchange partners') enter into a reciprocal agreement permitting students from either institution to study short term at the partner institution, while remaining enrolled and paying the relevant tuition fees at their home institution. The maximum time spent studying overseas is usually two semesters. Australian students who undertake study abroad usually do so under exchange agreements rather than enrolling

**Study abroad** - An arrangement whereby a student travels to a tertiary institution in another country to complete part of their degree there. The study abroad trajectory comprises three phases: **pre-departure**, the stage in the study abroad trajectory before students depart for their overseas sojourn; **in-country**, the time spent overseas in the student's host country; and **re-entry**, the period of readjustment after students have returned home.



# List of acronyms used

**AIEC** Australian International Education Conference

**AIM (Overseas)** Australian Institute for Mobility Overseas

**ALTC** Australian Learning and Teaching Council Ltd

**AUIDF** Australian Universities International Directors Forum

**BEVI** Beliefs, Events and Values Inventory

**BTLH** Bringing the Learning Home

**CCAI** Cross-Cultural Adaptability Inventory

**CIEE** Council on International Educational Exchange

**DIISRTE** Department of Industry, Innovation, Science, Research, and Tertiary Education

**GLOSSARI** Georgia Learning Outcomes of Students Studying Abroad Research Initiative

**HERDSA** Higher Education Research and Development Society of Australasia

**ICEQ** Intercultural Effectiveness Questionnaire

**IDI** Intercultural Development Inventory

**IO** International Office

**IPCHE** Internationalisation of Pedagogy and Curriculum in Higher Education

**L & T** Learning and Teaching

**PACE** Participation and Community Engagement

**WAND** Western Australia Networking and Dissemination



## Executive summary

International student mobility is an increasingly important element in Australian universities today, and study abroad and exchange, as an integral part of this, is recognised as contributing both to important generic graduate qualities such as globally-oriented citizenship, and to campus internationalisation more generally. The number of students undertaking exchange or short-term international placements is growing. However, concomitant development of support for and resources to enhance outcomes for students participating in these programs has been neglected. Consequently, a critical educational and learning opportunity has been left undeveloped. Starting from the premise that the value of international student exchange for both individual students and their Australian campuses can be significantly increased through structured support, the aim of the Bringing the Learning Home (BTLH) project was to enrich the study abroad and exchange experience for Australian students by creating and disseminating learning and teaching materials framed around appropriate learning outcomes.

Over 18 months, project members from three partner institutions, the University of Wollongong, Murdoch University and Macquarie University, worked with 413 Australian exchange students at about 30 BTLH events and workshops to develop, trial and refine learning and teaching materials. A weblog was established as a repository for students' reflections, both written and photographic, on their international experience, with nearly five hundred blog entries and comments posted, more than one thousand photographs submitted and more than ten thousand viewings registered. In addition, students completed two different surveys designed to chart the demographic profile of the Australian exchange student and their pre-departure cultural competence. The data can be regarded as a baseline for further research in this area.

The learning materials are designed around the acquisition of skills in cross-cultural competence and lifelong learning. Comprising ten self-contained modules representing in their totality a semester-long course supporting the exchange experience, the materials are designed for adaptation across individual campuses or for different delivery timetables. Themes/topics are: exploration; reflection; stereotypes; cultural relativism; communication; adaptation; transformation; globalisation and cosmopolitanism; education and culture; and professionalisation. Module contents include explanatory notes for teachers or students; suggestions for exercises and assessment; guidelines for reflective written and photographic journaling and blogging; and multiple modes of delivery, namely PowerPoint, Keynote and Prezi presentations. These comprehensive modules of learning/teaching materials, comprising skills-based experiential learning resources, focus on all phases and dimensions of the exchange trajectory. The project team has also created edited videos demonstrating teaching strategies and video interviews with students from the project discussing their learning experiences.

All these materials are freely available under a Creative Commons licence and can be accessed directly from the project website <[www.tlc.murdoch.edu.au/project/btlh/](http://www.tlc.murdoch.edu.au/project/btlh/)>. Survey data from one of the multi-campus surveys conducted by the team, which will be the subject of future publications in this area, as well as aggregated quantitative material, is also available on the project website. The weblog produced for the project, comprising student posts and images, is accessible at <[www.ozstudentsabroad.com](http://www.ozstudentsabroad.com)>.

This project has been located within the larger arena of campus internationalisation. International student mobility contributes to campus internationalisation and should be promoted. However in addition to setting target quotas for participation and creating a campus culture which places greater emphasis on the possibility of exchange for students, we recommend that to maximise the benefits of study abroad and exchange, institutions consider offering a structured program of intervention covering the whole exchange trajectory, and establish processes for formalising learning outcomes for exchange and study abroad. Fostering a campus-led expectation that study abroad and exchange will directly provide an academic learning opportunity will benefit both individual students and their institutions. Further, we recommend that the experiences of returned exchange students should be more highly valued within campus culture as an invaluable resource which, properly fostered, can contribute directly to campus internationalisation.



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Bungy jump, Canada by Christopher Brunero

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North Whistler, Canada by Lisa Redwood

# Project brief

The project focused on the learning opportunities for Australian students inherent in the three different phases in the study abroad and exchange experience, namely pre-departure, in-country and re-entry. The project team also analysed the demographic and cultural profile of Australian students undertaking exchange. The project team sought to generate learning outcomes for the exchange process and to support the attainment of these outcomes. Based on these learning goals, the team produced learning and teaching materials appropriate to Australian students which could be adapted for presentation on all Australian campuses. The team especially sought to integrate student reflection on their learning experiences into refining project goals and producing appropriate teaching and learning materials.

## Aims of the project

This project aims:

- to improve Australian students' study abroad outcomes;
- to provide effective teaching resources to support academic staff in internationalisation;
- to further internationalise Australian higher education curriculum; and
- to facilitate a sector-wide improvement in approaches to the study abroad experience.

## Stakeholders

The stakeholders in this project were:

- Study abroad and exchange students
- Academic staff
  - Course/program coordinators
  - Organisers of study tours
- International Office directors at each campus and across the sector
- University administrators, for example, study abroad officers, careers officers
- Learning and Teaching (L & T) staff at all partner institutions
- L & T committees
- Staff developers
- Internationalisation committees
- Pro/Deputy Vice-Chancellors (International)
- Deputy Vice Chancellors (Academic) and other university policy makers and leaders
- School and faculty deans
- Australian Government agencies
- International study abroad researchers

Partner Institutions engaged in the project:

- Murdoch University
- Macquarie University
- University of Wollongong
- University of Western Sydney

## Project deliverables

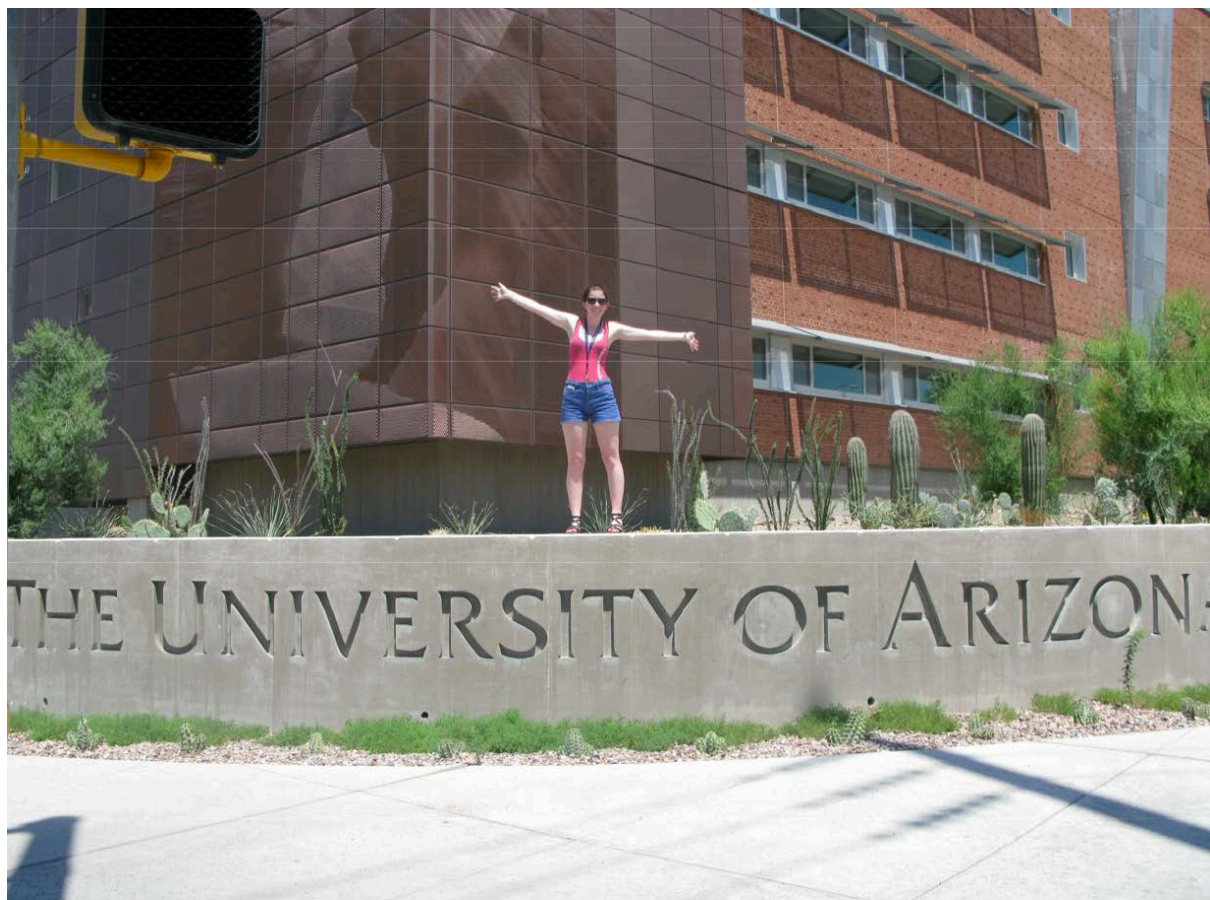
**DELIVERABLE 1:** Development and dissemination of a three-phase learning and teaching curriculum, including video materials, suitable for use for study abroad students across the Australian university sector, composed of modules based on experiential learning principles and incorporating an additional focus on pedagogical outcomes for students after re-entry.

**DELIVERABLE 2:** A demographic and cultural profile of out-bound students in Australian exchange programs based upon two quantitative survey tools.

**DELIVERABLE 3:** Website as a repository for the learning materials generated and trialled through the project, including teaching strategies and exercises, assessment suggestions, readings, workshop materials, sample student interventions and exemplary video presentations, survey data and publications.

**DELIVERABLE 4:** Peer-reviewed national and international publications reporting the project results (forthcoming).

**DELIVERABLE 5:** Presentations and workshops at national and international education conferences.



University of Arizona, USA by Alexandra Stuart



# Significance

## Summary

In line with the objectives of the former Australian Learning and Teaching Council Ltd (ALTC), the project has addressed a learning and teaching priority area of recognised importance in Australian higher education and has facilitated a national approach to its management. The project team built on prior research into study abroad and student exchange in order to provide Australian campuses with curricular materials and skills-based pedagogy to enhance student experiences and learning outcomes. The team also took as a starting point, the key proposition that Australian students studying abroad contribute to the process of internationalisation. The value of orientation for students prior to departure on study abroad is well-established, but the Bringing the Learning Home project team's own research, reflection and experience, led team members to believe that a teaching and learning program undertaken prior to departure, in-country (while abroad) and after re-entry (on return home) can significantly improve the quality of student educational outcomes.

The project team focused on the particular experiences of the Australian student whose exchange experience is most often undertaken in places such as Northern Europe or North America, destinations which appear to share many social, economic and cultural characteristics with Australia. To better understand the specifics of the Australian exchange experience, the team also produced a demographic and cultural profile of the Australian exchange student based on two discrete survey instruments.



Australia for Dummies by Luke Bagnall

The crucial intervention of the teaching materials developed through this project is to help students to: reinterpret intercultural challenges as learning opportunities; observe their own increasing intercultural skills; notice and interpret subtle cultural differences; and consolidate and generalise the lessons that they have learnt while sojourning overseas. The intention is to help students objectify these outcomes for personal, pedagogical, and professional development, and to apply critical reflective abilities to their own cultural orientations. Based on tested experiential learning principles, especially active review and reflection, the project's design specifically makes use of experiences that already occur as intrinsic parts of all international education to generate greater self-awareness and to reinforce skills that emerge from everyday interactions overseas (Boud, Cohen and Walker 1993; Boud, Keogh and Walker 1985).



Woman in ocean, Greece by Morgan Pettersson

## Discussion of significance

Previous Australian research has explored barriers to greater participation in study abroad, including inhibiting factors specific to Australian students (Clyne and Rizvi 1998; Daly 2002; Daly and Barker 2005). While it does identify good practice in student exchange, this work has typically focused on strategies to increase the number of students going abroad (Innovative Research Universities Australia 2008; AIM Overseas 2008). Equally desirable, however, is increasing the benefit of study abroad for those students who already participate.

Although the Australian higher education sector embraces international education and recognises the contribution that out-bound student exchange can make to campus internationalisation (Universities Australia, formerly AVCC, 2007), few initiatives have previously endeavoured to directly improve the quality or deepen the impact of the experience.

Internationally, study abroad and exchange has grown since the end of the Second World War, and a global desire to increase international education has led to a recent renaissance in state support for international student mobility, particularly in the United States and Europe. Australian universities, however, have traditionally focused their attention on attracting in-bound full-degree international students. Bell (2008a) pointed out that “the Australian rationale for internationalisation of higher education is economic, framing education as a commodity existing within the ethos of trade agreements”. Much of the relevant literature, as Harman noted in 2005, is still “related to the export of education services, education markets and marketing, and the characteristics and learning styles of international students, particularly those from Asian countries” (p.121). More recent studies of the internationalisation of the tertiary curriculum, such as the ALTC project Finding Common Ground (2010), have generally focused on ways of including international students

Bringing the learning *home*



on Australian campuses, though the purview of this material is growing to include internationalising the curriculum for the benefit of all students, for example, through scholars such as Betty Leask (2001, 2008, 2009).

At a policy level, Australian student mobility has generated a new interest in out-bound exchange. An Innovative Research Universities submission to the Australian Government Review of Higher Education in July 2008 referred to the “ongoing risk to Australia’s international reputation” of a singular focus on “the financial returns from international student recruitment” (IRUA 2008, p.33). This review drew attention to the “significant benefits derived from university internationalisation of the production of graduates with the capability to work within a global context” and advocated helping Australian students “acquire more sophisticated international skills through better opportunities to go abroad on study programs” (pp.33, 30). The Australian Government’s Department of Industry, Innovation, Science, Research and Tertiary Education commissioned research from the Australian Institute for Mobility Overseas (AIM Overseas) on the topic and will shortly launch a publication to promote overseas study and best practice in the industry (2012). Universities Australia has recommended that ten per cent of all Australian undergraduates study abroad, and many individual universities now give a higher profile to international exchange. However, despite recent improved uptake (AIM Overseas, 2008), participation remains well short of targets (Daly and Barker 2005).

Promoting participation in itself, however, is insufficient to achieve the desired outcome of internationalisation. Australian researchers Clyne and Woock (1998) have argued that international experiences such as student exchange contribute to the development of “the structure oriented world citizen and the transnational activist”, but that these outcomes will only eventuate if the process is “done well” (p.37). Research by Bell (2008a, 2008b, 2008c) similarly shows that lack of attention to support for experiential learning has led to unsatisfactory outcomes for summer study abroad students. The student’s experience needs to be embedded through reflection while overseas, and the newly-acquired learning anchored in the tertiary curriculum upon return (Gray and Downey 2005). As Clyne and Rizvi (1998, citing AIEF 1998) point out, in Australia “the link between internationalisation and the acquisition of global skills by young Australians is acknowledged to be assumed rather than proven” (p.37). They contend that:

It is easy to use student exchange as an example of internationalisation, often with the implied roll-on benefit of opening up the curriculum and pedagogy to incorporate knowledge and insights from the cultures [yet...] little research in Australian... universities has been done on key questions such as how? what? and, with what outcomes? (p.37)

The BTLH project taps directly into this vein of inquiry by delineating appropriate outcomes for the exchange experience while producing materials to support their attainment.

The experience of study abroad has been compared to rites of passage, described by van Gennep (2004, originally 1909), with the process usefully conceptualised as comprising three stages: separation, transition, and incorporation. Beames’ (2004) examination of young British students undertaking a study expedition in West Africa focused on the value of van Gennep’s paradigm, especially in terms of the incorporation stage: “Though on expeditions there may have been some focus on what people were gaining from their experience, there appeared to be little attention paid to discussing how a young person could return to be a contributor to their community” (p.35). Beames (citing Venable, 1997) drew on the notion of incorporation to increase the value to the individual of the process; similarly, the project team recognised the need to acknowledge and make use of the experience for the benefit both of the student and the community. Failure to mark the return often characterises the study abroad experience of the Australian student and thus an important opportunity to reinforce and validate global competence is lost.



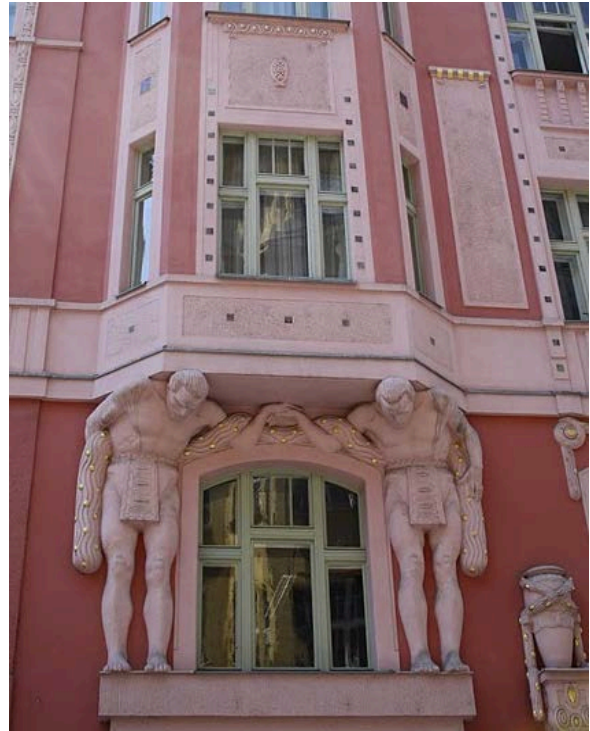
Window by Sandy Chen

Martin and Harrell (2004, p. 312) write of re-entry, "All the literature points to the need for training, but there appears to be very little formal training provided to help returning student... sojourners". Whatever re-entry material does exist tends to focus not on educational, research, or skills-development objectives, but on psychological readjustment, self-reflection, social reintegration, and re-acculturation to daily life (see for example, Martin and Harrell 1996, 2004). The goal seems to be to return students to their pre-sojourn state rather than to incorporate experience into heightened competence and a new sense of self. While social and psychological reintegration is crucial, the achievement of educational goals for student internationalisation requires a greater concentration on cultural competence and awareness. Professional development, and incorporating international experience into the student's tangible portfolio of assets, is another aspect of the re-entry process which has also been under-developed.

Ironically, some aspects of re-entry culture shock can be exacerbated when the host country is culturally similar to a student's country of origin (Martin and Harrell, 2004, p.318). This is typically the case for Australian students, most of whom undertake an exchange program with partner institutions in North America, the United Kingdom or elsewhere in Europe, unlike the pattern in the United States, for example, where students are able to choose to undertake study abroad in a far wider range of national contexts. In an environment which is deceptively similar to one's own, differences in values, behaviour, patterns of interaction, and other dimensions of life cannot be ascribed to over-arching factors like poverty or ethnicity. Further, students abroad who already feel culturally competent - knowing the host country language, for example - can be lulled into a false sense of familiarity and become disoriented when cultural differences suddenly loom large. Unlike students studying in Africa, Asia, or Latin America, who may be unable to forget that they are in an alien environment, Australians studying in North America or the United Kingdom can confront a disorienting mix of the familiar and unfamiliar. Our learning and teaching modules are designed specifically for Australian students, and engage with this experience to produce greater intercultural competence and improved communication skills for precisely these sorts of environments.



Shut happens by Luke Bagnall



Men hold up building by Luke Bagnall

In addition, little research has been conducted into understanding the profile of the Australian exchange student. Not only is the exchange experience of Australian students unique, but so is their cultural and demographic background and this too impacts on their experience abroad.



Abbey Road, UK by Simone Anderson



Our project also focuses on the moment of re-entry into the Australian classroom as an opportunity for campus internationalisation. Clyne and Rizvi (1998) and Clyne and Woock (1998) both note that, despite pre-departure enthusiasm on the part of academic staff for study abroad, once students returned, “lecturers showed little or no... interest in hearing about their exchange or any inclination to make use of the exchange experience” (Clyne and Rizvi 1998, p.43). Students have experienced frustration that no avenues existed for the knowledge they acquired to be incorporated into classroom practices and believed that they were a “valuable and willing resource on course development who should be encouraged to give a presentation on comparative differences” in teaching and educational practices. At the very least, they sought “acknowledgement” (p.43).

This present project has also focused on helping students develop personal strategies to incorporate international experience into the curriculum of their home universities. This academic incorporation was deemed important for a number of reasons. Without this intervention, a rich resource to assist in the internationalisation of other students and the curriculum is lost, the students’ experiences are under-valued by their home institutions, skills gained through international experience are not recognised or reinforced, and an opportunity to disseminate information about study abroad programs among students is being neglected.

In summary, the Bringing the Learning Home project team has designed and is disseminating resources to improve the quality of Australian students’ international experiences. The project has delivered comprehensive modules of learning/teaching materials comprising skills-based experiential learning resources focusing on all phases and dimensions of the exchange trajectory. The project team has created videos demonstrating teaching strategies and video interviews with student participants in the project discussing their learning experiences, and has generated an in-depth demographic and cultural profile of the Australian exchange student, based on two different surveys of more than one hundred students, which can be regarded as a baseline for further practice in this area.



Snow, Canada by Christopher Brunero

## Learning resources

The project team has developed a corpus of teaching materials designed for presentation by international education office staff or by academics, or for use by individual students working independently. The materials are specifically designed for adaptation across individual campuses or for different delivery timetables, and represent in their totality a semester-long course supporting the exchange experience. The suite of materials is organised thematically rather than chronologically, although we do offer suggestions for sequencing. The ten teaching modules concentrate on the structuring of learning goals and strategies across the three stages of the exchange trajectory. [See Figure 1]

Each module is constructed around the acquisition of skills in cross-cultural competence and lifelong learning. The materials draw on the project team's knowledge and experience of the Australian student exchange experience, and the application of sound pedagogical principles of experiential and reflective learning. The materials make extensive use of concrete examples of learning experiences and insights provided by students on exchange programs who were participating in the Bringing the Learning Home project.

In preparing the project's written learning teaching resources, a key focus has been to make them accessible and attractive to all users. Thus we have provided explanatory notes for teachers or students, and multiple forms of delivery, namely PowerPoint, Keynote and Prezi presentations. The format of these materials has been developed by team member and designer Greg Downey and is in a consistent and identifiable style in keeping with the project's chosen image.

Another element in our resources is video material, comprising edited videos of selected pre-departure, re-entry and professionalisation workshops, and student interviews. Different workshops are presented in the form of a number of continuous video clips, but also as shorter topic-based clips to enable teachers and presenters to access and draw on video material for their own purposes. Similarly, interviews with students appear both in their entirety and as shorter clips focused on topics of particular relevance for teaching.

Edited videos have been put as unlisted clips on YouTube and can be accessed from the project website <[www.tlc.murdoch.edu.au/project/btlh/](http://www.tlc.murdoch.edu.au/project/btlh/)>.

All video material is provided under a Creative Commons licence: **"No Derivative Works"** — you may not alter, transform, or build upon this work". This means that the material may not be altered by any video editing process; however, clips can be embedded within other study abroad teaching programs.

Other resources provided include suggestions for exercises and assessment, and guidelines to reflective written and photographic journaling and blogging. All these materials are freely available under a Creative Commons licence on the project's website.

The materials are informed by two multi-campus surveys undertaken by the team, designed to produce a profile of Australian students undertaking study abroad or exchange, as well as by extensive qualitative research through a photo-weblog and pilot workshops. These will be the subject of future publications in this area. (See Appendices 1-4 for discussion of surveys, questionnaires, summary of results and sample data.)



**Figure 1: Table of modules and their learning outcomes plus comments on their delivery**

<b>Module</b>	<b>Learning goals for students</b>	<b>Delivery mode for materials and themes</b>
<b>Exploration</b>	To develop a sense of exploration prior to sojourning overseas to increase the learning about their particular destination. To develop a greater awareness of and capacity to reflect on their own culture.	Mostly <b>pre-departure</b> ; themes should be reinforced <b>in-country</b> through facilitated reflection; picked up on <b>re-entry</b> though Globalisation module.
<b>Reflection</b>	To understand the reflection cycle in experiential learning. To develop the skills of recalling past experiences by storytelling and photo-reflection (re-storying). To apply the basic tenets of reflection to subsequent study abroad experience. To become informed life-long learners by embedding aspects of reflection into their personal skill-set or toolkit.	<b>Pre-departure</b> ; <b>in-country</b> through facilitated reflection; revisited in the <b>re-entry</b> phase.
<b>Stereotypes</b>	To recognise the difference between understanding cultural difference and engaging in stereotyping behaviour through, for example, reflection on images of Australians which students may encounter while sojourning overseas.	The majority of material is delivered in a <b>pre-departure</b> workshop, to be followed up with <b>in-country</b> reflections about encounters with stereotypes of Australians encountered.
<b>Cultural relativism</b>	To understand the concept of cultural relativism and how it differs from moral relativism. To learn to interpret new experience overseas through awareness of the tools of cultural analysis. To learn to apply the D.I.V.E (Describe–Interpret–Verify–Explain) model for cultural discovery and analysis.* To develop greater curiosity about other ways of life. To learn to avoid being excessively judgmental. To learn to investigate experience through the example of encounters with new cultural practices.	Parts of this module are delivered in <b>pre-departure</b> phase, when students should be prepared for cultural difference including the possibility of ‘culture shock’ (see the Adaptation module); and parts are delivered on <b>re-entry</b> . Key concepts from the module should inform interaction with students <b>in-country</b> .
<b>Communication</b>	To be aware of potential problems in communication, including communication strategies that undermine other learning objectives while overseas.	Themes are raised in <b>pre-departure</b> workshops. Resources should be made available through handouts or student handbook so that they can be

	<b>This module includes resources designed to refine students' writing ability and provide them with easy-to-follow advice about reflection assignments, online writing and other assignments.</b>	referenced when necessary during other modules or on <b>re-entry</b> .
<b>Adaptation</b>	<p>To understand the 'W' curve in the <i>transitioning and integrating</i> phases of study abroad.</p> <p>To understand and apply the basic tenets of <i>experience, reflection, processing and application</i> to their study abroad experience.</p> <p>To identify the <i>deep learning experiences</i> that they may encounter.</p> <p>To be alert to the kaleidoscope of emotions they may encounter (homesickness, alienation and disequilibrium) as part of the adjustment phase.</p>	<b>Pre-departure, and reinforced in-country</b> through facilitated reflection.
<b>Transformation</b>	<p>To identify opportunities for personal growth embedded within the study abroad experience.</p> <p>To re-story their experiential learning cycle into behavioural change.</p> <p>To incorporate the basic tenets of the experiential learning cycle, <i>experience, reflection, processing and application</i>, into the study abroad experience.</p> <p>To become informed life-long learners by incorporating new-found knowledge, attitudes, skills and behaviours into their personal toolkit.</p>	<b>In-country</b> through facilitated reflection; but primarily emphasised in the <b>re-entry</b> phase.
<b>Globalisation &amp; cosmopolitanism</b>	<p>To develop and maintain a globalised world view.</p> <p>To develop interest in international events.</p> <p>To be aware of further opportunities overseas.</p> <p>To better understand the concept of 'global citizen'.</p>	The themes of this module are set up <b>pre-departure</b> through the Exploration module. Themes are re-visited <b>in-country</b> through facilitated reflection. However the primary delivery focus is <b>re-entry</b> .
<b>Education and culture</b>	<p>To understand education as a cultural institution and to reflect on educational differences.</p> <p>To generate effective strategies to better integrate exchange experience into Australian academic settings.</p> <p>To develop increased empathy for overseas students in Australia.</p>	Elements of this module are set up <b>before departure</b> in the Exploration module; themes are developed <b>in-country</b> through facilitated reflection; but this module is mostly delivered on <b>re-entry</b> .



<b>Professionalisation</b>	<p>To become oriented to potential professional and skills-based outcomes of study abroad prior to departure.</p> <p>To understand how to leverage study abroad experience into career opportunities, post-graduate education, and into greater expertise.</p> <p>To develop and articulate a better understanding of what they have learned in terms that will make sense to potential employers, both in interviews and in job letters.</p> <p>To develop a better understanding of the long-term and ongoing benefits of study abroad.</p>	<p>Most of the contents of the module are delivered on <b>re-entry</b>, although we recommend alerting students to professionalisation goals and opportunities <b>prior to their departure</b>.</p>
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\*See Brewer, Elizabeth, and Kiran Cunningham. 2009. Capturing Study Abroad's Transformative Potential. In Elizabeth Brewer and Kiran Cunningham, eds. *Integrating Study Abroad into the Curriculum: Theory and Practice Across the Disciplines*. 1-19. Sterling, VA: Stylus.

# Project methodology

## Summary of methodology

The project was conducted over a period of approximately 21 months, commencing in June 2010. As the project incorporated a mixed-method research design, the data collecting methods were both qualitative and quantitative. The project adopted a dynamic applied research and development approach with an emphasis upon action research methods, wherein findings could be first researched, directly applied and tested in different contexts, then modified by the project team. Methods adopted included: development and sharing of PowerPoint presentations across campuses, trialling other team members' workshop materials, attendance at other team members' workshops, videoing workshops for team review, responding to student feedback from evaluations and interviews, and reflection on strategies adopted on the blog. Ongoing research and prototyping led to reformulation of key components of the project.

Collection of quantitative data entailed research into and modification of two existing survey instruments (ICEQ and GLOSSARI) for our purposes. It also entailed administering two separate surveys to students.

In brief, the process comprised:

- undertaking an extensive literature search of material in the area, with literature deposited in an online Dropbox accessible to all project team members
- a review of Australian and international literature relating to: the process of study abroad and exchange and associated pedagogy; analysis of learning and teaching materials in experiential and reflective learning; and analysis of existing pre-departure, in country and re-entry programs
- obtaining ethics permission at partner institutions to survey, interview and video student participants, as well as to enrol volunteers in a photo blog for in-country reflection
- reviewing appropriate survey instruments for application to the Australian study abroad and exchange context
- adapting and developing two existing survey instruments, ICEQ and GLOSSARI, for the project's particular context and needs
- administering surveys to all exchange student cohorts (see Appendix 1 and Appendix 2 for sample questionnaires)
- working with stakeholders (International Offices and staff) to develop relevant timelines for trialling materials with three separate cohorts of students departing in August 2010, December 2011 and August 2011, at three partner institutions
- development and monitoring of a reflective and photographic blog for use by exchange students in country (see Appendix 5 for sample posts)
- development, trials, evaluation and modification of workshops for pre-departure and re-entry
- research and development of relevant themes for learning teaching modules, based on reflective and experiential learning principles
- development of a comprehensive suite of ten theme-based modules to support the study abroad/exchange learning trajectory
- videoing pre-departure and re-entry workshops
- interviewing and videoing student participants

- creation of project team website <[www.tlc.murdoch.edu.au/project/btlh/](http://www.tlc.murdoch.edu.au/project/btlh/)> as a depository for all teaching modules, student interviews etc
- analysis of Australian exchange student profile from survey data (see Appendix 3 and website for survey data).

Over the course of 18 months, three cohorts comprising 413 students participated in almost 30 pre-departure and re-entry workshops across three partner campuses; 99 students signed up for the blog; 114 students completed the GLOSSARI survey and 72 the ICEQ survey.



Christmas in Japan by Sarah Stevens

## Discussion of qualitative methodology

Our intention was to create a series of teaching modules designed to enhance the development of skills in cultural competence. These would be informed by the principles of experiential and reflective learning. While the study abroad experience can be a profound and powerful teacher, the experience in itself does not constitute learning. Carefully guided and structured reflection enables participants to analyse and process the experience and so construct meaning around their experiences. Processing an experience encourages individuals to “reflect, describe, analyse and communicate what they have recently experienced” (Nadler & Luckner 1992: 1). Teaching modules therefore included an emphasis on facilitated reflective activity to augment the mastery of new skills, attitudes, behaviours and knowledge.

The project team’s approach was to focus initially on the traditional points of intervention for students going on exchange and study abroad, namely, pre-departure, in-country and after return. We proceeded to pull apart these moments: to analyse the elements which made up ‘best practice’ in existing documented intervention, then, drawing on our understanding of the possibilities of these interventions, to develop a suite of learning

teaching materials suitable for delivery as a full unit or course supporting the exchange experience. The materials were specifically made modular so that, in a less extensive program, facilitators or instructors could easily choose which material was most appropriate given their own program's learning goals and intended outcomes. The modular design made the materials more versatile, as elements could be included in existing or potential programs where they were most applicable. In addition, the careful articulation of materials across the duration of the exchange or study abroad experience served to reinforce and consolidate student learning.

After ethics approval was gained at all three campuses, the project team commenced work in July 2010 with our first series of pre-departure workshops. These were organised in concert with the relevant international offices (IOs) on each campus. Students were invited to attend and participate in the project. Numbers attending each workshop varied significantly from about half a dozen to 40. In some cases, project team members spoke briefly about the project as part of a larger IO briefing to departing students.

At the University of Wollongong, Tonia Gray and Greg Downey developed a trial workshop which has served as the basis of later pre-departure workshops at Murdoch University and Macquarie University. This was in line with the project team's emphasis on creating material which could be readily adapted for application on other campuses which was an important element in our methodology.

During the development process, a number of workshops were video recorded to provide insights into the delivery of the content. These videos focused on capturing interactions with students, as well as content. They were important in enabling team reflection and response to workshop scenarios, but they were also later edited to become teaching tools in themselves, modelling for other presenters a range of styles for delivering similar materials in different teaching situations. All these videos are now available as an online resource on the project's website, with accompanying PowerPoint presentations.

At each pre-departure workshop, students were introduced to the BTLH project. Team members also used photographs, as triggers for sharing and reflection, and as a means of introducing students to the program's photographic and reflection weblog.

## Weblog

Using the free services offered by WordPress, the project team set up a blog for student photo reflections: Oz Students Abroad (<[ozstudentsabroad.com](http://ozstudentsabroad.com)>). Students were invited to participate in this weblog while on exchange and after their return (see Appendix 5 for sample posts.)

While the primary aim of the blog was to support students in country by providing both feedback from the project team and informal peer-learning and reflection opportunities, the blog also generated photos and student reflections for incorporation into the project's deliverables (especially the teaching materials), and was a rich resource for qualitative analysis to better understand what students found memorable and noteworthy. Students were enrolled as authors and contributors, giving them 'write' and 'post' privileges but also assuring that the project team could 'edit' or oversee posts for possible confidentiality problems or other sources of risk (as required by research ethics approvals). In general, we found that the weblog discouraged frivolous or ill-considered comments as the format encouraged short photo-based essays.

In addition to the free services, open to anyone wishing to use a similar approach, the project team purchased a simplified domain (so that the name 'WordPress' did not have to be in the address) and an 'unlimited participants' service on the blog, so that more than 30 people could be registered. The teaching materials include a comprehensive discussion of the strategy employed as well as alternatives considered, such as campus-based content management systems (Blackboard, Moodle) and social networking sites (Facebook, Twitter).

Over the three semesters, nearly 500 entries and comments entries were posted and by the end of 2011, more than 10,000 viewings had been registered. Many of the posts included multiple images, resulting in more than 1000 photographs submitted to the project team. Throughout the course of the project, the site had over 10,000 visits, with the busiest day resulting in around 130 visits. The top posts attracted over 100 visits each, although they were undoubtedly read many more times as the home page of the weblog, where recent posts can be read, was the most frequently visited part of the entire site [see Appendix 5 for examples.]

The top posts were by a variety of student authors and reflect their own, idiosyncratic interests: of the top three, for example, one was a reflection on Korean karaoke clubs and drinking practices, another on campus college life in the US, and the third a rambling discussion of fancy dress parties, restaurants and tourist trips while studying in the UK. Other student authors addressed a range of issues, from quirky to quite serious, including loneliness while overseas, strategies for integrating into the local community, the treatment of minority groups and even one student's evacuation from Japan following the earthquake and tsunami.

The team monitored the blog, responded to all written and visual posts and encouraged active reflection and experiential learning. It served a particularly important role for the team in the preliminary phase of the project, when it enabled team members themselves to reflect on the blogging process, and to begin analysing the range of student experiences shared and the opportunities for structured intervention and reflective learning.

Notes on writing reflective blog entries have subsequently been included as part of our teaching materials in our Communications module where we offer blogging itself as an example of an activity to support in-country reflective learning. Though no longer active, the blog itself remains accessible as a model of the type of learning teaching resource which can be set up to support students during the in-country phase of the exchange experience.

**OZ STUDENTS ABROAD** Bringing the learning home (Australian Learning & Teaching Council)

Home | About | Instructions | Joining | Photo contest | Private discussions | Teachers | Welcome!

**Oz Students Abroad**  
Australian Learning and Teaching Council

For our Australian students abroad, a place to reflect, post photos & share about what you're learning while overseas.

**RANTS**

**Culture Shock: Australian Edition**

I recently returned from three months living and studying abroad in the current economic shambles that is the country of Greece.

Having travelled extensively and lived abroad before I presumed this return would be like no other, sure I would be sad for a day or two but would get back into the flow of things quickly like an professional traveller.

**WRONG.**

For some reason this return has been the hardest and I was not sure why.

This was only three months away, last time I was abroad living in Ireland for seven.

I knew I had limited time in Greece due to visa restrictions, so it wasn't a surprise I was asked nicely to leave once those three months were up.

**CATEGORIES**

- 'Engrish' - funny English overseas
- Austria
- Autumn
- Canada
- Coming home
- Cultural differences
- Don't ask me
- Festivals
- Festive season
- Fiji
- Finland
- Fish out of water
- Germany
- Going home
- Greece
- I wish someone had told me
- I'm not from here
- I'm not from here ( any more)
- International Food Events

Culture shock from ozstudentsabroad.com



Material from the blog was also collated by the Project Manager into a themed matrix to facilitate its use as a resource for research, writing and illustrative examples in preparing teaching materials. It has been the team's policy to incorporate as much of this student-generated written and photographic material into our teaching modules as possible. This material and associated images will subsequently form the basis of a major publication in this area. Further, to encourage the idea of using photography as a means of reflection, the project team set up a photography competition for all student participants in the project (see Appendix 6, photo competition poster).

Once participating students returned from their sojourn, they were invited to attend re-entry sessions on each campus. Gray and Downey developed a re-entry workshop which was co-presented at Wollongong in February 2011 with the first returning cohort of students. This workshop was videoed, but technical difficulties, including the configuration of the room, have meant that only small sections are available online. The materials created and trialled by Downey and Gray served as a foundation for similar re-entry workshops run by Gothard at Murdoch University, where Murdoch University's careers advisor Alex Haaxman trialled the professional development materials. Part of this workshop has been videoed and is available online.

A number of the project's workshops were attended and evaluated by our project evaluator Dr Maureen Bell, to whom students provided written and verbal feedback (see Appendix 8 and Appendix 9). This evaluation material was incorporated into subsequent workshop iterations; for example, the re-entry workshop was modified in response to students' comments and suggestions, and a more comprehensive set of instructions for use in accessing the blog was developed.

The project team met and corresponded regularly, both face to face and via Skype. An online Dropbox was established to facilitate the development and review of teaching materials within the team, and the Dropbox also served as a repository for a large archive of relevant literature, much of which was sourced through a literature search undertaken by project manager Linda Butcher. The team's Advisory Board met twice via teleconference, and most members of the Board were also approached individually at different times for specific information, support or advice, particularly regarding dissemination and strategic opportunities. The website established on the Murdoch University server (<[www.tlc.murdoch.edu.au/project/btlh/](http://www.tlc.murdoch.edu.au/project/btlh/)>) served as a repository for our materials and as a means of disseminating information such as evaluation and progress reports to the Advisory Board.

On the basis of our interrogation of the literature, reflection on our experience with the workshops, and feedback garnered from students, evaluator and Advisory Board, the project team settled on a thematic approach in generating its materials. Over the last six months of the project, the team has produced the ten learning teaching modules which are the core of our deliverables.

## Quantitative methodology

The project made use of two surveys to gain greater insight into the profile and attitudes of Australian students going abroad, in part to better understand the qualitative results emerging from students' weblog posts, workshops and photo reflections. Students were asked to respond to two separate questionnaires (see Appendix 1 and Appendix 2). The two survey instruments were a modified version of the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI) survey and the Intercultural Effectiveness Questionnaire (ICEQ).

The voluntary surveys were administered at the beginning of each student's exchange experience, and were not intended to measure the efficacy of our teaching interventions, but to assess the extent of student cultural competence and attitudes toward cultural

difference prior to their international sojourn. The survey data collected clarifies the profile of the Australian exchange student (see Appendix 3), and will serve as the basis for at least two scholarly articles by the project team. Finally, the results of the surveys were analysed with data from the GLOSSARI summary available on the project's website and some comparative statistics from ICEQ included in Appendix 4. Responses from more than one hundred students from the three partner universities have provided a demographic and cultural profile of the Australian student undertaking exchange, especially focusing on their attitudes toward cultural difference and international experience.

### **Selection of survey instruments**

A number of well-known proprietary survey instruments are available in this area, such as the Intercultural Development Inventory (IDI), the Cross-Cultural Adaptability Inventory (CCAI), and the Beliefs, Events and Values Inventory (BEVI). Many of these tools have been carefully studied, verified, and are prominent in the literature for those study abroad programs that wish to adopt them (see Hammer 2007; Hammer et al. 2003; Kelley 1995; see also Vande Berg et al. 2009). The research team did not administer or test these tools as the project concentrated on curriculum and resource development for enhancing study abroad.

Proprietary tools such as the IDI might provide an important resource for some programs, if they possess the resources to administer these types of surveys. Our use of the Australian-tailored version of the GLOSSARI was intended to provide a very low cost alternative, as we are making the instruments freely available. Especially with the opening of the GLOSSARI database to outside researchers, the possibility of comparative research was especially attractive.

### ***Australian version of the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI) survey (BTLH-GLOSSARI)***

A modified version of the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI) survey was prepared and administered on SurveyMonkey to a sample of over 100 students preparing to go abroad at the participating home institutions.

The BTLH-GLOSSARI survey is a 65-item electronic questionnaire intended to provide the researchers with a profile of students travelling abroad, including both demographic factors and more hard-to-measure skills and attitudes. The initial 36 questions identify a student's origin and prior experience abroad, the nature of their study abroad program, previous training in intercultural communication, and their family, cultural and educational background, including their peer group. Some questions are open-ended but others allow us to group students based on, for example, their level of prior international experience or home institution.

The GLOSSARI survey developed by the University of Georgia also includes a battery of 29 simple self-assessment questions which were adapted to reflect students' Australian background. Sutton and Rubin (2004: 72) describe the creation of the GLOSSARI survey tool and the areas of competence that the questions about 'learning outcomes' would address:

The objective of questionnaire development was to create an instrument that would be specific to the kinds of learning outcomes that might be derived from studying abroad, but which would be sufficiently generic to work across a wide variety of programs in a diverse set of disciplines. It was determined that learning outcomes would be sampled from five different content domains: (a) knowledge of strategies and skills for functioning in other cultures, (b) knowledge of intercultural interaction techniques, (c) global interdependence, (d) knowledge of comparative civics, and (e) knowledge of world geography. Items measuring the first two of these domains were adapted from a communication competence questionnaire frequently used in intercultural training workshops (Fantini, 1995). Additional demographic questions and questions regarding students' backgrounds and the nature of their international experience also appeared.



While the GLOSSARI survey was primarily used by the University of Georgia to assess learning outcomes from study abroad, because the BTLH project was designed to generate curriculum, we administered the questions to better understand our students' self-understandings and global knowledge base so that we might best tailor our training program to their distinctive needs. We do believe, however, that the BTLH-GLOSSARI may provide a model for assessing learning outcomes from study abroad enhancement programs (see Redden 2010).

The GLOSSARI survey itself is not proprietary, and the BTLH 'Australianised' version of the survey, including data from our initial pool, will be made available for comparison. Our choice was guided, in part, by a desire for an open access tool that other universities could freely adopt and use. Many of the survey and self assessment tools in the area of intercultural communication and learning are proprietary; some of these tools are excellent, and providers also offer comprehensive services to evaluate, benchmark and report findings back to institutions and participants.



Husky ride, Sweden by Megan

### ***Intercultural Effectiveness Questionnaire (ICEQ)***

The project also surveyed a smaller set of students using the 48-item Intercultural Effectiveness Questionnaire (ICEQ) developed by University of Melbourne-based education consultant, Dr. Nick Stone (see Stone 2009). The ICEQ was designed to assess the ability to interact with people from unfamiliar cultural backgrounds in productive ways by evaluating subjects' empathy, confidence, emotional self-management, motivation, open mindedness, degree of respect in interpersonal interaction, self-awareness, and knowledge of both other cultures and cultural difference as a general principle. The survey is covered by ethics approval at the University of Melbourne.

The ICEQ assesses a wide range of subjects' abilities and character traits precisely because intercultural interactions are so demanding, requiring a diverse group of abilities to navigate successfully. We sought to profile the students—and compare them to other populations—in order to better understand their reactions in qualitative research and reflection. We sought to better document whether they were unusual, or if the types of reactions that they had to new experiences, disequilibrium and unexpected challenges would be predictable based on their profile on the ICEQ.

The project team chose the ICEQ for a number of reasons: 1) the questions were specifically designed to avoid ethnocentric assumptions and have been tested on a number of different cultural groups, essential considering the diversity of our student participants; 2) the ICEQ explores emotional abilities that play an important role in intercultural exchange; and 3) the ICEQ specifically investigates both fixed and dynamic characteristics, those that can be expected to improve with intercultural experience and those personality traits that are generally thought to remain unchanged (see Stone 2009).

Practically, for Australian universities, the ICEQ may offer an attractive alternative to the dozens of existing tools for measuring intercultural competence or beliefs, especially given the financial and training demands of using some other instruments.

## Embedding and dissemination of outcomes

Disseminating and embedding outcomes has been fundamental to the aims of the project team from the inception. Project team members have been active in researching dissemination strategies. Further, team members have cultivated their interests in the larger arena of campus and curriculum internationalisation where their project is located. As a result of the growing visibility of the BTLH project, team members have also been invited participants in a number of academic initiatives, particularly through ALTC connections in this area.

Activities relating to developing dissemination strategies and campus internationalisation more generally have included:

- attendance at D-Cubed dissemination session (ALTC project) Murdoch University, 2010
- participation in the IEAA seminar 'Graduates with global employability: internationalising the curriculum for all our students' presented by Professor Elspeth Jones, International Dean and Professor of the Internationalisation of Higher Education, Leeds Metropolitan University, UK, at Murdoch University, November 2010
- invitation to link BTLH website to the website of Assoc Prof Betty Leask, current holder of an ALTC National Teaching Fellowship entitled 'Internationalisation of the Curriculum in Action', April 2011
- invited attendance of team leader Jan Gothard at ALTC-sponsored Forum on Global Citizenship as a Learning Outcome in Higher Education, organised by Dr Jacqui Tranney, ALTC Headquarters, Sydney Aug 2011
- participation in National Symposium: Internationalisation of the Curriculum in Action, organised by Associate Professor Betty Leask, ALTC National Teaching Fellow, Oct 2011
- attendance at AIM (Overseas) seminar on Best Practice in Internationalisation, Edith Cowan University, Joondalup, Oct 2011
- circulation of preliminary materials (especially re-entry workshop materials) to colleagues at University of Technology Sydney, University of Melbourne, and Copenhagen Business School.

## Embedding outcomes on partner campuses

Team members have engaged in active consultation and collaboration with the campus stakeholders for this project, as a means of garnering support for embedding and scaling up the project's outcomes at partner institutions.

Establishing a primary relationship with international offices (IOs) has been fundamental to the project's success. Their support has been essential, for instance, in facilitating communication between the project team and outbound exchange students when setting up the project. In some instances too, IOs have played a role in publicising project workshops. The team has found that IOs have valued and encouraged the project's aim of enhancing the learning potential of the student study abroad experience through the provision of concrete materials supporting the process. The team has also worked with academic colleagues, particularly those involved with study abroad tours, and with administration.

In terms of embedded outcomes, of particular note is the fact that at Murdoch University from semester 2 2012, a new upper level unit in Global Engagement will be offered which is designed to support the study broad and exchange experience and is based directly on the

BTLH materials. This unit was introduced with the active support of the International Office at Murdoch University and was the result of joint lobbying with senior management and Academic Council. The unit is likely to become the core unit in a proposed minor on Global Engagement.

Specifically, the project team members have worked to embed the project's aims on partner campuses in ways described below.

### Establishing pre-departure and re-entry workshops based on project materials

In some cases these types of workshops already existed on partner campuses, in others they did not. However, now each campus has both pre-departure and re-entry workshops in place. In all cases the injection of BTLH materials, particularly the professionalisation module, and having BTLH team members personally run workshops, has been received with enthusiasm by IOs. Workshops based on BTLH materials will continue to be offered once the project has concluded.

### Working with academics and administration on partner campuses

A range of discussions, meetings and presentations took place on all partner campuses.

- Discussions of the project were conducted with individual academics, including Learning Teaching Committees, at all partner institutions.
- In June 2010 Jan Gothard participated in Networks Enhancing the Scholarship of Teaching (NEST) forum on 'Internationalisation at Murdoch University' led by the Chair of the working party drafting the Internationalisation policy at Murdoch.
- In April 2011 a formal meeting took place between Jan Gothard, Professor Gary Martin, Vice Chancellor, Murdoch University, and Dirk Mulder, Director, Murdoch International, to discuss student participation in study abroad and exchange, and the development of a new unit and minor in global engagement.
- In 2011 Jan Gothard was appointed as 'school champion' for internationalisation for Social Sciences, Humanities at Murdoch University. As part of this she has participated in Murdoch University's embedding project for the ALTC's Finding Common Ground project. She also promotes study broad and exchange to new students at regular presentations on behalf of her School.
- In August 2011 Jan Gothard was invited to address Murdoch University's Internationalisation Steering Committee regarding the BTLH project and the possibility of a new unit and minor in global engagement.
- A new unit, Global Engagement, based on BTLH materials, has been established at Murdoch University, to be taught by Jan Gothard from semester 2 2012.
- Negotiations are under way at Murdoch University for the introduction of a minor in Global Engagement based around supporting and enhancing the value of study abroad and exchange and drawing on the newly-established core unit in Global Engagement.
- Tonia Gray was been part of discussion at University of Wollongong in 2011 concerning the prospect of establishing a six point 'for credit' re-entry course for exchange students, drawing on the BTLH model and teaching materials.
- Tonia Gray has been part of discussions in the Linguistics department at University of Wollongong regarding future use of BTLH materials.
- In her new role at University of Western Sydney (from January 2012) Gray will endeavour to pursue the project with the international office there.
- At Macquarie University, Greg Downey has held meetings with the director and staff of Macquarie International, and with Kate Lloyd, the Faculty of Arts PACE

(Participation and Community Engagement) Academic Director, about re-entry programming, with both groups interested in using BTLH materials, particularly the professionalisation module.



Rock sculpture by Christopher Brunero

## Adaptability of materials for delivery beyond partner campuses

Our team approach, with learning teaching materials largely developed and tested in the east and then transferred and applied in the west, has been an excellent trial of the portability of our approaches. Teaching materials, exercises and resources, such as PowerPoint slides, have been adapted by each team member to suit their individual needs, teaching approaches and time available for presentation. Videos also show a variety of team members modelling different methods to present the material. As the range of presenters using our materials is likely to be very wide, including teachers and faculty but also International Office staff, we have deliberately designed the teaching materials, the videos, slide presentations, and exercises to encourage a range of effective teaching practices. On the basis of our trials, we believe these will be readily transferable across different host campuses and adaptable to a variety of teaching styles and contexts. For example, we have delivered pre-departure materials to small workshops and in very large pre-departure orientations.

The availability of extensive teaching notes and resources to support the presentation of every one of our teaching modules, and of sample videoed workshops showing interaction with students, will also facilitate the process of adaptation and institutional uptake. As experienced teachers, we are aware that trying to conduct a workshop simply on the basis of another person's PowerPoint presentations is not conducive to good teaching or learning outcomes. For many people, the material being delivered will be unfamiliar, and we have therefore sought to give as much appropriate background as necessary. We have also suggested further reading and resources for both teachers and students.

In addition to PowerPoint presentations of our ten modules, we have also produced Keynote and Prezi presentations for some modules. Keynote is an alternative slide presentation software, often used with Apple computers, and Prezi is a web-based presentation mode which gives a great deal of dynamism to a presentation. We offer these for anyone who prefers this method of delivery or who wishes to experiment with these new presentation platforms. However the availability of PowerPoint slides means that anyone who wishes to do so can simply pull out or modify slides from our resources to



create presentations tailored to their own program requirements. We believe that this multiple modality, backed by the Creative Commons licensing, will maximise the uptake of the materials and their adaptability to different contexts.

Stand-alone pre-departure and re-entry workshops and an early, minimalist version of the 'professionalisation' workshop are also available for those who wish to focus only on these particular areas or where they do not have the time or resources to offer all modules. Pre-departure and re-entry are the traditional moments of intervention for exchange students, so we believe these two presentations will be useful on many campuses and may provide the initial point of uptake of the BTLH materials. However, we urge those using these two teaching workshops or the professionalisation workshop video as discrete presentations to view the associated modules as a way of better understanding how we have conceptualised pre-departure, re-entry and professionalisation within the overall exchange trajectory. We hope that initial use of a more limited suite of our materials will encourage eventual broader, more ambitious uptake of the BTLH materials to enhance student internationalisation.



TL: Bunk beds by Luke Bagnall  
BL: Friends on stairs, Greece by Morgan Pettersson

TR: Spider by Lisa Redwood  
BR: Snowed in, Sweden by Thomas Nolan

## Dissemination beyond partner campuses and embedding within sector

### Promotion on other campuses

Activities in this area are listed below.

- In February 2011 Jan Gothard gave a presentation on BTLH at the 2011 Teaching and Learning Forum held at Edith Cowan University, WA.
- Jan Gothard gave a presentation to the Australian Universities International Directors Forum (AUIDF), at Murdoch University, in March 2011. The PowerPoint was subsequently uploaded to the AUIDF website at AUIDF request.
- Discussion, in March 2011, with University of Sydney team of their ALTC funded project 'Embedding development of intercultural competence in business education'.
- Discussion, in August 2011, with Dr Nick Cooling, University of Tasmania, on possibility of using BTLH materials with medical students undertaking international placements.
- Discussion in August 2011 of possible collaboration with Dr Wendy Green, University of Queensland, recipient of institutional grant, on the collaborative development of learning teaching materials for students studying internationally.
- In August 2011 the project team was asked to write about BTLH project findings for ALTC-funded project 'Good practice: teaching and learning across cultures guide'.
- In November 2011 at the project team's request, Dirk Mulder, the director of Murdoch International and a member of the BTLH advisory board, surveyed all AUIDF members concerning Murdoch University's new unit in Global Engagement based on BTLH materials. He asked how many institutions offered a comparably unit, and how many would be interested in hearing more. Of twenty responses from IO directors, all indicated their interest in learning more about the new unit and none had anything comparable available, though four indicated they had workshops in the area.
- Jan Gothard attended the meeting of the Network on Enhancing the Scholarship of Teaching event on Internationalisation, Murdoch University, 2011.
- In November 2011 the project team was contacted by Student Support Services, Queensland University of Technology, for update on BTLH project.
- In December 2011 Jan Gothard gave a poster presentation and discussion on BTLH to the WAND (WA Networking and Dissemination) Sharing Day, Murdoch University.

### Promotion at national and international level

Project team members participated in a range of national events, formal discussions, presentations and other dissemination activities.

- In July 2011 Project team manager Linda Butcher attended HERDSA conference in Queensland.
- In October 2011 Jan Gothard attended AIEC Australian International Education Conference in Adelaide.
- In November 2011 Jan Gothard attended the Internationalising the Curriculum seminar at Murdoch University.
- In February 2012 Project advisory board member Rob Malicki, of AIM (Overseas)



asked to screen a BTLH resource video at a forthcoming presentation to the International group at the Department of Industry, Innovation, Science, Research, and Tertiary Education (DIISRTE).

Team members have also made active contacts with other academics working in the area study abroad and exchange in the United States, Canada and the UK.

- In March 2011 Tonia Gray used her attendance at the Forum on Education Abroad Conference, in Boston, as an opportunity to disseminate the project.
- In July 2011 Jan Gothard had a paper on BTLH accepted for the Internationalisation of Pedagogy and Curriculum in Higher Education (IPCHE) conference in June 2011 at the University of Warwick, UK. Gothard was ultimately unable to attend, but the project was promoted through an article she published in the IPCHE quarterly newsletter, August 2011.
- In October 2011 Jan Gothard was contacted by Dr Roopa Desai Trilokekar, York University, Canada about possible international collaboration in development of re-entry materials. In January 2012 Gothard was subsequently named as a formal collaborator in a York University grant application to develop re-entry materials internationally.
- In October 2011 staff at University of Richmond, USA, previewed module on 'professionalisation'.
- Tonia Gray and Greg Downey have had a panel accepted on BTLH and the role of photo elicitation in reflection at the Forum on Education Abroad Conference, in Colorado, March 2012.
- Tonia Gray and Jan Gothard have submitted a proposal for a panel on BTLH at the CIEE (Council on International Educational Exchange) conference in Shanghai, November 2012.

## Prospective publications

Although these will not be completed within the time frame of the project, projected publications include articles on: photo-reflection as a tool in experiential learning; new technology and the exchange experience; the distinctive Australian exchange student cohort; measurement instruments in study abroad and exchange; re-entry and professional development, and the multi-faceted re-entry process. An article for a special issue of *Journal of Studies in International Education* on internationalising the history curriculum is under consideration. All publications will be available on the project website. A book charting the Australian exchange experience and drawing on the blog material is also foreshadowed.



Green man with gun by Luke Cassar

## Challenges met/lessons learned

The project team has encountered two particular challenges which have continuing resonance in this area.

The first relates to student perceptions of study abroad and exchange. An important lesson learned has been that students themselves do not necessarily value or recognise the need for educational support for study abroad and exchange.

While the project team was able to engage students for our project through pre-departure workshops (in concert sometimes with the IO requirements that students attend such workshops), capturing students for re-entry workshops has proven more difficult. Even where they recognised the value of participation, issues such as re-enrolling, finding work and re-commencing study took priority once students returned to study in Australia and limited their capacity and readiness to participate in a re-entry workshop. This was the case even where we promoted the re-entry workshop as enhancing the value of their exchange experience in concrete terms by, for example, demonstrating its relationship to professional development, though this certainly contributed positively to numbers attending. (Macquarie International office personnel reported, however, that the BTLH re-entry workshop was the best-attended re-entry activity that they have held, so the difficulty recruiting must also be seen relative to other programming.)

Similarly, though the idea of a photo-blog to support in-country reflection has been extremely successful in eliciting contributions, dialogue amongst students and response to team members' interventions prompting reflection has been less well developed. Further, many students signed up for the blog but did not go on to post on the website, although the very high number of hits and other qualitative feedback suggests that students who did not post still appreciated and monitored the site.



The Louvre by Zhijia Lai

Undoubtedly a **requirement** to participate in an educational exercise framed around an emphasis on attaining educational outcomes for study abroad would make a big difference. We had most success with attracting students to workshops where IOs, as stakeholders in our project, were willing to make attendance compulsory (although this was also more successful with pre-departure than with re-entry workshops). As our student evaluations attest, students who did attend were happy with the outcomes. We believe that the more students are made aware of the learning possibilities inherent in a structured program built around the study abroad process, the greater will be their willingness to participate. In terms of the significance of this for our project these observations reinforce our belief that **the Australian tertiary education sector has not yet created a culture which values study abroad and exchange as a learning activity.**

IO staff, stakeholders in this project, were extremely supportive of the aims of our project and recognized the value of putting these structures in place. As one IO director wrote of this project:

I saw skill development and awareness of the cultural insights students were gaining through exchange as of fundamental importance to offering an opportunity of long-term worth and significance to students, and this project puts necessary building blocks in place for students to have such an experience (IO director to project team, 3.2.2012)

Regrettably, however, most IOs simply do not have the resources to offer, at best, more than a pre-departure workshop focusing on features such as health and safety, risk management and insurance, and possibly a de-briefing on re-entry. A further issue is that, with students having limited pre-departure time especially, other concerns simply squeeze out time for intellectual or academic discussion, and turn-over of IO staff can make creating continuity difficult.

The other lesson learned relates to the question of campus internationalisation.

Our project team had originally envisaged working with returned students and their Australian teachers to 'bring the learning home' to Australian campuses by, for example, having returned students present in class on aspects of their academic experience overseas, to write comparative essays for assessment, where appropriate, or to use their classrooms as a place for active reflection on differences in approaches to academic disciplines overseas. Low attendance at re-entry workshops and student reluctance to take on further not-for-credit work on their return meant trialling this aspect of our project had to be abandoned.

We envisage the returned exchange student in the Australian classroom as a conduit between the local and the 'international' student: part of the 'common ground', in the parlance of the ALTC's Finding Common Ground project (Arkoudis et al 2010) and a powerful means of facilitating interaction between those two groups of students in the process of campus internationalisation. Similarly we believe that the sharing of other national approaches to particular disciplines would impact in students' home classrooms. We continue to believe that the returned exchange or study abroad student can help facilitate campus internationalisation more generally, and we have designed one teaching module, education and culture, around ways to facilitate this, but we have not had the opportunity to trial this as part of our project.



Shaft of light in cave, Antelope Canyon, USA by Liam Turbet

Additionally we have learned from reflection on our project methodology. During the course of the project and our subsequent work with online teaching, the team has come to the conclusion that we did not make enough use of the variety of available communication and social networking technologies in encouraging student interaction in country. Our chosen method in this project was the weblog, but we now think that, unless students are required to participate, a weblog alone is less likely to stimulate discussion and interaction than an integrated weblog-Facebook group. Although the researchers do not want to encourage 'Check Mail Syndrome,' the reality is that students use Facebook while abroad to communicate, and a WordPress weblog can be readily integrated with a Facebook 'group' to facilitate public discussion of student reflections. As part of our teaching and orientation modules (see Communications module), we discuss lessons learned about a more comprehensive networking strategy that would include social media tools such as Facebook in particular.

## Concluding remarks and recommendations

One of the findings which the team drew from the two surveys of participating exchange students was that before they commenced their international sojourn, Australian students on the whole felt well prepared and able to meet the challenges. Future research is needed to confirm whether or not students are as prepared as they believe themselves to be. And indeed the qualitative data which has emerged in the course of this project suggests that, in face of this heightened belief in their own readiness, culture shock is a normal corollary of the exchange experience. These data-based insights indicate that students possibly over-estimate their own capacities or the extent to which they can deal with the issues they will necessarily face. A number of students specifically commented that, although they thought they were prepared, in fact, study abroad was harder than they expected. This misconception reinforces the team's belief in the value of a structured learning/teaching intervention in the exchange experience to better prepare students for the challenges of exchange.

The project team also believes that any intervention that supports the development of learning outcomes for exchange is better than nothing, and we acknowledge the resource and staffing constraints which prevent IOs from offering more than a minimum in this area. The project team would nonetheless recommend that to maximise the benefits of study abroad and exchange, institutions consider offering a structured program of intervention covering the whole exchange trajectory, such as the one developed through this project, perhaps even as a condition of undertaking exchange. Or better, we would recommend that students be given credit through formal enrolment in a unit or course related to study abroad or exchange.

Finally, this project has been located within the larger arena of campus internationalisation. International student mobility is one element that contributes to campus internationalisation and should be promoted. A campus culture which gives greater visibility and recognition to returned exchange students would encourage more students to undertake exchange, but on our own campuses to date, most students who return from exchange have only limited chances to showcase their experiences, which we think represents a neglected opportunity.

One student's comments, captured in a video interview, underline this issue while presenting her own perceptions of the value of exchange.

I definitely brought back some knowledge about Ireland about Europe... especially after learning their side of... the Irish/English conflict; that was very interesting because we learnt the English side here. If I came back here and I was still doing journalism classes, that would have been interesting, to be able to share with other students what it's like over there and how things run and things like that. And I think it's always great as well... a lot of people in Australia, you know they stay in Australia, but to learn about different countries,... the way things run, and especially in a media class, to learn about how the Greek media runs, which is just crazy. And, it gives you that other perspective in a way and makes people think, OK, maybe things aren't that bad here and we should be a bit more thankful.

If there had been an opportunity for a sort of comparative essay that would have been really interesting. You think, ooh it would really relate; but no one else would have read the literature or you think it would be taking it off topic and everyone probably wants to keep it to an Australian perspective... So you definitely do have those sorts of moments, which can be a little bit frustrating at times. Or someone will be complaining about something and I feel like saying, I want to tell you how it is in Greece and then you won't want to complain again! It doesn't matter that the assignment has been handed back by the tutor a day late – it doesn't matter! In Greece you don't get them for three months!



I think more people need to be shown that there is an opportunity to go on exchange. I don't think enough people do it. And in other countries, Europe, especially in Europe, they all do it, they all go on Erasmus – and if you don't, it's like, "why aren't you going on your Erasmus - what's wrong with you?" For them it's a chance to go to another country... it's just part of their bachelor.... But a lot of people in Australia don't do it because it's too expensive or they make all these excuses; but there's a lot of opportunities where it is not expensive and you can get scholarships and things like that. So I think they really need to work a little bit more to get students to go on these exchanges and to know that it's not difficult and that it can really be a simple process sometimes. (Morgan P, December 2011)

However, while the project team believes that returning exchange students can become a powerful vehicle for enhancing internationalisation across the university campus, particularly if students are supported by an understanding of their own roles in this process, campus internationalisation cannot be driven by exchange or by increasing the number of exchange students alone. A whole of university approach to campus internationalisation, understood in the sense in which Jane Knight (2004) uses the term, is essential. As part of this approach, the project team would encourage Australian universities both to set quotas for participation in exchange, but also and more importantly, to support IOs, academics and students in **requiring** that the learning be brought home by formalising learning outcomes for exchange and study abroad. The Bringing the Learning Home project team believes that fostering an expectation that study abroad and exchange will directly provide an academic learning opportunity will benefit both individual students and their institutions.



South Coyote Buttes, Arizona, USA by Liam Turbet



## Appendices

Appendix 1	GLOSSARI survey (sample questionnaire)
Appendix 2	BTLH Intercultural Effectiveness Questionnaire (ICEQ sample questionnaire)
Appendix 3	Student profile from GLOSSARI survey
Appendix 4	Sample data: Comparison of BTLH and matched ICEQ students
Appendix 5	Sample blog entries
Appendix 6	Photo reflection: competition poster
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Appendix 8	Student evaluations: University of Wollongong workshop March 2011
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Appendix 10	Evaluation Report



Bike riders in snow, Sweden by Thomas Nolan

# Appendix 1: GLOSSARI survey (sample questionnaire)

Bringing the Learning Home	
<b>1. Welcome to the Bringing the Learning Home Survey</b>	
Name of Project: Bringing the Learning Home	
<p>You are invited to participate in a survey of your international experience, intercultural knowledge and communication skills. The purpose of the survey is to understand better the Australian students who study abroad and, if you complete the survey again after returning, the changes in your international awareness. The overall project is designed to create an Australian curriculum to accompany study abroad.</p> <p>The study is being conducted by Assoc. Prof. Jan Gothard (Murdoch University, School for Social Science and Humanities, (08) 9360 2998, j.gothard@murdoch.edu.au), Assoc. Prof. Tonia Gray (University of Wollongong, Faculty of Education, (02) 4221 3875 toniag@uow.edu.au) and Dr. Greg Downey (Macquarie University, Dept of Anthropology, 0428 331 695, greg.downey@mq.edu.au). The survey portion of the project is being overseen directly by Dr. Downey. The research is being conducted with financial support from the Australian Learning and Teaching Council.</p> <p>If you decide to complete this survey, you will be asked to fill out around 60 questions (the survey will skip sections depending on your answers). The first half asks about your background and previous international and intercultural experiences (such as your language training or previous time abroad); the second half asks factual questions about your knowledge and simple attitudinal questions. The survey is based on the GLOSSARI survey, created by Prof. Richard C. Sutton and Dr. Donald Rubin of the University of Georgia, and our results will be compared with theirs.</p> <p>THE SURVEY SHOULD TAKE LESS THAN 20 MINUTES.</p> <p>All of your answers will be kept confidential and you can skip any questions. The questions are not invasive and, if you do provide identification, you will be credited as being part of the 'Development Team' when the Bringing the Learning Home curriculum is published.</p> <p>IF YOU PROVIDE YOUR EMAIL, we will send you a report on the survey results and be able to compare your before-departure results with your post-study abroad answers.</p> <p>Any information or personal details gathered in the course of the study are confidential. No individual's answers will be identified in any publication of the results. Only members of the research team will have access to the survey data, except in published or aggregate form.</p> <p>Participation in this survey is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence. You will still be able to continue in the project if you like.</p> <p>The ethical aspects of this study have been approved by the Murdoch University, Macquarie University and University of Wollongong human research ethics committees. If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University's Research Ethics Office (Tel. 08 9360 6677 (from overseas studies, +61 8 9360 6677) or e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.</p> <p>If you would like any more information, feel free to contact us, through Greg Downey (greg.downey@mq.edu.au).</p>	
<b>2. Basic information</b>	
<b>1. Which institution do you currently attend?</b>	
<input type="radio"/> Macquarie University	<input type="radio"/> University of Wollongong
<input type="radio"/> Murdoch University	<input type="radio"/> Other

## Bringing the Learning Home

### 2. Your present or intended major or degree program:

### 3. Your name (optional, but it will be kept confidential):

### 4. Gender?

- ☐ Male
- ☐ Female

## 3. Cultural background

Please answer these questions as accurately as possible. Some of you may feel more than one answer applies, but just check the single answer that seems most accurate.

### 1. Have you ever had a course or training specifically dealing with intercultural communication?

- ☐ Yes
- ☐ No
- ☐ I don't know

### 2. Which of the following ethnic labels do you feel best fits you?

- ☐ Aboriginal or Torres Strait Islanders
- ☐ Anglo-Celtic or British
- ☐ Asian
- ☐ European (non-UK)
- ☐ Latin American (including Mexican)
- ☐ North American (US-Canada)
- ☐ Pacific Islander
- ☐ Mixed (parents from different cultural groups)
- ☐ Other

### 3. Which of the following best describes you?

- ☐ International student (I came to Australia for education)
- ☐ First generation Australian (I was born overseas)
- ☐ Second generation Australian (my parents were born overseas)
- ☐ Third generation Australian (my grandparents were born overseas)
- ☐ Four or more generation Australian (my ancestors immigrated)
- ☐ Aboriginal Australian or Torres Strait Islander

## Bringing the Learning Home

### 4. Immigration information

**1. In what country were you born?**

**2. Approximately how old were you when you settled in or moved to Australia?**

### 5. Language background

**1. What language is spoken in your home?**

**2. What is the highest level of education achieved by either your father or mother? (Only indicate the highest, please.)**

- ☐ Less than high school diploma
- ☐ High school graduation
- ☐ Post high school technical certificate
- ☐ Some college
- ☐ Bachelors degree
- ☐ Professional or graduate degree
- ☐ Don't know

**3. Foreign language(s) studied in university (just skip to the next question if none, and fill out only as many boxes as necessary):**

Most fluent:

Next most training:

Next most training:

**4. Have you ever lived outside Australia for an extended period?**

- ☐ Yes
- ☐ No

### 6. Overseas residence

If you have lived overseas, this page allows you to enter brief details on as many as three of these periods. Please remember that estimates are perfectly good answers for our purposes.

## Bringing the Learning Home

### 1. When you lived overseas, where did you live?

Longest overseas residency in:

Next longest overseas residency in:

Next longest overseas residency in:

### 2. In each of these places, how long did you live, approximately?

Longest overseas residency:

Next longest period of overseas residency:

Next longest period of overseas residency:

## 7. Cultural diversity of peer group

The following questions are only estimates, so please just try to give us a good sense of the sorts of peer groups and environments from which you come. We understand that your answers are likely to be rough estimates:

### 1. Approximately what percentage of your current CLOSE FRIENDS were NOT born in Australia? (You just need the number – no '%' sign.)

0-100%

### 2. Approximately what percentage of your current DAILY ACQUAINTANCES were NOT born in Australia (in your opinion)?

0-100%

### 3. Approximately what percentage of your current CLOSE FRIENDS were BORN in Australia but come from a BACKGROUND OR CULTURE SUBSTANTIALLY DIFFERENT than your own?

0-100%

### 4. Approximately what percentage of your current DAILY ACQUAINTANCES were BORN in Australia but come from a BACKGROUND OR CULTURE SUBSTANTIALLY DIFFERENT than your own?

0-100%

## 8. Host country

The following questions are all about the country or countries you will be visiting during the current study abroad period.

### 1. In what foreign country or countries will you be studying this semester?



## Bringing the Learning Home

**2. What institution (such as the university) will be hosting your study abroad program?**  
If there is no host institution, just skip the question.

**3. Is English the primary language of your host country?**

☐ Yes

☐ No

## 9. Non-English-speaking host country

**1. What is the primary language of the host country?**

**2. Do you expect to be taking courses or receiving instruction in the host country language (that is, taking classes in a language other than English)?**

☐ Yes

☐ No

**3. What is your proficiency in the language of the host country?**

Rate your proficiency from 0 (no knowledge) to 10 (complete fluency) on the following scale:

**1 - I know a few stock phrases**

**3 - I understand the foreign language sometimes, depending on topic, and often communicate with gestures, phrases and other techniques.**

**5 - I grasp the topic of most conversations and can generally get my opinion across, but nothing too challenging.**

**8 - I'm not perfectly fluent, but I am comfortable in lectures and with writing.**

**10 - I sometimes get mistaken for a native speaker.**

My proficiency is about (0-10):

## 10. Overseas host program

**1. What is or will be the date you are leaving home for this overseas program?**

Departure date:  DD /  MM /  YYYY

## Bringing the Learning Home

### 2. For how long will you be studying abroad this semester?

- ☐ Fewer than 4 weeks
- ☐ 4 – 8 weeks
- ☐ 8 – 12 weeks
- ☐ Semester (more than 12 weeks)
- ☐ One semester with additional time (for example, traveling)
- ☐ 1 Academic/Calendar Year
- ☐ More than 1 year

### 3. Have you studied abroad in a different program prior to this term?

- ☐ Yes
- ☐ No

## 11. Previous study abroad experience

If you have never studied abroad before, just skip to the next page.

### 1. In what country or countries was your previous study abroad experience?

### 2. When was your previous study abroad experience?

- ☐ During secondary school/high school
- ☐ In my gap year
- ☐ During my university studies
- ☐ Other

### 3. How long was your previous study abroad experience?

- ☐ Fewer than 4 weeks
- ☐ 4 – 8 weeks
- ☐ 8 – 12 weeks
- ☐ Semester (more than 12 weeks)
- ☐ 1 Academic/Calendar Year
- ☐ Other

## 12. Study abroad curriculum

The following questions are about your current study abroad program, or the one you are preparing to depart on.

## Bringing the Learning Home

### 1. What courses or units do you expect to be taking overseas during your study abroad?

**Titles or approximate topics are fine.**

**If you do not know, cannot remember, or will not be taking any courses overseas, please skip to the next question (#2) of this page.**

Course 1:	<input type="text"/>
Course 2:	<input type="text"/>
Course 3:	<input type="text"/>
Course 4:	<input type="text"/>
Course 5:	<input type="text"/>
Course 6:	<input type="text"/>

### 2. If you filled in courses above, please skip this question.

**If you did not fill in courses, this is because:**

- ☐ I forgot what I am studying.
- ☐ I haven't yet learned what I will be studying.
- ☐ I am not formally studying overseas.
- ☐ My overseas trip is part of my courses in Australia.

## 13. Intercultural Questions 1

Please answer the following questions as accurately as you can.

The researchers make no judgments of you, your intelligence, or your education based on these questions. They are matched to a questionnaire distributed in a number of US universities and turned out to be a surprisingly good indicator of how overseas experience affected students' knowledge of basic facts (some seemingly trivial), everyday skills, and understandings.

Answering these as accurately possible will help us to see what you have learned by traveling overseas much more clearly.

### 1. I understand how foreign manufacturing affects the prices of consumer goods (e.g., clothing) in Australia.

- ☐ Strongly disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly agree

### 2. I know how to use a public telephone in a foreign country.

- ☐ Strongly disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly agree

### 3. I know how to take a train or bus between cities in a foreign country.

- ☐ Strongly disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly agree

## Bringing the Learning Home

**4. When interacting in a foreign country, I know how to talk my way out of difficult situations.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**5. I am sensitive to differences among languages and cultures.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

### 14. Intercultural Questions 2

**1. I know how to buy toothpaste or a can opener in a foreign country.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**2. I know enough about a foreign language and culture to compare and contrast it with my own.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**3. I know the names of the seven continents.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**4. I know the names of at least four rivers in Europe.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**5. I know the names of at least three rivers in Asia.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

### 15. Intercultural Questions 3

**1. I know how to give coherent, logical directions in a foreign country.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**2. I know how to explain Australian foreign policy to my peers.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**3. When interacting in a foreign country, I know when it is to my advantage to take risks.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**4. I know what kinds of jokes would be funny to a person from a foreign country.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

## Bringing the Learning Home

**5. I am sensitive to my own reactions to people from different language and cultural backgrounds.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

### 16. Intercultural Questions 4

**1. I know how the political and personal freedom experienced by Australian citizens compares and contrasts with the degree of freedom experienced by citizens in another country.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**2. When interacting in a foreign country, I know how to lead discussions and conversations.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**3. I understand how world markets overseas can affect my intended career.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**4. I am sensitive to how specific settings affect my style of interacting with others.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**5. I know how to locate a safe and comfortable nightclub or bar in a foreign country.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

### 17. Intercultural Questions 5

**1. I know how to pacify an angry person (e.g.,shopkeeper) in a foreign culture.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**2. I know how to be patient when interacting with people.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**3. I know how to be flexible when interacting with people.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

**4. I understand why Australian troops are concerned about the military situation in Pakistan.**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree



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### 5. I know how to locate basic information in a foreign newspaper.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

## 18. Intercultural Questions 6

### 1. I know enough about the essential norms and taboos (greetings, dress, behaviour) of a foreign culture to adjust my behaviour appropriately.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

### 2. I know how to find different ways to express an idea that I am having trouble saying to a foreigner.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

### 3. I know the names of at least 6 countries in Africa.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

### 4. I know the capital cities of at least four countries in South America.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

## 19. Final questions

### 1. What are some words or images that you have of your future host country, before traveling there? Feel welcome to free associate, listing anything — adjectives, images, objects — that comes to mind when you think about your host country.

### 2. If you would like to receive your results, or to match your pre-departure with your post-return results, please include the email address where you would like to receive these. We will keep all of your information confidential and only use de-identified information in any reports or publications.

## 20. Thank you!

The Bringing the Learning Home team wants to THANK YOU very much for participating.

All results will be kept confidential and answers used in reports and publications only once they've been de-identified.

The ethical aspects of this study have been approved by the Murdoch University, Macquarie University and University of Wollongong human research ethics committees. If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University's Research Ethics Office (Tel. 08 9360 6677 (from overseas studies, +61 8 9360 6677) or e-mail [ethics@murdoch.edu.au](mailto:ethics@murdoch.edu.au)). Any

## Bringing the Learning Home

issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you would like any more information, feel free to contact us, through Greg Downey ([greg.downey@mq.edu.au](mailto:greg.downey@mq.edu.au)).

## Appendix 2: BTLH Intercultural Effectiveness Questionnaire (ICEQ sample questionnaire)

This project aims to investigate intercultural effectiveness in management. For this project, intercultural effectiveness (ICE) means: 'The ability to relate with people from different cultural backgrounds so as to maximise the chance of mutually beneficial outcomes.'

If you choose to be involved you will be asked to respond to a list of items and to provide some background information such as age, education and overseas experience. The survey takes about 10-15 minutes to complete.

The results will be kept confidential, subject to legal requirements. No-one except the researcher will know how you have responded. The results will be analysed in groups and used only for research. If requested, de-identified grouped results will be provided to participating organisations. Data will be stored according to security regulations for five years and then destroyed. You will be free to withdraw your consent, participation and unprocessed data at any time.

If you have any concerns arising from the conduct of this research project, please contact the Executive Officer, Human Research Ethics, The University of Melbourne, Parkville Vic 3052, Australia - phone: 61 3 8344 2073, fax: 61 3 9347 6883. This project has been approved by the Human Research Ethics Committee at the University of Melbourne.

For further information, please contact Nick Stone Phone: 61 3 9035 5935 Email: [n.stone@unimelb.edu.au](mailto:n.stone@unimelb.edu.au) or the Supervisory Principal Investigator, Prof Anne-Wil Harzing Phone: 61 3 8344 3724 Email: [harzing@unimelb.edu.au](mailto:harzing@unimelb.edu.au)

If you give your consent please proceed and respond to the following items as accurately as possible – there are no 'right' or 'wrong' answers:

1. Please identify what group you are currently part of in responding to this survey (e.g. organisation, university, subject/course, etc.)

### Agreement Items

Choices: Strongly Disagree   Disagree   Uncertain   Agree   Strongly Agree

2. I can usually tell how someone else is feeling.
3. My own cultural background affects how I think.
4. There is a right way and a wrong way to do everything.
5. I am a patient person.
6. I have a good knowledge of at least one culture other than my own.
7. I have a good knowledge of more than one other culture that is different to my own.
8. My own cultural background affects how I feel.

9. I can describe how the dominant values of my own culture differ from those of some other cultures.
10. My own cultural background affects how I behave.
11. I can easily see things from the point of view of at least one other culture.
12. I would prefer to live in a society of people only from my own culture.
13. I admire people who seem to know most things with absolute certainty.
14. I have learned a lot about myself by interacting with people from different cultures.
15. I believe my own culture is generally superior to other cultures.
16. You can learn a lot by being challenged with ideas that may at first feel uncomfortable.
17. I am effective at relating with people from different cultures.
18. I believe that my values are universal values.
19. I can easily see things from the point of view of more than one other culture.

#### Social Desirability Items

20. I am always courteous, even to people who are disagreeable.
21. There have been occasions when I took advantage of someone.
22. I sometimes try to get even, rather than forgive and forget.
23. I sometimes feel resentful when I don't get my way.
24. No matter who I'm talking to, I am always a good listener.

#### Frequency Items

Choices: Never Almost never Not Often About half the time Often Almost always Always

25. I am aware of the positive emotions I feel when relating to people from different cultures.
26. I can easily tell how other people are feeling.
27. Others would not know when I am upset about something.
28. Other people seem uncomfortable with the way I express my emotions.
29. I lose my temper.
30. I enjoy working in a team.

31. I can show respect easily when interacting with people from different cultures.
32. I understand why I feel the way I do.
33. I make other people feel that I respect them.
34. I enjoy interacting with people from other cultures.
35. I manage to stay cool even when I feel overwhelmed by strong emotions.
36. When the opportunity arises, I try to learn more about other cultures.
37. I generally prefer to work alone rather than with others.
38. I help other people even when there's 'nothing in it for me'.
39. I show respect for the perspectives of others even when I personally disagree with them.
40. I try to understand how my own culture influences the way I think and feel.
41. I am patient with others even when I don't feel like being patient.
42. I find it easy to make friends with people from different cultures.
43. I can tell how someone else is feeling from their facial expression.
44. I am uncomfortable with my own emotional reactions to other cultures.
45. I can tell how someone else is feeling from their body language.
46. I find it difficult to tell how someone else is feeling.
47. I feel empathic towards others.
48. I know why I have automatic positive feelings about some cultures.
49. I am quick to pick up when others are feeling uncomfortable.
50. a. Last Name b. First Name (optional)
51. Gender: Female Male
52. What is your highest level of educational achievement? -- None -- High School Year 7-9 (or equivalent) High School Year 10-11 (or equivalent) High School Year 12 (or equivalent) Trade or Vocational Certificate or Diploma Bachelor Degree Postgraduate Certificate or Diploma Masters Degree Doctorate Other
53. Age (years):
54. In which country were you born?
55. In which country/ies do you currently hold citizenship?
56. To what extent do you associate yourself with the country/ies of your current citizenship?



-- None -- Not at all A little Moderately Quite Strongly Very Strongly

57. What is your current country of residence?

58. For how long have you lived in your current country of residence? Years Months

59. Approximately how long have you spent in countries other than your current country of residence? Years Months

60. In how many other countries have you lived?

61. On how many occasions have you undertaken any formal cross-cultural (or intercultural) education or training? (if 'Never' please proceed directly to Item 67)

-- None -- Never Once 2-3 occasions 4-6 occasions more than 6 occasions

62. If you have undertaken this sort of training, what was its typical duration?

-- None -- Not applicable 1-2 hours 2-4 hours (about half a day) 4-6 hours (about a day) more than a day

63. If you have undertaken this sort of training, approximately what proportion allowed you to actively practise skills development (eg role play, simulation or other interactive activities)?

-- None -- Not applicable Less than 10% between 10 and 25% between 25 and 50% between 50 and 75% between 75 and 100%

64. Is English your first language? Yes No

65. How many languages other than English can you speak at an intermediate level or better?

-- None -- 1 2 3 4 or more

## Appendix 3: Student profile from GLOSSARI survey

Through the use of the GLOSSARI-BTLH and ICEQ, we sought to get a better understanding of our students' experiences, attitudes, and inclinations prior to departure, and to better understand who participated in study abroad at our home institutions. The project team is continuing to collate and analyse the results of these surveys for future presentations of the work (both publications and conference presentations), but we are already able to provide a clearer profile of students involved in study abroad in Australia.

We surveyed more than 100 students using our Australian-adapted version of the GLOSSARI survey. 63% reported that they had never had a course or training program that had focused on 'intercultural communication'.

The students indicated that they were, in the majority, of Anglo- or British descent: 58%. The largest minority groups self-reported were Asian (11%), 'Mixed' (11%) non-British European (10%) and 'Other' (9%) (Note: Latin American was an option). No students self-reported as being, either Pacific Islander, North American, or Aboriginal or Torres Straits Islander.

Almost half of the students (46%) marked that they were 'fourth generation or more' Australian, suggesting a family heritage that is likely to be monocultural. A significant minority (20%), however, were either born overseas or were themselves in-bound international students, suggesting that for many of our students, we cannot assume that Australia is their primary cultural identity or background. Together, our students born overseas and our inbound international students who were participating also in out-bound study abroad, included 24 students born in 16 countries, who moved to or settled in Australia at an average age of slightly under 13, with a range from 8 months to 23 years.

Sixteen reported that English was not the only language spoken at home; other family languages included Russian, Spanish, Vietnamese, Indonesian, Cantonese, Tamil, Mandarin, Turkish, Dari, Finnish, Norwegian and Sami. Only thirty-one had significant foreign language training at the university level, but five had studied three languages or more. The lack of foreign language training also likely influenced students' choices of destinations: two-thirds (66%) reported that they would be studying in countries where English is the primary language. Those headed to non-English-speaking countries included many staying abroad in countries that have substantial English-speaking populations (Sweden, the Netherlands, Germany); only a smaller subset chose countries where language skills were likely to be essential to daily life (Japan, Argentina, Turkey, China, etc.).

We asked the 37 students in our survey bound for non-English-speaking countries to rank their proficiency in the host country language on a scale from 1 to 10, with a surprising number reporting 'no proficiency' or knowledge of only 'a few stock phrases' (19 of 37 ranked their proficiency as either 0 or 1 on of the 10-point scale). Only 1 of the 37 students ranked their proficiency higher than '8' (which was aligned to the category, 'I'm not perfectly fluent but I'm comfortable in lectures and with writing'); this one student ranked their proficiency in Cantonese as '10' ('I sometimes get mistaken for a native speaker'). These findings confirmed our initial impression that curriculum to support study abroad in Australia could not assume that students either had foreign language proficiency or were seeking to improve their language skills as a primary motivation for studying abroad.

58% of the students reported that they had not lived overseas for any extended period prior to their study abroad experience. Of those who had lived overseas, a highly migratory group of around 8% of the total group surveyed had lived in three or more countries other than Australia for an extended period. Among students whose families had migrated to Australia in their grandparents' generation or earlier, the proportion going abroad for the first time for an extended period climbed to over 71% (approximately 9-10% of all students, with

general uniformity across groups, had been on prior study abroad programs, some in high school).

The GLOSSARI-BTLH and ICEQ include a range of other qualitative research questions which we are currently exploring. For example, the GLOSSARI survey was designed by staff at the University of Georgia to test students' knowledge and skills for interacting in other countries and across cultures, their awareness of global interdependence, their familiarity with comparative civics, and their knowledge of world geography. In every area but their knowledge of global geography, the Australian students were, on average, confident of their own ability and knowledge, in spite of their answer to other questions suggesting that they may interact most commonly with a group of friends and acquaintances that even they perceive as culturally homogeneous.

## Appendix 4: Sample data: Comparison of BTLH and matched ICEQ students

### Sample of data generated by ICEQ survey

#### Significant Differences between BTLH and another Matched Student Sample

##### Notes

The matched sample was drawn from a data pool of ICEQ student respondents who have completed the survey over the last two years. Any cases who exhibited significantly different demographic factors such as age and education level were removed from the comparison group. This left a group size of 86 which is similar enough to the BTLH group size of 74 to avoid statistical problems that can arise when groups being compared have significantly different numbers of cases. Most demographic means appear comparable between groups.

The significant differences between the two groups that emerged are consistent with expectations about factors contributing to the development of intercultural effectiveness (ICE): that international experience, education level and intercultural training should all contribute to levels of ICE. That intercultural knowledge is the only element that revealed differences between groups may not be surprising: the acquisition of knowledge about other cultures is an aspect of ICE that could be expected to be one of the first and most readily affected by these contributing variables. That is, it is a more 'learnable' aspect, especially in the shorter term, compared with higher order domains of learning such as being able to demonstrate respect and empathy in intercultural situations.

Significant differences only:

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% CI of Diff	
						Lower	Upper
No. countries lived in	2.561	148	.011	.551	.215	.126	.976
	2.523	132.3	.013	.551	.218	.119	.983
Highest education	2.928	135.4	.004	.4323	.14763	.1403	.724
No. times cross-cult. training	4.758	67	.000	1.028	.21611	.5968	1.459
	4.764	62.85	.000	1.028	.21582	.5969	1.459
IC Knowledge	2.883	138.8	.005	1.277	.44294	.4014	2.153

All statistics for both groups

Group Statistics						
	1=BTLH 2=Other	N	Mean	Std. Deviation	Std. Error Mean	
64. Age (years):	1.00	71	21.52	4.067	.483	
	2.00	86	21.00	4.311	.465	
70. How long in country of residence	1.00	38	13.76	11.042	1.791	
	2.00	80	15.86	8.025	.897	
71. How long spent in countries other than your current country of residence?	1.00	44	6.82	7.472	1.126	
	2.00	53	6.28	8.275	1.137	
No Countries Lived In Power= 0.81	1.00	69	1.55	1.440	.173	
	2.00	81	1.00	1.194	.133	

<b>Highest Education</b> <b>Power = 0.90</b>	dimension1	<b>1.00</b>	<b>71</b>	<b>1.9014</b>	<b>.98785</b>	<b>.11724</b>
		<b>2.00</b>	<b>81</b>	<b>1.4691</b>	<b>.80756</b>	<b>.08973</b>
AssocCitiz	dimension1	1.00	70	4.1143	.77165	.09223
		2.00	85	3.9294	.94854	.10288
<b>XCTNum</b> <b>Power = 0.999</b>	dimension1	<b>1.00</b>	<b>30</b>	<b>2.9000</b>	<b>.88474</b>	<b>.16153</b>
		<b>2.00</b>	<b>39</b>	<b>1.8718</b>	<b>.89382</b>	<b>.14313</b>
NoLangs	dimension1	1.00	21	1.4762	.81358	.17754
		2.00	42	1.4286	.70340	.10854
Empathy	dimension1	1.00	72	35.6111	3.97015	.46789
		2.00	86	34.3837	4.62008	.49820
General	dimension1	1.00	73	9.4247	1.37354	.16076
		2.00	86	9.1977	1.50153	.16191
<b>Knowledge</b> <b>Power = 0.88</b>	dimension1	<b>1.00</b>	<b>74</b>	<b>19.9865</b>	<b>2.00338</b>	<b>.23289</b>
		<b>2.00</b>	<b>86</b>	<b>18.7093</b>	<b>3.49408</b>	<b>.37678</b>
Managing own emotions	dimension1	1.00	73	18.9041	2.69343	.31524
		2.00	86	18.1163	3.09238	.33346
Motivation	dimension1	1.00	73	26.9726	2.87215	.33616
		2.00	86	27.0116	3.16412	.34120
Openness	dimension1	1.00	74	17.4189	2.99775	.34848
		2.00	85	18.1294	3.58166	.38849
Respect	dimension1	1.00	73	16.9315	1.84337	.21575
		2.00	86	16.8023	2.23249	.24074
Cognitive self-awareness	dimension1	1.00	73	16.6027	2.07993	.24344
		2.00	86	16.0698	2.10205	.22667
Affective self-awareness	dimension1	1.00	73	20.8219	2.52401	.29541
		2.00	85	20.7294	3.06046	.33195
Social desirability (from Marlowe-Crowne Scale)	dimension1	1.00	74	13.0676	2.19795	.25551
		2.00	86	13.0930	2.59242	.27955

## Appendix 5: Sample blog entries

<[ozstudentsabroad.com](http://ozstudentsabroad.com)>

### Student Life

Lisa R, Canada, 19 January 2011

I think I adapt pretty quickly, I never really felt like a fish out of water, I guess it is due to being in a pretty similar environment uni [here], and Canada really isn't THAT different to Australia. Sometimes I find myself forgetting I am overseas, as everyone is white like me. I have only been to Asia before so [in Asia] I never forget I am on holidays or away from home. However [here] when I walk past someone and hear them say 'about' or 'out' or 'ay' I can't help but smiling 😊.

The uni life as an exchange student is so sweet!!!! Everything I need is next door, classes, food, bar, book shop, etc and there is a free bus!!! That could be the best bit. It goes regularly so you don't need a timetable ... I live on campus, on the top floor of a 6-storey tower. AND I have a view of the ocean!!! I can see USA from my window, on a clear day of course, which is about once a week. It does rain a lot here and very cloudy, I asked someone when the rain is going to stop and she said oh about.... March. I bought an umbrella.

I am in the honeymoon phase and love it. Study all day, go out every night – not like clubbing but there are SO many activities on! I went to the clubs day and got a bit carried away and joined 6 clubs 😊 I joined the outdoors club, French, Korean, kayaking, games and photography club. I am mainly friends with other internationals at the moment, which is great, I love them. They are from mainly Holland, Germany, France and Sweden. But I am keen to meet more locals. I am friends with a few Canadian guys so I'm going to hang out with them more. My mum sent me a package yesterday with Vegemite in it. So this morning I made Vegemite on toast for 3 Canadian guys, one spread it like peanut butter and I had to fix it for him. He didn't mind it [but] the others didn't like it. I even showed them the 'we are happy little Vegemites' commercial – what a classic ad.!

I went to a party at one of the self-contained units on campus on Saturday night and on the way home we saw a deer! I was so excited I tried to get a picture of it but it hopped away - they hop!!! Like bounce, so strange. On Vancouver Island they have cougars and bears. I was contemplating doing a 3-4 day hike down the island, but don't know how to manage these animals. Not sure about you but snakes and spiders or bears and cougars? (Cougar as in mountain lion, not old woman after a young man.) People are so afraid of Australia's wild life and I just don't get it! They have massive animals with claws and teeth!! So far I have only met 2 other Australians, and I think that is enough. Someone came up to me and said, oh I met another Aussie he is over there, and I said oh that's cool but I really want to meet Canadians, as I can meet Aussies in Australia... One of the Australians I met is on exchange for a year, this is her second semester. I tried to have a conversation with her but all she talked about was getting drunk – no not drunk, but smashed, wasted, etc. Every day and all last semester. Also about parties and guys and it made me feel a bit awful, sure partying is great but that was all she did. What about the other aspects?? And it seemed like she was missing a few brain cells from her experience. Australians also have a HUGE reputation for drinking! Last semester there were heaps of Aussies and they were the party animals – any suggestions as to why this is? Just curious. Sorry it was a bit of a rant... 😊



## **Boulangerieboulangerieboulangerieboulangerie**

Luke B, exchange student in the UK, travelling in France, 26 April 2011

While we were out I kept noticing things different about the drinking culture in France. All the bar people drink while working, but they're all just generally more ... responsible? Maybe that's why we have such strict laws in Oz. At one point I saw the bar girl filling up this keg with beer – it was kind of like a gigantic transparent tube with a tap, and I thought 'here we go'. But no, the gentlemen who bought it simply kept it next to them, refilling their glasses politely and drinking it in a responsible amount of time. I was floored. In Australia, the sole purpose of such a contraption would be to pass it around drinking it as fast as possible and sculling it beer-bong style. Later that night I saw some guy buying a massive bottle of Champagne at the bar, which wasn't weird until I saw him taking it back to his table. It was four young guys with Champagne glasses, taking photos of themselves. Not allowed in an Australian bar, haha. The men also all kiss each other hello. Often on the lips. So different!

On the subject of diverging cultural conceptions of acceptable masculine behaviour (haha): they're really into their foosball over here, apparently instead of pool? Can you imagine four beer-bellied, tattooed, shearing singlet-sporting Aussie blokes crowded around a foosball table in a pub? VBs in one hand, handles in the other? We were just sitting next to a foosball table and these three French guys asked us if we wanted to play. Jean-Paul, being a more experienced European traveller than I, immediately declined. I was on the verge of accepting when another one turned up, making their number an even four – and lucky for me 'cause they have CRAZY skills. It would've been pretty embarrassing.

I think it has something to do with passion – that's why the Europeans love soccer so much. We're too cool; laconic. Emotive displays make us cringe. We're embarrassed by the idea of a sport where scoring is so rare that it necessitates explosive outbursts of joy, a sport that encourages you play-up your injuries – it's just not cricket (hardee har har). Aussie men need a pub game where they can stoically stand back, an appropriate distance from one another, drinking their beers, taking stock, and casually sauntering up and knocking a ball into a hole with a big stick, not the intensity of foosball, squeezed in around a table yelling. Maybe it's all the pulling and spinning and gyrating of those little knobs that doesn't appeal to us, I don't know.

Their clubs reflect this kind of thing as well. Obviously there's all the Dance RNB Hip-Hop Pop stuff we get in Western clubs, but there's also this weird kind of ballad-y folkie empowering anthem type-stuff that's sung in some European language which gets a reaction out of them that the other stuff doesn't. They all stand around in a circle swaying and singing along and waving a pointed finger around in the air for emphasis. It's kind of cool and kind of cringey, I think because it's related to something that was in fashion for the rest of the world in the nineties, which originated in Europe but never died out there.

I think the clubs we went to were more fun/nostalgia-oriented and less cool-oriented. Let's just say I thought I'd danced my last Macarena when I stopped going to school discos, and I had no idea I remembered all the words to 'Mambo No. 5'.

## Two weeks of German

Betty R, Austria, 14 October 2011

10 days later it was time to leave the mountains. My bag was full of delicious jam, pickles and bread that I had helped make. I left on Sunday night, with a lift through [carpooling.co.uk](http://carpooling.co.uk). A man called Viktor was driving from Villach to Bratislava, and I managed to get a lift to Vienna for only 10 Euros! (The train was 50 Euros). I was feeling pretty tired, as I had had a late night and a few drinks the night before. I was looking forward to listening to my music, staring out the window and perhaps having a little nap. Not if Viktor had anything to do about it. Viktor was a very inquisitive man. He could speak 7 languages and was thirsty for knowledge. He made it his mission to get out all the information I had on Australia. This involved 1000's of questions ranging from what were some famous Australian icons/celebrities/brands/foods; the metric system; the Australian dollar; house prices; Australians' average annual income; the distance between capital cities; the population and demographics; the weather... and the list continues. I had to make up a few things, but I'm sure he checked everything I said when he got home anyway. He had little interest for the 3 other Austrian passengers sitting squashed up in the back of the car. I guess there was probably nothing about Austria that he didn't already know.

I got back to my miniature flat in the student residence where I was staying. The hospital-like interior and grey atmosphere didn't bother me at all, I was just happy to be away from the endless Australia-related questions. However the contrast between the mountains and city was felt straight away, and I immediately missed the fresh air and happy little routine that I had had. The next day I started my 2 week intensive German class. I found out why it was called intensive. Four hours of German a day, for 10 days. Intense.

A lot of the other students in the class were European, and had experience at learning other languages, at least by learning English and in some cases other languages too. It makes me angry that Australian schooling is so lax at teaching foreign languages. There is a certain arrogance at thinking that because English is a dominant language that no others are useful. I understand that because Australia is so far away from everywhere it is difficult for students to practice the languages that they are learning, but I still think that it is a skill that every brain should have to conquer. And they say that it's much easier for children to pick up new languages. I struggled initially in the German class, and felt that I was behind the students in picking up the language. I don't know if it was because I didn't have any experience at learning a language, or that I had other things on my mind at the time, or simply if languages were not my strong point. However, it did get a little easier. The class became a lot more enjoyable as everyone got to know each other. We even went out for drinks a few times, and would chat in the breaks about our troubles and successes in our new homes.

We learnt a lot in the two weeks. Every day I could understand more and more German words written on advertisements; in the metro; on street signs; or spoken in the street. It was really useful learning the numbers, as I began to know how much my shopping cost at the vegetable market; which meant that I didn't have to guess or always hand over way too much money just to be on the safe side.

During my first two weeks in Vienna I wasn't so happy. After my busy and fun time in the mountains the realisation that I was all alone in a big foreign city hit me. I have travelled a lot in the past, but always with friends. This makes the difficulties that you come across not such big dilemmas, as they are shared with others and solved together. Now I was the one solely in charge of the map (not my strong point) and getting lost was a frequent occurrence. I was really missing my friends, family and lover back home, and was wondering why I had chosen to come and live on the other side of the world from them. Small things, like washing my clothes or getting my film developed, became difficult tasks. I knew it would get easier as it all became more familiar, but I still felt lost and frustrated a lot of the time.

## Appendix 6: Photo reflection: competition poster

### PRIZES

There are 3 prizes for each institution:  
Murdoch University,  
University of Wollongong,  
Macquarie University.



### HOW TO ENTER

Send your entry to [l.butcher@murdoch.edu.au](mailto:l.butcher@murdoch.edu.au) with your name, email, permanent address and institution. Write at least one sentence explaining what this image meant to you as part of your exchange experience.





## Bringing the learning *Home*

Programs to enhance study abroad outcomes in Australian universities

### PHOTOGRAPHIC COMPETITION

*Capturing the experience*

### REFLECTIONS ON STUDY ABROAD

**ENTRIES ACCEPTED UNTIL 29 FEBRUARY 2012**  
**PRIZES WILL BE ANNOUNCED IN MARCH 2012**

OPEN TO STUDY ABROAD STUDENTS INVOLVED IN  
THE BRINGING THE LEARNING HOME PROJECT



**\$300 FIRST PRIZE**  
**\$150 SECOND PRIZE**  
**\$ 50 THIRD PRIZE**



**ITS NOT THE QUALITY OF THE IMAGE BUT THE QUALITY OF THE EXPERIENCE THAT COUNTS**

## Appendix 7: Flyer for Oz Students Abroad



Bringing the  
learning *home*

### Oz Students **Abroad**

Australian Learning and Teaching Council

For our Australian students abroad, a place to  
reflect, post photos & share about what you're  
learning while overseas.

A joint project at Macquarie University, Murdoch University and the University of Wollongong.

1. Sign up today (sheets going around)



Set up a 'photo passport' (suggested)



Attend a pre-departure workshop (suggested)



2. Sign up for website & do survey

(you'll receive invitations if you sign up)



3. Take photos while abroad,  
not just of yourself, but of things you learn & experience.



4. Post photos on <http://ozstudentsabroad.com>,  
see what other people are posting



5. Attend a re-entry  
workshop when you return,

we'll focus on helping you turn your  
overseas experience into educational &  
professional advantages.



For more information, or to get  
involved, contact Greg Downey  
([greg.downey@mq.edu.au](mailto:greg.downey@mq.edu.au))

## Appendix 8: Student evaluations: University of Wollongong workshop March 2011

Written evaluation comments from seven students at first re-entry workshop

1 March 2011

### The program has added value, helped develop cross cultural awareness

*"I think the program was less about learning for me so much as it was about solidifying meaningful or different experiences in my host country. For me the program was very helpful in that respect because I was forced to think about what I was doing."*

*"I am telling my friends to do it, it would be a waste if you just came home with drinking stories."*

### Usefulness of the blog

*"I think it will be hard to get students very involved in the online blog just because when you're on exchange you're trying to travel and do as much as you possibly can and time is an issue. I think having Tonia and Greg commenting on each blog with reflection questions was very helpful. It helped me to look at things in a different light and made me feel more comfortable about posting because I knew someone was reading."*

### Was the re-entry workshop useful?

*"The most valuable part of the program was learning about how to apply the skills we learnt overseas to employment and study back home."*

*"Greg's presentation was great! really useful in helping us to start thinking about how to use our exchange stories as careers stories as well as using the traits we have developed overseas, as desirable and employable traits."*

### The themes in the workshop

*"The themes were useful in supporting learning because they provided points for discussing, which was where the majority of learning and reflection came from."*

### On study abroad in a similar culture to Australia - is there much you can bring back that is really different?

*"It's really confusing – you think, 'Why can't I function? Everything seems so similar, we speak the same language. I am perfectly capable of doing what I need to do here so why does it seem so difficult.' Something is missing but you don't know what it is."*

**Timing and marketing**

O week is not a good time for the workshop.

*“we are just back in the country, trying to search for a house”*

Reasons why did others do not get involved is *“laziness”*.

Market social themes and practical and professional development side

*“Market it as more of a social get together where people can exchange stories and pictures. And about the resumes – everyone likes that.”*

*“When I signed up to this last year, I didn’t really know what I was signing up to, so it maybe has to be marketed better, maybe highlight that it looks good on your CV or something, just to draw people in.”*



# Appendix 9: Student evaluations: Murdoch workshop August 2011

## Evaluation comments from four students at re-entry workshop

19 August 2011

### The pre-departure workshop

It made a difference -- I did a high school exchange so I can compare, it made a difference and imagining how other people would feel having gone on exchange before. It was a good thing. It was about how you would return when you returned home, not being patriotically Australian, culture shock.

Since I travelled quite a lot, I'm an international student here, not much was really new to me. I experienced cultural difference before so I was able to relate a lot of that stuff already. Maybe it made me think, ... a little bit kind of outside myself, to actually reflect on the things I experienced not just live in them, to analyse what I'd seen and done. So it made me think; but I didn't really need any preparation for going abroad.

That's how I felt as well, I have travelled a bit, it was not really that applicable. If you hadn't travelled it would be useful.

I agree, I have done an exchange and travelled a lot, so for me it was just compared to my last exchange. Compared to that horrible experience, it was good, I was prepared for culture shock. If you had not been living overseas it would be very useful.

In our introduction it was really interesting to hear the girl who had been to the States.

It is good to learn from first-hand experience of other students.

It could have been useful if we had formed different groups, for example people who had gone to Japan before you could give you tips, more practical stuff.

### The blog

I thought it was a really good idea as specially to read other people's experiences, people who are travelling overseas, they tend to understand ... and they say, yes isn't it amazing ... whereas people at home would not understand.

Some people wrote essays that I didn't bother to read, they were too long. I didn't get onto it till towards the end of the exchange, I put things down that were really different (example). So I did find it useful in that way but I preferred it when people put things out about cultural differences rather than essays.

I didn't read it much. There was a Vietnamese girl who went to Finland so I was curious as to how she saw my country. She saw things that are totally normal for me that she found very interesting. I wrote a few things myself, not much. But I have been abroad a lot so it was that special. I have been in Japan five times now. Writing about cultural differences didn't seem very interesting from me.

Because I went on the end when everyone was coming home I didn't want to read it, I was in a different place. Everyone was saying I don't want to go home and I was saying, yes, I am here. But I think now it would be interesting.

For me, it's great, you're being published -- I am a journalist student. It is telling a story that a lot of people won't ever experience. For me it was also a record of how I felt. I went from hating [exchange] to loving it. You can go back through the emotions and remember little things that after all others become one big blur.

Some Japanese wrote to one of my posts - she was a teacher - and [she wrote], want to suggest you return the students, to make them want to learn to study languages more, inspirational. I have my own blog in Finnish. I was told to contribute so I have wrote a blog about the double life. It had some benefits to reflect on my experience.

We live in a media community now.

It is good to provide useful information to others... A lot of what I wrote was to help others because in Greece there were so many things that were so difficult for non--EU citizens.

### **Re-entry workshop**

It did help me to think a little more about the experience I was going to have, it did ask you to kind of think about it and think through every experience instead of just letting it and being there. It did that.

I agree, it helped to think in a different way.

Having someone talking to me about a career -- it was like, yet, that's what I'm doing. That was good. Also we didn't have a re-entry workshop on my first exchange so I got quite excited about that. I needed that at the last one. I think it is necessary to link to career, people need to be reminded.

I agree, I never knew how to bring it into my resume, it sits there, "went abroad Ireland". How to actually put that into a context which makes someone say, yes we want to hire that person. I sometimes think they might just look at it and say, they will leave and travel again, and they might not want to hire me. So I never knew how to put it into a resume. What Alex showed us was, it totally changes absolutely everything, and that can make you look a thousand times more employable.

Yes, I think the CV part is pretty useful. Especially as I am not staying in Australia. I had to promote the whole thing, that I've had my degree abroad plus the exchange as well.

I liked it, because even just generally on a resume I would just put "good communication skills". Now I want to go and see Alex about how to do it. That was really helpful.

I would have liked to hear the examples of the other students had written and talked about those. But she was pressed for time.

Yes, it made me think how to present what I've learned and experienced so I think it's pretty useful.

I would have liked more student participation. We had people from different countries. If we could have got more examples, cultural differences compared to someone who's gone to an Asian country or an English-speaking country and so on.

## Appendix 10: Evaluation Report

Taken from Evaluation Report, BRINGING THE LEARNING HOME (BTLH), prepared by Dr Maureen Bell, 25 April 2012, pp. 11-13.

### Comments to assist other institutions

From the evaluation data and the evaluator's observations throughout the length of the project the following comments are made.

- In project planning, the feasibility of project outcomes that may be dependent on voluntary student participation and/or goodwill should be carefully considered and aims and outcomes should be within the capacity of the project.
- The expertise of the advisory group should be utilised early and throughout the project in support of the development of deliverables, difficulties in implementing plans, team tensions, effectiveness of process and so on. In addition to keeping the group informed and being open to comment, requests for specific input, involvement and support, eg to review materials, to advise on process, should be made.
- From the beginning there should be a focus on team structure, process and agreement on distribution of tasks and deadlines. It would be useful if team leaders have previous experience in working as a team member on collaborative projects. Team leaders need to discuss and document discussion on team processes. There is a need to strike a balance between a collaborative approach and the provision of strong direction and clear decision making at appropriate times. From the beginning there should be clarity of roles, seeking commitment to tasks and time frames, clear agreement on distribution of tasks, the extent and scope of work to be completed, and discussion of the allocation of teaching relief. Collaborative research and writing need rigorous process, thus; clarity of tasks and roles, ownership of materials and how they will be developed should be discussed early and revisited through the project.
- The provision of team leadership training by OLT for future OLT project leaders should be considered, as suggested by one team member:

It's not immediately obvious to every researcher how to build these sorts of collaborative teams and it's not a clear hierarchy with a dominant player and subordinate players. I think that if Australian funding organisations are going to do this they need to provide people who can help to work this out, it's not obvious. ... If we've got four different campuses and people at different stages of their careers, hoping for different outcomes in terms of their own advancement, you know I just think that it's a little bit optimistic to assume that team leaders will just be able to do this on the fly (team member).
- The dissemination strategy should be seen as a key focus and a number of presentations and workshops at national conferences/fora and media releases to scholarly newsletters, websites, and where possible the mainstream press (eg The Australian Higher Education supplement) to build the profile of the project should be planned early in the project.
- Changing circumstances may occur for team members and advisory group members, eg change of employment, family issues, that may have an unforeseen impact on the project and delivery.
- The selection of an effective and efficient project manager is a great asset to a collaborative project.

- Attention should be paid to the necessary buy-in by the participating universities so that the proposed program of activities may be implemented in all partner institutions.
- Provision of teaching relief is essential; however even with the provision of relief from face to face teaching, academics may not always find the time to devote to the project and realistic boundaries [need to be] set around the extent of work of each team member.

## Conclusions

The project focus has been on the development, pilot and evaluation of a program of pre-departure and re-entry workshops, in country activities, and associated materials and these have been extensively piloted and positively evaluated. The materials have been favourably reviewed by members of the advisory committee; and the materials and student outcomes have been posted on a functional and attractive website. The team reports that a further 8 modules are in development and near to completion. [all completed at time of report submission]

Thus the project team was able to meet some of the stated deliverables, aims and outcomes to some extent; however deliverables 3 and 4 and outcomes 2 and 3 were not met. It is the evaluator's view that from the beginning the project had committed to some deliverables/outcomes that would have been difficult to achieve within the scope of the project. This may reflect the enthusiasm of the team in the planning phase.

Differing views and approaches by members of the team about the extent of materials to be developed emerged during the project. Agreement to produce a larger body of work than was originally envisaged by the team leader; and the determination of team members to produce a significant body of work; were instrumental in some of the materials being developed in relative isolation, not completed in time to be offered for comment to the advisory group or workshopped by the team, and not completed within the project time frame. The expertise of the advisory group could have been more fully utilised... It also seems that team members had a strong view on the extent of the materials they wanted to develop. It is also possible that team members, in volunteering to develop more extensive materials than had been originally expected, then found it difficult to complete the task of materials development within the time frame given the pressure of other work. [All material has since been completed.]

The major contribution of this project is a set of high quality curriculum materials. It is hoped that further materials in development will be delivered soon [all materials in development were fully delivered by time of submission and publication of report]. It is recommended that these further materials be offered for comment to the advisory committee and to external stakeholders, and refined through workshop process. In the words of one of the advisory group members:

these resources will allow institutions to fill a very important gap (advisory group member).

It is expected that the full set of materials, if taken up across the sector, will provide the opportunity to enhance the possibilities for further internationalisation of the curriculum through study abroad.

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Halloween in Sweden by Thomas Nolan