Curtin University

Student and teacher experience in transnational higher education: Globalization, Internationalization, or Global Engagement?

Research Universities and their Global Engagement Strategies
Northern Cyprus October 14-15, 2017

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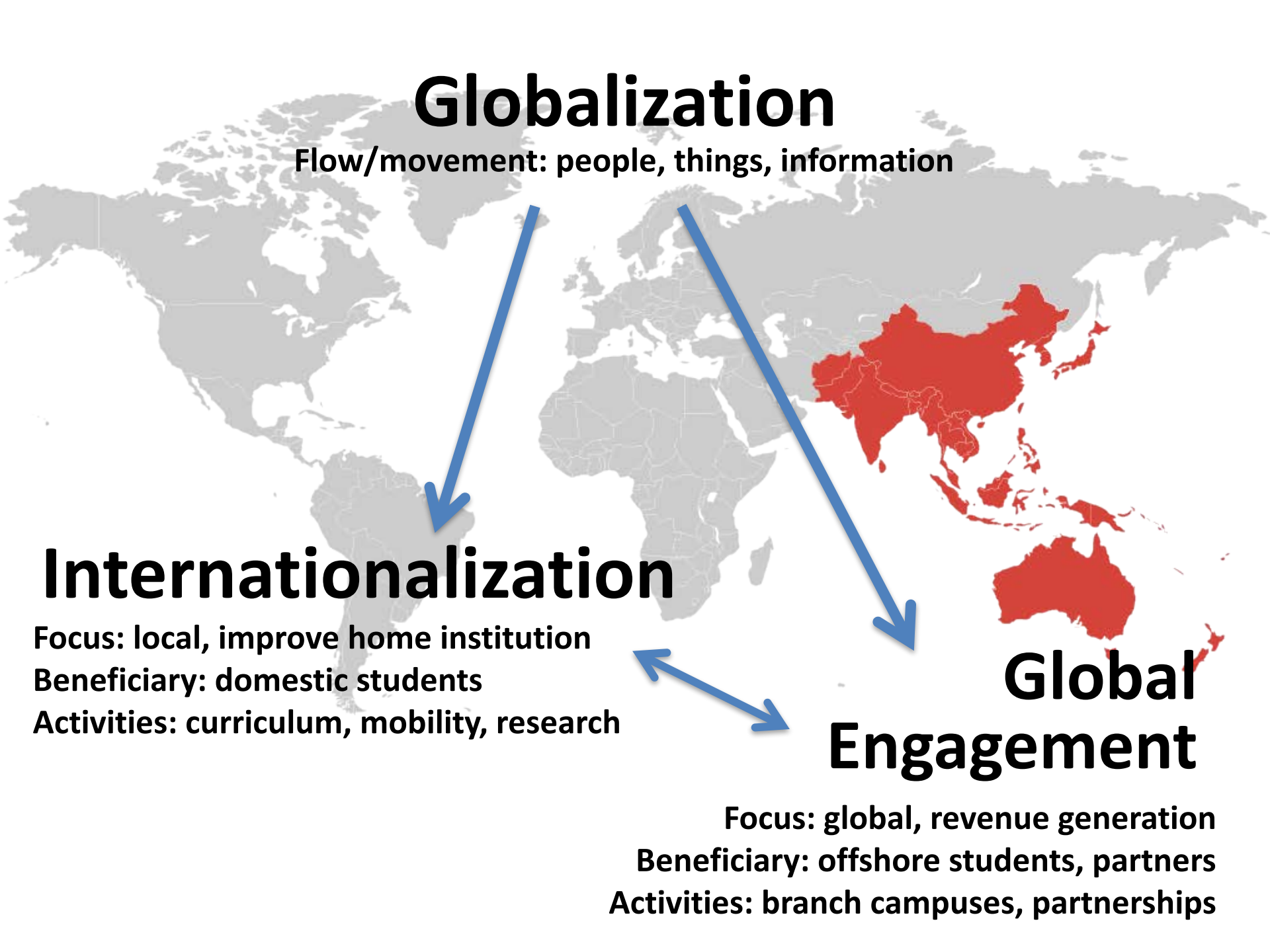
Globalization

Flow/movement: people, things, information



Internationalization

Focus: local, improve home institution
Beneficiary: domestic students
Activities: curriculum, mobility, research

Global Engagement

Focus: global, revenue generation
Beneficiary: offshore students, partners
Activities: branch campuses, partnerships

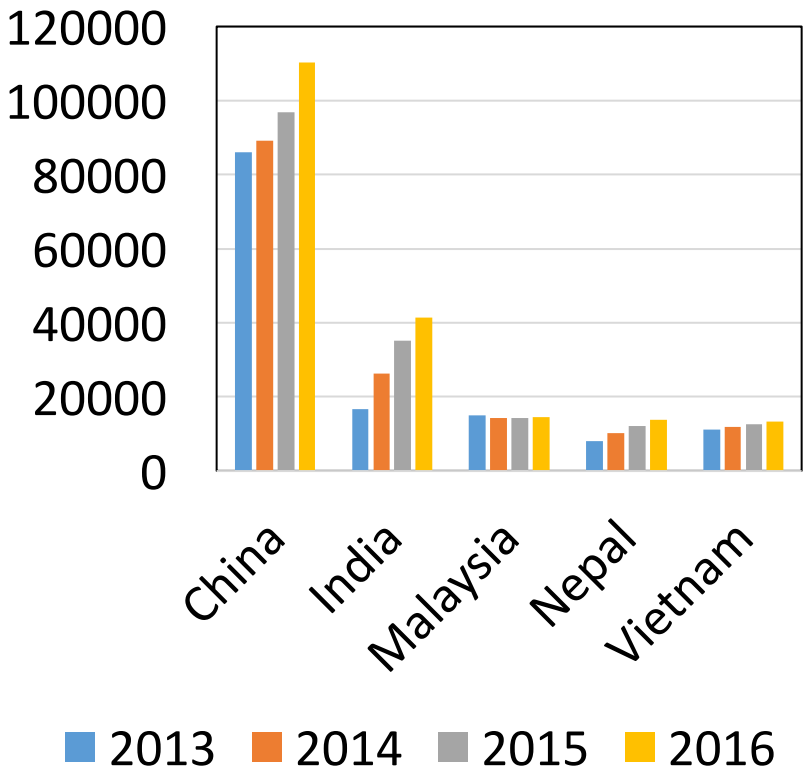
CURTIN UNIVERSITY

- 7th largest university in Australia
- Approximately 61,000 students across all campuses
- Approximately 4200 equivalent full-time staff; largest single-site employer in Western Australia

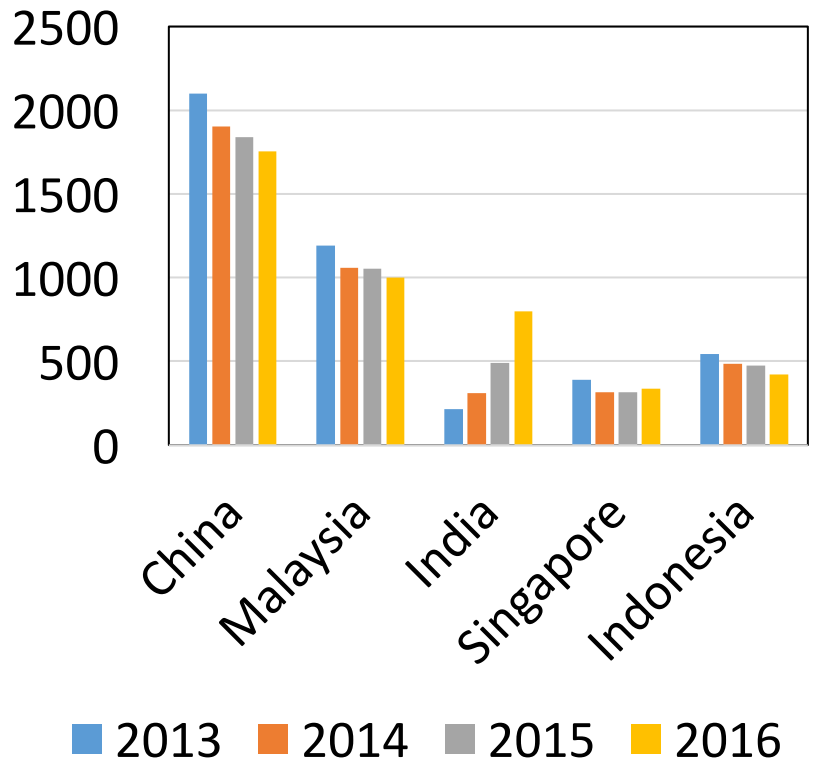
Curtin is International

On average, 30% of UG students are international;
Science/Engineering has 37% UG, 65% PG

Top 5 Source Countries – Intl (total) - Australia



Top 5 Source Countries – Intl onshore - Curtin

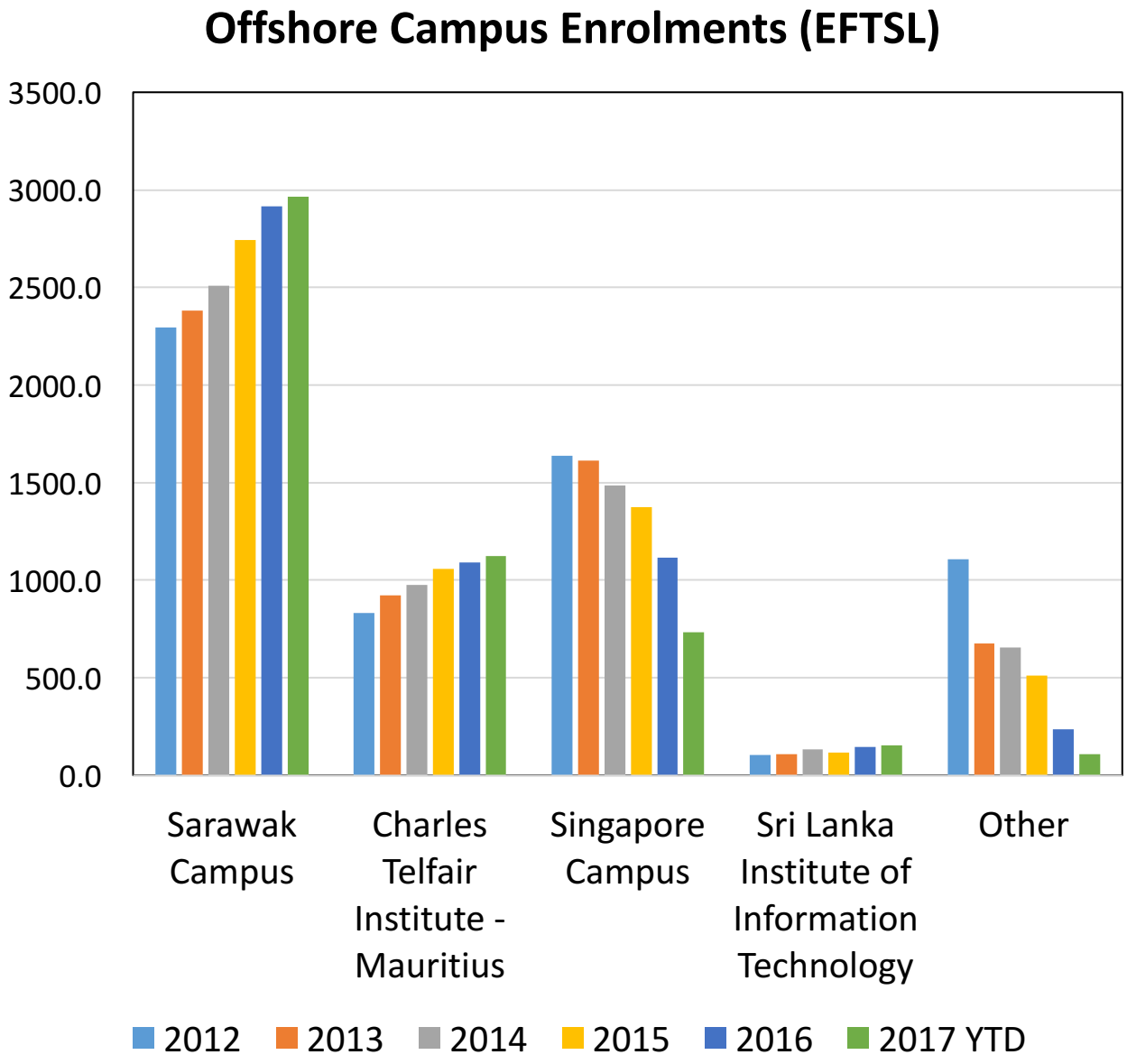


Curtin is Global

- More than 190,000 Alumni located around the world.

- Locations in Australia, UAE, Singapore, Malaysia. (China and India in planning.)

- Partnerships with 90 countries. Deliver courses into Scotland (Aberdeen), Sri Lanka, Mauritius, China.



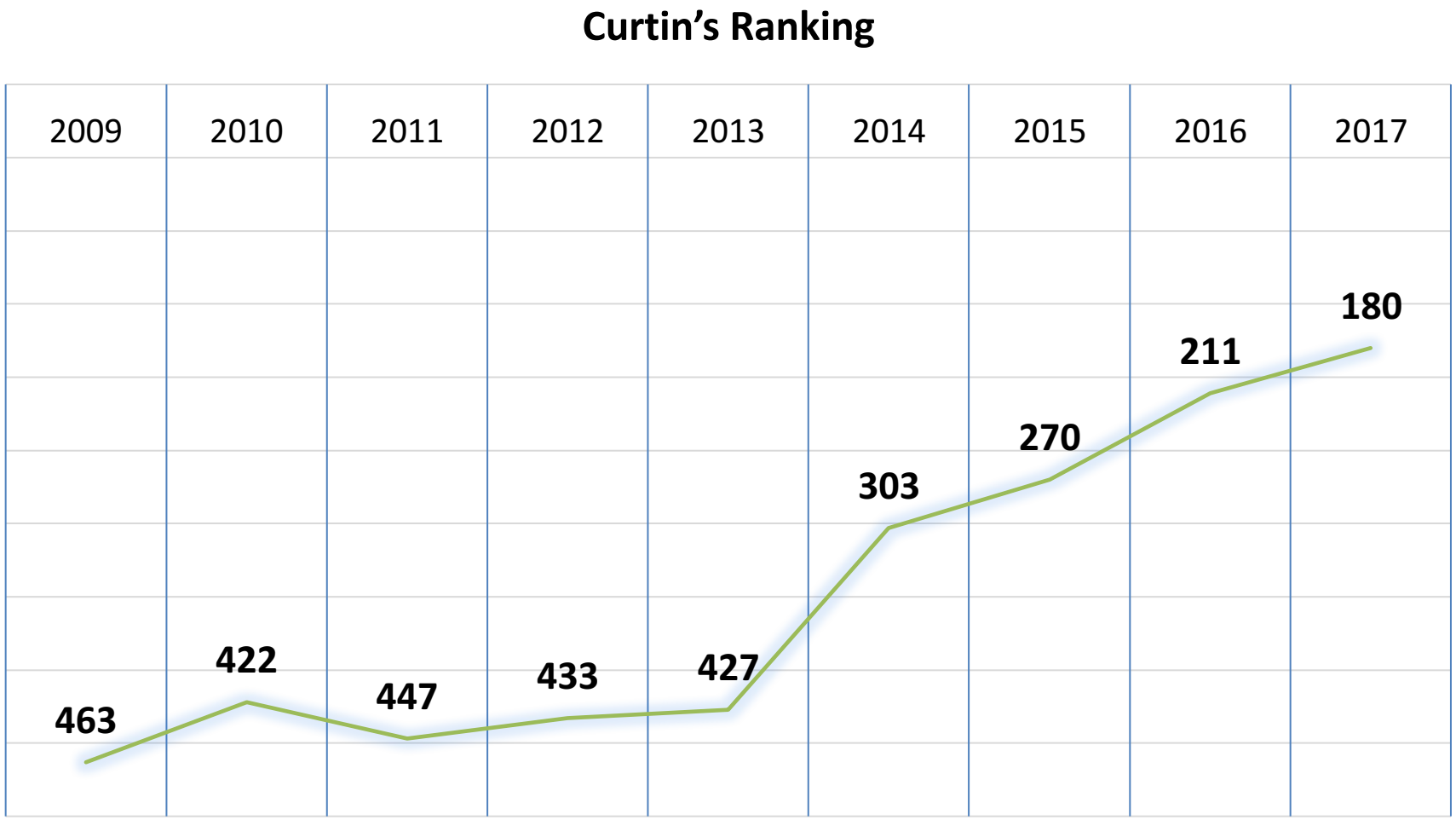
Perth campus, est. 1966

Curtin Singapore, 2008

Curtin Sarawak, est. 1999

Curtin Dubai, est. 2017

Global Rankings – ARWU



Curtin global positioning

Current:

- Western Australia University that has branches in other locations with Perth-centric processes
- Financial model not optimized, not competitive

Future:

- A global university with opportunities in many locations
- Increased level of trust in our partners going forward with increased levels of autonomy
- Opportunities for courses and degrees to be owned by different campuses
- Research opportunities in local contexts
- Sustainable financial model

Deliberate Portfolio

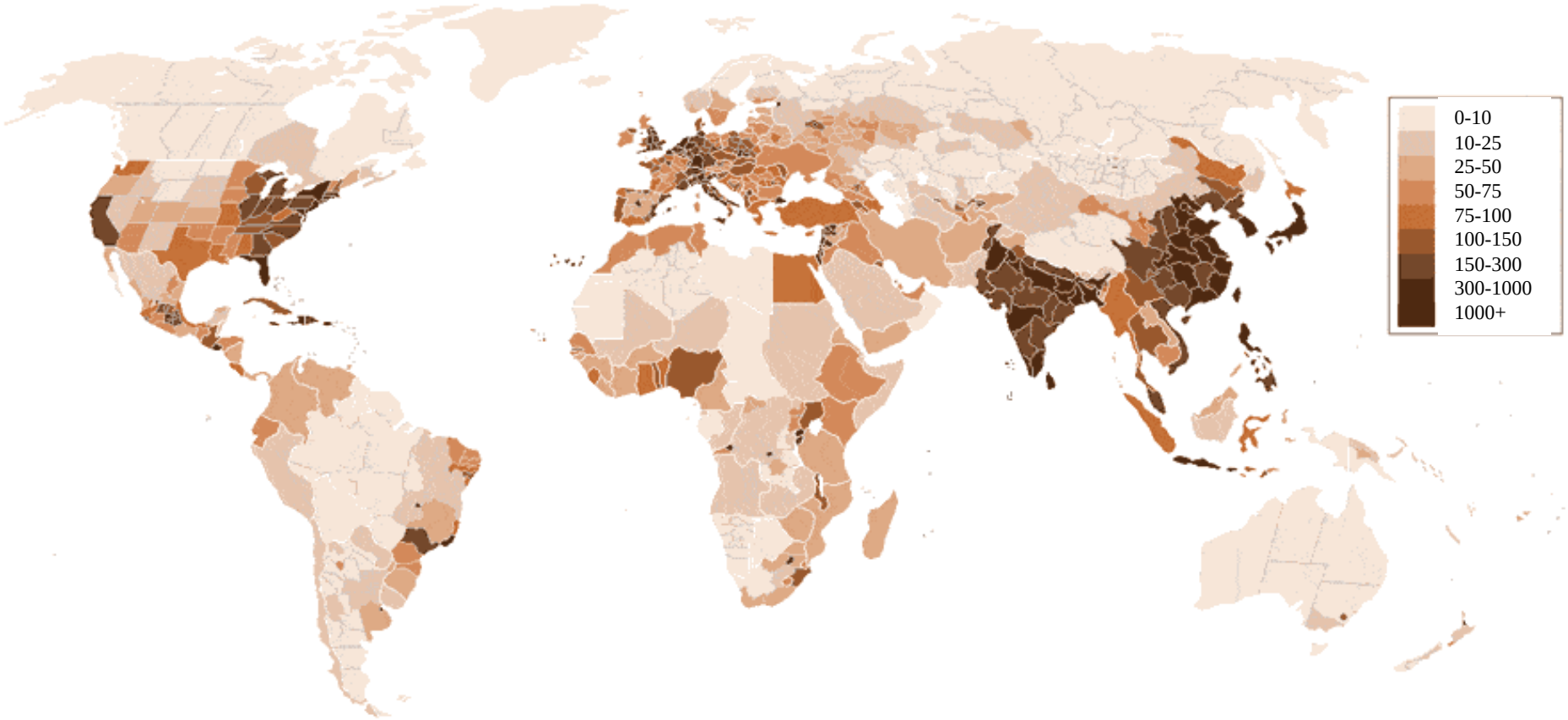
Global Positioning Strategic Plan 2017-2020

- Expand global presence through strategic international partnerships, alliances and integrated campuses
- Grow global demand for our courses and strengthen research collaborations
- Support a worldwide network of alumni
- Leverage global presence to provide enhanced student learning experiences and developmental opportunities for our staff

- Build international load by pursing a three year growth roadmap for campuses, partnerships, alliances, online offerings and markets
- Develop an integrated global strategy for education, research and engagement

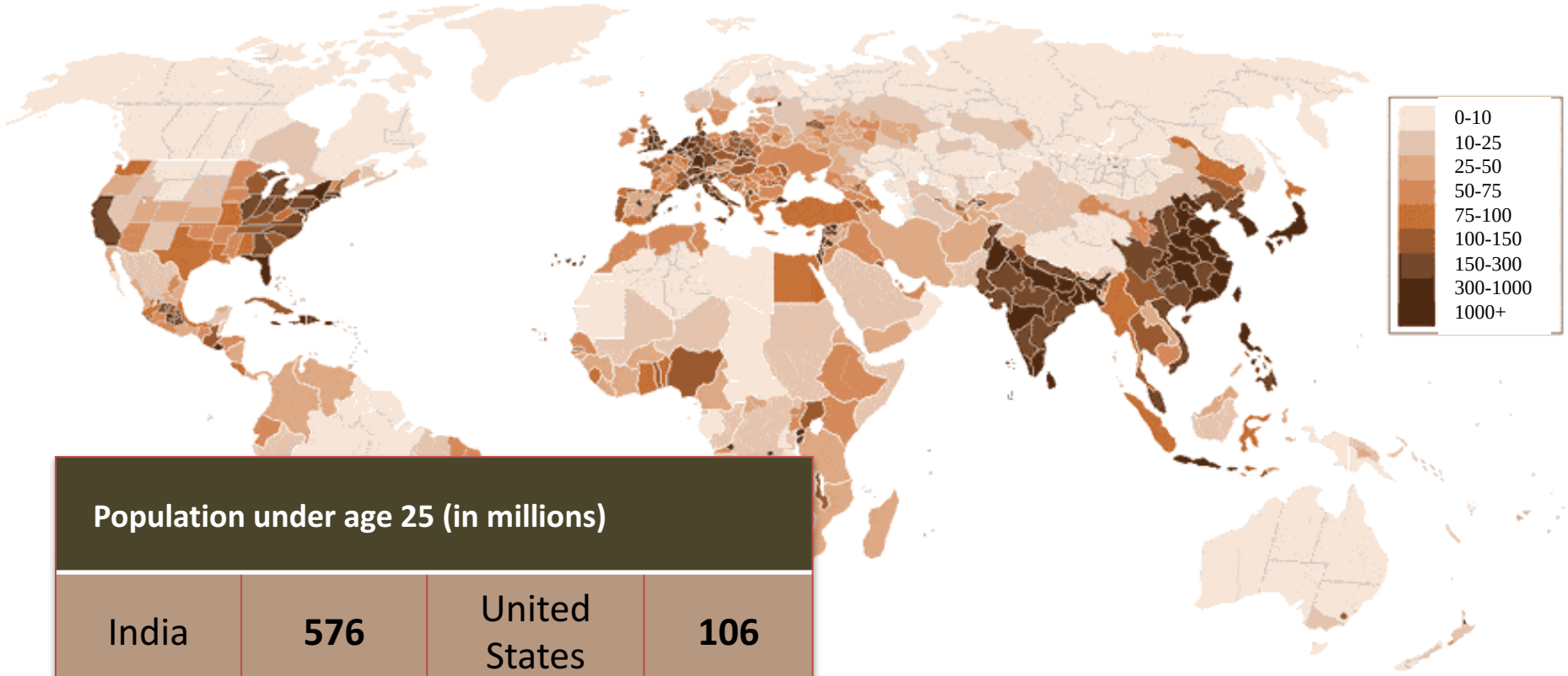
- Develop a global strategy that will encompass and engage all parts of the University
- Promote the University's campuses as one study destination and increase mobility across campuses
- Strengthen network of international alumni chapters

Do we engage globally because we have to?



(population per km^2)

Do we engage globally because we have to?



Population under age 25 (in millions)			
India	**576**	United States	**106**
China	**430**	Australia	**7**

(population per km^2)

International Competitiveness Program

Recruitment Stream

Initiatives include:

- Partner and Campus Arrangements
- Pathway and Pipeline management
- Refining English support and English pathways
- Product Marketing
- Enhancing enquiry and conversion management and review of third party arrangements
- Streamlining admission processes including Credit for Recognised Learning
- IELTS - entry and benchmarking

Global Branding and Positioning Stream

Initiatives include:

- Building brand equity offshore
- Enhancing Curtin's rankings

Market Analysis Stream

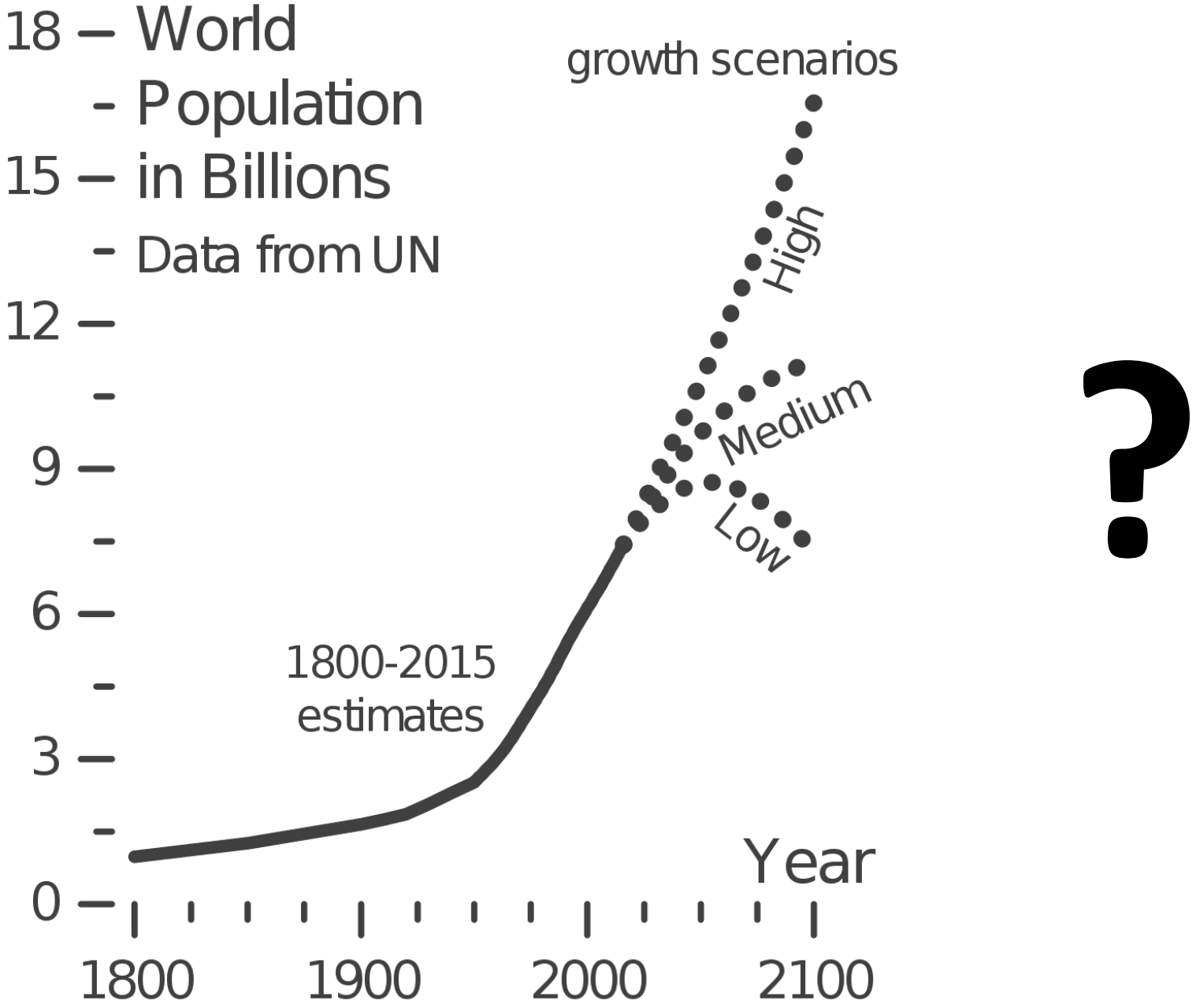
Initiatives include:

- Enhancing Curtin's competitiveness as it relates to fees and IELTS entry pathways
- Reviewing scholarships and sponsorships
- Enhancing market analysis and product development

“Uncompetitive Practices”

- **Pricing**: Student fees on- and off-shore
- **Disconnect** between global positioning strategy and current policy and practices
- Need to recognise **academic equivalence** of offshore universities, and draw upon expertise of academic staff who have experience in these systems
- Competitors allowing **credit for prior learning** models that create a connection from undergraduate to postgraduate
- Lack of **name recognition** (branding etc.)

BUT.


18
15
12
9
6
3
0
World
Population
in Billions
Data from UN
growth scenarios
High
Medium
Low
1800-2015
estimates
Year
1800
1900
2000
2100
?

The Challenge

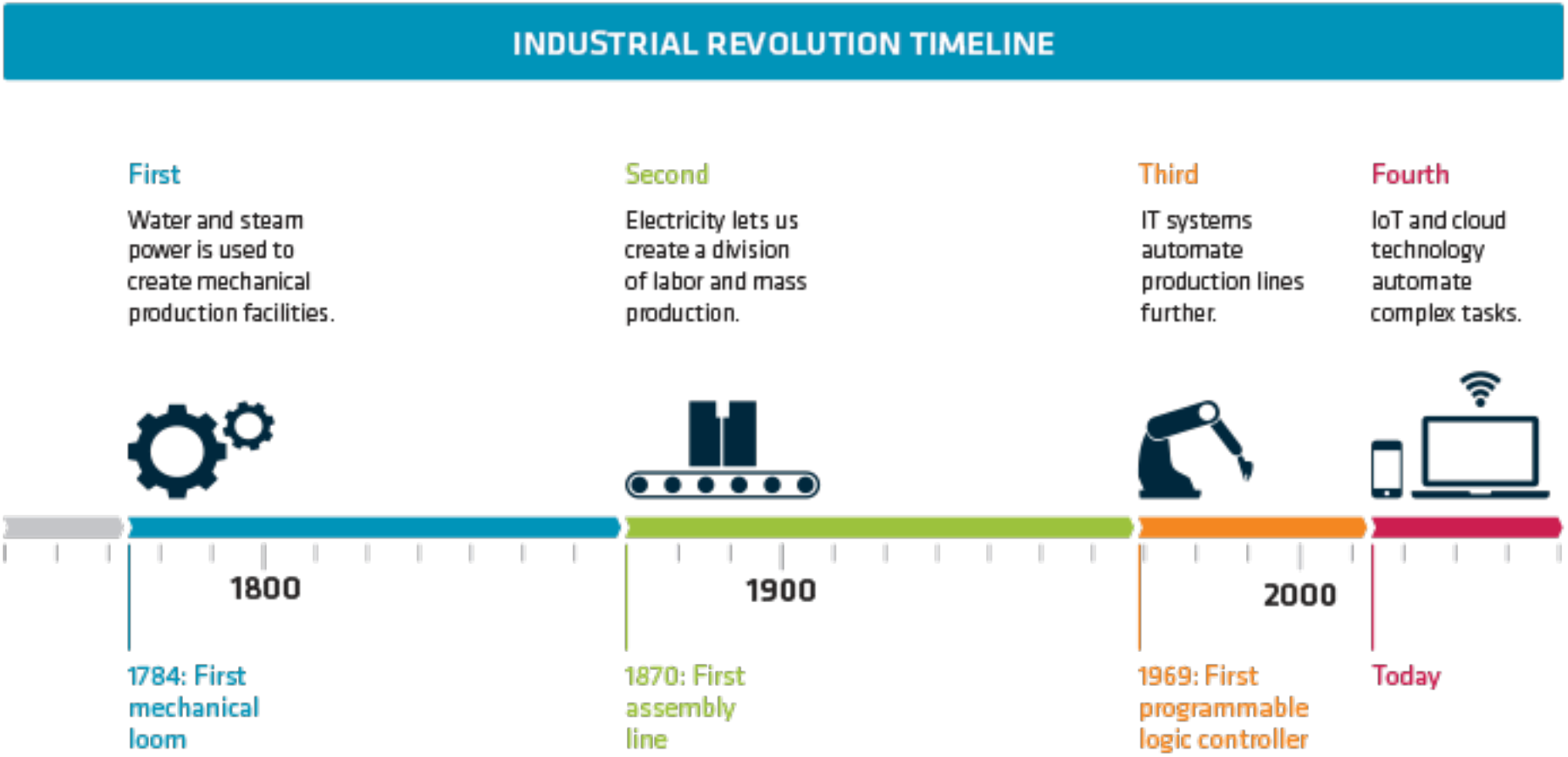
- **Massified** (more learners)
- **Diversified** (wider range of learners)
- **Global**/Collaborative/Borderless (reaches everywhere)
- **Personalized**/Individualized (self-paced learners)

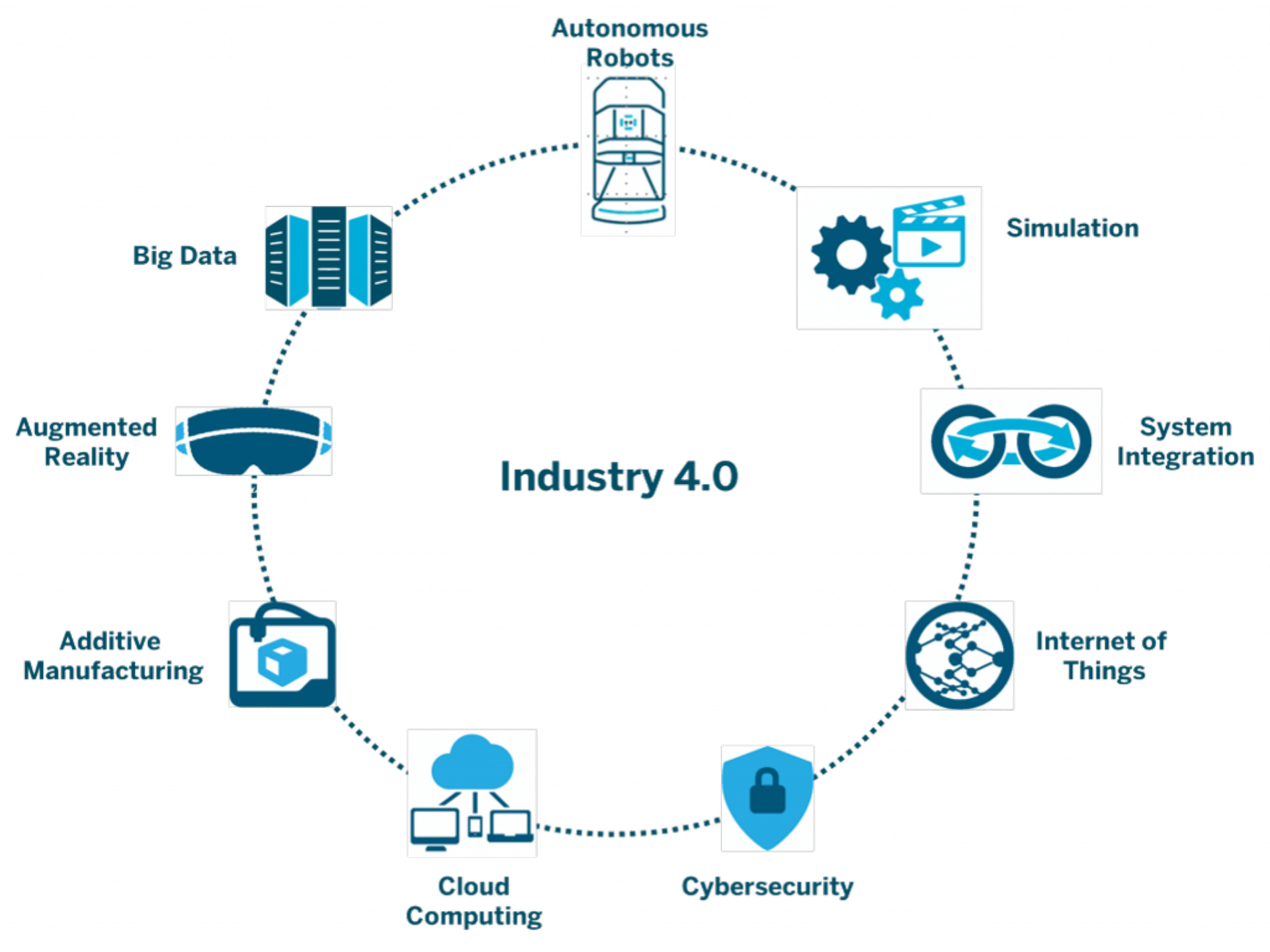
Not only more, but different.

4th IR?

2017 UNESCO-KEDI
Asia-Pacific Regional
Policy Seminar
Educating for the 4th Industrial Revolution

The 4th Industrial Revolution




Autonomous Robots
Simulation
System Integration
Internet of Things
Cybersecurity
Cloud Computing
Additive Manufacturing
Augmented Reality
Big Data
Industry 4.0

Teaching 4.0?

"We are currently preparing students for **jobs that don't yet exist,** using **technologies that haven't been invented,** in order to solve problems **we don't even know are problems yet…**"

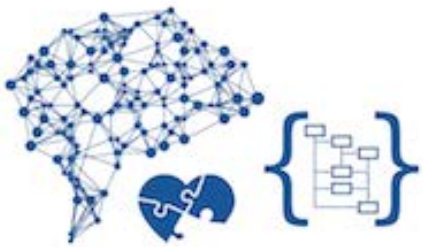
Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Where will they learn these?

University faculty members are not trained to teach skills

- Trained as subject matter experts, not learning facilitators
- Focus is on content delivery, not on development of competencies
- Uninterested in or unskilled in the psycho-social aspects of teaching and learning

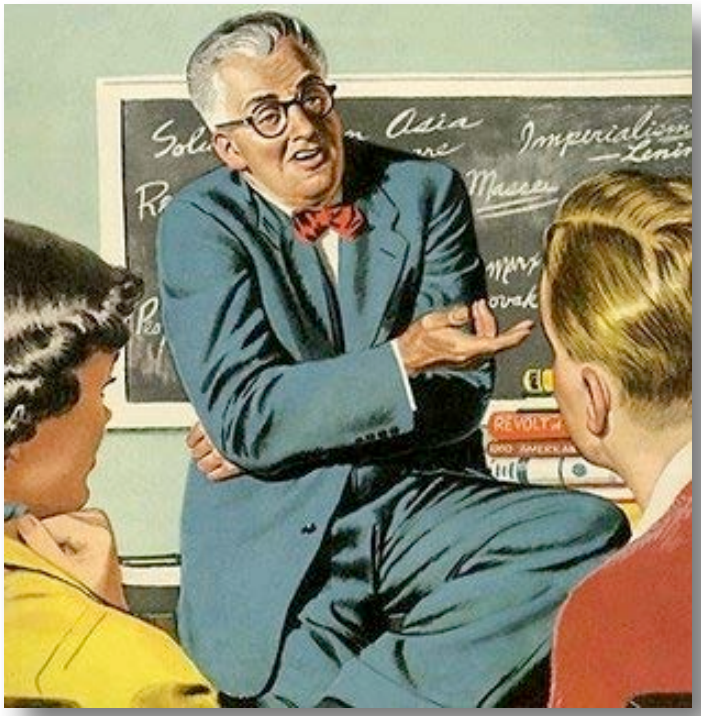
However

- **Learning needs have changed** (multiple jobs and careers = lifelong learning)
- **Learning styles and generational expectations have changed** (Generation Z and MOOCs, and pastoral care)
- **Changing social expectations** (i.e. customer mentality and governmental allocation of funding for 3° education)
- **Demographics** (diversity is increasing)

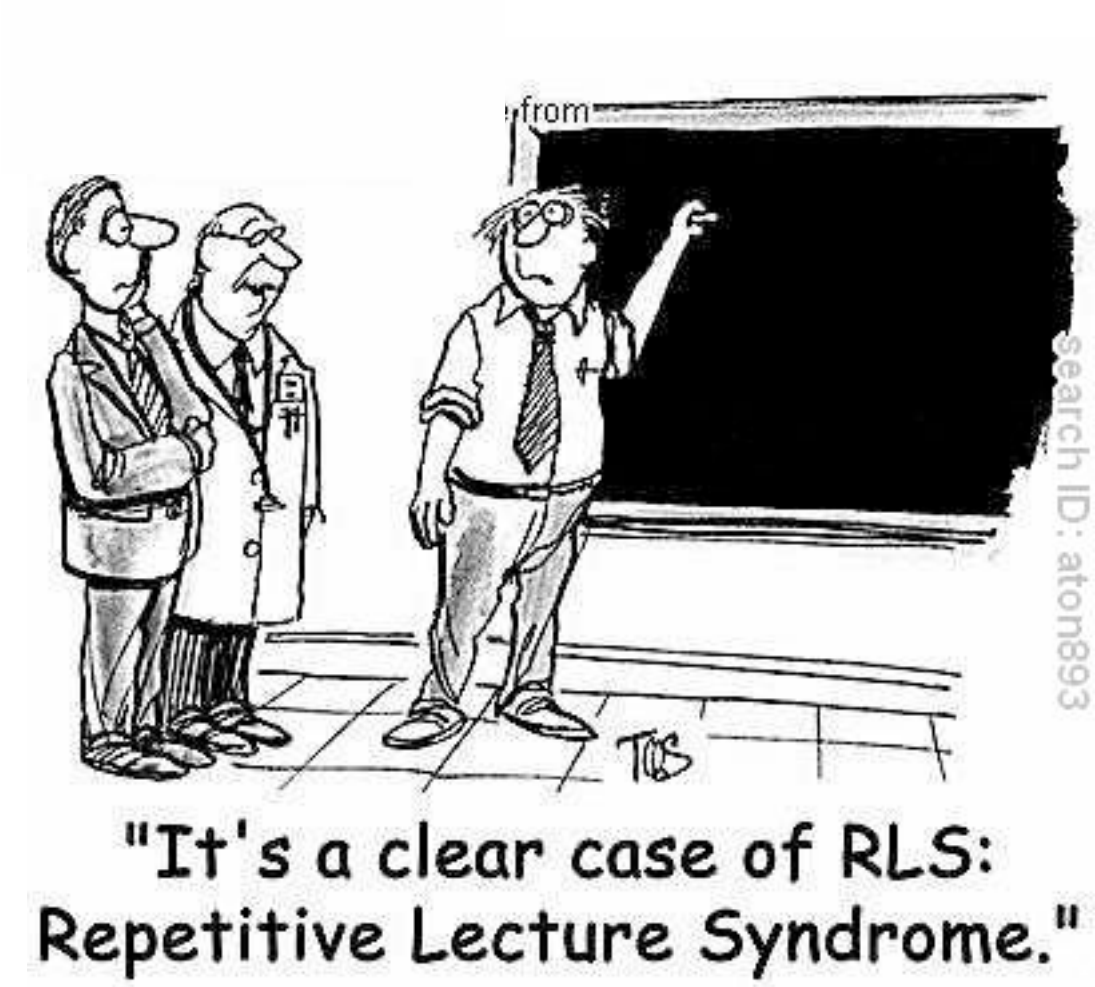
Traditional higher education is in an existential crisis.

There is a fundamental misalignment between our history and modern/post-modern needs.

We have been trying to fix the teachers.



Told not to lecture.



Bombarded with ideas and rules about how to teach better

Does this help?

There is still a tendency to simply focus on teaching *content* better

Content is only a small part of the whole. How can we do better?

Instead of defining education around content-based learning outcomes

Content is only a small part of the whole. How can we do better?

Ask instead: as a result of this class, how will the student **BE DIFFERENT**?

Innovation

Some examples

- **Delivery**:
  - Lectureless online class at University of Florida
  - Use of groups/blended learning in large environmental studies class at University of Wisconsin
- **Assessment**:
  - Final project in advanced soil biology class (WI)
  - Challenge 2050 program at University of Florida
- **Content**:
  - Focus on big ideas in large intro bio class (WI)
- **Materials**:
  - The NGame to teach nitrogen cycling

Delivery: “Flipped” online class

- Fully online class at Univ of Florida
- No pre-recorded lectures or exams
- Students answered a set of questions and addressed a controversial “discussion prompt”
- Instructor provided video and written feedback/messages to the students

Results?

“I really liked that self led research aspect of the class. This applies to both the discussions and topic questions. It allowed me to look up what was interesting to me and **keep me engaged in the class**… I especially liked posting videos on the discussion board. It was an excuse to watch a clip or documentary I found interesting, and get a grade for it. Overall, I really liked how **you put the student's education in the students hands**.”

Results?

"I thought this class was very creative. It takes away from the usual lecture and test based classes. This class helped me realize that **a class does not have to be a lecture-based class in order to teach a topic**…Even though this class did not test me on fact related topics, I remember the facts of certain topics like I wrote them yesterday. I think the discovery assignment helped me significantly in attaining new knowledge and being truly interested.

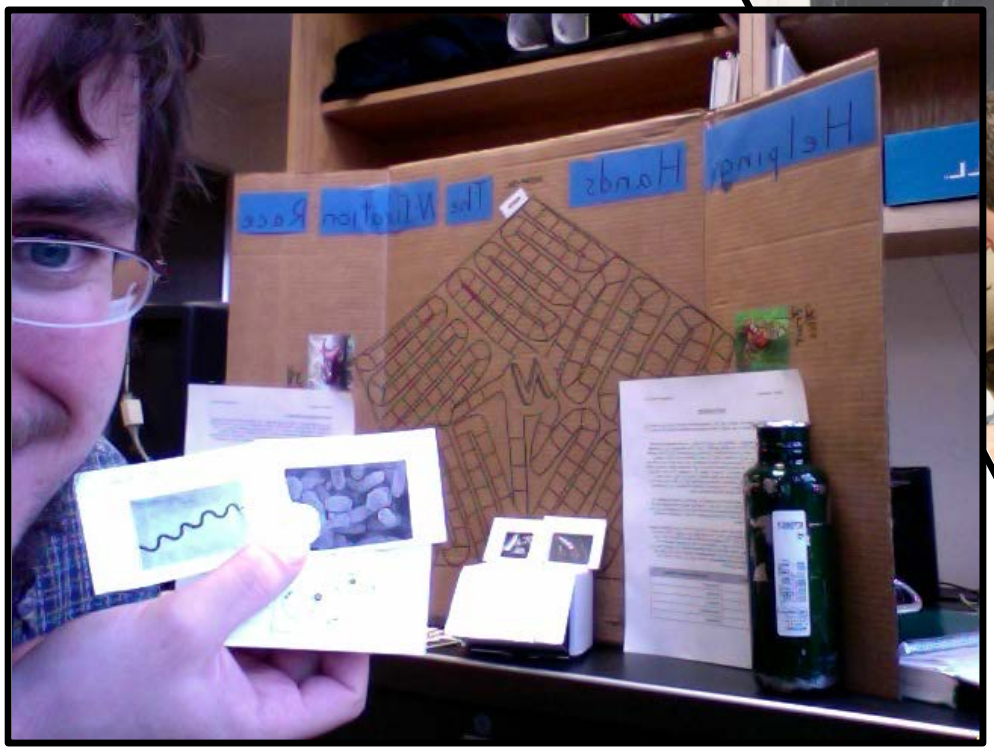
Delivery 2. Scaling up: large class with facilitated groups

Results?

“I enjoyed my discussions very much because each discussion provides me with many different ideas which I had never thought of before… We became **more confident, independent and active** on decision makings and brainstorming… Before the discussions, I felt awful to speak in front of others, and had really limited ideas on how to protect the environment, but after the course, I like to share my ideas and eager to think of interesting and creative ideas to protect our environment.”

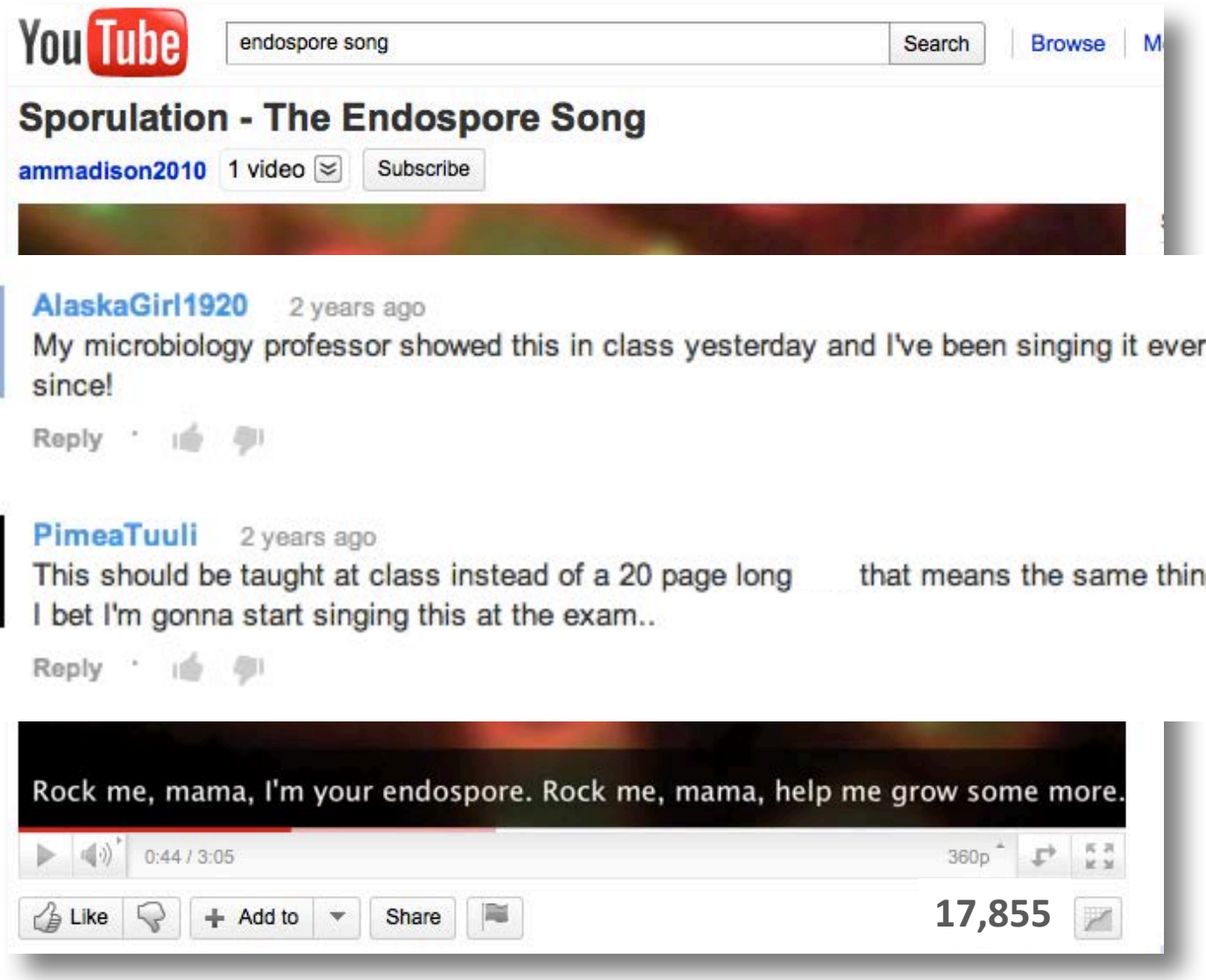
Assessment 1:

Using creativity and authentic audience



Creativity and Authentic Audience

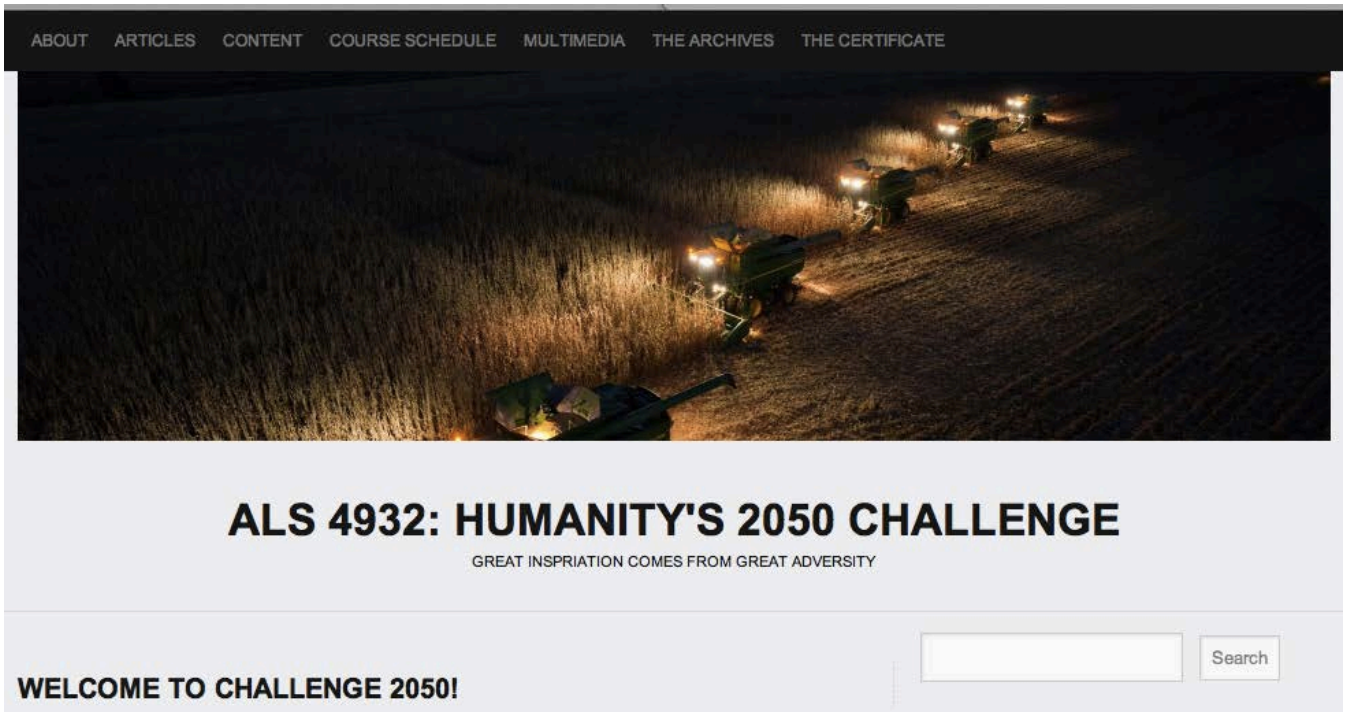
Creativity and Authentic Audience



Results?

"This class was taught in a different way then all other courses I have taken at the UW. It **made me want to learn**, not just to get a good grade on an exam, but because I wanted to."

Assessment 2: Challenge Curriculum



- Challenge-based learning – groups
- Assessment was primarily formative
- Goal: develop and pitch an idea to save the world

Results?

“It definitely broadened my way of thinking and showed me that I can make a difference.”

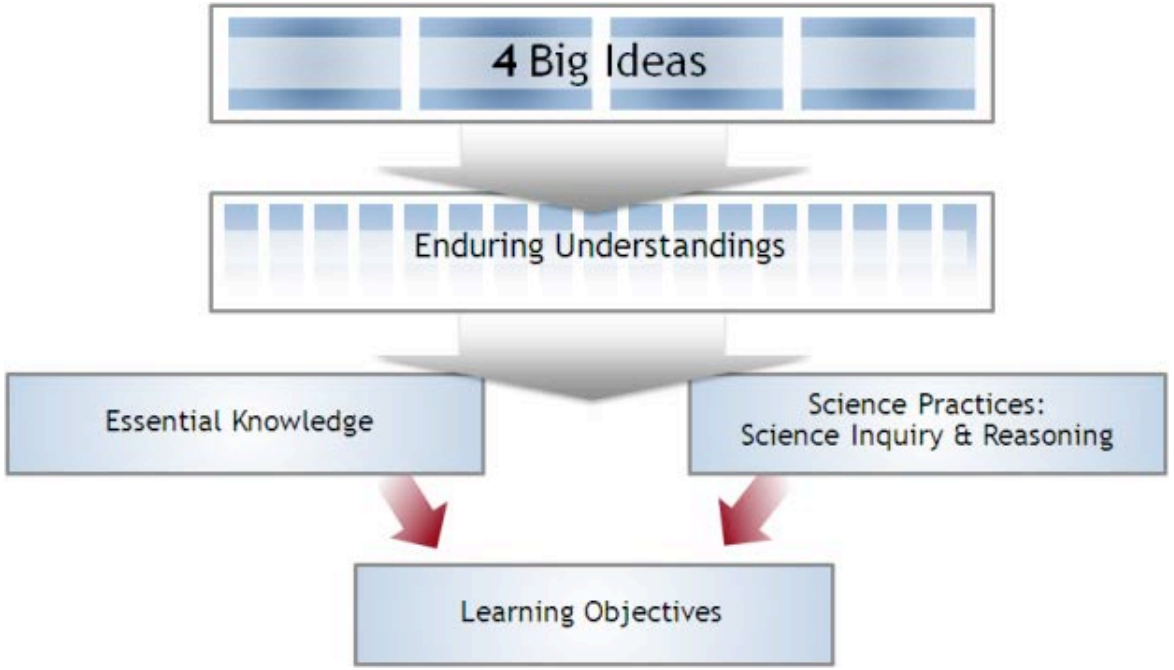
“Regardless of your role you can contribute to the solution. Whether you are a doctor, stay at home mom, or anything else, you have the power to contribute to a better tomorrow.”

“When the guest speakers come in and talk about their expertise the problem begins to make more sense and I learned that I can play a valuable piece of the solution.”

“This course taught me that none of us can do it by ourselves. We need others, and together we have the potential for large-scale changes that can better our world.”

“Just because it is not a quick fix doesn’t mean that we should(not) address it.”

Content: Shift from coverage to concepts in a large pre-introductory biology unit

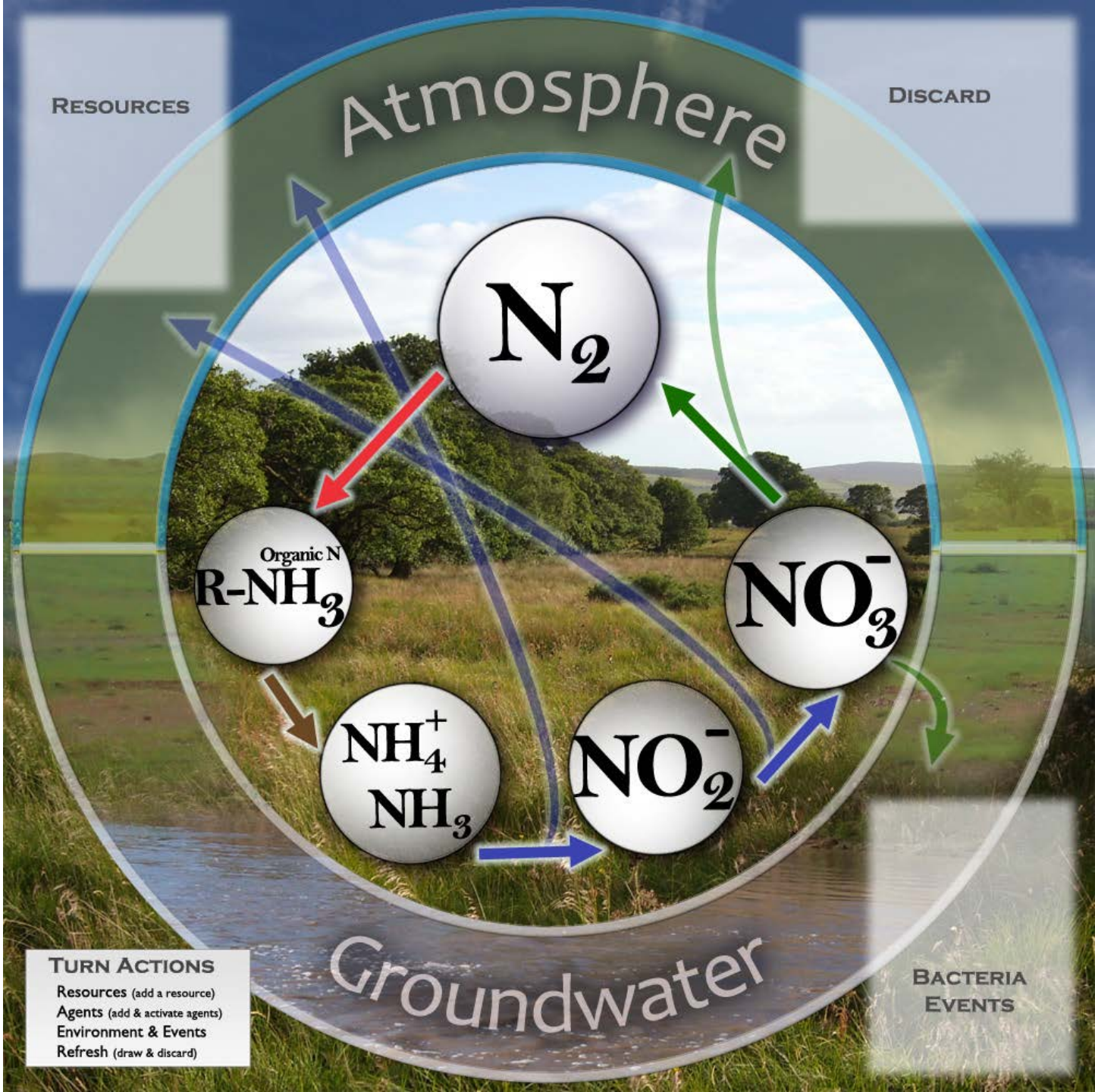


Results?

"I like the fact that **attendance and participation were encouraged by the way the information was presented**. Our success in the class was judged on understanding of the topics and not necessarily on the quantity of information retained and regurgitated as true in many UW-Madison courses."

"It was one of the few classes that **taught me *how* to think, rather than *what* to think**. The class was about asking questions, which was somewhat difficult for me, because I am used to being spoon-fed information from high school."

Materials:
Using a game to teach the N cycle



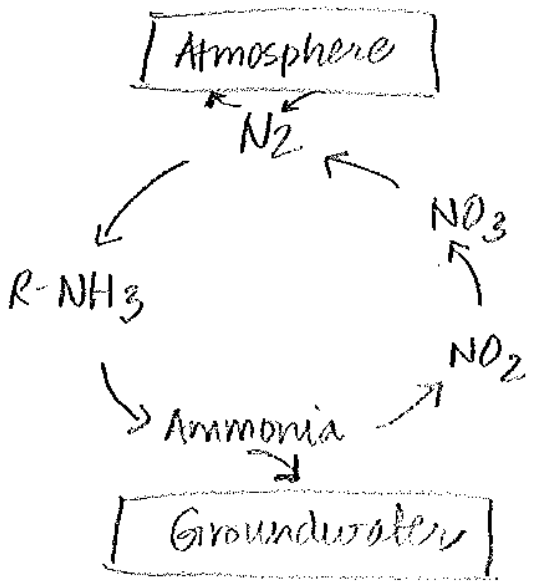
It works!

It has an impact.

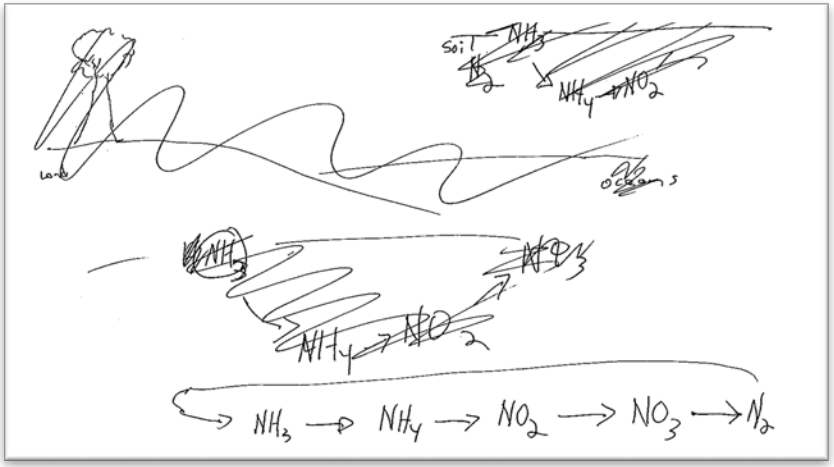
Pre-

– ?

Post-

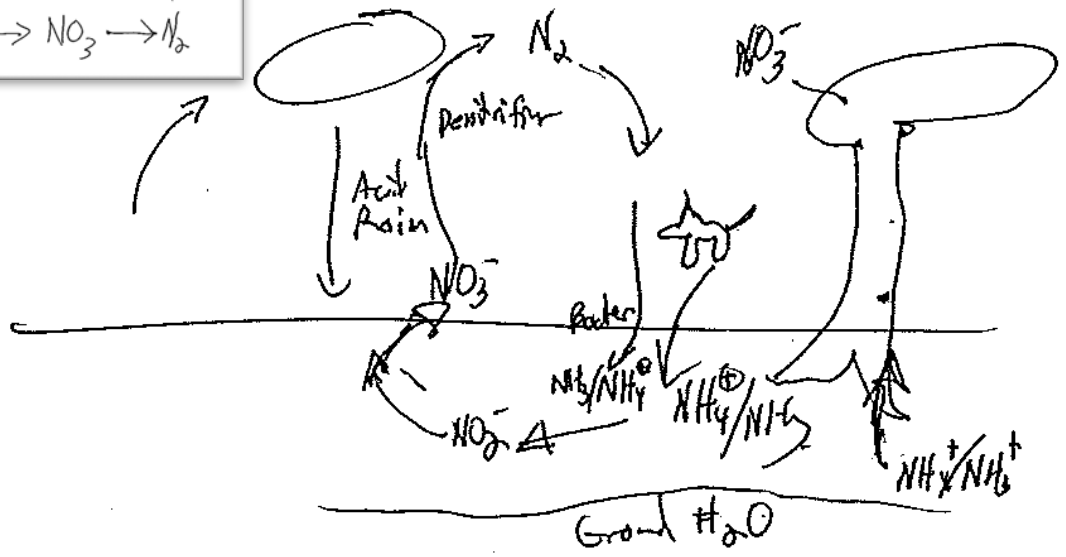


It has an impact.



Pre-

Post-



Impact of the game

Impact on content knowledge

Vocabulary, recall of processes, steps, or organisms in the cycle…

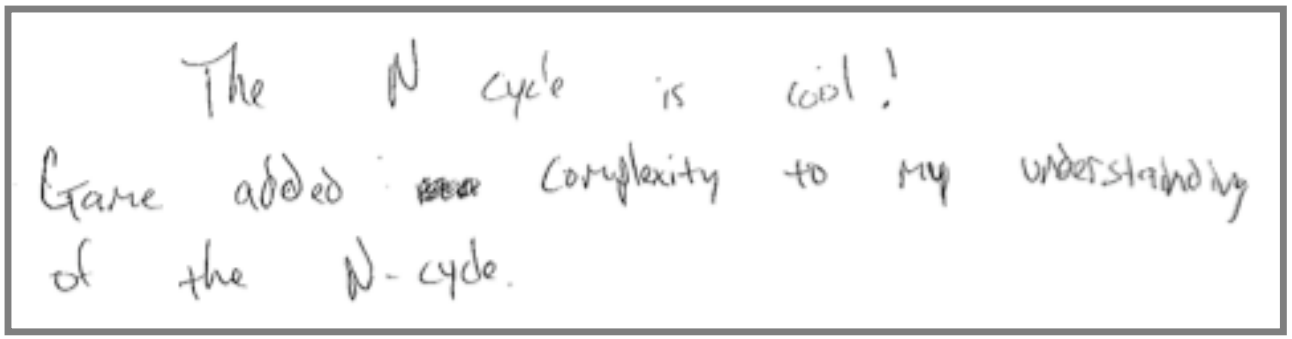
Impact on thinking skills

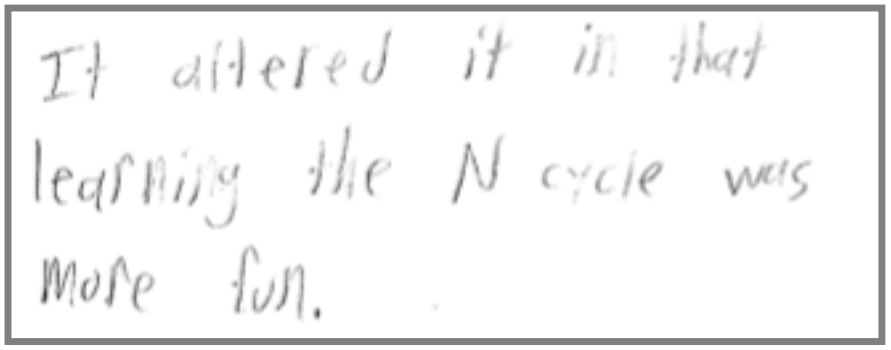
Critical thinking, systems or strategic thinking…

OTHER impacts

Ownership, engagement, social interaction…

Don’t forget: Fun!





Success!

7. We would welcome any comments you have about how the game plays, or questions about it you may have:

I want a copy!

Overall Results?

- Ownership
- Engagement
- Creativity
- Employability

Conclusions

Ultimately, global engagement needs to be about more than revenue or rankings.

Strategies and plans should consider **who** is the engagement intended to help? And how?

Conclusions

Universities will need to go beyond traditional ideas about teaching and learning in order to attract, retain, and prepare students capable of operating effectively in the rapidly changing world.

Conclusions

Universities need to be willing to LET GO of traditional ideas about ownership and content.

This may mean being creative and deliberately differentiated.

Thank you!

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