Final Report 2016

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**Partner Universities:** Central Queensland University, The University of Sydney, Deakin University, The University of Newcastle, Western Sydney University

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**Project Team:** James Baglin, Andrea Chester, Anthony Bedford (resigned mid-2015), Roger Hadgraft, Philip Poronnik, Tina Hinton, Anthony Mills, Peter Davis, Swapan Saha, Justine Lawson

**Website:** [https://sites.google.com/site/theglobalcanopyproject/](https://sites.google.com/site/theglobalcanopyproject/)
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Finally to the many students from each of the universities, who were involved in the case studies, interviews, videos and focus groups, the project team would like to thank you for your generous contribution of time, opinions, feedback, insights and mentoring. The project team wishes you all well in your future global mobility endeavours.
# List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATN</td>
<td>Australian Technology Network</td>
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<tr>
<td>AUBEA</td>
<td>Australian Universities Building Education Association</td>
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<tr>
<td>AU indef</td>
<td>Australian Universities International Directors’ Forum</td>
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<tr>
<td>CQU</td>
<td>Central Queensland University</td>
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<tr>
<td>ELA</td>
<td>Educational Leadership Association (USA)</td>
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<tr>
<td>ERA</td>
<td>Excellence in Research for Australia</td>
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<tr>
<td>Go8</td>
<td>The Group of Eight Universities Australia</td>
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<tr>
<td>HERDSA</td>
<td>Higher Education Research and Development Society of Australasia</td>
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<tr>
<td>IMPEL</td>
<td>Impact Management Planning and Evaluation Ladder</td>
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<tr>
<td>IEAC</td>
<td>International Education Advisory Council</td>
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<tr>
<td>NCP</td>
<td>New Columbo Plan</td>
</tr>
<tr>
<td>RMIT</td>
<td>Royal Melbourne Institute of Technology</td>
</tr>
<tr>
<td>UoN</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td>UTS</td>
<td>University of Technology, Sydney</td>
</tr>
<tr>
<td>VTAS</td>
<td>Victorian/Tasmanian Promoting Excellence Network</td>
</tr>
<tr>
<td>WSU</td>
<td>Western Sydney University</td>
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</table>
Executive Summary

Context

Never before have Australian universities been presented with such exciting and compelling global opportunities. The richness of the student body that assembles on our campuses (both on and off-shore; virtual and physical) provides a cohort that is global, connected and outward-looking. Of this cohort, almost half a million are overseas students (internationals) studying in Australia, representing 193 countries (Australian Education International, 2014). Woven loosely into this cohort is the outbound mobility of domestic students, with up to 16,000 Australian students undertaking international study experiences per annum. Whilst all Australian universities welcome significant numbers of inbound international students and also conduct and increasingly encourage outbound student mobility programmes, the two “strands” of international activity rarely engage in deliberately organised learning and teaching activities.

This project investigated coherent approaches of integrated teaching and learning between these two cohorts at six different, sector-representative universities. Building upon the investigations and lessons of previous work (Billett, 2011; Gothard, Gray & Downey 2012; Leask & Carroll, 2011; Mestenhauser, 2011) this project created a Global Canopy. A “canopy” by definition is a place of selected shelter where growth and nurturing occurs, where healthy specimens thrive with cross-fertilisation, care and interest. It is a place to nurture and develop discipline-based learning and teaching innovations in global mobility for others to share. (Jennings, Brown, & Sheil 1999). The project aim was to identify, examine and showcase evidence-based case studies of best practice learning opportunities between outbound domestic students and inbound international students in discipline-based activities at six national universities; and to build confidence and capacity in academic staff to pursue additional avenues of global mobility learning and teaching integration between these cohorts.

The project approach was based upon the need to achieve cohesion, timely completion of project milestones and opportunities for maintaining project direction. A situational leadership approach (Hersey, Blanchard & Johnson, 2012) was utilised to build upon existing relationships with the partner universities to achieve completion of project activities. The 18-month project had four distinct phases of engagement, identification, collaboration/dissemination and independence.

The Global Canopy project has resulted in a number of case studies, presentations, resources and publications, listed in Appendix E, and all available on the project website at https://sites.google.com/site/theglobalcanopyproject/

The Global Canopy project has had a positive impact on learning and teaching in three areas: students, staff and sector.

At the student level, new perceptions of global mobility have afforded individual students in the six universities directly involved in the case studies, opportunities to think globally about their careers and lifelong learning. For the students
involved, new opportunities have been presented and endorsed by the attention given to global mobility by the discipline academics. International students and staff have found their local home-country knowledge valued and their local discipline information appreciated and actively encouraged.

- A total of seven case studies were completed (two at RMIT, lead institution), with involvement of 19 academic and other staff and 217 students.
- National Survey responses were received from over 200 students engaged in discipline-based interventions by academic staff at five national universities.
- Of the 217 students involved in discipline interactions in this project, 85 per cent stated that they would now consider a global mobility programme in their discipline over the life of their studies, with a total of 21 students already embarking upon overseas study in Hong Kong, Vietnam, India and China, during the project.

At discipline levels participating staff have “value-added’ to their discipline approaches and pedagogy. The project has also demonstrated that global mobility opportunities are of discipline value and international students have vital discipline knowledge to add to the learning interactions. A number of the case study projects will continue into the future, with academic staff sustaining interest to better equip future cohorts of students.

- Four of the case study discipline interventions by teaching staff will be continued post-project (RMIT, Deakin University, The University of Sydney, Western Sydney University).
- Four universities (Deakin, WSU, The University of Sydney, RMIT) have embedded global mobility permanently into the curriculum offerings in the disciplines of built environment, medical sciences, and textile merchandising. This will impact on future students beyond the life of the project.
- A project website: https://sites.google.com/site/theglobalcanopyproject/ has been created.
- A Good Practice Guide to global mobility discipline learning and teaching examples (available on website) has been developed.
- A project video (available on website) has been produced.

At the sector level there is now a guide to discipline-based global mobility ideas that can be translated and modified into the future by new academics or curriculum designers across any discipline or context.

- National presentations to new audiences of up to 100 academics (Global Perspectives Showcase, Sydney WSU 2016; Expo, RMIT, 2016; AUBEA, 2016; CUBENET 2015).
- Five project newsletters disseminated to 170 people each quarter.
- A Global Canopy Showcase (April 2016) attended by over 250 people.
• A Monograph – The Global Canopy - *stories of discipline-based learning interactions to promote global mobility (in press)*.
• Six Scholarly outputs.
• The project final report.

**Project findings**

The project data from the student surveys, focus groups and individual interviews, along with the results of the project case studies revealed a number of significant findings:

• Domestic students, across a variety of disciplines, have limited understandings of opportunities for global mobility during their undergraduate studies.

• Interest and participation in global mobility by Australian domestic students can be developed and enhanced in discipline studies through active engagement and targeted discipline learning interactions with international students and staff.

• Good practice student mobility programmes can be anchored in the discipline pedagogy of the student and can provide authentic learning through the use of inbound student knowledge and local experiences.

• International students have significant *home-country* discipline information and knowledge to build global networks for domestic students, thus enhancing current relationships and on-going future employment and social networks.

**Project recommendations**

The Global Canopy project team recommends that:

• Interest and participation in global mobility by Australian domestic students should be further developed and enhanced through the active engagement of university mobility offices in targeted discipline learning and teaching activities at all levels of undergraduate study.

• University leaders charged with responsibility for mobility should ensure that good practice student mobility programmes are anchored in the discipline pedagogy of the student and supplemented with authentic learning through the use of inbound student knowledge and experiences.

• Discipline leaders in all universities should integrate into the curricula, the significant *home-country* discipline information and knowledge of international students, to build global networks for domestic students, thus enhancing current relationships and on-going future employment and social networks.
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Chapter 1: Influencing Global Mobility

Project context

Inbound international students made up almost 24 per cent of the total student population in Australian universities, while outbound domestic students accounted for 13.5 per cent of the total student population in the same period (Australian Education International, 2014). These two separate cohorts are a significant proportion of the total student population studying in Australia at any one time.

A number of studies have identified the separate learning and teaching opportunities for these cohorts of students (Leask, 2009; Gothard, Gray & Downey, 2012; Mestenhauser, 2011). However, little evidence exists of specifically identified synergies and opportunities for teaching and learning “connectedness” between these two separate, but expanding groups. How universities can specifically approach the learning and teaching integration of these two cohorts and what best practice examples exist is unclear. This project attempted to identify and examine best practice approaches to learning and teaching integration of these two cohorts, to improve global mobility awareness and outcomes.

The project was based upon a number of compelling environmental and policy factors:

- **Estimates for inbound international students are expected to increase**
  Australia can expect to host an additional 117,000 international students by 2020 – a 30 per cent increase on current figures (IEAC, 2013). This increase presents challenges for learning and teaching. But it also creates immense opportunities to connect inbound and outbound students in meaningful learning exchanges to build cross-cultural connections and the potential for future global understandings and mobility.

- **Domestic students expect to undertake study abroad in one form or another**
  Student mobility is continuing to grow. An international study experience during the undergraduate degree is becoming part of the culture of Australian universities and one of the rites of passage from study to career (Malicki & Potts, 2013; Universities Australia, 2016). In a number of Australian universities, one in four Australian undergraduates study abroad during their degree. Though America and Europe dominate as the destinations of choice for exchange programs, Asian destinations are the most popular choices for short-term programs that make up more than 60 per cent of the total experiences of Australian domestic students (Universities Australia, 2016).

- **The Australian government has a strong emphasis upon student mobility**
  The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education introduced *World Class*, information and communications strategy to promote further outbound student mobility of tertiary students (Department of Education, 2014). The *Australia in the Asian Century White Paper* outlined the goal to have more Australian university students studying overseas, with a greater proportion of them undertaking part of their degree in Asia. The launch of the New Colombo Plan has created more opportunities for Australian domestic students to study overseas.
• **Limited resources are available for global mobility champions in Australian universities**
  The higher education sector is faced with limited resources and pressures upon the organisational capacity of smaller universities to provide global experiences for all students. Increased outbound experiences for larger numbers of domestic students cannot be sustained within existing university resources. Development of global connections through existing inbound international students and the use of this cohort’s skills and knowledge in organised, integrated learning activities will add to a university resource base, producing connections and relationships previously untapped. It will also engage new academics in global perspectives and encourage capacity building in university staff.

• **The lack of a coherent sector strategy for all global perspectives**
  In spite of continuing Government motivations and sector activity, Australian universities still lack a coherent learning strategy for the integration of inbound and outbound students. The International Education Advisory Council, IEAC (2013) report notes “Australia’s success in international education has been driven in large part by the commitment and innovation of those working in the sector, but the time has come to examine how the development and implementation of a more co-ordinated, coherent approach to the separate activities of international education can be provided” (p.3). The Australian Government (2012) announced its commitment to ensuring that education providers adapt their existing practices to improve links with and access to the Asian region. This will include examining existing activities in international education to achieve synergies across separate inbound and outbound offerings.

• **The emergence of the global student**
  Significant evidence exists that relationships and peer connections developed through learning activities extend beyond the classroom into future arenas (Universities Australia, 2016). Providing opportunities for inbound and outbound students to build targeted learning relationships and to exchange global perspectives opens the door to future exchanges and connections. Specific learning activities also removes the coincidental and “chance classroom meeting” aspect of cross-cultural connections and places the activity in line with modern student expectations.

All of these factors underlined the importance and value, to both the individual student and university, for improving and creating specific learning and teaching connections between inbound and outbound student cohorts. Drawing together and communicating the best practice examples of learning relationships between international and outbound students is vital for best use of relationships, capitalisation upon existing resources, improved on-going global connections and scaffolding of teaching and learning. Australian universities are now focused on quality, outcomes and meaningful collaboration and an increasing interest in connecting global strategies and programmes for effective, meaningful use of student learning capacity. This is what Universities Australia calls a “third wave of internationalism” (Universities Australia, 2013). There was a clear imperative for Australian universities to address the learning and teaching opportunities afforded through deliberate curriculum connections between these two cohorts. The sector’s capacity to absorb and provide an integrated cohesive approach for now and the next generation of learners is still limited. Exchange of information is rare and understanding opportunities for integrated learning between cohorts of inbound and outbound students is still emerging. This project created...
a Global Canopy, which addressed these issues and provided learning and teaching academics with new avenues for collaboration and exchange.

The purpose of the Global Canopy was to use the best examples of inbound and outbound student learning to build confidence in the sector around such integrated learning activities, and to identify and expand the learning opportunities for disciplines, so that all students, from elite international scholarship recipients, New Colombo plan students through to fee-paying international students, can benefit from the learning exchange and engage in a total global experience.

The Global Canopy project addressed two of the key themes of the OLT Strategic Priority Commissioned Projects (2014) in the “Developing global perspective” category:

- The contribution of outbound domestic students to global perspectives and;
- The enhancement of domestic and international student interaction.

![Figure 1. RMIT University global mobility students](image-url)
Chapter 2: Constructing the Canopy

Project approach

The project developed a Global Canopy as a partnership between six diverse universities: a Go8 university (The University of Sydney); an ATN university with a substantial off-shore campus (RMIT University); a regional university with a significant online presence (Deakin University); a rural and regional university, University of Newcastle (UoN); a multi-campus university, Central Queensland University (CQU) and a university of diverse domestic student cohort, Western Sydney University (WSU). Creating such a heterogeneous group of institutions to examine opportunities for interactions between these two distinct groups of students at the learning and teaching “coalface” has identified approaches that can be applied to almost every institution in the sector. Represented within the project team were discipline academics from medical science, architecture, computing, engineering, health, mathematics, construction and a range of sub-disciplines. The project team was also diverse, with early career academics through to full professors. This combination, and the universities they represented, was not coincidental. It represented opportunities for case studies across many disciplines and differing contexts.

Such coalface information has inspired other academics and generated interest across diverse disciplines. The Global Canopy Good Practice Guide was disseminated to all universities to add best practice examples from across the total sector to show how they can be further developed and expanded, and build a canopy of learning and teaching case studies between outbound domestic students and inbound international students. The project also drew together these best practice examples in a Global Canopy showcase. The showcase further disseminated impact and promoted the elements of the Global Canopy as useful tools to build academic staff capacity and illustrate international coherency and global connectedness in Australian universities.

The project approach was based upon the need to achieve cohesion, timely completion of project milestones and opportunities for maintaining project direction. A situational leadership approach (Hersey, Blanchard & Johnson, 2012) was utilised to build upon existing relationships with the partner universities to achieve completion of project activities. As situational leadership is based upon the readiness level and the depth of experience in the total project team and partners, this model, previously used by the project leader and team members in past OLT projects, was also suited to this Global Canopy project.

Project methodology

The 18-month project had four distinct phases. To enhance engagement and impact opportunities at each phase, the project was grounded in the literature relevant to situational leadership models. Situational leadership examines the integral relationship between leadership and power, where leaders must assess not only their leader behaviour, but also their possession and use of power, in order to understand how they influence people. In this way the project team moved away from power bases that emphasized compliance and moved towards increased utilization of power bases that gained influence with people (Hersey & Blanchard, 1977). Several of the phases were overlapping or ongoing during the project. The project model allowed continuing development beyond the life of the project. The detailed project phases were as follows:
Phase 1 - Engagement

In this phase, the project focussed upon the building of a Global Canopy that identified curriculum connections and opportunities for learning and teaching integration between inbound and outbound students across diverse disciplines. The project examined learning and teaching connections between these two cohorts at the lead and partner universities. Lead and partner universities responded to the key research question of “identifying deliberate discipline-based learning and teaching examples of inbound and outbound cohort interaction and engagement”. These examples were built into case studies and uploaded to the Global Canopy website. A pre and post survey was distributed to all students involved in the case studies (n=217) across all six universities. The formalisation of the Global Canopy project was undertaken through the establishment of an e-newsletter, project dissemination at the lead and partner universities, and the creation of the Global Canopy learning and teaching website.

Phase 2 - Identification and collaboration

During this phase, the literature surrounding best practice for each of these cohorts was used as a template to examine the identified discipline-based learning and teaching examples and opportunities. This work formed the basis of the Good Practice Guide and was used as a basis for the showcasing of the case studies for the project collaborative website and the newsletters. The project video arising from the case studies formed a vital link in communication and dissemination for project team and partners during this phase. A second e-newsletter, disseminated to all universities was used as a vehicle for promoting membership of the Global Canopy site. The aim of this phase of the project was to develop the best practice guide for teaching and learning staff into the future and promote the Global Canopy website.

Phase 3 - Dissemination

This phase of the project was focussed upon the sector-wide Global Canopy Showcase. The key aim of the Showcase was to build collegiate support for learning and teaching integration of both inbound and outbound students, at various stages of their learning. The Showcase provided an opportunity for the project team to “value-add” to the project through the inclusion of additional case studies gleaned from Showcase involvement. Demonstrating the case studies at the Global Canopy Showcase enabled further understanding and engagement. The project team and partners also acted as dissemination advocates, presenting academic papers and workshops about the Global Canopy at relevant conferences and through their involvement in the newsletters and the Showcase.

Phase 4 - Independence

This phase of the project was strongly focussed upon the Global Canopy sector awareness and the further development of links with other important projects in mobility. In this phase, all institutions were invited to disseminate the Global Canopy to staff via the project newsletter, website and the Good Practice Guide. The website allows visitors to see the case studies in discipline detail, which will allow continuing ideas and ongoing dissemination and trails post-project. The website is also a post-project tool. Management of the website will be maintained post-project by the lead institution for a further two years. The final report once submitted will be
disseminated to all Australian universities, along with the Global Canopy monograph to be completed post-project in 2016.

**Data collection**

The project utilised a qualitative and quantitative approach to the collection of data and analysis of the case studies. The approach used was distributed leadership, with each partner responsible for the selection of case study, the setting of context and the conduct of data collection, feedback and analysis of results.

The project data was collected from 217 pre and post discipline intervention student surveys, 13 focus groups and 19 individual student and staff interviews, along with the qualitative results of the project case studies at the five represented universities. Analysis was undertaken both quantitatively and qualitatively by a statistician, employed independently at the lead university, and the project manager, using qualtrics software and survey tools, along with Invivo analysis. The surveys relied on aggregate data only and the individual interviews on student responses.

![International mentors working with Deakin undergraduate students at Waterfront Campus (September 2015).](image)

**Figure 2.** International mentors working with Deakin undergraduate students at Waterfront Campus (September 2015).
**Project timeline**

Table 1 shows a list of the project phases and events in the project.

**Table 1.** Project timeline over 18 months including project phases and project deliverables.

<table>
<thead>
<tr>
<th>Summary Project Timeline</th>
<th>0-6 mths</th>
<th>6-12 mths</th>
<th>12-18 mths</th>
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<tbody>
<tr>
<td><strong>Phase 1:</strong> Build a Global Canopy that identifies curriculum connections between</td>
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<tr>
<td>international inbound and outbound domestic students at six universities.</td>
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<tr>
<td><strong>Deliverables:</strong> Project newsletter, projet case studies at partner universities</td>
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<td>involving students, staff and alumni, project website.</td>
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<tr>
<td><strong>Phase 2:</strong> Develop global canopy best practice guide using literature and advice from</td>
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<td>case studies.</td>
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<tr>
<td><strong>Deliverables:</strong> Project website, newsletter, student interviews.</td>
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<tr>
<td><strong>Phase 3:</strong> Conduct sector-wide Global Canopy showcase; Identify further best practice</td>
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<td>examples from sector.</td>
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<tr>
<td><strong>Deliverables:</strong> Newsletter, project website, Showcase, video.</td>
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<tr>
<td><strong>Phase 4:</strong> Global Canopy Dissemination (best practice guide, case studies and links).</td>
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</tr>
<tr>
<td><strong>Deliverables:</strong> Newsletter, final report, academic papers, monograph.</td>
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**The project team**

The partnering of the six universities represented in this project was deliberate. Each partner represented an institution with diverse student mobility programmes and significant international student numbers. The project team represented senior learning and teaching academics, capable of directing change and impact at their own institution and concerned about the growing chasm between inbound and outbound student programmes. The team was represented by diverse disciplines, but the key question of “identifying deliberate discipline-based learning and teaching examples of inbound and outbound cohort interaction and engagement” at their institution was addressed and disseminated.

The project team were united in their passion for learning and teaching best practice. The project team and reference group comprised academics, professional associations, OLT Teaching Fellows and an OLT Discipline Scholar. The team was further organised by a project manager who worked within the Methodology and Dissemination plan.
The project team were:

- Project Leader: Dr. Patricia McLaughlin RMIT University
- Professor Roger Hadgraft, Central Queensland University (relocated to University Technology Sydney during project)
- Professor Philip Poronnik, The University of Sydney
- Professor Anthony Mills, Deakin University
- Associate Professor Andrea Chester, RMIT University
- Dr James Baglin, RMIT University
- Associate Professor Anthony Bedford, RMIT University (left RMIT during project)
- Professor Peter Davis, University of Newcastle.
- Professor Swapan Saha, Western Sydney University
- Dr Tina Hinton (joined project to replace Associate Professor Anthony Bedford), The University of Sydney
- Justine Lawson, Central Queensland University (relocated to University Technology Sydney during project)

**Figure 3.** Western Sydney project team details his case study to visitors at the Global Showcase (April 2016).
Chapter 3: Nourishing the Canopy

Resources and outputs

The Global Canopy project utilised the skills and capacity of the project team and the project reference group to achieve a vast number of outputs across a broad range of engagement. Table 2 shows a summary of project outputs against the project deliverables.

Table 2: Project outputs and evidence against project deliverables.

<table>
<thead>
<tr>
<th>Project Deliverables</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>A series of evidence-based case studies identifying examples of deliberate learning</td>
<td>• Textile Merchandising - RMIT University</td>
</tr>
<tr>
<td>and teaching integration between the two cohorts of inbound international and outbound</td>
<td>• Design &amp; Social Context - RMIT University</td>
</tr>
<tr>
<td>domestic students across a range of university contexts and disciplines</td>
<td>• Built Environment - Deakin University</td>
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<td></td>
<td>• Medical Science - The University of Sydney</td>
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<td></td>
<td>• Building and construction – Western Sydney University</td>
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<td></td>
<td>• Architecture, planning and construction – The University of Newcastle</td>
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<td></td>
<td>• Engineering - Central Queensland University</td>
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<tr>
<td>A Good Practice Guide to learning and teaching examples and opportunities across</td>
<td>• A Good Practice Guide for university educators of undergraduate domestic and international students.</td>
</tr>
<tr>
<td>both cohorts.</td>
<td>This guide embodies the objectives of the Global Canopy Project: to create awareness and provide</td>
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<td></td>
<td>case studies of examples of global mobility activities across a range of disciplines and university</td>
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<td></td>
<td>contexts, for the use of all academic staff. Available on the project website:</td>
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<td><a href="https://sites.google.com/site/theglobalcanopyproject/">https://sites.google.com/site/theglobalcanopyproject/</a></td>
</tr>
<tr>
<td>A website for ongoing collaboration, staff capacity building and exchange.</td>
<td>• The Global Canopy google website was established, newsletters, videos and project documents and</td>
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<tr>
<td></td>
<td>resources arising from the case studies are available on the website</td>
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<td></td>
<td><a href="https://sites.google.com/site/theglobalcanopyproject/">https://sites.google.com/site/theglobalcanopyproject/</a></td>
</tr>
<tr>
<td>Multi-mode resources: An e-newsletter of project updates/information, project videos</td>
<td>• Newsletter – Five issues have been published and distributed to mailing list</td>
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<tr>
<td>and podcasts.</td>
<td>• Project video</td>
</tr>
<tr>
<td></td>
<td>• Peer reviewed conference papers – six produced to date</td>
</tr>
<tr>
<td></td>
<td>• Peer reviewed chapter publication (ELA)</td>
</tr>
</tbody>
</table>
A Global Canopy Showcase, driven by staff and students, of best practice sector examples of integrated cohort learning and teaching.

- **Global STEM Showcase and Expo** - 11 April, 2016, RMIT University

**Publications**


**Figure 4.** Global Canopy dissemination showcase RMIT University, April 2016.
Factors critical to success

There were a number of factors that were critical to the success of this project: collaboration, institutional support and dissemination of the case studies.

Collaboration between the lead and partner universities was critical to the building of the Global Canopy, the advancement of the case studies and the value-add of the Showcase. Collaboration occurred on two levels throughout this project. Firstly there was the liaison at the project team level of the six universities and the team members. Each team member acted as a collaborator and liaison point for their university, ensuring support at the “coalface” level of discipline teaching. The key element in collaboration at the team level was use of the project collaborative website for exchange and project updates, in addition to team meetings, newsletters and the case study work.

The collaboration between learning and teaching staff in the sector was also vital to the success of this project. Use of recognised channels (VTAS, HERDSA, AUBEA) along with the newsletters and the video ensured that the project activities and outcomes were widely disseminated. The Global Showcase invited and encouraged collaboration through the showcasing of the case studies and the learning strategies and encouraged new members to the collaborative site. Over 250 staff and students attended this event in Melbourne in April 2016. The Showcase produced debate and discussion around the creative approaches to inbound and outbound student activity across professional and academic staff and through this debate enabled further sustained collaboration.

The institutional support offered by the various partner institutions was critically important. The use of facilities, staff and access to students, ethics approvals and administration all contributed to the project success. The lead institution was supportive of the project manager and maintained administration and equipment supplies, including venues for the events associated with the project. The dissemination of the project and its outcomes was also undertaken by each of the institutions and value-added to the success and sector knowledge.

Project linkages with OLT’s program objectives

The Global Canopy project was a Strategic Priority Commissioned Project (OLT, 2015). The Strategic Priority Commissioned Projects are specifically intended to achieve the following:

- To promote and support strategic change in higher education institutions for the enhancement of learning and teaching and the benefit of the student experience;
- To address particular issues/topics and respond to Government priorities, as determined by the Strategic Advisory Committee; and
- To develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice, including addressing particular contextual barriers to taking on the good practice identified.

This project formed part of the Developing Global Perspectives Priority, which examined the ways in which Australian universities already play a part in the process of developing global perspectives including:
- Students can be given the necessary skills and experience to work and live in a global environment by embedding overseas study experiences in the curriculum and by increased student mobility offerings. Student mobility contributes in a very direct way to Australian
graduates developing global perspectives that foster cultural competence and intercultural understanding;

- Providing large numbers of international students with a quality education both onshore and offshore, can aid the internationalisation of campuses and diversification of society (Universities Australia 2012). Interaction between domestic and international students also contributes to developing the global perspectives of Australian university graduates;
- In offering offshore education, Australian universities can build substantial global expertise and maintain strong people-to-people and institution-to-institution links with overseas counterparts that can offer a truly global study experience (Universities Australia, 2013);
- Tapping into an extensive alumni network of both international and domestic students who have studied overseas as part of their studies, provides an extensive means of ongoing global communication and engagement; and
- Australian universities are now engaged in what Universities Australia (2012) describes as the ‘Third Wave’ of international education: a broader and deeper international engagement to better prepare students for careers in a global environment. This includes making full use of already established international networks, and creating further opportunities for Australian students to participate in overseas study as part of their education experience.

**Project links with OLT’s strategic priority areas**

The key link to the OLT Strategic commissioned priority area was:

1. **Enhancing domestic and international student interaction, including:**
   - How the interaction between Australian and international students at onshore Australian universities can positively influence the cultural competence and intercultural understanding of graduates, and how universities can best facilitate this interaction?
   - How can Australian students best connect with international students studying at offshore Australian campuses?

2. **The contribution of outbound student mobility to developing the global perspectives of Australian graduates.**

![Connecting Australian students with international students through learning and teaching activities.](image)
Chapter 4: Growing the Canopy

Dissemination, impact and evaluation

A key element of the Global Canopy project was disseminating and impacting upon the wider tertiary sector audience. The project team had in place a three stage Impact and Dissemination Plan (Table 3). The project deliverables (newsletters, project website, case studies, videos and academic papers), enhanced dissemination and improved sector-wide understanding and impact of the Global Canopy project and the opportunities for integration of inbound and outbound students in learning activities in Australian universities.

The Global Canopy Showcase, which was held within 16 months of project commencement, along with the case studies, allowed even greater impact, with over 250 academics and students from 11 universities attending.

The high calibre representation on the project team, including an OLT Discipline Scholar, an OLT National Teaching Fellow, as well as other OLT project leaders with proven track records attracted sector attention and interest. The student association involvement, along with senior global stakeholders on the reference group ensured on-going, long-term interest and promotion of the project and its outcomes. The project reference group included:

- International Education Association Australia
- Australian Universities International Directors’ Forum (AUIDF)
- Council of International Students Australia
- Senior Vice-President, Vietnam Campus, RMIT

Enabling transfer of project outcomes

The impact of this project will continue after the project finishes. The Global Canopy has created its own learning and teaching momentum across six universities, which is self-sustaining, but a number of other mechanisms will also assist, including:

- **Global Canopy Publications**: Academic publications will continue post-project, with the survey and follow-up case study initiatives disseminated. In addition, the project monograph “The Global Canopy - stories of discipline-based learning interactions to promote global mobility”, will be widely available for reference and future research. The Good Practice Guide will be available on the website for downloading by academic staff.

- **The Showcase video** and the final report will be sent to all relevant university departments and all university DVC (A/E)s.

- **Website & Canopy Maintenance**: The lead university will maintain the site for the next 24 months, thus ensuring two years of value-add sustainability to the Global Canopy.


<table>
<thead>
<tr>
<th>Table 3: Project impact mapped to the IMPEL model</th>
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<tbody>
<tr>
<td><strong>Anticipated changes at:</strong></td>
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<tr>
<td><strong>Project completion</strong></td>
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<tr>
<td>(1) Team members</td>
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<td>(2) Immediate students</td>
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<tr>
<td>(3) Spreading the word</td>
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<tr>
<td>(4) Narrow opportunistic adoption</td>
</tr>
<tr>
<td>(5) Narrow systemic adoption</td>
</tr>
<tr>
<td>(6) Broad opportunistic adoption</td>
</tr>
<tr>
<td>(7) Broad systemic adoption</td>
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</tbody>
</table>
Evaluation

Evaluation occurred continuously throughout the project. The Evaluation was undertaken by an appointed OLT evaluator with wide experience in managing national grants and projects: Adjunct Professor Grace Lynch. Professor Lynch is a highly respected scholar in a range of areas pertinent to this project, in particular theories of student learning and international education. At the early stages of the project (0-6 months), Professor Lynch worked with the project team to develop a Formative Evaluation, meeting with project staff involved to identify successful project aspects and areas in need of improvement. The evaluation focussed on the content and design of the project. At later stages of the project (18-24 months) her Summative Evaluation provided an overall perspective of the project, focussing upon the value of the project for accountability and continuation purposes. Her report is contained in Appendix D.

The project team and the project leader were particularly grateful for her advice and knowledge throughout this project.

Figure 6. Disseminating information about the project at the Global Showcase (April, 2016).
Chapter 5: Sustaining the Canopy

Conclusion and recommendations

“It is way past time that Australia focussed on ensuring that the next generation and generations of young Australians thereafter have the opportunity to absorb what it really means to be global and to be located geographically in this part of the world.” (Hon Julie Bishop, Minister for Foreign Affairs, 2014).

All Australian universities welcome significant numbers of inbound international students and also conduct and increasingly encourage outbound student mobility programmes. The Global Canopy project reported and presented a number of ways of integrating these two groups in discipline learning activities. The project case studies capitalised upon deliberate and cohesive ways of focussing upon global mobility at the learning level. The Good Practice Guide produced as a result of this project outlines coherent approaches focused on the student and their learning: a Global Canopy. It presents deliberate learning interactions between the two cohorts of inbound and outbound students to effect sustainable curriculum change and a new focus upon the potential of international students in guiding global mobility themes in each discipline. As Australian higher education enters a new phase of globalisation, there are significant benefits of such cross-fertilisation, waiting to be realised.

Mobility programmes have been a feature of the higher education landscape for many years. However, participation in mobility programmes has escalated in recent years due to a number of factors, including shifting generational characteristics, new and alternative mobility options, government policies and support and access to student loans. In spite of this shift, participation rates are still quite low (Universities Australia, 2016) and remain at 16% of all domestic undergraduates. This project identified a number of opportunities to embed global mobility into discipline based curricula and utilise the value of inbound undergraduate international students as mentors and sources of home-country knowledge to increase interest in Asian destinations and change domestic student perceptions about discipline-based learning and networking through global mobility.

Findings

The project data from the student surveys, focus groups and individual interviews, along with the results of the project case studies revealed a number of significant findings:

- Undergraduate domestic students, across the disciplines examined in this project, have limited understandings and misconceptions of opportunities for global mobility;

- Interest and participation in global mobility by Australian students can be developed and enhanced in discipline studies through active engagement and targeted discipline learning interactions with international students and staff;

- Student mobility programmes should be anchored in the discipline pedagogy of the student and can provide authentic learning through the use of inbound student
knowledge and experiences; and

- International students have significant *home-country* discipline information and knowledge to build global networks for domestic students, thus enhancing current relationships and on-going future employment and social networks.

In addition there were a number of findings that endorsed Universities Australia’s report on student mobility (2016), namely:

- Learning about the experiences of other students has an impact upon convincing students to participate in a mobility programme. These experiences are just as important as individual features of mobility programmes such as scholarships, subject options and the opportunity to study in another country; and

- There is a correlation between the intent to work in another country after graduating from university and participating in a mobility programme.

**Challenges**

Developing the Good Practice Guide and undertaking the case study work at the coalface of institutions has been challenging. The issues faced by the project team in terms of institutional context, timetables, student cohorts, curricula and many other constraints has been an enjoyable, but also complex and time-consuming experience.

The real challenges were the perceptions of the students and academic staff prior to commencing the Global Canopy. The relevance of using home-country knowledge from international students and matching it to discipline curricula posed difficulties and required curriculum *re-thinking* by some academic staff. This reflects wider and more complex curriculum development issues and pedagogical training of academic staff in universities.

**Project recommendations**

The Global Canopy project team recommends that:

- Interest and participation in global mobility by Australian domestic students should be further developed and enhanced through the active engagement of university mobility offices in targeted discipline learning and teaching activities at all levels of undergraduate study.

- University leaders charged with responsibility for mobility should ensure that good practice student mobility programmes are anchored in the discipline pedagogy of the student and supplemented with authentic learning through the use of inbound student knowledge and experiences.

- Discipline leaders in all universities should integrate into the curricula, the significant *home-country* discipline information and knowledge of international students, to build global networks for domestic students, thus enhancing current relationships and on-going future employment and social networks.
Concluding words

As with many other countries, Australian universities are now focused on quality, outcomes, global strategies and programmes for effective, meaningful use of student (domestic and international) learning capacity. There is a clear imperative for Australian universities to address the learning and teaching opportunities afforded through deliberate curriculum connections between these two cohorts. The university sector’s capacity to absorb and provide an integrated cohesive approach for now and the next generation of learners is crucial. Whilst exchange of information and understanding opportunities for integrated learning between cohorts of inbound and outbound students is still emerging, this project has explored this nexus and illustrated its positive effects upon global mobility perceptions of Australian students.

The Global Canopy project has identified the value of specific, organised, discipline-based learning interactions between the two cohorts of inbound and outbound students across the curriculum to enhance undergraduate global mobility, learning and future global opportunities.

If Australia is to be a productive and progressive economy in the future, a workforce of graduates with global connections and perspectives is critical, in particular in the South East Asian region. Graduates who have benefitted from integrated cross-cultural learning and teaching can introduce new perspectives within their own organisations and based upon their educational experiences, develop professional connections between Australia and the rest of the world.

Building this global canopy of learning case studies has demonstrated how partnerships can be made across countries through students in a learning context. These partnerships between international and domestic students will build a strong foundation for future professional connections, trade and industry opportunities.

As Australian higher education enters a new phase of globalisation there are significant benefits to such partnerships waiting to be realised.
Appendix A: References


Appendix B: Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: ................................................................. Date: 28/7/16
Appendix C: Case Studies

The Global Canopy case studies detail approaches within disciplines to focus domestic students to focus on themes of global mobility and to utilise the experiences of international students within these disciplines to work with domestic students in learning activities focussed upon this mobility.

The Good Practice Guide provides case studies of examples of global mobility activities across a range of disciplines and university contexts. These include;

RMIT University Textile Merchandising (Yuping Li and Chris Clark) - Global mobility; Textile merchandising

RMIT University Design and Social Context (Andrea Chester, Bronwyn Clarke, Helen Dickson, Usha Iyer-Raniga, Kathryn Marriott, Ruth Moeller, Barbara Morgan, Cheryl Semple) - Global mobility; Staff community of practice

Deakin University (Tony Mills) – Global mobility; Architecture and construction

Western Sydney University (Swapan Saha) – Global mobility; Construction management

University of Newcastle – (Peter Davis and Mohammad Tanvi Newaz) - Global mobility; New to University

The University of Sydney (Phil Poronnik and Tina Hinton) – Global health problems; Medical sciences

Central Queensland University (Roger Hadgraft and Justine Lawson) – Global mobility; Building global awareness

The Global Canopy Good Practice Guide to global mobility discipline learning and teaching is available on the project website https://sites.google.com/site/theglobalcanopyproject/
Appendix D: Evaluation Report

Evaluation Report for SP14-4592 – RMIT University

The Global Canopy: linking international inbound students with domestic outbound students for improved learning and global connections

Background

This project investigated coherent approaches of integrated teaching and learning activities to connect inbound international and outbound domestic students. The project aim was to identify, examine and showcase case studies of good practice learning opportunities between these two cohorts at six Australian universities to assist in building confidence and capacity in academic staff in developing new global mobility learning opportunities to benefit both inbound international and outbound domestic students. The project hoped to identify synergies in pedagogy and learning thresholds of both cohorts.

The intended deliverables were all achieved and include:

- Case studies identifying examples of deliberate learning and teaching integration between the two cohorts of inbound international and outbound domestic students.
- Good practice guide to learning and teaching examples and opportunities across both cohorts.
- Website and blog for ongoing collaboration, staff capacity building and exchange.
- Resources including e-newsletters, videos and podcasts.
- National symposium

The project was allocated an evaluator from the independent evaluation team for all Strategic Commissioned Projects by the then Office for Learning and Teaching. The role of the evaluator was to conduct formative evaluation activities throughout the life of the project as well as providing summative evaluation of the project at its conclusion informed and based by the ALTC Project Evaluation Resources designed to assist projects in achieving success and impact.

The summative evaluation that forms the basis for this report has been guided by the following questions:

- Was the project managed and conducted in ways that contributed to project success?
- Did the project achieve its stated outcomes?
- Did the project achieve as much impact as it should have?
- How could the processes associated with the project be improved and replicated?
Evaluation Reflections

The project team and evaluation team were first introduced at the OLT opening workshop in March 2015 for all 2014 Strategic Commissioned Projects. The Developing Global Perspectives cluster was comprised of four project teams, including this project led by RMIT University, with partner institutions Central Queensland University, Deakin University, University of Newcastle, University of Sydney, and University of Western Sydney. The project was led by Dr Patricia McLaughlin, with Project Manager Sofia Georgiadis and several team members from each of the partner institutions, in addition to an external expert advisory group. To ensure connections within the other global perspectives projects, Dr Tim Hall, Project Leader, from the Western Sydney University was also a member of the advisory group.

It was evident from the outset that this was an enthusiastic project team with a great deal of experience in not only managing and delivering projects, but also extensive knowledge of the challenges of global mobility. The teams within the cluster collaborated on state workshops/symposiums to ensure broad dissemination and project outcomes.

Formative Evaluation Strategies

In order to determine that the project's aims were achieved and outcomes delivered, formative and summative evaluation strategies were undertaken throughout the project. The independent evaluator was welcomed as a member of the Project Team and included in all project team communications. The evaluator was provided access to the project team's shared document Dropbox space and participated in virtual and face to face project meetings, advisory group meetings and inter-cluster meetings. During the project lifecycle, the evaluator provided ongoing advice and feedback for progress reports, development of reports, and development and refinement of case studies. The evaluator met regularly one on one regularly with the Project Manager and Project leader.

Project Management

It has well known that effective project management practice incorporates principles that:

- Identify project requirements
- Establish clear and achievable outcomes
- Balance the competing demands for quality, scope, time and cost
- Manage the expectations of various stakeholders
- Adapt plans to overcome challenges

This project clearly evidenced these project management principles. In particular, the project was tightly managed with clearly defined outcomes and deliverables, realistic timelines and flexibility to fine tune and make adjustments to accommodate challenges. Running project schedules, milestones, deliverables, timelines, etc., were available,
discussed and updated at every project team meeting. The project management experience of the Project Leader, Patricia McLaughlin was a critical success factor for this project, ably assisted by the project manager, Sofia Georgiadis.

A wide range of stakeholder groups were involved in the project as sources of data including students and staff. The team was also proactive in making links and forming collaborations with other project teams in the Developing Global Perspectives cluster of 2014 Strategic Commissioned Projects.

**Achievement of Outcomes**

The project was strongly focused on increasing sector awareness of the need for stronger links between inbound and outbound students.

The key findings from the project included that undergraduate domestic students, have limited understandings and misconceptions of opportunities for global mobility. Their interest and increased participation in global mobility opportunities can be developed through discipline specific learning interactions with international students and staff. Such student mobility programmes should be anchored with the specific discipline teaching design in order to provide authentic learning.

The seven diverse case studies identified good practice examples of deliberate learning and teaching integration between the two student cohorts. The good practice guide was developed to create awareness of the diverse range of global mobility activities across different disciplines for use by academic staff. The website provides access to all project artefacts including newsletters, videos, case studies, conference papers, chapter publication and videos.

**Impact**

The Global Canopy project has had an impact on learning and teaching for students, staff and the sector as a whole. The final showcase held in April 2016 had over 250 participants including staff and students from 11 different universities.

The project achieved the intended deliverables as illustrated below.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Stakeholder Involvement</th>
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<tbody>
<tr>
<td>Final Report</td>
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<td>Good Practice Guide</td>
<td>1</td>
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<tr>
<td>Case Studies</td>
<td>7</td>
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<tr>
<td>Scholarly outputs</td>
<td>10</td>
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<tr>
<td>National Survey</td>
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<tr>
<td>Newsletters</td>
<td>5</td>
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<td>Symposiums</td>
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**Summary**

The project activities ensured that a large number of stakeholders (students, academics and university leaders) were not only consulted in developing the findings, but were also engaged with how to increase connections between inbound international students and outbound domestic students. A critical success factor was the collaboration between the partner universities. This highly competent and well led team achieved not only its project outcomes but has also extended impact in a range of areas and ways.
## Appendix E: Impact Plan

**Updated impact plan at project completion stage (July, 2016).**

<table>
<thead>
<tr>
<th>Anticipated changes at:</th>
<th>Project completion</th>
<th>Six months post-completion</th>
<th>Twelve months post-completion</th>
<th>Twenty-four months post-completion</th>
</tr>
</thead>
</table>
| **(1) Team members**   | Greater awareness, passion and interest in continuing project outcomes  
National presentations (Global Perspectives Showcase, Sydney WSU 2016; Expo, RMIT, 2016)  
Four scholarly outputs (ELA, Mobility chapter-GM symposium; AUBEA 2016) | Global mobility learning & teaching activities continued in curriculum.  
Four of the case study discipline interventions by teaching staff will be continued post-project (RMIT, Deakin, USyd, WSU). | Global mobility learning & teaching activities embedded in curriculum through course design  
Four universities (Deakin,WSU Sydney and RMIT) have embedded global mobility permanently into the curriculum in built environment and fashion/textiles. | “Champion” roles in discipline.  
Conference papers and publications relating to global mobility completed.  
Monograph in production—The Global Canopy-stories of discipline-based learning interactions to promote global mobility |
| **(2) Students**       | Change in attitude to global mobility of domestic students.  
Students in the six case study universities (n=217) have changed perceptions about careers and global mobility, 85% stating that they would now consider a global mobility programme. | Change in attitude to global mobility of domestic students  
41 students from 4 disciplines embarked upon overseas study in Hong Kong, Vietnam, India and China, during the life of the project. | Greater numbers of domestic students completing global mobility programmes in their own discipline. | Increase in overall university numbers of globally mobile students to Asia at lead and partner unis. |
| **(3) Spreading the word** | Newsletters google site hits.  
5 national newsletters, 120 site visits | Google project site hits and loads (up and down).  
120 hits to date, 73 downloads. | Google project site hits and loads (up and down).  
Continuance of Showcase and Showcase at partner uni | Google project site hits and loads (up and down).  
Continuance of Showcase & Showcase at partner uni.  
Conference papers & ERA outputs in area increase |
| **(4) Narrow opportunistic adoption** | Change in curriculum at lead uni, small number of disciplines led by champions  
4 discipline interventions by teaching staff (RMIT, Deakin, USyd, WSU). | New staff at lead uni engage in initiatives in global mobility  
A Global Canopy Showcase (April 2016)  
250 staff and students attend | Lead uni Global mobility learning & teaching activities embedded in curriculum through course design | Lead uni continues to host showcase |
(5) **Narrow systemic adoption**

<table>
<thead>
<tr>
<th>Change in curriculum at partner unis, in small number of disciplines. Teaching staff lead change at RMIT, Deakin, USyd, WSU.</th>
<th>Continued change in different disciplines</th>
<th>Changes in course content in selected disciplines to reflect global mobility</th>
<th>20% all courses at partner unis and lead uni have global mobility learning outcome.</th>
</tr>
</thead>
</table>

(6) **Broad opportunistic adoption**

<table>
<thead>
<tr>
<th>Partner uni staff engage with google site and trial initiatives project website: 36 hits by partner unis <a href="https://sites.google.com/site/theglobalcanopyproject/">https://sites.google.com/site/theglobalcanopyproject/</a></th>
<th>Non-partner uni staff engage with google site and trial initiatives</th>
<th>Non-partner uni staff produce ERA outputs on trials of global mobility initiatives.</th>
<th></th>
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</table>

(7) **Broad systemic adoption**

|---|---|---|---|

**Resources available on the project website** (Reports/Resources and Case Studies): [https://sites.google.com/site/theglobalcanopyproject/](https://sites.google.com/site/theglobalcanopyproject/)

- Five Newsletters
- Project Video (Youtube)
- Six scholarly outputs
- Case Studies
- Good Practice Guide