

Going Places

Facilitating Good Practice in
International Social Work Student
Exchange in the Asia Pacific

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The views in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

Project Partners

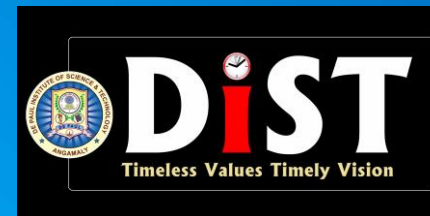


James Cook University

Queensland University of Technology

DePaul Institute of Science and Technology, India

Nakhon Ratchasima Rajabhat University, Thailand



Cairns
Singapore
Townsville



How we came together



Our relationships



Our relationships



Our values



Collaborative, inclusive, mutually beneficial approach.

Internationalisation of the Higher Education Experience

Priority under Australian Government's New Colombo Plan.

Aims for Australian students to be work ready and connected to the Asia Pacific Region on graduation.

Graduates to have intercultural skills and understanding.

(Department of Foreign Affairs and Trade, 2014).

Internationalising the social work curriculum



Internationalising the social work curriculum

Student exchange is one tool to enhance student learning in international and intercultural contexts.

There is no clear information about current practice.

Significant lack of knowledge about effective practice, curriculum integration and the constraints that may impact on programs and students.

Key research question

What is the state of current practice in the area of international student exchange within the discipline of social work?

Sub-questions

- How do Australian Schools of Social Work engage in student exchange?
- How many exchanges are occurring?
- What is the nature of the exchanges?
- What are the goals, outcomes and requirements?
- What are the benefits to host institutions?
- To what extent does international student exchange enhance student learning and intercultural competence?
- What are examples of good practice?

Preliminary indications from the literature

International student exchange and field placement should be embedded in the curriculum.

Student learning needs to be facilitated by adequate preparation, critical reflection while overseas and learning processes on return that support newly acquired knowledge.

(Gothard, Downey & Gray, 2012).

Preliminary indications from the literature



Students may believe that they are going to help others, rather than to learn (Abram, 2005).

Preliminary indications from the literature

Questions around the “mutual benefit” of exchange (Gilin & Young, 2009; Nuttman-Schwartz & Berger, 2012).

Student exchange can play a colonising role, through the assumption that only one side has something worth offering (Razack, 2009).

A call for partner institutions to collaborate on curriculum design, assessment activities and research partnerships (Barraket et al., 2009; Alphonse, 2008; Razack, 2002; Gilin & Young, 2009).



Project approach

1. Identify and document examples of good practice which can be shared and used to provide guidance to Australian Schools of Social Work and other disciplinary areas.
2. Undertake a critical literature review to develop a theoretically informed basis for the design of international social work student exchange programs.
3. Hold a series of "Reflecting on International Student Exchange Workshops" to facilitate feedback, dialogue and collaboration between all stakeholders across a range of disciplines in relation to good practice principles.

Project approach

4. Develop and disseminate a Guide to Good Practice in International Student Exchange.

5. Develop a website and other online tools to facilitate ongoing collaboration around good practice in international student exchange programs.

Methodology

Quantitative survey.

In-depth qualitative interviews.

Workshops to review findings.

Inductive analysis and triangulation of findings through literature review, survey, interviews and consultations.

Timeline


May 2015 - Jan 2016

Identification of Australian Practice
Surveys, qualitative interviewing.



Nov 2015 – Oct 2016

Data analysis and workshops to test
good practice guide.



Nov 2016 – July 2017

Dissemination of final project
outcomes.

Anticipated outcomes

The Guide to Good Practice can inform curricula across a range of disciplines.

Students are engaged in curriculum and structured learning support which challenges their perspectives and facilitates their learning about respectful and reciprocal relationships in international student exchange.

Placement hosts experience more two-way, respectful and mutually beneficial exchanges, have a greater level of input to curriculum design, assessment activities and the research partnership.

How to get involved

Follow us:



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Questions?

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Piyachat Dhephasadin Na Ayudhaya

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