



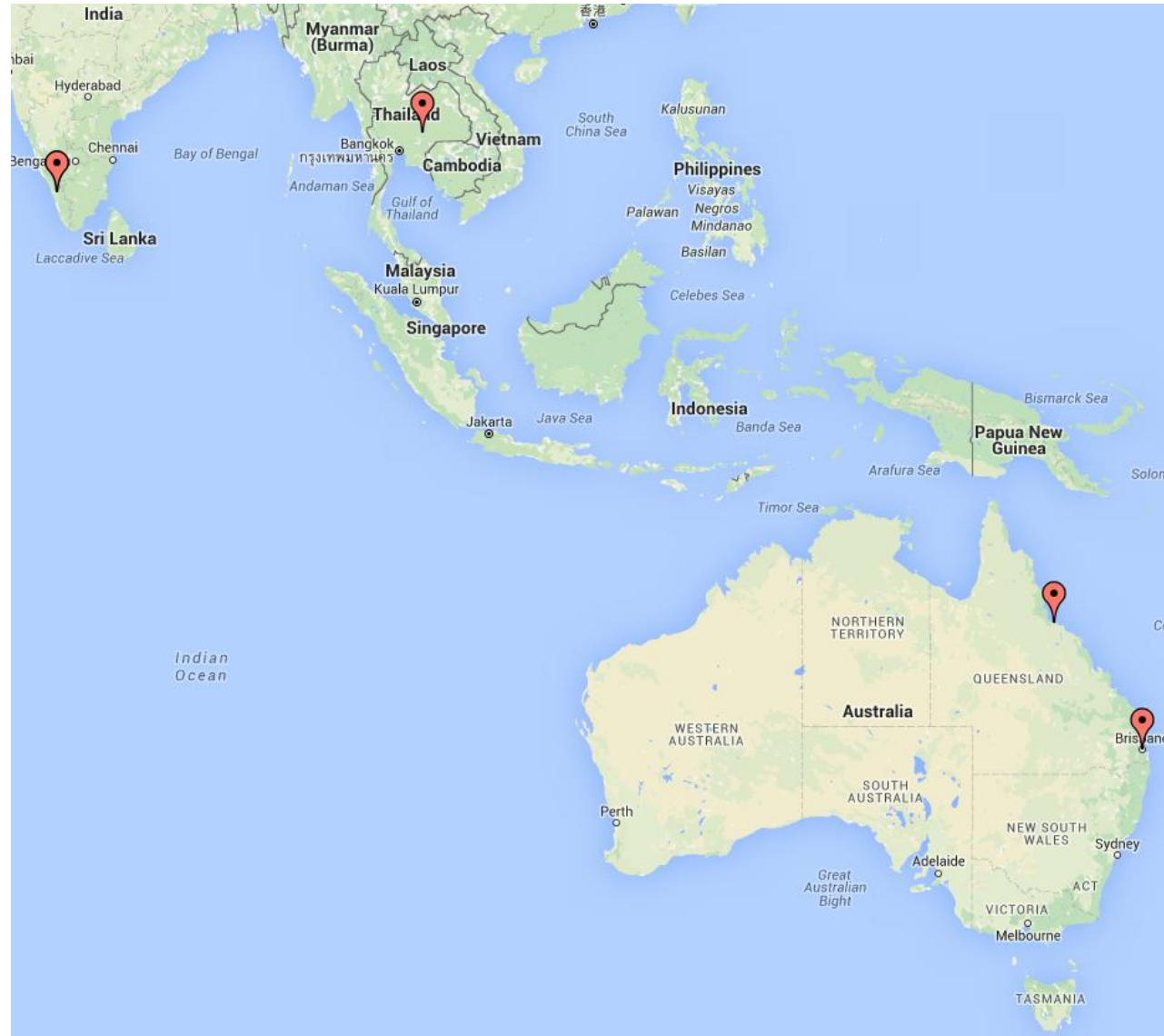
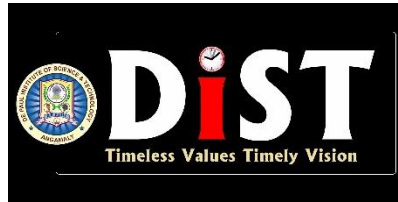
Going places

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



Support for this project has been provided by the Australian Government Office for Learning and Teaching. The views represented in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

Our partners



Our relationships



Our relationships

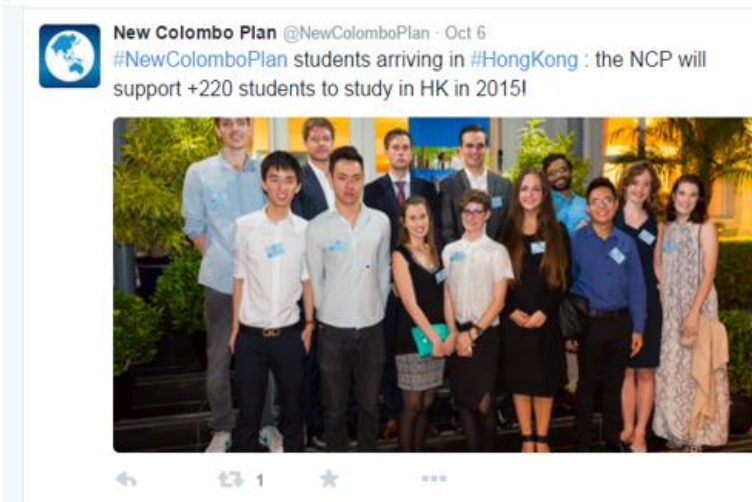


Internationalisation of Higher Education



Student exchange is seen as a key strategy in the agenda to internationalise higher education.

International student exchanges in order to develop global citizens, leaders and relationships (Universities Australia, 2013)



New Colombo Plan focus on Australia's economic and security interests.

Creation of a cohort of work ready graduates who are connected to the Indo-Pacific Region (Department of Foreign Affairs and Trade, 2014).

Internationalising the social work curriculum



- Student exchange is a widespread practice across Australian schools of social work.
- Lack of information about current practice, effective partnerships and processes that facilitate benefit for both sending and host institutions and their students.

Critical literature review



- **Potential** of fracturing Anglo-Western pedagogical hegemony and adding multicultural awareness in social work curricula, yet **danger** of continued colonisation and dominant Western voice (Noble, 2004; Razack, 2002).
- Extent of **real** “exchange” or **unilateral** initiatives? (Razack, 2002).
- Lack of reciprocity is a potential pitfall of student exchange programs. (Gilin & Young, 2009; Nuttman-Schwartz & Berger, 2012).

Critical literature review



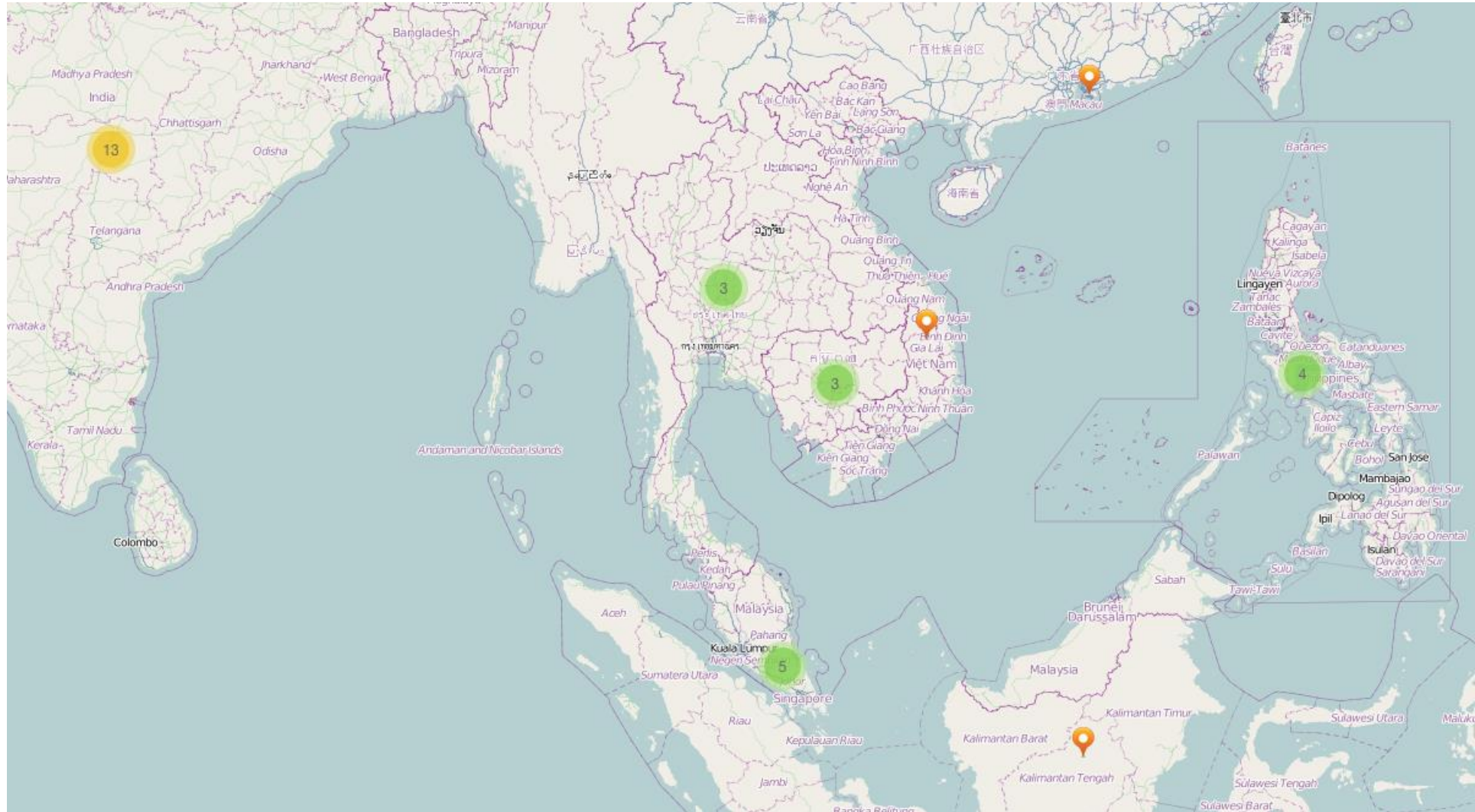
- Partnerships require ***mutual benefit***: host and sending institutions should collaborate on curriculum design, assessment activities and research (Barraket et al., 2009; Alphonse, 2008; Razack, 2002; Gilin & Young, 2009).
- International development literature highlights that “northern” agency desires or requirements are used as a starting point for negotiation of partnerships. A gap exists between ***rhetoric of reciprocity*** and ***reality*** (Fowler, 2000).

Critical literature review

- Good practice guides are written from the perspective of sending agencies with a focus on logistics. Voices of host institutions are absent.
- Overall, there is insufficient analysis of the nature of power in institutional relationships and acknowledgement of the historical context of domination and colonisation.



Early findings: survey of Australian Schools of Social Work



Early findings: survey of Australian Schools of Social Work

- Goals of student exchange programs tend to be framed in terms of intercultural learning, global perspectives and skills practice.
- Perceptions of benefit are focused on development of student skills and knowledge and to bring an international focus to the curriculum.
- Some schools refer to the opportunity for ongoing international relationships.

Early findings: survey of Australian Schools of Social Work

- 73 % of respondents reported having reciprocal arrangements in place.
- Most common joint activities are hosting staff and students for field placement or scholarly activities (two-way flow).
- Collaborative research is also an important activity.
- The majority of partner institution relationships were established through a personal connection. Despite rhetoric institutional support appears to be missing.

Next steps: qualitative interviewing

- Interviews in Australia, India, Thailand, Cambodia, Vietnam, the Philippines and Fiji to explore partnerships and reciprocity.
- To what extent are partnerships dependent on motivations of individual staff and their personal relationships across institutions?
- What are the benefits for host institutions?
- What strategies can be put in place for ongoing, sustainable, mutually beneficial exchange partnerships?

Next steps: qualitative interviewing & workshops

Nov – Jan 2016

Qualitative interviewing, identification of current practice and lessons.

Jan – Oct 2016

Data analysis and workshops to test good practice.

Nov 2016 – July 2017

Dissemination of final project outcomes.

Want to keep in touch?

Follow:
@GoingPlacesEdu



Sign up for updates:
www.goingplaces.edu.au



Contact:
Debra Miles
Team Leader
debra.miles@jcu.edu.au