inspiring academics ...
through international travel

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transnational education

“Any activity in which students are in a different country (the host country) to that in which the institution providing the education is based (the home country)” (GATE in McBurnie & Pollock, 2001).

Also known as:
- Collaborative international provision
- Franchised provision
- Cross-border education
- Off-shore education

‘More international students are now working towards UK degrees overseas than at home’ OBHE 2011
‘flying faculty’ models

- Flying faculty ‘typically combines intensive sessions of block teaching from offshore academics, who fly-in from the “home” country and are supported by local tutor seminars and offshore tutors through the virtual learning environment’ (Smith 2009, 112).
香港
where do my ideas come from?

- Own experiences
- Thought piece written in 2009 (Smith, 2009)
- Small-scale project carried out 2009–2010 (Smith, 2013; Smith, 2014)
Mezirow’s theory of transformational learning

- Perspective transformation is defined as ‘becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand and feel about the world’ (Mezirow, 1991, p.167).

- Reflection on the content, process and premise of teaching can lead to perspective transformation.
disorientating dilemmas
new research areas
Allowed the staff to be reminded not to use the same examples, contextual humour had to be repackaged, rethought out.
I suppose it’s bringing currency to the curriculum
intensive teaching

- Realising that you’re actually there to help them on the journey, not just there to prove to the University that you’d done, whatever it was, the equivalent of 26 hours’ teaching in four days
It was very noticeable that there were four ladies in the class and they sat separately and they were kind of seen as part of the class but separate as well. So one of the things I had to do was to make sure that I engaged them in discussions as well.
Although it’s not particularly strong, I do have an accent, so I had to be aware that I had to slow down my delivery because, although in the UK after a few weeks and exposure to it and the rest of the city, people get used to it, seeing them just for a few days then it could easily be that... they wouldn’t know or follow anything that I was saying.
enterprise of internationalisation
Going to Hong Kong and teaching the same students, where I’m surrounded by their culture. . . it becomes part of your lived experience that you can draw on and you’ve seen a wee sliver of part of what perhaps their lived experience has been.
My perception of the world is different and my perception of people throughout the world is different. . . you realise that there’s a world out there
institutional support?
basic level support

- Which inoculations
- Where to eat
- What to see
- Some key phrases
- Tiredness / workload

- A bit like Maslow?
transformation?

- ‘Disorientating dilemma’
- Content, process and premise reflection
- Glimpses of transformation
- All without any support
- Perhaps pre-departure support is not necessary?
what could we do?

- New staff paired with a more experienced mentor, share experience of routine events (e.g. Gribble & Ziguras, 2003).

- More use could be made of structured conversations between educational developers and transnational teachers (Haigh, 2005; Crabtree & Sapp, 2004).

- Support networks where people travelling to the same parts of the world are put in contact with each other (e.g. Dunn & Wallace, 2004).