

APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024



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Session 9F: Weds 6th March, 14:00 – 15:00

**Spotlighting emerging researchers in international
education across the Asia-Pacific**

Kirrilee Hughes
International Education Association of Australia,
Australia/Singapore

Dongmei Li
The University of Melbourne, Australia

Chair

Kirrilee Hughes
International Education Association of Australia, Australia /
Singapore

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IEAA's Emerging Researchers Group

- IEAA's Research Committee has two sub-groups: a Data Group and an **Emerging Researchers Group**
- Our Emerging Researchers Group was established in late 2022 and aims to build the capabilities of new and emerging international education researchers
- Emerging Researchers =
 - research students;
 - early career researches; and
 - other emerging/future researchers based in institutions, consultancies and other organisations
- IEAA's Emerging Researchers Group is chaired by Associate Professor Amanda Daly, Griffith University
- More info: <https://www.ieaa.org.au/IEAA/about-ieaa/Our-People-Folder/Tabs-Committees/03-emerging-researchers-group.aspx>



Still emerging ...

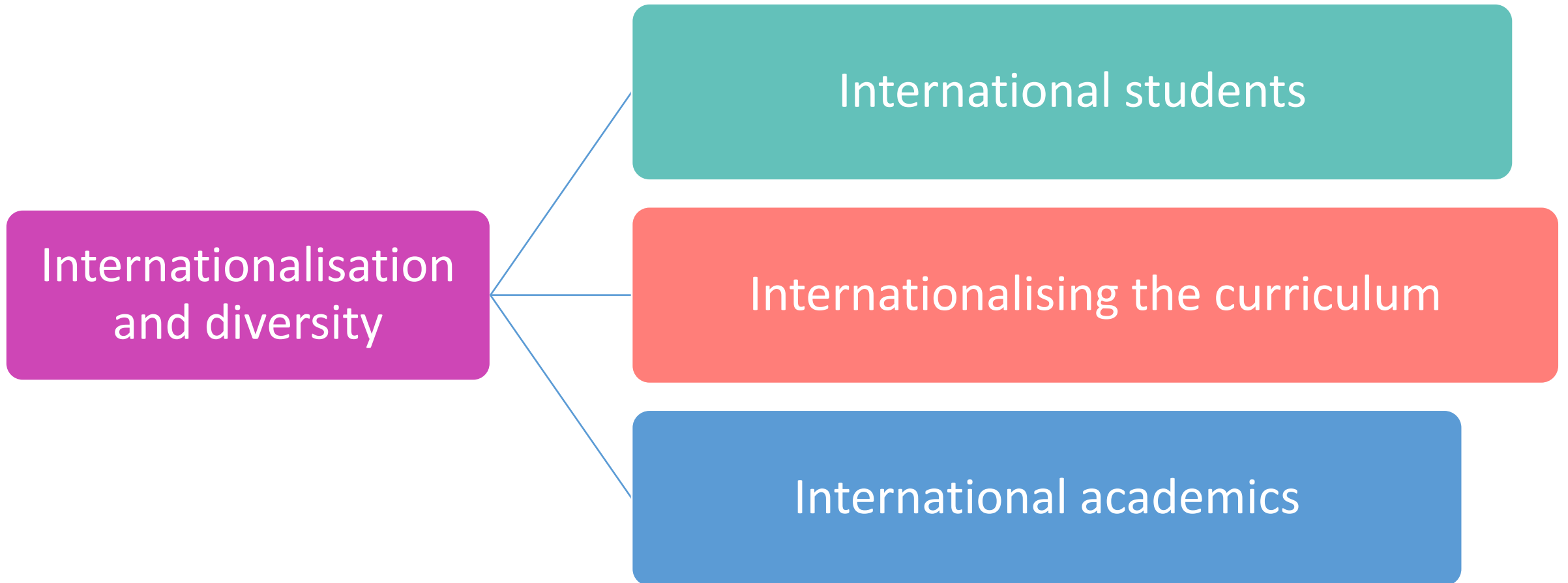
Dr. Dongmei Li
Arts Teaching Innovation
The University of Melbourne

—
APAIE | Asia-Pacific Association for International Education 2024 Perth





My journey as a practitioner and researcher





An Indigenous orientation program for new international students

- Dongmei Li, The University of Melbourne
- Pranit Anand, University of New South Wales
- Joel Keen, The Australian National University





Acknowledgement of country



Overview

- Background
- The Indigenous orientation program
- Research method
- Findings
- Discussion
- Recommendations



Background

- International education
- Lack of Indigenous knowledge within curricular
- Promoting Indigenous Australian culture to the world
- Meaningful engagement with Indigenous cultures

The Indigenous orientation program: Part 1

A 2-hour cultural introduction workshop

- Languages, nations, traditions, more recent movements
- Facilitated by an Indigenous academic
- Food with indigenous ingredients





The Indigenous orientation program: Part 2

- A 3-hour campus cultural walk - [Billibellary's Walk](#)
- Connection to country
 - Led by an Indigenous academic
 - Yarning circle





Program participants

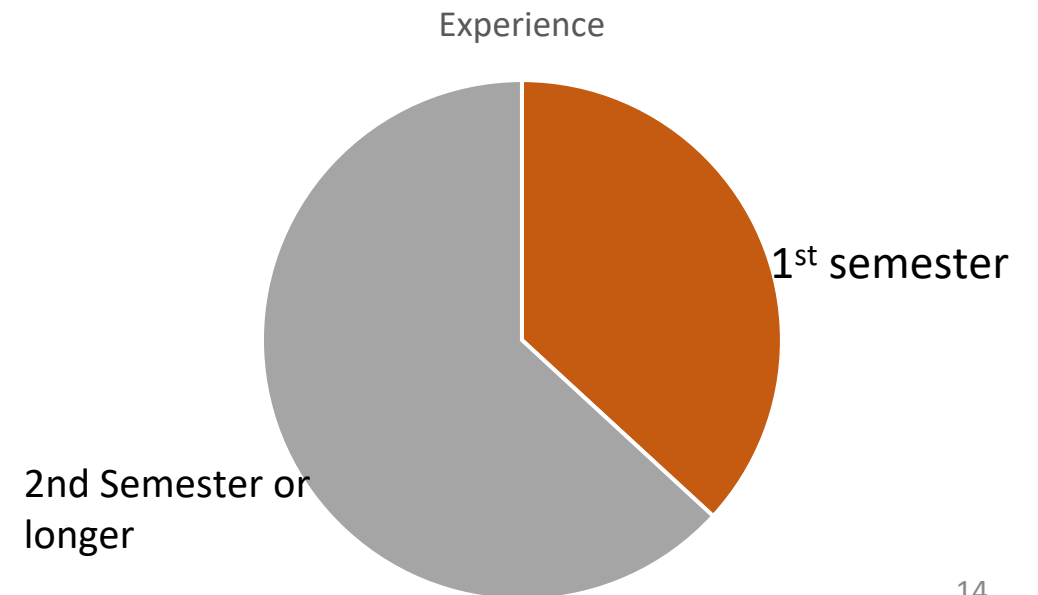
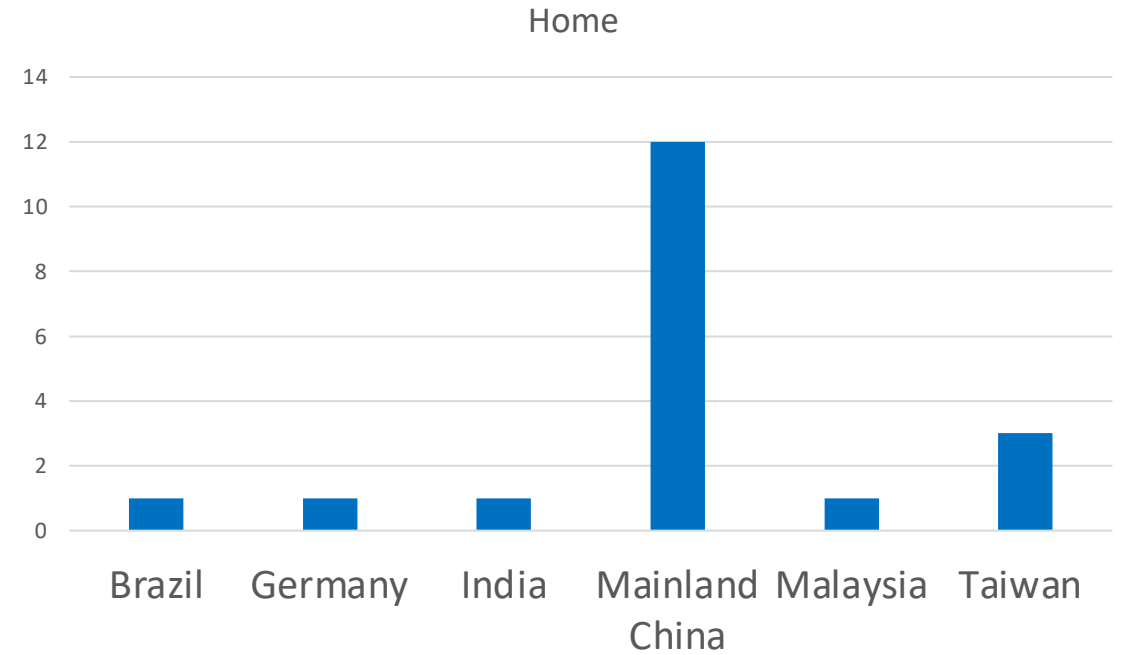
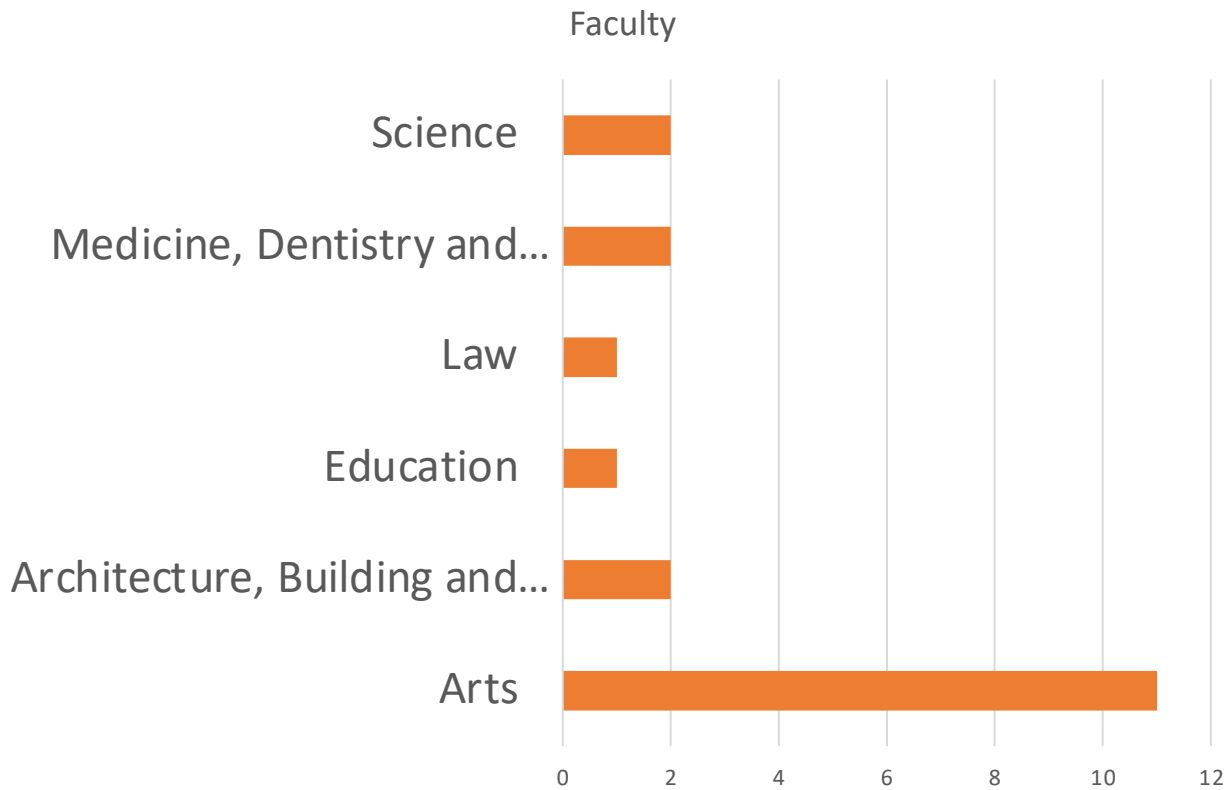
- Program participants (28 in total)

Event	Number of participants
Workshop	19
Cultural walk	20



Research participants

- Total of 19





Methods

- Survey + interviews
- Thematic analysis with Nvivo
- Finding interpretation / presentation - Critical discourse analysis, intersectional analysis



Summary of findings

1. Prior knowledge of Indigenous Australia
2. Motivation to join IOP
 - Curiosity/personal interest
 - For disciplinary studies
 - For connection and belonging
3. Learning
 - Cultural sensitivity to and awareness of Indigenous Australia
 - Enhanced learning for disciplinary studies
 - University / Australian life
4. Reflections
 - Connection to country
 - Localise their reflection on Indigeneity and colonization in home countries
 - Self-reflection on positionality (equity, inclusivity)

“A greater awareness of where I am and what's around me and what other culture besides the typical Australian image ... I liked it very much how the cultural expert talked about nature. Like AR (a facilitator) said ... you're a guest everywhere ...nature's guest. ”



“They have this openness, this freedom in their culture, and it's something that resonates with me. It's inspiring”.



“Wherever you go, be true to yourself identity, be proud of our self-identity, no matter what dialect we use, no matter what your way of life is, how you behave your culture. Just be proud and acknowledge it.”



An intersectional reflection

1. Associating knowledge with country
2. Sense of belonging, identity and positionality
3. Self-cultivation



Recommendations

- A deepened and extended program
- To include domestic students
- By-passing the domination of Western-centric pedagogy



Acknowledgement

- The Centre for Contemporary Chinese studies
- The Faculty of Arts Indigenous Portfolio
- Gaurwa and Shifting ground



Thank you!

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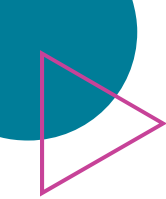
4th March 2024



Emerging Researchers in Australia in International Higher Education

John P. Bolton

PhD Researcher, CA, GAICD, MBA, MMS
(Hons)



CONTENT



1. BACKGROUND
2. RESEARCH QUESTIONS
3. SIGNIFICANCE OF RESEARCH
4. CONCEPTUAL FRAMEWORK: PRACTICE ARCHITECTURE
5. RESEARCH METHODOLOGY & DESIGN
6. EMERGING THEMES

- *How have higher education institutions' transnational education partnerships in Australia, Indonesia and Vietnam been reshaped since the COVID-19 pandemic?*

Sub-Questions

1. What are the key features of TNE partnerships prior to COVID-19?

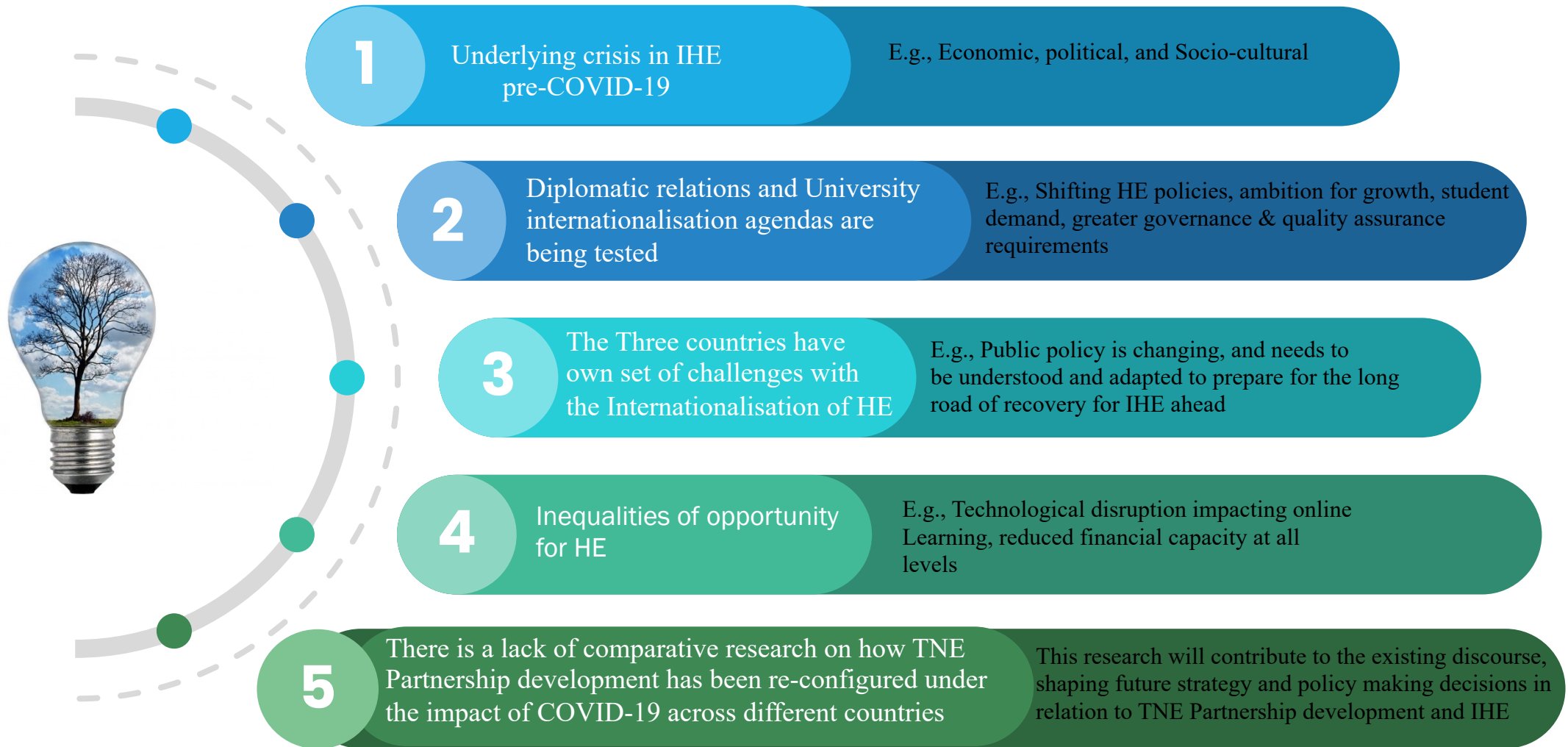


3. What innovations has COVID-19 brought about for TNE partnership development and for IHE?



2. What has been the impact of COVID-19 on TNE partnerships and IHE more generally?

SIGNIFICANCE OF RESEARCH



THEORETICAL FRAMEWORK: PRACTICE ARCHITECTURE

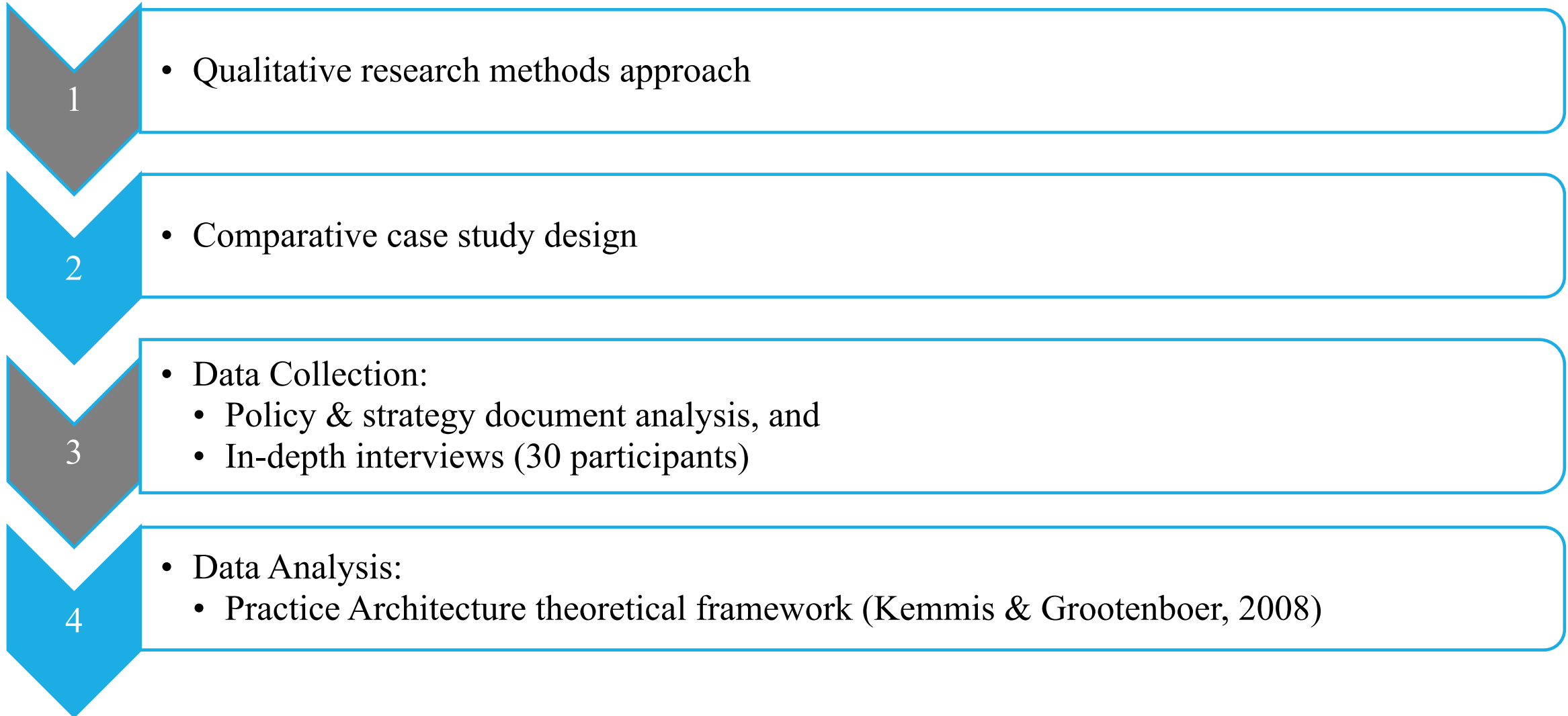


The Practice/Project:
Internationalisation
of Higher Education

The Practitioner
and the Practice



Adapted from Changing Practice, Changing Education by Kemmis et al., 2014, Figure 2.3, p.34



- Adoption of Digital Technology
- Digital infrastructure, and rapid growth in investment by Government and HEI.
- Online learning & collaboration between TNE Partners to succeed and leverage each other's digital capabilities.
- Complex higher education policies being reviewed.
- A shifting of the balance of power in some TNE partnerships.
- Change in mindset - Is '*destination*' still a key factor in decision-making for parents and students looking for an international qualification?

THANK YOU!



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