APAIE 2024

PERTH, AUSTRALIA 4-8 MARCH 2024

#APAIE24

APAIE 2024

PERTH, AUSTRALIA 4-8 MARCH 2024

Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association for International Education

Official Media Partner

THE CHRONICLE OF HIGHER EDUCATION.

Diamond Sponsors

duolingo

Workshop 3: Mon 4th March, 9:00 – 12:00

Short-Term Mobility: Cultivating Global Fluency through Curricular Opportunities

Mahvish Wesley
University of Toronto, Canada

Heather Bruce
University of Toronto, Canada

Angela Hecimovic
University of Sydney, Australia

Chair

Mahvish Wesley
University of Toronto, Canada

Platinum Plus Sponsor

Platinum Sponsor

Short-Term Mobility: Cultivating Global Fluency through Curricular Opportunities

University of Toronto

&

University of Sydney

Welcome Everyone to Workshop 3

Short-Term Mobility: Cultivating Global Fluency through Curricular Opportunities

Mahvish Wesley
Director, Learning & Safety Abroad
Centre for International Experience
University of Toronto, Canada

Heather Bruce
Learning Abroad Advisor & Manager
Centre for International Experience
University of Toronto, Canada

Angela Hecimovic
Dalyell Program Director/Senior Lecturer
The University of Sydney Business School,
Australia

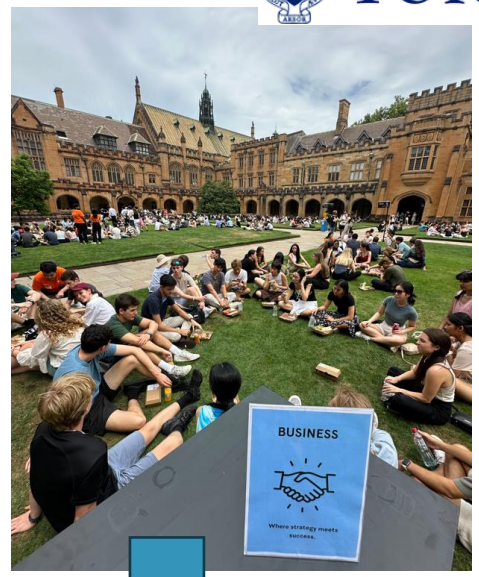
Partnership History

- Super partners. Many areas of strategic alignment, including but not limited to sustainable impact through global learning and experiences across students, staff, faculty and communities
- Showcasing and example that embodies many of our core values that we have in common

Let's Meet YOU

Program Overview

- Value of short-term mobility programs
- Framework for Designing STMPs
- Phase 1: Curriculum Design & Learning Outcomes
- Phase 2: Cultivating Global Partnerships
- Phase 3: Pre-Departure Tasks & Risk Management
- Phase 4: Evaluation of Experience
- Reflections & Wrap Up



THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

Short Term Mobility Programs

- ❑ Sydney University **Dalyell Scholar** program, *high achievers*
- ❑ 19 Units of Study *across* *Business, Science, Arts, Engineering faculties*
- ❑ **Program** includes; mentoring, professional skills development, accelerated learning opportunities, $2,000 Scholarship

Aim to develop the following qualities:

- analyse complex scenarios, ….research-based solutions to tackle systemic societal and global problems,
- demonstrate a high degree of capability, resilience, agility….. cultural boundaries and engage ethically, respectfully and professionally…
- integrate deep disciplinary knowledge, synthesise multiple viewpoints into your own perspective and use this to influence others.

Overview of Our Strategic Priorities
Innovative. Responsible. Sustainable.

Our 2023-27 Strategy

THE UNIVERSITY OF SYDNEY VISION

Building on the First Nations' knowledge of these lands, we are Australia's first university, Sydney's university and a great global university.

THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL PURPOSE

Through our global community we develop responsible leaders by creating and mobilising impactful management knowledge to build prosperous, sustainable organisations for a healthy, inclusive society.

THE UNIVERSITY OF SYDNEY 2032 STRATEGY ASPIRATIONS

Our student-focused education is transformational	Our research is excellent, tackles the greatest challenges and contributes to the common good	Our community thrives through diversity — A better place to work, and a place that works better

THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL STRATEGIC PRIORITIES

We design and deliver holistic, transformational educational experiences of excellent quality to develop responsible leaders and support their lifelong learning.	We engage with industry, government, civil society and academia to produce excellent research with clear, significant local and global impact.	We are a diverse, courageous, and thriving community whose management practices are excellent and sustainable.

THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

Short Term Mobility Programs

Dalyell Unit: Disruption for Sustainable Futures

This Dalyell **research unit** delivery begins in Sydney over 4 Saturday Workshops and ends with 2 weeks in the field at Toronto University, Canada. **Explores sustainability-driven innovations that improve the efficiency, effectiveness, and wellbeing of organisations, societies, and the world in the long run.**

Students explore global grand challenges that require novel and cutting-edge solutions to take on our world's grand challenges. **In 2023, students focused on Sustainable Development Goal #11 Sustainable Cities and Communities**.

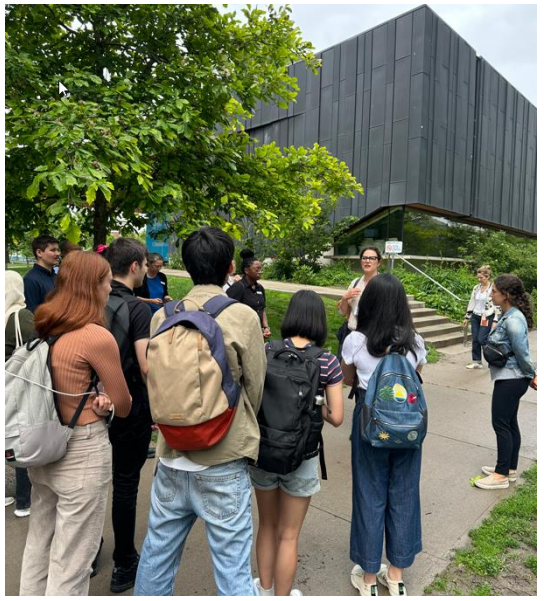
The **Learning Outcomes** include:

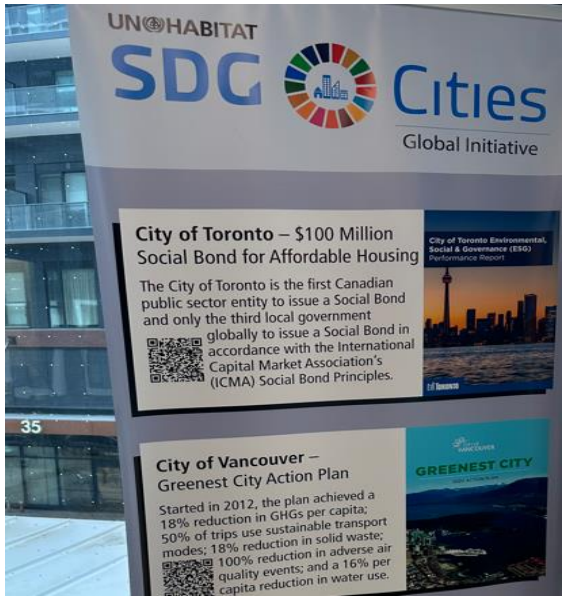
- **LO1**. Explain the unique nature of global complex problems.
- **LO2**. Design a research project aimed at systematically and rigorously exploring a research question associated with a complex problem.
- **LO3**. Implement a research project and effectively communicate research findings and recommended solutions to a complex problem.

THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

So, what are the Key Considerations, Key Risks & Best Practices in developing & delivering a short-term mobility opportunity to students (and in respect to educators, facilitators)?





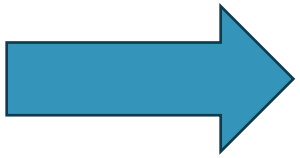
Four Phases

1. Curriculum Design & Learning Outcomes
2. Cultivating Global Partnerships
3. Pre-Departure Tasks & Risk Management
4. Evaluation of STMP Experience

Phase 1: Curriculum Design & Learning Outcomes

- Fill in the gaps…….what considerations are important?

ACTIVITY	**Considerations** during development	**Practice, Roles & Responsibilities** Best Practice? partner	Institution/Host
Course Design	Pedagogically sound Does the Unit fit into the University's Strategic Plan? University approved? Interdisciplinary?		
Learning Outcomes	*Understand complex global issues *Design a research project to address a complex problem in a sustainable way *Understand SDGs and targets *Communicate research findings and write up of White Paper. *Soft Skills?		
Assessment Design			
Staffing/academic and professional staff expertise	Staff selection Cost of Program		



The **Learning Outcomes** include:

- **LO1**. Explain the unique nature of global complex problems.
- **LO2**. Design a research project aimed at systematically and rigorously exploring a research question associated with a complex problem.
- **LO3**. Implement a research project and effectively communicate research findings and recommended solutions to a complex problem.

THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

Group Discussion

(10 minutes)

Share with the Group

(10 minutes)

Phase 2: Cultivating Global Partnerships

ACTIVITY	Considerations during development	Practice, Roles & Responsibilities Best Practice?	 Institution/Host partner
Partner Institution Establishment	Which partners? Developing contacts? Agreements? Purpose? Reciprocal relationship?		
Partner Institution Due Diligence	In country stability/environment Professional accreditation Risk mitigation Policy		
Communication			
Networks			
Use of Third-party provider			

THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

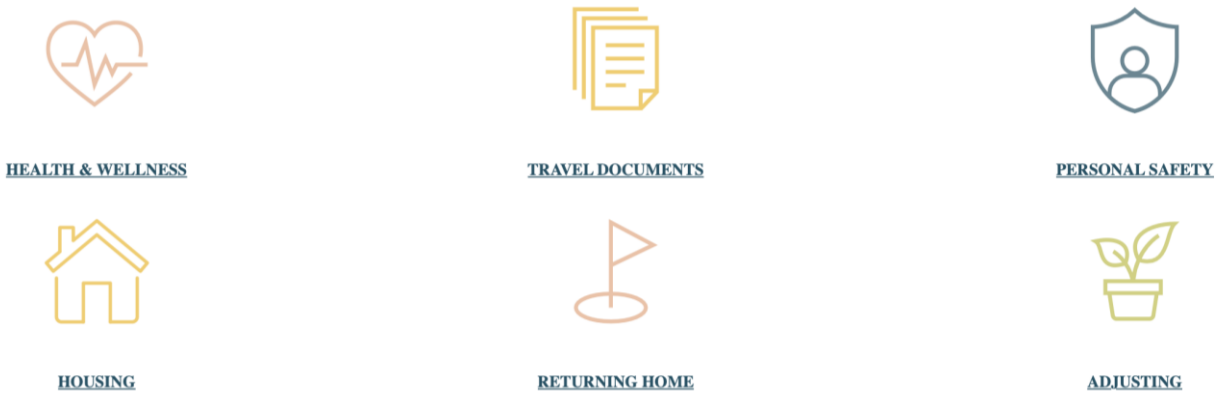
Group Discussion

(10 minutes)

Share with the Group

(10 minutes)

Phase 3: Pre-Departure Tasks & Risk Management



Checklist

- ❑ Research and make arrangements **before** travel
- ❑ Enter the destination safely and legally
- ❑ While abroad, situational and personal safety awareness
- ❑ Risk mitigation – when things don't go according to the plan
- ❑ Safe return and transitional back into home/institution base
- ❑ Applies to **all** that are travelling
- ❑ Anything we missed?

THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

Group Discussion

(10 minutes)

Share with the Group

(10 minutes)

Phase 4: Evaluation of STMP Experience

Dalyell Unit BUDL3902 Description and Administration 2

Student Research Projects Defined 4

Dalyell Unit BUDL3902 Toronto Itinerary Overview 5

Dalyell Unit BUDL3902 Toronto Itinerary Feedback & Evaluation 6

Dalyell Unit BUDL3902 Pitch Presentations-Thursday 29th June 2023 .....

Dalyell Unit BUDL3902 Student Feedback-informal .....

Dalyell Unit BUDL3902 Toronto-*would we do it again?* .....

BUDL3902 Intensive July 2023
Disruption for Sustainable Futures

n	enrolled	response
7	7	100%

Angela Hecimovic
Business (Business School)

	mean agreement	mean rating	SD
q1-6	100%	4.83	0.38
overall	98%	4.82	0.44

q1 Overall, I was satisfied with the quality of my supervision.

n	%	
6	85.7	Strongly Agree
1	14.3	Agree
0	0.0	Neutral
0	0.0	Disagree
0	0.0	Strongly Disagree
0	Missing	

n = 7 agreement = 100% mean rating = 4.86 SD = 0.35

q2 The work has been intellectually rewarding.

n	%	
6	85.7	Strongly Agree
1	14.3	Agree
0	0.0	Neutral
0	0.0	Disagree
0	0.0	Strongly Disagree
0	Missing	

n = 7 agreement = 100% mean rating = 4.86 SD = 0.35

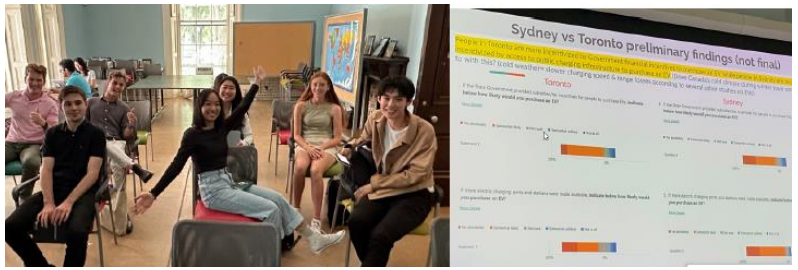
q3 I developed relevant critical and analytical thinking skills.

n	%	
6	85.7	Strongly Agree
1	14.3	Agree
0	0.0	Neutral
0	0.0	Disagree
0	0.0	Strongly Disagree
0	Missing	

n = 7 agreement = 100% mean rating = 4.86 SD = 0.35

What worked well (*but time consuming for both educators and students)*

- Group interactions and activities to get to know one another.
- Enabling students to identify their research area and RQ by the end of Workshop 2.
- Starting the Literature Review earlier in Workshop 2.
- Providing individual and group feedback each week.
- Encouraging various research methods and early data collection to commence in Sydney.
- Working with students on their Survey instruments.
- Student numbers ideal and suggest no more than 10-12 students on these heavy research trips.
- The camaraderie between students and with us as educators was incredible.
- Learning growth of students over the entire journey was immense and inspirational.



What worked not so well?

- Toronto Itinerary not finalised until week before students depart Sydney-thereby not sure of Data Collection opportunities and plan for in country data collection.
- Final Exams got in the way of further prep post Saturday workshops-so timing not that great.

Thank you Angela! This unit seemed out of my comfort zone but I've loved the experience and have learnt so much from you, the speakers and the other students.

8:41 am

Phase 4: Evaluation of STMP Experience

- How best to Evaluate the Learning?
- Considerations?

ACTIVITY	**Considerations** during development	**Practice, Roles & Responsibilities** Best Practice? partner	Institution/Host
Student Feedback	-Qs are designed to gain best insights -Timely	-Interview students post STMP? -Unit Surveys? -Informal/formal?	Both
Educators/Facilitator Feedback			
University Feedback			
Industry Feedback			
Other Stakeholder Feedback			
Market Analysis			

THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

Group Discussion

(10 minutes)

Share with the Group

(10 minutes)

THE UNIVERSITY OF SYDNEY

UNIVERSITY OF TORONTO

Reflections

- Unanswered Qs
- Navigating the unknown?

BUDL3902
Disruption for Sustainable Futures

Intensive July 2023

n enrolled	response
7 7	100%

Angela Hecimovic
Business (Business School)

	mean agreement	mean rating	SD
q1-6	100%	4.83	0.38
overall	98%	4.82	0.44

q1 Overall, I was satisfied with the quality of my supervision.

n	%	
6	85.7	Strongly Agree
1	14.3	Agree
0	0.0	Neutral
0	0.0	Disagree
0	0.0	Strongly Disagree
0	Missing	

n = 7 agreement = 100% mean rating = 4.86 SD = 0.35

q2 The work has been intellectually rewarding.

n	%	
6	85.7	Strongly Agree
1	14.3	Agree
0	0.0	Neutral
0	0.0	Disagree
0	0.0	Strongly Disagree
0	Missing	

n = 7 agreement = 100%

q3 I developed relevant critical and analytical thinking skills.

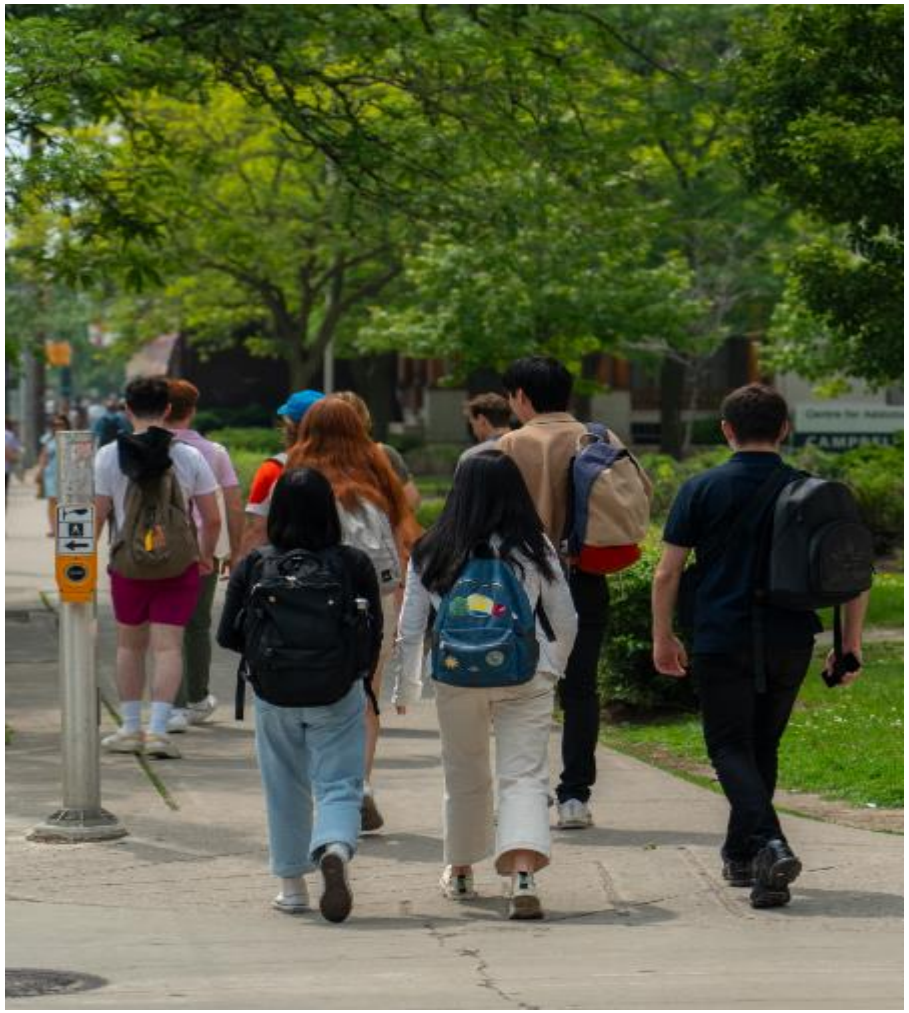
n	%	
6	85.7	Strongly Agree
1	14.3	Agree
0	0.0	Neutral
0	0.0	Disagree
0	0.0	Strongly Disagree
0	Missing	

n = 7 agreement = 100%

Implementation

- Plan ahead, and then do it!

- What is your idea?



Thank you!

- mahvish.wesley@utoronto.ca
- angela.hecimovic@sydney.edu.au
- heatherviolet.bruce@utoronto.ca

Worksheet and slides will be shared following this workshop

APAIE 2024

PERTH, AUSTRALIA 4-8 MARCH 2024

#APAIE24

APAIE 2024

PERTH, AUSTRALIA 4-8 MARCH 2024

Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association for International Education