Tasmanian Institute of Learning and Teaching

ELT508
INTERNATIONALISATION OF HIGHER EDUCATION

Semester 2, 2015
Unit Outline

Coordinator: Wendy Green
CONTACT DETAILS

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Room location: B130
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Course Coordinator

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Room location: 
Consultation hours: via email (Wednesday-Friday)
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WHAT IS THE UNIT ABOUT?

Unit description*

The world is becoming increasingly interconnected as literal and metaphoric boundaries worldwide diminish. The purpose of this unit is to enhance your capacity to research and develop innovative practices that prepare students for their future roles as global citizens and professionals operating in international and multicultural contexts. This is achieved through exploration of a range of issues influencing the design, delivery and experience of higher education within this changing global landscape, and critical reflection on the way our cultural roots influence our beliefs about, and approaches to teaching and learning. In particular, you will explore theoretical and practical aspects of: competing rationales for internationalisation; internationalisation of the curriculum (including culturally inclusive pedagogy); internationalisation as a reflexive practice; and the graduate as global citizen.

Intended Learning Outcomes*

On completion of this unit, you will be able to:

1. Critically analyse current issues concerning the internationalisation of higher education, as they relate to your teaching context.
2. Critically reflect on your cultural values and beliefs and how they shape your practice in higher education
3. Design and conduct a research-based inquiry into an aspect of the internationalisation of higher education
4. Communicate your research in academic contexts.

Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes for the Bachelor of Education with Professional Honours (Higher Education), within which ELT508 is offered, are available from the course information page. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Quality Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and
respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback*

This is the first time this unit has been offered. Your feedback will be used to further improve the unit next year.

Prior knowledge &/or skills

You need to have completed ELT501 (E5T course) or CAM502 (E5S course).
HOW WILL I BE ASSESSED?*

Assessment schedule*

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: Literature review</td>
<td>10 Aug</td>
<td>20%</td>
<td>ILOs 1, 4</td>
</tr>
<tr>
<td>Assessment Task 2: Research project</td>
<td>23 Oct</td>
<td>70%</td>
<td>ILOs 1, 2, 3, 4</td>
</tr>
<tr>
<td>Assessment task 3: Peer support &amp; review</td>
<td>23 Oct</td>
<td>10%</td>
<td>ILOs 1, 2, 4</td>
</tr>
</tbody>
</table>

Assessment details*

**Assessment task 1**

**Literature review**

Identify and explore a problematic dimension of internationalisation, which you intend to focus on in assessment task 2 (i.e., a scholarly research article or action research project relating to your own practice.

Prepare a preliminary literature review on this topic. This literature review will appear in a distilled form in your final article.

This preliminary literature review should provide a succinct overview of existing research in your chosen area/topic and identify any research ‘gaps’ (i.e. highlight what your intended research will add/contribute to the existing area/topic). It should also analyse and evaluate existing research, not just describe it. (Please see assessment criteria sheet for detailed description of qualities of an effectively written literature review, including ‘evidence’ of effective ‘analysis’ and ‘evaluation’).

Please be aware that there are some different conventions for literature reviews in different disciplines. It is strongly recommended that you read a number of existing literature reviews in already published international education journals, and teaching and learning journals more broadly (see Reading Lists in this unit outline for suggestions) as ‘models’ of how these reviews are organised/presented. Part of class time in June/July will also be spent discussing how to prepare literature reviews for publications in international education research publications and scholarship of learning and teaching (SoTL) more broadly (including how to...
The purpose of this task is two-fold. First, it will ensure a timely engagement with the background/planning stages of your research-based inquiry (i.e. a compulsory ‘kick-start’ for your research). Second, it will allow you to more effectively scope and refine your research (i.e. identify just how big/small/complex the area/topic is and how/why you might need to modify/refine your initial research plans).

### Assessment criteria

1. Summarise and synthesise relevant, scholarly literature (40%)
2. Analyse and evaluate scholarly literature (40%)
3. Draw conclusions regarding the implications of your literature review for your proposed research project (10%)
4. Communicate in academic writing (10%)

### Links to unit’s intended learning outcomes

ILO 1, 4

### Task length

1500 words

You will be asked to contribute to an informal class discussion on Monday 31 August, during which you share your findings from this preliminary literature review (e.g. focus/topic of your review, trends/patterns emerging, challenges of the task, how it influenced your research plan etc.)

### Date due

10 August

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### Assessment task 2

#### Research project

Write a scholarly research article – which could be in collaboration with an ELT508 class member/s – in preparation for potential publication in a peer-reviewed academic journal. This article can be based on a research-based inquiry, which you will design and undertake (including background reading, application for Ethics approval, data gathering and data analysis) throughout semester 2. This study will be either a) an empirical research project into a problematic dimension of internationalisation that clearly articulates implications for practice OR b) an action research project relating directly to your own teaching; that is, review, design and plan to implement and evaluate changes to curriculum so that it better prepares your students to live and work effectively in international and multicultural contexts. Those choosing option a) can write up the project as a journal article or a
research report. Those choosing option b) can write up the project as a case study suitable for publication.

An additional reflection of 200 words will be added as an appendix to the article.

Assessment of this article by the unit coordinator should be viewed as a ‘first round’ peer review opportunity before deciding whether/when to submit to a journal for consideration for publication.

*Please note, it is not a requirement for successful completion of this unit that the article is accepted for publication. The purpose of the assessment task is to introduce students to the process of learning and teaching research - with the added bonus of a possible future publication.

More detail for this assessment task will be provided in class.

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>1. Articulate relevant, significant research question (10%)</th>
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<tr>
<td></td>
<td>2. Align research aim/s, context and methodology in research design (40%)</td>
</tr>
<tr>
<td></td>
<td>3. Critically analyse and evaluate findings (30%)</td>
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<td></td>
<td>4. Communicate in academic writing (10%)</td>
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<td></td>
<td>5. Critically reflect on your own learning (10%)</td>
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</table>

<table>
<thead>
<tr>
<th>Links to unit’s intended learning outcomes</th>
<th>ILOs 1,2,3,4</th>
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<table>
<thead>
<tr>
<th>Task length</th>
<th>Word limit negotiable (approx. 3000-5000 words – limits vary according to specific journal requirements)</th>
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<table>
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<tr>
<th>Date due</th>
<th>23 October</th>
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**Assessment task 3**

**Peer support & review**

All students are required to engage actively and respectively with each other online throughout the semester.

This task has two dimensions;

a) Online student-led discussion during the semester.

b) Form peer review circles to provide feedback on other students’ writing before submission of tasks 1 & 2. This can occur online or face-to-face. Guidelines for conducting this peer review will be discussed and modeled in class time. Each student is required to add a short reflection (approx.
100 words) on what they have learnt about their writing after each peer review session. There will be a thread created on the discussion board for this purpose. More detail for this assessment item will be provided in class.
Submitted electronically, submission on weekends is possible. Weekend days, therefore, will attract the same penalties as weekdays.

Task length and word limits have been set for the first assessment task only. Being able to prepare a succinct literature review is fundamental to scholarly publishing. The word limit for task 2 must be negotiated with the unit coordinator (approx. 3000-5000 words, according to specific journal requirements). Submissions that exceed the word limit by more than 10% will incur a penalty of 10% of the awarded mark for each 10% over the word limit.

**Review of results and appeals**
Resubmission of assignments will only be allowed in exceptional circumstances and will be considered on a case-by-case basis by the unit coordinator.

Appeals should go to the unit coordinator in the first instance (Dr Wendy Green). If unresolved, appeals would then normally progress to the course coordinator (Andera.Adam@utas.edu.au).

**Academic referencing**
In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is APA. APA is a requirement for assessment task 1 in this unit. However, for assessment task 2 you should use the referencing system specified by your target journal (often this is APA, but not always).

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

**Academic misconduct***

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings
The ELT508 Reader

Information about the ELT508 Reader will be emailed to you prior to the commencement of the unit. It is expected that you will become familiar with the articles/chapters in this reader prior to the first face-to-face video-conferenced session. You should draw upon the knowledge and understandings contained within the Reader to inform both class discussions and assessment tasks for the unit.

Particularly important readings are marked with a *

Unit Reader content

For Day 1

Topic 1: The big picture: Higher education in a globalising world


For Day 2

Topic 2: Culture and pedagogy


Topic 3: Reflexivity, global citizenship and the ‘internationalisation of the academic Self’.


**Topic 4: Internationalisation of the curriculum**


**For Days 3 & 4**

**Topic 5: Methodologies for international higher education research**

*Overviews and critiques of current methodological practices*


*Haggis, T. (2009). What have we been thinking of? A critical overview of 40 years of...*

And, two useful guides for conducting a scholarly inquiry into your own teaching


**Recommended readings**

Please see the Unit Reader in MyLO for details

**Important journals**

It is recommended that you become familiar with these journals. Setting up email alerts is a good way of keeping up to date with new research in the field.

**International Education Journals**

Journal of Studies in International Education (Netherlands, with international focus).

This journal is generally regarded as the premier Journal for international higher education research. Until recently, it was edited by Hans de Wit, one of the most prominent researchers in the field. Currently the Editor in Chief is Betty Leask, a leading researcher in internationalisation of the curriculum.

Compare: A Journal of Comparative and International Education

Globalisation, Societies and Education

Journal of Research in International Education

Research in Comparative and International Education - not currently available in UTAS library

The two journals below are particularly useful for an international perspective on higher education learning and teaching. Many of the articles have contexts other than Western.

International Journal of Higher Education
General higher education journals (which frequently publish international education research)

Journals 1-4 below are relatively new, and tend to be more open to publishing small scale SoTL studies from a range of disciplines. For those who have not submitted articles to an educational journal before, these four might be a good place to start.

1. The Journal of Scholarship of Teaching and Learning (JoSoTL) and

2. International Journal for the Scholarship of Teaching and Learning (IJ-SoTL)

Both these journals are USA-based and deal specifically with issues related to the field of SoTL – i.e. the conceptual basis of SoTL and practical examples of SoTL.

3. Teaching and Learning Inquiry

This is a relatively new journal – the first issue being March 2013. It is the journal of ISSOTL (International Society for the Scholarship of Teaching and Learning).

4. Innovative Higher Education (American focus with numerous examples of practitioner research projects)

*Journal of University Teaching and Learning Practice.*
This University of Wollongong publication contains examples of research into learning and teaching in higher education. The publishers state the purpose of the journal to be: “to bridge the gap between journals covering purely academic research and more pragmatic articles and opinions published elsewhere.”

*Higher Education Research and Development* (Australian focus with numerous examples of practitioner research projects)

*Teaching in Higher Education* (UK, with international focus)

*Studies in Higher Education* (UK, with international focus)

Useful resources


https://www.heacademy.ac.uk/node/10190


University of Groningen. *The International Classroom Project.*
http://www.rug.nl/about-us/internationalization/international-classroom/

**Reading Lists**

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

**Equipment, materials, software, accounts**

You are not required to open any additional accounts for this unit. However, you are encouraged to become an active reader and producer of social media content relating to the internationalisation of higher education.

**Activities**

**Learning expectations**

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University’s Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*
Details of teaching arrangements*

Monday, 29th June 2015, (10.00 a.m. – 4.30 p.m.)
Launceston

Tuesday, 30th June 2015 (9.00 a.m. – 4.30 p.m.)
Launceston

Wednesday, 1st July 2015 (9.00 a.m. – 4.00 p.m.)
Launceston

Monday 31 August 2015 (9.30am – 4.00pm)
Mode to be negotiated

Specific attendance/performance requirements*
This unit is taught in 2 on-campus teaching blocks (3 days and 1 day blocks). Arrangements for the final 1-day session will be negotiated with the class, and will be either video-conferenced or conducted on-campus in Launceston. Collaborative learning is a feature of this unit, both within, and outside of, the block teaching phases. Therefore attendance at all synchronous sessions and contribution to online collaborative learning is essential in this Unit.

Teaching and learning strategies
Self-managed, contextualised, research-based inquiry is the primary learning strategy in this Unit.

Work Health and Safety (WHS)
The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's Work Health and Safety website and policy.

Communication
News and announcements will be posted to MyLO News, and additional information relevant to unit content and assessment will be posted to the Discussion Board. Students will be expected to be aware of the content of such posts within 48 hours of them being posted.
All questions about assessment that have not been answered in the descriptions here in the Unit Outline, or in the instructions on MyLO, can be asked in the Discussion Topic named for the specific assessment task, in the ELT508 MyLO site. Questions will be responded to within the same Discussion within 72 hours.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.

Unit overview

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic/activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>June</td>
<td>• Pre-class reading</td>
<td></td>
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</tbody>
</table>
| 29 June to 1 July | • Face-to-face class time  
• Initial planning for assessment tasks |                                                 |
| 2 July to 30 August | • Continued reading (recommended reading list from unit outline)  
• Preparation of assessment task 1 (preliminary literature review)  
• Continued planning of research-based inquiry – assessment task 2 (e.g. ethics application)  
• Initiate & contribute to online discussion  
• Peer review of writing prior to submitting assessment task 1 | 1. Preliminary literature review (10 August) |
| 31 August      | • Face-to-face class time  
• Present update on research-based inquiry |                                                 |
1 Sept to 23 October

- Engagement in research-based inquiry (e.g. data analysis)
- Writing of journal article
- Initiate & contribute to online discussion
- Peer review of writing prior to submitting assessment task 2

2. Journal article & final grade (23 October)
3. Final grade for peer support & review (23 October)

### Unit schedule

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>RESOURCES/ READINGS/ FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 June</td>
<td>Introduction to the Unit</td>
<td>Introductory activities &amp; discussion</td>
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<tr>
<td></td>
<td>Start 10AM Morning Session 1</td>
<td></td>
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<td></td>
<td>29 June</td>
<td>Defining the field HE in global/international sphere Definitions/debates/key issues</td>
<td>Mini lecture &amp; discussion</td>
<td>Pre-reading Readings, topic 1 in Unit Reader</td>
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<td></td>
<td>Morning Session 2</td>
<td></td>
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<td></td>
<td>29 June 15</td>
<td>The importance of context in international education (IE) research &amp; practice</td>
<td>Mini lecture: Australia &amp; UTAS in the global context, using Leask’s contextual framework Panel discussion: Perspectives on internationalisation of HE With guest speakers: - Marion Myhill, AD International - Ginni Woof, International student advisor - Two students</td>
<td>Pre-reading, Leask &amp; Bridge, 2013, Topic 4, Unit Reader</td>
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<tr>
<td></td>
<td>Afternoon Session 3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Finish 4.30PM</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>30 June 15</td>
<td>Culture &amp; pedagogy</td>
<td>Mini lecture Video: Why is my curriculum white? Small group work – ‘cultural mapping’ activity</td>
<td>Pre-reading, Topic 2 in Unit Reader</td>
</tr>
<tr>
<td></td>
<td>Start 9AM Morning Session 1</td>
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<td></td>
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<tr>
<td></td>
<td>30 June 15</td>
<td>Internationalisation of</td>
<td>Discussion &amp; small group work</td>
<td>Pre-reading, Topic 2 in Unit Reader</td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
<td>Activity</td>
<td>Reading/Notes</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>30 June 15</td>
<td>Afternoon</td>
<td>Session 3&lt;br&gt;Finish 4.30PM</td>
<td>Internationalisation of the curriculum (IoC)&lt;br&gt;Methodologies for IoC &amp; IE research (part 1)&lt;br&gt;Mini-lecture &amp; discussion&lt;br&gt;Discussion based on Readings on methodologies&lt;br&gt;Mini-lecture</td>
<td></td>
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<tr>
<td>1 July</td>
<td>Morning</td>
<td>Session 1&lt;br&gt;Start 9AM&lt;br&gt;Morning&lt;br&gt;Session 1</td>
<td>Lit reviews in higher education research&lt;br&gt;Mini lecture &amp; video – lit review&lt;br&gt;Grading a sample lit review</td>
<td></td>
</tr>
<tr>
<td>1 July</td>
<td>Morning</td>
<td>Session 2&lt;br&gt;Morning&lt;br&gt;Session 2</td>
<td>Developing &amp; refining your research question&lt;br&gt;Conducting a lit search&lt;br&gt;Individual work &amp; peer review&lt;br&gt;Guest lecture (Anna Klebansky)</td>
<td></td>
</tr>
<tr>
<td>1 July</td>
<td>Afternoon</td>
<td>Session 2&lt;br&gt;Afternoon&lt;br&gt;Finish 3.30PM</td>
<td>Ethics applications&lt;br&gt;Initial planning for data collection&lt;br&gt;Peer review&lt;br&gt;Forward planning&lt;br&gt;Guest lecture (Prof Paula Swatman)&lt;br&gt;Small group activity&lt;br&gt;Individual work &amp; discussion</td>
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<tr>
<td>31 August</td>
<td>Morning</td>
<td>Start TBA&lt;br&gt;Morning&lt;br&gt;Session 1&lt;br&gt;Start TBA</td>
<td>Review of Asst Task 1&lt;br&gt;Brief presentations and discussion</td>
<td></td>
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<tr>
<td>31 August</td>
<td>Morning</td>
<td>Session 1&lt;br&gt;Morning&lt;br&gt;Session 1</td>
<td>Methodologies for international education research (part 2)&lt;br&gt;Mini-lecture &amp; small group work&lt;br&gt;Pre-reading, Topic 6, Unit Reader</td>
<td></td>
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<tr>
<td>31 August</td>
<td>Afternoon</td>
<td>Session 1&lt;br&gt;Afternoon&lt;br&gt;Finish TBA</td>
<td>Asst Task 2&lt;br&gt;Forward planning&lt;br&gt;Individual work &amp; discussion</td>
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