The ‘dual hub’: Shared responsibility for developing and internationalising the curriculum of Business courses
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Funds approved $55,000; Funds acquitted $55,570
Introduction

Background

The Dual Hub project draws upon the knowledge and experiences of academic staff at RMIT International University Vietnam (RIUV) to develop internationalised learning resources for courses in the Bachelor of Commerce. The intended outcomes of the project are:

1. An increasing partnership in sharing responsibility for course development.
3. An enhanced relationship between the dual hubs based on collaboration.

An increasing number of academic staff are being employed at the South Saigon and Hanoi campuses to teach business degrees, the majority of whom have relevant working experience in Vietnam and other parts of Asia. Little effort has been made to draw upon their previous work experiences to systematically enrich the curriculum of business courses. It appeared an untapped opportunity to internationalise our courses with work-related learning resources developed by a significant pool of talented staff in Vietnam.

It is envisaged that internationally-relevant resources will also be used in Vietnam and Melbourne and in courses taught in business degrees in offshore locations such as Singapore, Malaysia, Hong Kong and China. As we move to realising our vision of “dual hubs” it will be essential that a shared responsibility be taken by both Melbourne and Vietnam hubs to develop curricula that enrich the education of business students across all our campuses.

Relationship to strategic priorities

The Dual Hub project operates within the global scope of the University through its links to the provision of a Global Passport to learning and work. It is one academic initiative that supports a dual hub in Melbourne and Vietnam, and attempts to improve the regional, international and global experience of students through contextualised curricula. This project links to the Global Passport funding priority by facilitating the development of innovative curriculum developments, which employ local, regional and/or global cases or examples to provide an authentic context for learning.

The Dual Hub project links to the University’s Principles and Values of Internationalisation by helping to prepare students for global awareness and
mobility, and more specifically, to:

- Produce graduates with global understanding, skills and imagination
- Enhance RMIT University’s reputation for contemporary relevance and quality, and
- Foster international relationships and inter-cultural understandings.

Importantly, this project links to the University’s Strategic Goals, which aim to strengthen the internationalisation of the curriculum.

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**Project description**

In a partnership between Vietnam Course Coordinators and one Melbourne-based Educational Designer, internationalised learning resources for five Bachelor of Commerce courses were developed. Each learning resource is described below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Internationalised learning resource title and URL</th>
<th>Description of learning resource</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Case Study</strong></td>
<td><strong>Environmental theory and eco-tourism industries</strong>&lt;br&gt;<strong>Environmental sectors and SMART goals in high growth industries</strong>&lt;br&gt;<strong>Sustainability and biodiesel</strong></td>
<td>Problem- and application-based resources developed from local media articles on environmental and ecological issues, their impacts, and business opportunities they might provide.</td>
<td>The development of a repository of case studies on localised ecological and environmental issues to provide an authentic learning context for innovative applications of discipline content.</td>
</tr>
<tr>
<td><strong>Organisational Behaviour</strong></td>
<td><strong>Leadership perspectives, and the Asian &amp; Western leader</strong></td>
<td>A learning resource examining popular perceptions, misconceptions and stereotypes of Asian and Western leadership styles through theoretical readings, interactive application activities and class-based discussions.</td>
<td>The development of a resource to address the very limited regionalised material in the prescribed textbook, and to enhance and contextualise student learning in engaging ways.</td>
</tr>
<tr>
<td><strong>Business Simulation</strong></td>
<td><strong>Dutch Lady - Core values and mission</strong></td>
<td>A corporate video, sourced from a global organisation active in the Asian region, provides students with a contextualised case example of how organisational visions, missions and goals are demonstrated and operate.</td>
<td>The development of an engaging learning resource utilising a corporate video.</td>
</tr>
<tr>
<td>Industry Project</td>
<td>Creating a common ground: Understanding the research process [partial development]</td>
<td>A demonstration and application resource providing tips on the research process for students undertaking industry-based research and project work.</td>
<td>The development of workshop learning resources with internationalised and contextualised applications for students to revisit during project work.</td>
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</tr>
<tr>
<td>Introduction to Logistics &amp; Supply Chain Management</td>
<td>Cartridge World [at prototype stage]</td>
<td>A practitioner video case study bringing global and local industry applications into the classroom.</td>
<td>The development of audiovisual demonstrations and applications of core discipline concepts, and student problem-solving activities.</td>
</tr>
</tbody>
</table>

Outline of project processes

Initial contact & briefing

Early in 2008, RIUV academic staff teaching into the Bachelor of Commerce were approached to develop a learning resource which was:

1. Relevant to a topic in the course they are teaching
2. Drawn from their working experience in Asia or Vietnam
3. Assessed by an appropriate task that evidences students’ understanding of the international aspects of the topic chosen
4. To be placed on the Learning Hub

Project scoping, prototype design & development consultations

In March 2008, the Melbourne-based Educational designer visited the Saigon South campus to provide advice and support to academic staff interested in participating in this project. The Educational Designer:

- Described the project scope, outlined the process and identified the tasks to be completed with all Course Coordinators.
- Worked closely with each Course Coordinator to provide advice and support on pedagogy, interpretations of internationalisation and localisation, authenticity of learning resources, and more broadly, educational design methodologies.
- Discussed internationalisation/contextualisation content ideas, and student learning issues requiring learning resource work.
- Facilitated contact with Melbourne Course Coordinators to seek comment
on the proposed topic and agreement to adopt the learning resource in teaching in Vietnam.

**Selection & initial conceptual production work**

In Melbourne, the Educational Designer, Manager Academic Development Group and Dean Academic Development selected five learning resources to pilot in Semester 2. This selection was based on:

- The degree to which Melbourne Course Coordinators were seen to encourage and support their Vietnam counterparts in localised curriculum work
- The extent of work already undertaken by Vietnam Course Coordinators, and
- The likelihood of completion on time and with available staffing resources

The Educational Designer began working closely with the selected Vietnam Course Coordinators to draft content and advise on educational design methodologies and best practice.

The importance of contact and collaboration between the Vietnam and Melbourne Course Coordinators was reiterated through email communication. The Educational Designer attempted to facilitate contact by requesting that each Vietnam participant contact their Melbourne counterpart to discuss the initial concepts, and follow-up on the project briefings made by the Dean, Academic Development.

During this time, early design ideas and specifications for media prototype development with the Multimedia Producer were also initiated.

**Consultation, design & development**

In May 2008, the Educational Designer visited Saigon South to provide further consultation and support on the design and development of the learning resources. Conceptual media prototypes of the learning resources were presented for discussion and review. Milestones and task timelines were also negotiated for the next stages of the development. Through email communication initiated by Vietnam Course Coordinators, the conceptual learning resources and prototypes were agreed to by each Melbourne Course Coordinator.

In Melbourne, direct work with the Multimedia Producer, and work with Vietnam Course Coordinators at a distance, fully developed the learning resources for delivery via Blackboard. Changes to the learning resources planned for Industry Project and Logistics and Supply Chain Management was also necessary due to time constraints and difficulties experienced in accessing critical resources. This renegotiation changed both the scope and delivery of each resource.

All learning resources were forwarded via the FTP server to Vietnam for loading to relevant Saigon South and Hanoi Blackboards for piloted delivery in Semester 2.
Evaluation

In October 2008, the Educational designer visited Saigon South campus to begin a critical evaluation of the learning resources pilot and the project processes employed in the Dual Hub project.

Changes to project scope & outcomes

Assessment instrument

The initial project plan made specific reference to the design of an assessment instrument for each learning resource to evidence students’ understanding of the international aspects of the topic chosen.

While Course Guides are approved and published in advance of each semester, changes to formal assessment tasks were not possible. The limited time available for designing assessment instruments and the difficulty in establishing additional assessment components within the existing student learning schedule necessitated some change to the scope of the project. All learning resources however, provide demonstrations and applications of fundamental or core discipline content, and as such, are assessed by existing summative and formative assessments in each course.

Delivery of Logistics & Supply Chain Management learning resource pilot

Time and access to media resources were problematic in the planned learning resource for Logistics and Supply Chain Management. A representative of Linfox initially contacted to provide material for the video case study withdrew from the project. This required a renegotiation of the delivery timeline for this learning resource, and additional work by the Vietnam Course Coordinator and team to locate and access another organisation and representative.

The recently recorded video case study is currently in prototype form, and awaiting approval from the Vietnam Course Coordinator for complete development and piloting in 2009.

Evaluation plan

Interviews with Melbourne Course Coordinators and assessments by an External Review Panel are currently being finalised.
Evaluation of outcomes

This evaluation is presented in two parts.

Part I summarises the assessments made by Vietnam students and participating Vietnam staff about the piloted internationalised learning resources, and the project processes employed, and the partnerships developed. The selected research instruments were interviews with Vietnam Course Coordinators and facilitated focus groups of Semester 2 students of Business Case Study and Organisational Behaviour. These instruments were supported by guide questions relating to the perceived success and limitations of the learning resources and project, and the way in which we might build upon this work successfully.

Part II presents observations and critical reflections made by the Melbourne-based Educational Designer. It is intended that these impressions provide insights into the potential drivers and blockers operating throughout this project, and better inform an assessment of this project against its planned outcomes.

Part I – Student & staff responses to the internationalised learning resources, project processes & partnerships

Internationalised learning resources

The learning resources aimed to provide improved and internationalised learning experiences of students in participating courses of the Bachelor of Commerce. Each course required learning resources that broadly:

- Helped students make connections between theory and practice in dynamic and situational (local, regional and global) contexts
- Helped students better engage with concepts through familiar, global, regional or local examples, practice or issues
- Were relevant and provided an authentic context for learning and work-readiness, and
- Were engaging and accessible through Blackboard.

Assessment of learning resource success

Interviews with Course Coordinators and facilitated focus groups of students of Business Case Study and Organisational Behaviour revealed that the learning resources were successful in:

1. Facilitating connections between abstract theoretical concepts and global, regional and local business practice, and helping students to make sense of discipline content and of the world in which they are or will be situated
2. Employing engaging educational, instructional and media design, intuitive navigation or interactivity, and utilising discipline-specific language that was comprehended with ease, and

3. Providing a flexible mixed-mode delivery of teacher-directed face-to-face work and student-directed online work.

Summary of positive comments made by students

Focus groups of students of Business Case Study and Organisational Behaviour revealed the importance of connecting abstract theoretical concepts to regional or local business practice. The two learning resources were seen to be successful in making this connection by re-presenting complex, and often Western-centric ideas or theories, in accessible forms which connected to their existing and contextual knowledge and experience.

Students expressed a common view that localised examples of theory or business practice is useful in demonstrating regional and local context. This was supplemented by preferences for global context demonstrations, which were considered useful in making connections between theory and practice across a range of complex, dynamic and transnational settings. Common across students of Business Case Study was the notion that recognition of a global organisational example (Nike, for instance) was equally important in helping to making sense of discipline content.

All students found the learning resources’ navigation and design intuitive, showing a cohesive process link between theory, cases or examples, learning activities and additional resources for further student work. The ease in which the learning resources could be accessed inside and outside of class was similarly well received.

Summary of positive comments made by Vietnam Course Coordinators

Vietnam Course Coordinators valued the ways in which the learning resources helped students establish connections through applications in recognisable local, regional and global contexts. All Course Coordinators were pleased with the ways in which the learning resources clarified the issues or concepts, and provided students with material and activities which helped demonstrate applications of complex knowledge. The Course Coordinators were satisfied with the effectiveness of the resources’ engagement with students’ existing fields of knowledge and experience, and issues in the region, and engagement of student interest through motivating content and clear instructional design.

All participating Vietnam Course Coordinators supported the view that the instructional design was clear and intuitive, cohesive, and engaging for students. A stronger engagement with discipline content through rich media and mixed-mode delivery was also witnessed by the Course Coordinator of Business Simulation.
Assessment of learning resource limitations

Interviews with Course Coordinators and facilitated focus groups of students of Business Case Study and Organisational Behaviour raised concerns relating to:

1. Teacher direction and integration of the learning resources into lesson plans
2. Breadth of application, and
3. Access to in-class technical resources.

Summary of concerns raised by students

Many students of Organisational Behaviour felt the integration of the learning resource into lesson plans or weekly topic material was limited. In an already exhaustive and comprehensive weekly schedule, many students felt they did not have much time to fully work through the activity and reflect on the learning experience it aimed to provide. Students also noted the limited direction by the Course Coordinator and associated lecturers during class time to undertake the activity.

Students across both courses had variable views on the conceptual or resource breadth of the learning resources. Some students in both courses felt that the material could have gone further by providing more explanation of particular theories and examples of business practice. Of the small cohort that worked through the activity in Organisational Behaviour comprehensively, some would have preferred more information about the leadership concepts before their application. Similarly, some students in Business Case Study felt that the SMART goals activity might have been more engaging and easier to follow if more information was provided in the resource prior to the activity.

One issue raised by many students of both courses was access to technical resources (computers, speakers) in classrooms. This appeared to further limit the extent to which the material could be integrated into class time.

Summary of concerns raised by Vietnam Course Coordinators

The Course Coordinator of Organisational Behaviour noted that the learning resources might have been more successful if better integrated into in-class work, and better direction to students was provided. The Course Coordinator believed the reason for this particular shortcoming was time in a relatively full student learning schedule.

The issue of time was raised by the Course Coordinator of Industry Project. In this course, the initial conceptual plans were varied along the way to allow for a staged development of the resource due to time constraints and other work commitments. The first stage of this pilot resource is limited to process-related concepts and material, requiring more work in illustrating and demonstrating the applications of the research process and research practice into various localised settings.

Similarly, time and access to resources were problematic areas in the learning resource for Logistics and Supply Chain Management, which necessitated a renegotiation of the delivery of this pilot learning resource.
Access to technical resources limited the extent to which the material could be integrated into class. The Course Coordinator of Business Simulation reorganised the lesson and activity by directing students to view the work at home, and requested students to be ready to discuss and apply the concepts in the following class. This was seen as not an ideal delivery method but one that worked within these particular resource constraints.

2. Project processes & partnerships

As a pilot project in the Bachelor of Commerce and an innovative transnational project in Academic Development in the College of Business, the project processes employed, and partnerships developed were essential in:

- Drawing on discipline knowledge and experience in the local context from Vietnam Course Coordinators, and
- Facilitating and maintaining a collaborative transnational project environment.

Identified project success

Interviews with the five Vietnam Course Coordinators and the Academic Projects Coordinator revealed highly positive responses to the:

1. Consultation and project processes employed, and
2. Transnational collaboration and partnerships developed.

All staff participants were happy with the site visits by the Melbourne-based Educational Designer, and in particular, the support and advice provided. The project management and task coordination from Vietnam and Melbourne was also seen to be efficient and effective, generally. Through these project processes, all participants became familiar with the intentions of the Dual Hub project, its parameters, and the milestones and delivery timeline. All Course Coordinators felt supported through regular email contact and drafting processes in between site visits. All participants were very positive with the way the project has fostered collaboration across campuses and regions, and laid foundations for closer academic and non-academic partnerships and relationships to develop. All Course Coordinators were delighted to be selected as participants in this pilot project and happy with the project outcomes within the established yet limited time frame.

All participants would encourage others to work on similar collaborative projects as the experience was deemed important and valuable in recognising the knowledge and experience of staff in Vietnam, building an understanding between campuses, and addressing a perceived sense of isolation or Otherness. All Vietnam Course Coordinators felt positively towards the encouragement provided by their Melbourne Course Coordinator counterparts.
Identified project limitations

Interviews with Vietnam Course Coordinators and the Academic Projects Coordinator revealed specific concerns relating to:

1. Initial project briefing
2. Expected time commitment required to the project, and
3. Supervision and management within the delivery timeline.

All but one participant Course Coordinators were unclear of the project’s description and scope prior to the initial visit of the Educational Designer. Many expressed some confusion about what was required, how internationalisation was to be interpreted, and what shape these learning resources might take within this context. The discussions following the project overview and briefing session by the Educational Designer began to clarify the meaning, context and requirements of the Dual Hub project, and refocus participant ideas within this framework.

The Vietnam-based Academic Projects Coordinator (and the Educational Designer) felt more could have been done to help clarify the project requirements and what it meant specifically for each participant. It was clear that a problem with the initial project briefing led to misinterpretation and much confusion. The Academic Projects Coordinator also felt that the hopes of too many Course Coordinators were raised by requesting ideas for development under the Dual Hub project from each Course Coordinator in the Bachelor of Commerce. The selection of five courses/learning resources after a lengthy consultation and selection process appeared to result in some unease across all Vietnam Course Coordinators.

One area of concern raised by most Course Coordinators was the omission of an expected time commitment to the project. Many felt under pressure to work extensively with the Educational Designer under a perceived very short timeframe. The Course Coordinator of Industry Project felt it critical to address this issue by specifying the required time commitment to this project, reducing the load of participants to ensure sufficient time for project work or by recognising and celebrating their efforts in innovative ways. Similarly, the Course Coordinator of Organisational Behaviour would have preferred to be aware of a suggested or required time allocation to better inform the scope of the learning resource.

The variability of responses to the way in which the project was managed within the timeframe is worthy of noting. One Course Coordinator felt the project lacked an identifiable project manager, which led her to default to the Educational Designer for scope, task and milestone renegotiation. Another Course Coordinator implied a lack of any structured project management, and expressed a preference for stronger supervision and direction to help motivate and complete the work on time.
Part II - Observations & critical reflections

The following observations and critical reflections help to demonstrate how two issues, or potential blockers, have affected the outcomes of this project. The first relates to the individual operational contexts of RMIT Melbourne and RIUV. The second relates to notions of ownership and responsibility in the development of curricula, and the potential for collaboration by the two hubs to share this responsibility.

Relationships between dual operational contexts

Assessments made by Vietnam Course Coordinators helped to establish how both Melbourne and Vietnam hubs are perceived to be situated operationally and perceptually. The concerns about the learning resources relate to their integration into existing curricula and their breadth of application. These concerns appear to stem from the particular operational contexts and historical practices of both sites. For instance, curriculum resources and assessments are commonly transferred to Vietnam as packaged courseware for delivery into Saigon South and Hanoi campuses. Within this process of Melbourne-based development and transfer, it is established often explicitly, that responsibility for all curriculum development lies with Melbourne, and thus, all discipline knowledge is held and transferred by Melbourne. This practice appears to limit the extent to which the learning resources developed by Vietnam Course Coordinators could be freely integrated into existing curricula and student learning schedules. Similarly, this practice also appears to limit the extent to which the material in the resources could be applied across wider contexts and topic areas; it was often assumed by Vietnam Course Coordinators that this would be viewed as working outside what Melbourne prescribes.

Such practices maintain a distinctively superior-subordinate relationship between RMIT Melbourne and RIUV. One Course Coordinator encapsulated this imbalance by referring to RMIT Melbourne as ‘Head Office’. Similarly, the Educational Designer was seen to represent ‘Head Office’ initially, and mistakenly perceived to support the prescriptions commonly perceived to be made by Melbourne. Throughout this project, it became evident that this work would expose the varying operational contexts and how each hub is situated in relation to the other. It also became evident that this project would begin to demonstrate and question this relationship imbalance by drawing on the talents of RIUV academic staff to contribute to this development work.

Ownership, responsibility & potential for collaboration

Since establishing RIUV, the characteristics of academic staff have evolved to include specialists in various discipline areas with extensive experience in the region and internationally. Little systematic effort has been made to draw from the increasingly experienced academic staff employed at the Saigon South and Hanoi campuses. Although this academic body has changed over time, the ways in
which RIUV and its academic body are perceived by RMIT Melbourne, and the operational practices employed by RMIT Melbourne, have not followed suit.

There was some variability in the way each potential participant was situated by their Melbourne counterparts, enabling or disabling their ability to share some of the responsibility of course development. Some Vietnam Course Coordinators felt encouraged to contribute by drawing from their own experience while others perceived themselves to be restricted to what is prescribed and transferred. Often, comments by Vietnam Course Coordinators suggested an educational need for change in the existing course framework and their powerlessness to do so. Linked to this was a common, albeit misguided, view that RMIT Melbourne’s operational responsibility for quality control and moderation was also placing an implicit restriction on contextualising and providing support material locally in Vietnam. Interestingly, the initial project briefing by the Educational Designer provided a forum for potential participants to question the project’s potential for success, and doubt its aim for a shared responsibility for course development and delivery of Vietnam-developed learning resources in other locations, including Melbourne. During this briefing, the intentions of this project were perceived as unattainable because of the perceived (or actual) control of development by RMIT Melbourne.

It was clear that the blockers, perceived or otherwise, identified by many potential participants were concerns and indicative of the complex operational contexts of, and relationship between, the two hubs. This situation thus informed the selection of courses to pilot the internationalised learning resources. Where significant concern was raised about the potential acceptance of the resources by their Melbourne counterparts, the course and learning resource was not chosen for piloting. Much of the proceeding work aimed to develop support networks to provide some reassurance that the delivery of the internationalised learning resources in Vietnam will be agreed to by Melbourne.

One of the intentions of this project was to not only to facilitate collaboration between the Melbourne Educational Designer and Vietnam academic staff, but collaboration between Vietnam and Melbourne Course Coordinators on learning materials for use across other sites and partner institutions. To realise the aim of reusability across various delivery modes and contexts, involvement by Melbourne Course Coordinators was crucial. Although the selection process was significantly based on the potential support offered by the Melbourne counterpart and the potential agreement in sharing the responsibility, initial enthusiasm for collaboration appeared to wane. In effect, the intended collaboration equated to support and sign-off of the conceptual prototype with limited involvement in the latter stages of the project.

Comments by Vietnam Course Coordinators at the end of this work suggested that the project encouraged inclusion in course design and development, and in some ways, helped to discourage a perceived isolation from RMIT Melbourne. By drawing from Vietnam Course Coordinators’ own experience and knowledge, this project helped to begin to reconfigure the common practices of development by and transfer from RMIT Melbourne. Importantly, it helped some Vietnam Course Coordinators question their own perceived positioning as deliverers of prescribed Melbourne courseware, and empower their own teaching practice and delivery methods.
Moving forward: Recommendations & concluding comments

Data gathered through each evaluation research instrument, and through critical reflection, has helped to provide insights into how the learning resources were received by students and Vietnam Course Coordinators, and how effective the employed project processes were seen to be.

The following micro-level recommendations relate to the design and delivery of the learning resources and the project processes employed. They are direct result of assessments made by Vietnam Course Coordinators and students of Organisational Behaviour and Business Case Study. Addressing the concerns raised by all participants will indeed inform better design, development and delivery of any future work, and importantly, deliver more engaging, relevant, valuable and comprehensive student learning experiences.

Internationalised learning resources

1. Learning resources must be fully integrated into in-class lesson plans. Academic staff must be encouraged to facilitate engagement with the resources to help enrich student learning experiences.

2. Learning resources should be comprehensive enough to provide students with the knowledge and skills required to make sense of theoretical content and business practice.

Project processes & partnerships

1. Initial project briefings must clearly describe the nature of and rationale for the project, define the terms, be specific of the requirements under the project and provide an overview of the tasks to be completed by all participants. Importantly, these briefings must identify and specify the time commitment required, and allow sufficient time for each task to be completed effectively.

2. The initial briefing and discussions must be followed with a detailed implementation plan that illustrates explicitly the steps, tasks, milestones and deliverables to help clearly delineate what is to be achieved at each stage along the way.

3. An identified project coordinator, such as the participant Educational Designer or Developer might help to clarify the tasks and relationships across the project.

At a macro level, this project has helped to provide insights into the underpinning drivers for and blockers of success. It has demonstrated and assessed the potential for collaborative course development projects involving RMIT Melbourne and RIUV to succeed. This assessment has also informed the conceptualisation and planning of future projects in the College of Business beginning in 2009.

In moving forward, the following comments and recommendations are a result of assessments and reflections made about this project and the dual contexts in which it operated. These are presented against the intended outcomes of the Dual
An increasing partnership between academics in Vietnam & Melbourne in sharing responsibility for course development

The Dual Hub project helped demonstrate the drivers and blockers in realising a shared responsibility in course development within the dual operational contexts of RMIT Melbourne and RIUV. Although envisaged to increase an existing partnership, this project appeared to maintain the status quo between Vietnam Course Coordinators and their Melbourne counterparts.

The identified drivers and blockers have helped provide some context around the maintenance of the status quo. Issues relating to a waning interest by Melbourne Course Coordinators are yet to be examined but will indeed help provide further insights and inform future work of this kind. Similarly, an examination and interrogation of issues relating to the perceived and actual control of development by RMIT Melbourne, and the boundaries for accepted contextualisation of delivery or development of curriculum by RIUV will also provide a deeper understanding of the current operational contexts, responsibilities, expectations and practices of both hubs.

It is recommended that future collaborative work involve Melbourne Course Coordinators in very direct ways at the earliest stages of project work. It is through such means that a common understanding of both hubs is likely to develop, which will enable conversations and reflections about a shared responsibility for course development to begin.

Internationalised learning resources for use in Business courses in Vietnam, Melbourne & elsewhere

The internationalised learning resources were successful in facilitating connections between abstract theoretical concepts in global, regional and local business practice by drawing on the knowledge and experience of Vietnam Course Coordinators. In part, the design and development of these learning resources for delivery into Vietnam has been the most successful outcome of this project. The work undertaken has been challenging for all project participants. Importantly however, it has been deemed a valuable exercise by Vietnam Course Coordinators, and contributed to providing more engaging and authentic student learning experiences in participating courses.

The identified blockers, issues relating to individual contexts and the complexity of the relationship between both hubs have limited the extent to which these resources had been accepted by Melbourne Course Coordinators into their own deliveries, and those of other sites and partner institutions. Further work by the Academic Development Group in establishing and promoting a repository of learning resources that are relevant across delivery locations will only help to facilitate greater acceptance (and awareness) of very useful and reusable student learning material.

If Vietnam staff are to be empowered by RMIT Melbourne and explicitly supported to experiment in their own local contexts within established curriculum frameworks, it might further enable RIUV to deliver locally-relevant learning resources in more integrative and effective ways. This would address issues raised
by Vietnam Course Coordinators about the need for greater flexibility in integrating internationalised learning resources into existing curricula and student learning schedules.

It is recommended that future work of this kind draws on the pool of Vietnam academic staff not selected to participate in this pilot project. It appears that only through informed work that attempts to expose, question and dismantle the status quo can we effectively realise a shared responsibility of course development across the Melbourne and Vietnam hubs.

**An enhanced relationship between the dual hubs based on collaboration**

This project was significantly successful in enriching the work experience of Vietnam Course Coordinators and the Melbourne Educational Designer. The project was particularly successful in enabling a collaborative mode of transnational curriculum development by providing an inclusive academic design and development consultative process. Participants expressed gratitude in being selected to participate in this project and found the project experience valuable, engaging and enriching. In many ways, it helped the representatives of each hub better understand the individual contexts of RMIT Melbourne and RIUV. Often, it enabled each representative to collaboratively question and dismantle the popular but outdated preconceptions about each hub.

Although the design and development of the learning resources have been largely successful, collaboration was limited to work between each participant Vietnam Course Coordinator, and the Melbourne Educational Designer and the production team. Although this collaboration was enriching, in hindsight, it fell short of realising a truly enhanced relationship between the hubs based on collaboration.
Dissemination of project outcomes

The key project outcomes will be disseminated through a seminar held by the Academic Development Group, College of Business in Melbourne in 2009. Outcomes to staff at RIUV will follow a similar dissemination method.

Summary of the project, outcomes, impacts & dissemination

The Dual Hub project draws upon the knowledge and experience of academic staff at RMIT International University Vietnam to improve student learning by developing internationalised learning resources for courses in the Bachelor of Commerce. It aims to increase partnerships in sharing responsibility for course development and enhancing the relationship between the dual hubs based on collaboration.

Learning resources for five courses were developed to provide engaging internationalised learning experiences for students in participating courses of the Bachelor of Commerce. Interviews with Course Coordinators and focus groups of students of Business Case Study and Organisational Behaviour revealed that the learning resources helped to improve student learning experience by developing discipline-specific knowledge and skills through their application in dynamic, complex and situational contexts. Interviews with participating Vietnam staff revealed highly positive responses to the collaborative project processes employed and the partnerships developed.

Observations and critical reflections helped demonstrate how the individual operational contexts and historical practices of RMIT Melbourne and Vietnam hubs limited the extent to which a shared responsibility for course development could be realised. Similarly, these contexts and practices limited the potential delivery of the learning resources in onshore and other offshore locations. This evaluation suggests that further collaborative work of this kind will only help to expose and question an outdated status quo, and help to begin to realise a shared responsibility of course development by the Melbourne and Vietnam hubs.

The key project outcomes will be disseminated through a College of Business seminar held by the Academic Development Group in 2009, and through similar methods in Vietnam. The outcomes of the Dual Hub project have informed the conceptualisation and planning of future projects in the College of Business beginning in 2009.